<table>
<thead>
<tr>
<th>Course Title: English Language Arts (ELA)</th>
<th>Grade Level: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong> (to unit introduction)</td>
<td>Pacing Guide</td>
</tr>
<tr>
<td><strong>Writing</strong> (to unit introduction)</td>
<td>Pacing Guide</td>
</tr>
<tr>
<td><strong>Language</strong> (to unit introduction)</td>
<td>Pacing Guide</td>
</tr>
<tr>
<td><strong>Speaking and Listening</strong></td>
<td>Reference</td>
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</tbody>
</table>

Date Created: 

Board Approved on:
Introduction

Reading is thinking, (Fountas and Pinnell, 2006) and if we think, therefore we are. Logic then tells us that reading determines who we are. How do we tell the world who we are? Through writing and speaking. How do we learn who others are? Through careful listening.

This is the heart of the English Language Arts common core standards and the curriculum put forth in this document. The power of words, both written and spoken, cannot be underestimated. There are the soothing words of lullabys and poetry, the inspirational words of great speeches, the call to action of persuasive text. Every thought and emotion can be conveyed through words.

Words, especially written, take center stage in the 21st century as never before. Casual communication, once the domain of telephones and face-to-face conversation, often takes place in cyberspace via text messages, emails, Facebook, and Twitter. The limits of text messages (160 characters) and Tweets (140 characters) make it imperative that meaning comes across loud and clear. Email is prevalent in the business world, and it is imperative that one’s writing be precise. On the flip side of composing effective written communication, is reading and comprehending these messages.

The curriculum offered here teaches students to create meaning from what they read. Students will be explicitly taught to apply reading comprehension strategies to various types of text. Students will learn the structure of texts to be able to create meaning while reading and when writing. Grammar, mechanics, and vocabulary instruction will add to the student’s ability to create meaning for the reader when they write, and for themselves when they read.

Students will spend time reading independently and extensively to build background knowledge and vocabulary. Students will be expected to engage with the texts they read and provide evidence of that engagement in reader’s notebooks.
# English Language Arts (ELA) Grade 3

## Content Area: Reading

### (back)

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<tr>
<th>Course Title: English Language Arts (ELA): Reading</th>
<th>Grade Level: 3</th>
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</thead>
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<td><strong>Reading Informational Text</strong></td>
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<td><strong>The Reader’s Notebook</strong></td>
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<td><strong>Reading Foundational Skills</strong></td>
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<td><strong>Project Read</strong></td>
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Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
## Curriculum Design

**Content Area:** English Language Arts

**Course Title:** English Language Arts (ELA): Reading Literature  
**Grade Level:** 3

<table>
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<tr>
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<th>Pacing Guide</th>
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<td>Pacing Guide</td>
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<tr>
<td>Reading Skills</td>
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<td>Reading Standards for Literature</td>
<td>Reference</td>
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<td>Book Reports</td>
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<td>Literature Circles</td>
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</tr>
<tr>
<td>Guided Reading</td>
<td>Pacing Guide</td>
</tr>
<tr>
<td>Required (Core) Anthology Selections</td>
<td>Reference</td>
</tr>
</tbody>
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# Reading Strategies Grade 3

**Content Area: English Language Arts**

<table>
<thead>
<tr>
<th>Course Title: English Language Arts (ELA): Reading Strategies</th>
<th>Grade Level: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring Comprehension</td>
<td>Pacing Guide</td>
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<tr>
<td>Making Connections</td>
<td>Pacing Guide</td>
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<tr>
<td>Questioning</td>
<td>Pacing Guide</td>
</tr>
<tr>
<td>Visualizing</td>
<td>Pacing Guide</td>
</tr>
<tr>
<td>Inferring</td>
<td>Pacing Guide</td>
</tr>
<tr>
<td>Summarizing</td>
<td>Pacing Guide</td>
</tr>
</tbody>
</table>

**Table: Journeys lessons by reading strategy**
**Unit Overview Template**

**Content Area:** English Language Arts (ELA)

**Unit Title:** Reading Grade 3

**Target Course/Grade Level:** 3

**Unit Summary**

Students in the intermediate grades have already learned to read. At this level, they will read to learn by being taught the reading comprehension strategies and how to apply them to independent reading. Students will be given time in school for independent reading to practice using the strategies they are being taught with the guidance of the teacher. Students will respond to what they read by talking with peers in discussion groups and individually with the teacher during conferences as well as writing in reader’s notebooks. Students will read broadly and extensively to build background knowledge and increase and improve both their writing and vocabulary.

Students will learn to write narratives, arguments (opinion), and explanatory pieces applying the conventions of standard English grammar, punctuation, and spelling. Students will be expected to support their writing with evidence from text and to create lists of sources. Students will be taught to create and use a writer’s notebook to store their observations of the world around them and select topics to write about from these observations.

Students will learn how to prepare for the NJASK and have time to practice under simulated testing conditions.

**Primary interdisciplinary connections:** Science, Social Studies, History, Health

**21st century themes:**

- **Global Awareness** – through reading the literature of other countries, cultures, and civilizations, students will come to recognize that all people regardless of race, nationality, or religion, share the same stories and similar underlying beliefs. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

**21st century skills:**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Media Literacy
- Life and Career Skills

**Unit Rationale**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students...
gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Learning Targets

Standards:
The grade 3 standards listed under CPI, define what students should understand and be able to do by the end of 3rd grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Content Statements: College and Career Readiness (CCR) Standards

Key Ideas and Details
* 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
* 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
* 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
* 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
* 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
* 6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
* 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1
* 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
* 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity
* 10. Read and comprehend complex literary and informational texts independently and proficiently.

Foundational Reading Skills that Support College and Career Readiness Standards for Reading:
* Know and apply grade-level phonics and word analysis skills in decoding words.
* Read with sufficient accuracy and fluency to support comprehension.

CPI # | Cumulative Progress Indicator (CPI)

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<table>
<thead>
<tr>
<th>RL.3.1</th>
<th>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.3.1</td>
<td>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
</tr>
<tr>
<td>RL.3.2</td>
<td>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
</tr>
<tr>
<td>RL.3.3</td>
<td>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</td>
</tr>
<tr>
<td>RL.3.4</td>
<td>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</td>
</tr>
<tr>
<td>RL.3.5</td>
<td>Distinguish their own point of view from that of the narrator or those of the characters</td>
</tr>
<tr>
<td>RL.3.6</td>
<td>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</td>
</tr>
<tr>
<td>RL.3.7</td>
<td>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</td>
</tr>
<tr>
<td>RL.3.8</td>
<td>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</td>
</tr>
<tr>
<td>RF.3.3</td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words</td>
</tr>
<tr>
<td>RF.3.3a</td>
<td>Identify and know the meaning of the most common prefixes and derivational suffixes</td>
</tr>
<tr>
<td>RF.3.3b</td>
<td>Decode words with common Latin suffixes.</td>
</tr>
<tr>
<td>RF.3.3c</td>
<td>Decode multisyllable words.</td>
</tr>
<tr>
<td>RF.3.3d</td>
<td>Read grade-appropriate irregularly spelled words.</td>
</tr>
<tr>
<td>RF.3.4</td>
<td>Read with sufficient accuracy and fluency to support comprehension.</td>
</tr>
<tr>
<td>RF.3.4a</td>
<td>Read grade-level text with purpose and understanding.</td>
</tr>
<tr>
<td>RF.3.4b</td>
<td>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</td>
</tr>
<tr>
<td>RF.3.4c</td>
<td>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
</tr>
<tr>
<td>RI.3.2</td>
<td>Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
</tr>
<tr>
<td>RI.3.3</td>
<td>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</td>
</tr>
<tr>
<td>RI.3.4</td>
<td>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</td>
</tr>
<tr>
<td>RI.3.5</td>
<td>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</td>
</tr>
<tr>
<td>RI.3.6</td>
<td>Distinguish their own point of view from that of the author of a text.</td>
</tr>
<tr>
<td>RI.3.7</td>
<td>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</td>
</tr>
<tr>
<td>RI.3.8</td>
<td>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</td>
</tr>
<tr>
<td>RI.3.9</td>
<td>Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
</tr>
<tr>
<td>RI.3.10</td>
<td>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</td>
</tr>
</tbody>
</table>

**Unit Essential Questions**

- How does a reader demonstrate understanding?
- How does a reader determine the central message, lesson, or moral of a story?
- How do characters move a story along?
- Who is telling the story? Why is that important?
- How do illustrations enhance the words of a story?
- How does an author of a series vary the elements of the story?
- How does a reader determine the main idea of a text?
- How does a reader describe the relationship between a series of related facts?
- How does a reader locate information in a text?
- How does a reader use text features?
- How does a reader approach two texts on the same topic?

**Unit Enduring Understandings**

- Readers ask and answer questions to demonstrate understanding of a text.
- Readers use information in the text to support their answers.
- Readers can retell stories they read.
- Readers read a wide variety of genres and read stories from many cultures.
- Readers determine the main idea, central message, lesson, or moral from key details in the text.
- Readers understand that characters’ traits, motivation, or feelings determine their actions.
- Readers understand that the actions of characters contribute to the sequence of events.
- Readers know that words often have two meanings, literal and nonliteral, and they can distinguish the usage based on the text in which the words occur.
- Readers know the terms that describe genre structures.
- Readers recognize and can describe how later parts of a story build on earlier ones.
- Readers can distinguish their own point of view from that of the narrator or characters.
- Readers can explain how illustrations add to a text’s meaning.
- Books in a series have the same characters, but different plots, themes, and setting.
- A series of related facts can be described using language that pertains to time, sequence, and cause/effect.
- There are ways to determine the meaning.
of words in a text from the text itself.

- Text features and search tools can be used to locate information.
- Graphic features in a text provide information to help the reader understand the text.
- In well-structured writing, there is a logical connection between particular sentences and paragraphs (e.g., comparison, cause/effect, sequence).
- Two texts on the same topic may include different information about that topic.
- Phonics and word analysis skills help a reader decode words.
- Reading with accuracy and fluency aids in comprehension.

Unit Learning Targets

Students will be able to...

- ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- distinguish their own point of view from that of the narrator or those of the characters.
- explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- determine the main idea of a text; recount the key details and explain how they support the main idea.
- describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
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Aligned to the 2009 New Jersey Core Curriculum Content Standards
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- distinguish their own point of view from that of the author of a text.
- use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- compare and contrast the most important points and key details presented in two texts on the same topic.
- by the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

### Evidence of Learning

**Summative Assessment (end of each marking period):**
Summative assessments (*Journeys* unit tests 2, 3, 4, & 5) are given at the end of each marking period. The unit 1 test will be administered during the first week of school as a baseline assessment.

**Equipment needed: see individual lessons**

**Teacher Resources:**
*Journeys*, Houghton Mifflin Harcourt School Publishers
*Journeys Weekly, Unit, and Benchmark Assessments L3*
*Journeys Practice Workbook L3*
### Lesson Plans: Reading Strategies – Monitoring Comprehension Grade 3

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
</tr>
</thead>
</table>
| **Lesson 1**  
The Inner Voice | 1 class period |
| **Lesson 2**  
When Meaning Breaks Down | 1 class period |
| **Lesson 3**  
Identifying Confusion/Finding Answers | 1 class period |
| **Lesson 4**  
What I Think | 1 class period |
| **Lesson 5**  
Journeys lessons 9, 16, 21 | 1+ class period each |

**Teacher Notes:**
Lessons can be repeated as needed throughout the year to support student comprehension.

**Curriculum Development Resources**


Click the links below to access additional resources used to design this unit:

- [www.thinkcentral.com](http://www.thinkcentral.com)
- [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)
### Monitoring Comprehension Lesson Plan 1 - Grade 3

**Lesson Components**

<table>
<thead>
<tr>
<th>21st Century Themes</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
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</thead>
<tbody>
<tr>
<td>x Global Awareness</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Skills</th>
<th>Communication and Collaboration</th>
<th>Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>x Creativity and Innovation</td>
<td>Critical Thinking and Problem Solving</td>
<td></td>
</tr>
<tr>
<td>x Media Literacy</td>
<td>ICT Literacy</td>
<td>Life and Career Skills</td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections:**
- Social Studies via the genres of historical fiction and traditional/folk tales.

**Integration of Technology:**

*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

**Equipment needed:** overhead projector for transparencies.
## Monitoring Comprehension Lesson Plan 2  Grade 3

**Content Area:** English Language Arts: Reading Literature – Reading Strategies  
**Lesson Title:** Monitoring Comprehension – When Meaning Breaks Down  
**Timeframe:** 50 minutes

### Lesson Components

#### 21st Century Themes

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
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</table>

#### 21st Century Skills

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>Critical Thinking and Problem Solving</th>
<th>Communication and Collaboration</th>
<th>Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td>Life and Career Skills</td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections:

- Social Studies via the genres of historical fiction and traditional/folk tales.

### Integration of Technology:

*Journeys* offers online versions of all print resources.

- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

### Equipment needed:

- Overhead projector for transparencies
- Chart paper
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Aligned to the 2009 New Jersey Core Curriculum Content Standards

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<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td><strong>Lesson Sequence</strong></td>
<td>• Teacher observation and anecdotal evidence</td>
</tr>
<tr>
<td>• Learn to monitor their “inner” conversation with text to notice when their mind wanders away from the text in order to refocus.</td>
<td>1. Teacher will share with class examples of losing focus when reading because of thinking of something else, or the reading was too difficult.</td>
<td>• Two-column chart “Why Meaning Breaks Down/What to Do About It” (class chart)</td>
</tr>
<tr>
<td>• Learn strategies to restore comprehension when meaning breaks down.</td>
<td>2. Teacher models with own text showing students that when faced with a difficult passage, first the inner conversation expressed confusion (“Huh, I don’t get this”) and then losing meaning.</td>
<td>• Individual student charts for independent reading</td>
</tr>
<tr>
<td></td>
<td>3. Teacher explains strategies for regaining comprehension: reading words closely and rereading the text etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Create a two-column chart on chart paper. Head the left column “Why Meaning Breaks Down” and the right column “What to Do About It”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Teacher fills in left column with one or two reasons that meaning breaks down.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Students turn and talk to add to left column, then discuss with partners what to do; students share responses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Teacher records student responses on chart.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Provide students with individual two-column charts to monitor their comprehension. Left column heading - title, page number, problem. Right column heading – “Fix-Up Strategy”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Students will use individual charts to write down what they do not understand (vocabulary, figurative speech, etc.)and the strategies used to determine meaning (re-read, stop and think, look at illustrations, etc.) during independent reading</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiation**

- Students working at their own level with teacher and class support.
- During independent reading, students read at their own level.

**Resources Provided**

- *Journeys* Lesson: 9, 16, 21
- Leveled readers
## Monitoring Comprehension Lesson Plan 3  Grade 3

### Content Area: English Language Arts: Reading Literature – Reading Strategies

<table>
<thead>
<tr>
<th>Lesson Title:</th>
<th>Monitoring Comprehension – Identifying Confusion/Finding Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeframe:</td>
<td>50 minutes</td>
</tr>
</tbody>
</table>

### Lesson Components

#### 21st Century Themes

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
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#### 21st Century Skills

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<td>Media Literacy</td>
<td>ICT Literacy</td>
<td>Life and Career Skills</td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections:

- Social Studies via the genres of historical fiction and traditional/folk tales.

### Integration of Technology:

*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

### Equipment needed:
## Goals/Objectives

- Learn to identify confusion
- Learn to look for answers farther on in the text

## Learning Activities/Instructional Strategies

### Lesson Sequence

1. Teacher models coding the top half of a sticky note with a question mark or other symbol or word, then placing the sticky note at the source of confusion in the text.
2. Teacher models coding the bottom half of the same sticky note or writing the clarification on the bottom half, then placing the sticky note where the reader’s question was answered.
3. Students apply this technique during independent reading.

## Formative Assessment Tasks

- Sticky notes with questions and answers

## Differentiation

- Students self-monitoring

## Resources Provided

- *Journeys* Lesson: 9, 16, 21
- Leveled readers
### Monitoring Comprehension Lesson Plan 4  Grade 3

**Content Area:** English Language Arts: Reading Literature – Reading Strategies  
**Lesson Title:** Monitoring Comprehension – What I Think  
**Timeframe:** 50 minutes  

---

#### Lesson Components

**21st Century Themes**

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
</tr>
</thead>
</table>

**21st Century Skills**

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>x Critical Thinking and Problem Solving</th>
<th>x Communication and Collaboration</th>
<th>Information Literacy</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
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<th>ICT Literacy</th>
<th>Life and Career Skills</th>
</tr>
</thead>
</table>

---

**Interdisciplinary Connections:**

- Social Studies via the genres of historical fiction and traditional/folk tales.

---

**Integration of Technology:**

*Journeys* offers online versions of all print resources.
- Student eTextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

---

**Equipment needed:**

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Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td><strong>Lesson Sequence</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Teacher introduces the text to be read aloud</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Teacher reads the text all the way through without stopping for questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Students will write down on large sticky notes what the text made them think about; their thoughts and reactions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Students turn and talk to a partner to read and discuss what they wrote.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Students may share with whole group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Teacher collects sticky notes and (with student permission) posts sticky notes on chart paper to remind students to read and think beyond just the text details, plot and event sequence.</td>
<td></td>
</tr>
<tr>
<td>Differentiation</td>
<td>• Students self-monitoring</td>
<td></td>
</tr>
<tr>
<td>Resources Provided</td>
<td>• <em>Journeys</em> Lesson: 9, 16, 21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Leveled readers</td>
<td></td>
</tr>
</tbody>
</table>
### Monitoring Comprehension Lesson Plan 5  Grade 3

(Back)

**Content Area:** English Language Arts: Reading Literature – Reading Strategies

**Lesson Title:** Monitoring Comprehension – *Journeys* lessons 9, 16, 21

**Timeframe:** 50 minutes

#### Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Awareness</td>
</tr>
<tr>
<td>Civic Literacy</td>
</tr>
<tr>
<td>Health Literacy</td>
</tr>
</tbody>
</table>

| Financial, Economic, Business, and Entrepreneurial Literacy |          |

#### 21st Century Skills

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>Critical Thinking and Problem Solving</th>
<th>Communication and Collaboration</th>
<th>Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td>Life and Career Skills</td>
<td></td>
</tr>
</tbody>
</table>

#### Interdisciplinary Connections:

- Social Studies via the genres of historical fiction and traditional/folk tales.

#### Integration of Technology:

*Journeys* offers online versions of all print resources.

- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

#### Equipment needed:

- Overhead projector or interactive whiteboard
### Goals/Objectives
- Students:
  - See teacher’s edition

### Learning Activities/Instructional Strategies
- **Lesson Sequence:**
  - See teacher’s edition

### Formative Assessment Tasks
- See teacher’s edition

### Differentiation
- Online student ebook provides an option for use as an audio book with option to highlight text as it is read.
- Leveled workbook pages are available for both below- and above-level readers.

### Resources Provided
- *Journeys* Lessons: 9, 16, 21
- Leveled readers
- Leveled practice books
- Ready-Made Work Stations
- *Journeys* Destination Reading interactives accessed through student ebook.
Lesson Plans: Reading Strategies – Making Connections Grade 3
(back)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>This Reminds Me Of . . .</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Text-to-Self Connections</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>When Connections Distract</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Text-to-Text Connections</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Text-to-World Connections</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>Other Connections: Literary Elements</td>
</tr>
</tbody>
</table>

**Teacher Notes:**
Lessons can be repeated as needed to support student reading comprehension.

Background knowledge is important to making sense of what we read. The more background knowledge a reader has about a particular topic, the easier it is to connect new learning with the old knowledge to construct meaning from the text being read. If a reader has sufficient background knowledge of a writing style or text structure, the easier it is to make sense of it.

Students begin making connections to their personal experiences, after that they can begin to connect to the larger world.

It is important that students make connections that enhance understanding. Connections that are superficial (sharing a name with a character etc.) are to be acknowledged as important to the reader, but not to understanding the text. Students can be asked to make that distinction themselves. When students make a connection, they should be encouraged to stop and think about how the connection helps them to understand the story. (Harvey & Goudvis, 2007).

**Curriculum Development Resources**


Click the links below to access additional resources used to design this unit:

www.thinkcentral.com

http://www.corestandards.org/the-standards
### Goals/Objectives

Students:
- Make connections to a teacher-read text using the phrase ‘It reminds me of . . .’

### Learning Activities/Instructional Strategies

#### Lesson Sequence

- Teacher introduces and reads selected text stopping at parts where personal connections of any kind can be made
- Teacher models coding the text using sticky notes labeled “R” (remind)
- Teacher models recording a brief explanation of the connection on the sticky note. Sticky note is placed on text where the connection was made.
- As teacher continues to read, students offer connections to specific instances in the text. List connections on large chart
- Hand out copies of text to students; students can write an “R” on the text marking the specific point where a connection is made.
- Hand out individual 2-column charts “What the Story is About/What It Reminds Me Of”
- Student records summary of story section that led to connection on the left side of the chart.
- Student records connections on the right side of the two-column chart.
- Review and discuss chart as a class.

#### Formative Assessment Tasks

- Teacher observation and anecdotal evidence
- Student active participation in class discussion
- Coding text with “R” for “remind”
- Listed connections on chart
- 2-column form “What the Story is About/What It Reminds Me Of”

### Differentiation

- Provide books/stories with clear illustrations that complement the text vocabulary to build background knowledge as student learns new topics.
- Link text language/vocabulary with illustrations to support struggling readers/ELL
- Access class prior knowledge of topic to provide further background knowledge to those students needing it.

### Resources Provided

- Leveled readers from *Journeys* reading series
- Any selection from *Journeys* reading textbook
## Making Connections Lesson Plan 2  Grade 3

### Content Area: English Language Arts: Reading Literature – Reading Strategies

**Lesson Title:** Making Connections – Text-to-Self Connections  
**Timeframe:** 50 minutes

### Lesson Components

#### 21st Century Themes

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
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</thead>
</table>

#### 21st Century Skills

<table>
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<tr>
<th>Creativity and Innovation</th>
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<th>x</th>
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<tbody>
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<td></td>
<td>ICT Literacy</td>
<td></td>
<td>Life and Career Skills</td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections:
- Social Studies via the genres of historical fiction and traditional/folk tales.

### Integration of Technology:

*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

### Equipment and materials needed:

- Picture books with realistic characters and situations –OR- any selection from *Journeys* reading textbook
- Sticky notes
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td><strong>Lesson Sequence</strong></td>
<td></td>
</tr>
</tbody>
</table>
| • Learn to link text to their lives | 1. Teacher reads selections aloud modeling making connections, coding text T-S: describing connection on sticky note placed on text.  
2. Student codes text with sticky notes during independent reading or during interactive read aloud | • Teacher observations and anecdotal evidence  
• Coding text T-S for text-to-self  
• Student sticky notes connections |

**Differentiation**
- Provide books/stories with clear illustrations that complement the text vocabulary to build background knowledge as student learns new topics.
- Link text language/vocabulary with illustrations to support struggling readers/ELL.
- Access class prior knowledge of topic to provide further background knowledge to those students needing it.

**Resources Provided**
- *Journeys* Lesson: all
- Leveled readers
Making Connections Lesson Plan 3 Grade 3

Content Area: English Language Arts: Reading Literature – Reading Strategies

Lesson Title: Making Connections – When Connections Distract

Timeframe: 50 minutes

Lesson Components

21st Century Themes

| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |

21st Century Skills

| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |

| Media Literacy | ICT Literacy | Life and Career Skills |

Interdisciplinary Connections:

- Social Studies via the genres of historical fiction and traditional/folk tales.

Integration of Technology:

*Journeys* offers online versions of all print resources.

- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

Equipment needed:

- Text that triggers a connection that leads the reader away from the reading
### Goals/Objectives

Students:
- Connect themes and big ideas across texts

### Learning Activities/Instructional Strategies

**Lesson Sequence**
1. Explain to students that finding meaning in a text often involves noticing similarities among texts.
2. Model coding text T-T for text-to-text by writing connections on sticky notes and placing on text where connection was made.
3. Divide students into small groups.
4. Provide each group with a set of short texts with a shared characteristic such as author, subject matter, characters, etc.
5. Groups will read, code, and discuss findings
6. Share as a class

### Formative Assessment Tasks
- Teacher observations and anecdotal evidence
- Coding text T-T for text-to-text
- Student participation in class discussions

### Differentiation

- Provide books/stories with clear illustrations that complement the text vocabulary to build background knowledge as student learns new topics.
- Link text language/vocabulary with illustrations to support struggling readers/ELL
- Access class prior knowledge of topic to provide further background knowledge to those students needing it.

### Resources Provided
- *Journeys* Lesson: all
- Leveled readers
### Goals/Objectives

Students:
- Build historical understanding and background knowledge by making text-to-self and text-to-world connections
- Will be able to integrate new information learned in social studies units with background knowledge

### Learning Activities/Instructional Strategies

**Lesson Sequence**

1. Select a historical fiction text corresponding to current social studies unit.
2. Have students read text (partners, small groups, independent) noting text-to-self and text-to-world connections on sticky notes.
3. Students place sticky notes in text at the point of connection.
4. Students share connections with class.
5. Teacher writes student connections on chart paper to add to student body of knowledge of historical time period.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Coding text T-W
- Student participation in class discussion

### Differentiation

- Provide books/stories with clear illustrations that complement the text vocabulary to build background knowledge as student learns new topics.
- Link text language/vocabulary with illustrations to support struggling readers/ELL
- Access class prior knowledge of topic to provide further background knowledge to those students needing it.

### Resources Provided

- *Journeys* Lesson: 12, 16
- Leveled readers
### Goals/Objectives

Students:
- Make connections among and between literary elements to help them comprehend what they read.

### Learning Activities/Instructional Strategies

#### Lesson Sequence

**Genre:**
1. Students read many texts in a variety of genres to become familiar with special characteristics and conventions of each genre.
2. Maintain a class chart listing the characteristics and conventions of each genre; students record titles of books they have read on the charts.

**Format and Form**
1. Students become familiar with the differences in format among picture books, novels, nonfiction.
2. Students are taught to distinguish among essays, editorials, newspaper and magazine articles and other “real-world” forms of writing.

**Author**
1. Through reading a number of books by the same author, students learn to recognize that author’s treatment of issues, topics, themes and writing style.
2. Organize author studies or literature groups based on author in which each participant reads a different book by the same author.

**Text Structure**
1. Familiarize students with the structure of narratives, expository text, poetry, drama, etc. (Journeys lessons 1 & 17)

**Literary Features**
1. Ask students to make text-to-text connections for themes, settings, problems, characters and traits, etc.
2. Ask students to notice chapter and section headings, boldface print, italics, etc. while reading and recall the functions of these features.
3. Students code text with these connections at the place in the text where the connection is made.

### Formative Assessment Tasks

- Teacher observation and anecdotal evidence
- Student participation in class discussion
- Student coding of text with connections via sticky notes
- Student responses to questions about selections read
- Student journal responses
- Literature circle discussion
- Creation of class charts
- Student postings on class charts
<table>
<thead>
<tr>
<th>Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide books/stories with clear illustrations that complement the text vocabulary to build background knowledge as student learns new topics.</td>
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<td>• Link text language/vocabulary with illustrations to support struggling readers/ELL</td>
</tr>
<tr>
<td>• Access class prior knowledge of topic to provide further background knowledge to those students needing it.</td>
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</table>

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<tr>
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</thead>
<tbody>
<tr>
<td>• <em>Journeys</em> Lesson: 12, 16</td>
</tr>
<tr>
<td>• Leveled readers</td>
</tr>
<tr>
<td>Lesson</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td><strong>Lesson 1</strong>&lt;br&gt;It’s OK to Ask Questions</td>
</tr>
<tr>
<td><strong>Lesson 2</strong>&lt;br&gt;Beginning Questioning</td>
</tr>
<tr>
<td><strong>Lesson 3</strong>&lt;br&gt;Asking Questions to Infer Meaning in Poetry</td>
</tr>
<tr>
<td><strong>Lesson 4</strong>&lt;br&gt;Asking and Responding to Open-ended Questions to Extend and Deepen Thinking in Response to Literature</td>
</tr>
<tr>
<td><strong>Lesson 5</strong>&lt;br&gt;<em>Journeys</em> Lessons 6, 24</td>
</tr>
</tbody>
</table>

**Teacher Notes:**
Lessons can be repeated as needed to support student reading comprehension.

Asking questions is the driving force behind acquiring knowledge. Good readers constantly and consistently ask questions of the text and author, then seek to find the answers further into the text. Students need to be encouraged to ask questions before, during, and after reading. Where do these questions come from? The best questions are derived from a reader’s background knowledge of the subject matter, author, genre, etc.

When students ask questions and then search for answers, we know that they are monitoring their comprehension and interacting with the text to construct meaning. (Harvey & Goudvis, 2007)

**Curriculum Development Resources**


Click the links below to access additional resources used to design this unit:
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<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td><strong>Lesson Sequence</strong></td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• Will learn that all readers – even adults have questions</td>
<td>1. Share with students a book you are currently reading and the questions raised as you read.</td>
<td>• Student created sticky notes with questions written on them</td>
</tr>
<tr>
<td>• Will learn to write their questions on sticky notes, then look for the answers further into the text</td>
<td>2. Model writing questions on sticky notes coded with a “?” and placing the sticky notes on the text at the location of the question.</td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td>• Student will apply strategy to independent reading.</td>
<td>3. Model reading on and finding the answer, then moving the sticky note to the spot in the text where the answer was found and writing the answer to the question on the bottom half of the note coded “A” for answer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Model coding a sticky note “Huh?” to signal confusion and a reminder to reread closely or read ahead a few sentences to construct meaning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Ask students to share their thoughts about asking questions while reading</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiation**
- Classroom anchor charts that make the strategy concrete for ELL and struggling readers
- Use drawings on sticky notes instead of writing the questions and answers
- Use of leveled readers for independent reading

**Resources Provided**
- *Journeys* Lessons: 6, 11, 18, 24
- Leveled readers
Lesson Plan 2 – Questioning Grade 3

Content Area: English Language Arts: Reading Literature – Reading Strategies

Lesson Title: Beginning Questioning

Timeframe: 1 – 2 class periods

Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Awareness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity and Innovation</td>
</tr>
<tr>
<td>Media Literacy</td>
</tr>
</tbody>
</table>

Interdisciplinary Connections:
- Social Studies via the genres of historical fiction and traditional/folk tales.

Integration of Technology:
*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

Equipment needed:
- Any *Journeys* selection, leveled reader, or other teacher-selected text
- Chart paper to record student connections

Lesson Background:
To begin teaching the strategy of questioning, all that is needed is to share student questions that arise before, during, and after reading, and then talk about them. Listing the questions on chart paper support post-reading discussion.
### Goals/Objectives

- List and categorize questions to help understand the text
- Extend understanding of a topic or issue by acknowledging and thinking about questions that remain after the reading.
- Apply this skill to independent reading

### Learning Activities/Instructional Strategies

#### **Lesson Sequence**

1. Teacher reads selected text aloud stopping at the end of each page to elicit student questions.
2. Teacher records question on chart paper.
3. After reading, the teacher reads the questions on the chart aloud asking students to label the questions that were explicitly answered in the text with an “A”
4. Review and discuss other questions to answer; mark with “BK” for background knowledge; “I” for inference, and “D” for discussion.
5. Review remaining questions and mark those that require research with an “RS”; those that cannot be answered with a “C” for confused.
6. Explain to students that there may be some questions that cannot be answered. These questions can be further explored via discussions, debates, or in-depth research.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student-generated questions listed on class chart
- Students categorize questions by how they are answered
- Students categorize questions by what is required to provide an answer
- Discussion, debate, or research based on student questions remaining after reading

### Differentiation

- Classroom anchor charts that make the strategy concrete for ELL and struggling readers
- Use drawings on sticky notes instead of writing the questions and answers
- Teacher reads text during lesson
- Use of leveled readers for independent practice

### Resources Provided

- *Journeys* Lesson: 6, 11, 18, 24
- Leveled readers
### Goals/Objectives
Students:
- Infer meaning of poetry by asking and answering questions
- Debate and discuss differing opinions as to poem’s meaning
- Learn to disagree politely
- Learn to acknowledge and appreciate differing opinions and interpretations

### Learning Activities/Instructional Strategies

<table>
<thead>
<tr>
<th>Lesson Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Copy poem on large chart paper placed on an easel in front of the class.</td>
</tr>
<tr>
<td>2. Teacher begins lesson by asking questions about the poem to infer the poem’s meaning; invite students into a guided conversation about the poem.</td>
</tr>
<tr>
<td>3. List questions on chart paper as the poem is read aloud.</td>
</tr>
<tr>
<td>4. Specific questions are listed at the place in poem where the question was asked; general questions are listed below the poem.</td>
</tr>
<tr>
<td>5. After the poem is read, return to the list of questions and use them as prompts for discussion about the meaning of the poem.</td>
</tr>
<tr>
<td>6. Allow students to debate and disagree respectfully</td>
</tr>
<tr>
<td>7. Students write a journal response to the poem and the discussion.</td>
</tr>
<tr>
<td>8. Follow-up with additional research to answer questions</td>
</tr>
</tbody>
</table>

### Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student questions listed on chart paper
- Journal responses

### Differentiation
- Classroom anchor charts that make the strategy concrete for ELL and struggling readers
- Use drawings on sticky notes instead of writing the questions and answers
- Teacher reads text during lesson
- Use of leveled readers for independent practice

### Resources Provided
- Leveled readers
### Goals/Objectives

Students:
- Extend and deepen thinking by asking, then responding to open-ended questions
- Learn that stories may be interpreted in different ways
- Learn to support their inferences with text evidence
- Students apply strategy during independent reading

### Learning Activities/Instructional Strategies

**Lesson Sequence**
1. Assign reading part of selected literature to students
2. Model asking and responding to open-ended questions that require inference; show a transparency of model question and answer
3. Point out answer to question, and text evidence for support of answer
4. Invite students to create their own open-ended question that requires inference from the reader; students will answer the question and highlight the answer to the question and the specific text evidence; share with partners
5. Students will read the remaining text and write one open-ended question and then respond to it; share
6. Review and discuss story

### Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student open-ended questions and responses

### Differentiation

- Classroom anchor charts that make the strategy concrete for ELL and struggling readers
- Use drawings on sticky notes instead of writing the questions and answers
- Teacher reads text during lesson
- Use of leveled readers for independent practice

### Resources Provided

- *Journeys* Lesson: 6, 11, 18, 24
- Leveled readers
**Lesson Plan 5 – Questioning  Grade 3**  
(Back)

<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Reading Literature – Reading Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Title:</strong> Journeys Lessons 6, 24</td>
</tr>
</tbody>
</table>

### Lesson Components

#### 21st Century Themes

- Global Awareness  
  - Financial, Economic, Business, and Entrepreneurial Literacy
  - Civic Literacy
  - Health Literacy

- Civic Literacy

#### 21st Century Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT Literacy

#### Interdisciplinary Connections:
- Social Studies via the genres of historical fiction and traditional/folk tales.

#### Integration of Technology:

*Journeys* offers online versions of all print resources.

- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

#### Equipment needed:

- Overhead projector or interactive whiteboard for projectables
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
</table>
| Students:        | **Lesson Sequence** see teacher’s edition  | • Teacher observation & anecdotal evidence  
|                  |                                              | • Student participation in class discussion  
|                  |                                              | • Workbook pages               |
| Differentiation  | • Leveled workbooks                        |                           |
|                  | • Teacher reads text during lesson          |                           |
|                  | • Use of leveled readers for independent practice |                         |
| Resources Provided| • *Journeys* Lesson: 6, 24                  |                           |
|                  | • Leveled readers                          |                           |
## Lesson Plans: Reading Strategies - Visualizing Grade 3

### (back)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing with Wordless Picture Books</td>
<td>1 class period</td>
</tr>
<tr>
<td>Lesson 1</td>
<td></td>
</tr>
<tr>
<td>Visualizing from a Vivid Piece of Text</td>
<td>1 class period</td>
</tr>
<tr>
<td>Lesson 2</td>
<td></td>
</tr>
<tr>
<td>Journeys lesson 12</td>
<td>4-8 weeks</td>
</tr>
<tr>
<td>Lesson 3</td>
<td></td>
</tr>
</tbody>
</table>

### Teacher Notes:

Lessons adapted from *Strategies that Work: Teaching Comprehension for Understanding and Engagement* by Stephanie Harvey and Anne Goudvis, 2nd edition.

Lessons can be repeated as needed to support student reading comprehension.

Visualizing, the act of creating mental pictures of what we read, personalizes the reading experience, keeps readers engaged and often prevents premature abandonment of a book. (Harvey & Goudvis, 2007)

### Curriculum Development Resources


Click the links below to access additional resources used to design this unit:

- [www.thinkcentral.com](http://www.thinkcentral.com)
- [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)
### Goals/Objectives

- Visualize to fill in appropriate missing information
- Apply this strategy to independent reading

### Learning Activities/Instructional Strategies

#### Lesson Sequence

2. Show the picture book, asking students for information about the characters, setting, and plot.
3. At the point of the pre-selected illustrations, show the two pictures then ask students what they visualize and have students draw or write various scenarios
4. Share with whole class

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student drawings reflective of missing information

### Differentiation

- Drawing what is visualized helps the ELL and the struggling writer

### Resources Provided
Lesson Plan 2 - Visualizing Grade 3

Content Area: English Language Arts: Reading Literature – Reading Strategies

Lesson Title: Visualizing from a Vivid Piece of Text  
Timeframe: 2 class periods

Lesson Components

21st Century Themes

<table>
<thead>
<tr>
<th>21st Century Theme</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Awareness</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21st Century Skills

<table>
<thead>
<tr>
<th>21st Century Skill</th>
<th>Creative Thinking and Problem Solving</th>
<th>Communication and Collaboration</th>
<th>Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking and Problem Solving</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections:

- Social Studies via the genres of historical fiction and traditional/folk tales.

Integration of Technology:

Journeys offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

Equipment needed:

- Journeys selection from lessons 5, 12, 17, 22 or other teacher-selected text
- Suggested text: the lead to Chapter 3, “Escape,” in Charlotte’s Web, by E.B. White

Notes:

This lesson is designed for use with small groups.
### Goals/Objectives

Students:
- Merge prior experience and text to create visual images
- Apply strategy during independent reading

### Learning Activities/Instructional Strategies

**Lesson Sequence**
1. Teacher takes a small group of students and reads the selected text aloud.
2. After reading, invite students to tell about what was visualized with details.
3. Students sketch what they had told about.
4. Monitor that student descriptions and sketches contain information not explicitly given in the text.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student sketches containing details not explicitly mentioned in the text

### Differentiation

- Drawing what is visualized helps the ELL and the struggling writer
- Teacher reads text

### Resources Provided

- Journeys lessons 5, 12, 17, 22
### Goals/Objectives
*Students:*  
- See teacher’s edition

### Learning Activities/Instructional Strategies
**Lesson Sequence**  
*Journeys* lessons 12 – see teacher’s edition

### Formative Assessment Tasks
- Teacher observation & anecdotal evidence  
- Student participation in class discussion  
- Workbook pages

### Differentiation
- Leveled workbooks  
- Leveled readers (in print and online with audio capabilities)  
- Student ebook has audio capabilities

### Resources Provided
- *Journeys* lesson 12  
- Projectables  
- Workbooks
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
</tr>
</thead>
</table>
| **Lesson 1**
Using All Parts of a Book to Infer Meaning | 1 class period |
| **Lesson 2**
Inferring with Text Clues | 1 class period |
| **Lesson 3**
Inferring Themes (and recognizing plot) | 3 class periods |
| **Lesson 4**
Inferring to Understand Historical Concepts | 1 class period |
| **Lesson 5**
Journeys lessons 2, 8, 15 | 2 weeks |

**Teacher Notes:**
Lessons adapted from *Strategies that Work: Teaching Comprehension for Understanding and Engagement* by Stephanie Harvey and Anne Goudvis, 2nd edition.

Lessons can be repeated as needed to support student reading comprehension.

Inferring underlies all comprehension, not only in reading, but in our everyday lives. “Inferring is about reading faces, reading body language, reading expressions, and reading tone as well as text.” Although inference is an important tool in understand what is read, rereading and checking is the best way to eliminate misconceptions. (Harvey & Goudvis, 2007, p.138)

**Curriculum Development Resources**


Click the links below to access additional resources used to design this unit:
[www.thinkcentral.com](http://www.thinkcentral.com)
### Goals/Objectives

- Learn to use all aspects of a book or story to infer meaning
- Apply strategy to independent reading by recording inferences in reader’s notebook and coding which were predictions that were confirmed (+) or contradicted (-)
- Learn the difference between predictions and inferences
- Use inferences to understand what they read

### Learning Activities/Instructional Strategies

**Lesson Sequence**

1. Teacher begins lesson by showing students cover of book (selection) and asks students what can be inferred from the cover illustration.
2. Ask students to support their responses with details from the cover illustration.
3. Create a 2-column chart with headings “Quote/Picture from Text” and “Inference”.
4. Record a description of the illustration or copy the quote onto the chart – include page numbers for easy reference.
5. Record student inferences in right column.
6. Teacher reads further into text allowing for one or two more examples.
7. Students work in pairs to finish reading the text and complete individual charts.
8. Students mark their inferences as confirmed (+) or contradicted (-); all others not so coded are inferences.
9. Reconvene whole group and share some inferences.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student handout “Inferring from Text and Pictures”

### Differentiation

- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Play charades to teach inferring
- Role playing to act out understanding of what they read
- “Show and tell” unfamiliar items and utensils so students can infer the item’s purpose

### Resources Provided

- Journeys lessons 2, 4, 8, 15, 20, 25
- Projectables
- Workbooks
## Goals/Objectives

Students:
- Learn how to infer by combining background knowledge and personal experience with text clues to create meaning from what they read

## Learning Activities/Instructional Strategies

**Lesson Sequence**

1. Teacher must be familiar with selected text prior to beginning lesson
2. Teacher begins reading selection aloud, sharing how background knowledge plus what is written in the text equal inference
3. Continue reading aloud, stopping at points to share how background knowledge (personal experience) combined with what is explicitly written in the text allows the reader to infer meaning
4. Create a 3-column class chart to record student thinking headed “Background Knowledge/Text Clues/Inference”; record a few examples
5. Students continue reading selection completing individual charts

## Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Class chart “Background Knowledge/Text Clues/Inference”

## Differentiation

- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Play charades to teach inferring
- Role playing to act out understanding of what they read
- “Show and tell” unfamiliar items and utensils so students can infer the item’s purpose

## Resources Provided

- Journeys lessons 2, 4, 8, 15, 20, 25
- Projectables
- Workbooks
## Goals/Objectives

Students:
- Learn to differentiate between plot and theme
- Learn to infer themes or big ideas
- Apply this strategy to independent reading by completing student handout “Inferring Themes from Text Evidence”

## Learning Activities/Instructional Strategies

### Lesson Sequence

#### Day 1
1. Start lesson by explaining the difference between plot and theme using a familiar story with a simple plot line such as *Goldilocks and the Three Bears*.
2. Recount the plot by offering a simple summary of the events in the story; identify this summary as the plot.
3. Explain that themes are the underlying lessons or morals of a story; invite students to share what they think the themes of *Goldilocks and the Three Bears* are.

#### Day 2
1. Introduce the selection that will be the focus of this lesson
2. Read selection and demonstrate a think-aloud coding text with inferences written on sticky notes coded “I” for inference, and placed in text where inference occurred.
4. Continue to read selection aloud, adding to class chart
5. After reading story use class chart to facilitate class discussion about the themes in the story
6. Summarize class discussion by explaining that the themes are the big ideas and they evoked strong emotions in readers

#### Day 3
1. Provide students with handout “Inferring Themes from Text Evidence”
2. Students will reread selection independently and complete handout including evidence and themes from class discussion and new ones
3. Share with class

## Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Class chart “Evidence from Text/Themes”
- Student handout “Inferring Themes from Text Evidence”
## Differentiation
- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Play charades to teach inferring
- Role playing to act out understanding of what they read
- “Show and tell” unfamiliar items and utensils so students can infer the item’s purpose

## Resources Provided
- Journeys lessons 2, 4, 8, 15, 20, 25
- Projectables
- Workbooks
Lesson Plan 4 - Inferring Grade 3

Content Area: English Language Arts: Reading Literature – Reading Strategies
Lesson Title: Inferring to Understand Historical Concepts

<table>
<thead>
<tr>
<th>Lesson Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeframe:</strong> 1 class periods</td>
</tr>
</tbody>
</table>

### 21st Century Themes

<table>
<thead>
<tr>
<th>21st Century Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Awareness</td>
</tr>
<tr>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
</tr>
<tr>
<td>Civic Literacy</td>
</tr>
<tr>
<td>Health Literacy</td>
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</tbody>
</table>

### 21st Century Skills

<table>
<thead>
<tr>
<th>21st Century Skills</th>
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</thead>
<tbody>
<tr>
<td>Creativity and Innovation</td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving</td>
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<tr>
<td>Communication and Collaboration</td>
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<tr>
<td>Information Literacy</td>
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<tr>
<td>Media Literacy</td>
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<tr>
<td>ICT Literacy</td>
</tr>
<tr>
<td>Life and Career Skills</td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections:
- Social Studies via the genres of historical fiction and traditional/folk tales.

### Integration of Technology:
- *Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

### Equipment needed:
- Historical fiction selection of teacher’s choice
- *Journeys* lesson 4
- Class chart headed “I Wonder/I Think”

### Lesson Background:
This lesson would be useful as an introduction to a social studies unit. The questions and inferences raised can be further researched during the unit.
### Goals/Objectives

- Students:
  - Learn how questioning (“I Wonder”) and inferring (“I Think”) work together to create meaning from historical fiction.
  - Learn the language of questioning (I wonder) and the language of inferring (I think, I predict, I infer).
  - Apply this strategy to independent reading of both historical fiction and nonfiction social studies text.
  - Compile a list of topics to research during social studies unit.

### Learning Activities/Instructional Strategies

**Lesson Sequence**
1. Gather class for interactive read-aloud.
2. Post class chart “I Wonder/ I Think”.
3. Activate prior knowledge of topic and post on chart above the 2-column table.
4. Teacher models questions and inferences while reading first pages of selection and reviewing illustrations by filling out chart.
5. Students fill out individual “I Wonder/ I Think” charts as teacher continues to read.
6. Share with whole class.

### Formative Assessment Tasks
- Teacher observation & anecdotal evidence.
- Student participation in class discussion.
- Class chart “I Wonder/ I Think”.

**Student handout:**

- “Questioning and Inferring to Understand Historical Concepts”

### Differentiation

- Leveled workbooks.
- Leveled readers (in print and online with audio capabilities).
- Student ebook has audio capabilities.
- Play charades to teach inferring.
- Role playing to act out understanding of what they read.
- “Show and tell” unfamiliar items and utensils so students can infer the item’s purpose.
- Interactive read-aloud to support ELL and struggling readers.

### Resources Provided

- Journeys lessons 4.
- Projectables.
- Workbooks.
- Social studies textbook.
### Goals/Objectives

**Students:**
- See teacher’s edition

### Learning Activities/Instructional Strategies

**Lesson Sequence**
- See teacher’s edition

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Workbook pages

### Differentiation

- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Play charades to teach inferring
- Role playing to act out understanding of what they read
- “Show and tell” unfamiliar items and utensils so students can infer the item’s purpose

### Resources Provided

- Journeys lessons 5, 6, 11, 19, 22
- Projectables
- Workbooks
Lesson Plans: Reading Strategies - Summarizing Grade 3

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong> Summarizing by Retelling</td>
<td>1 class period</td>
</tr>
<tr>
<td><strong>Lesson 2</strong> Reading to Get the Gist</td>
<td>1 class period</td>
</tr>
<tr>
<td><strong>Lesson 3</strong></td>
<td>1 week</td>
</tr>
<tr>
<td><em>Journeys</em> lesson 1, 19</td>
<td></td>
</tr>
</tbody>
</table>

Teacher Notes:
Lessons adapted from *Strategies that Work: Teaching Comprehension for Understanding and Engagement* by Stephanie Harvey and Anne Goudvis, 2nd edition.

Lessons can be repeated as needed to support student reading comprehension.

When readers summarize information, they pull out the most important information and put it in their own words to remember it. (Harvey & Goudvis, 2007) Synthesizing is a process in which readers take this new information and add it to what already exists as background knowledge to reinforce what is already known or “to understand a new perspective, a new line of thinking, or even an original idea.” (pg. 179)

Students need to be taught to stop and think about what they read every few pages. Summarizing involves getting facts (textual evidence), ordering events, paraphrasing, and picking out what is important. (pg.181)

Curriculum Development Resources


Click the links below to access additional resources used to design this unit:
www.thinkcentral.com

http://www.corestandards.org/the-standards
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>Lesson Sequence</td>
<td></td>
</tr>
<tr>
<td>• Learn to summarize information through a brief retelling of a story</td>
<td>1. Explain to students that summarizing means to restate only the most important information in a text in your own words.</td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• Learn to record thinking on sticky notes</td>
<td>2. Present the 3-step framework</td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td>• Learn to create one-word lists to serve as prompts for an oral retelling of the story</td>
<td>3. Model reading a short selection, restating the story and recording thinking on sticky notes or on a chart, creating a list of single words that serve as memory clues for an oral retelling of the story</td>
<td>• Student records of thinking (sticky notes, single-word lists, charts)</td>
</tr>
<tr>
<td>• Learn to provide only the most important information</td>
<td>4. Provide students with a short selection to try strategies.</td>
<td></td>
</tr>
<tr>
<td>• Learn to keep retelling brief.</td>
<td>5. Share with class</td>
<td></td>
</tr>
<tr>
<td>Differentiation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Leveled workbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Leveled readers (in print and online with audio capabilities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student ebook has audio capabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Differentiate products that show understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources Provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <em>Journeys</em> lessons 1, 10, 14, 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Projectables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Workbooks</td>
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<td></td>
</tr>
</tbody>
</table>
### Goals/Objectives

Students:
- Learn to take notes while teacher reads aloud
- Apply multiple comprehension strategies to get at the gist of a story

### Learning Activities/Instructional Strategies

**Lesson Sequence**
1. Review reading comprehension strategies already studied; list on chart paper or blackboard
2. Ask students to take notes during teacher reading of story, noting story events as well as their thinking (questions, inferences, predictions); students may also draw as part of note-taking; remind students that notes are brief, but must make sense
3. Read story out loud stopping periodically to model writing thinking and events in a personal notebook (not on blackboard); share what was written with class
4. Pause during reading to allow students to write notes
5. After the reading students write responses to the story in their journals based on their notes, their memory, and their thinking
6. Share with class

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Students write a response to the literature in their journals
- Journal responses should indicate the gist of the story

### Differentiation

- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Differentiate products that show understanding

### Resources Provided

- Journeys lessons 1, 10, 14, 19
- Projectables
- Workbooks
2009 New Jersey Curriculum Project
Aligned to the 2009 New Jersey Core Curriculum Content Standards
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
### Goals/Objectives

**Students:**
- See teacher’s edition

### Learning Activities/Instructional Strategies

**Lesson Sequence**
See teacher’s edition

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Workbook pages

### Differentiation

- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Differentiate products that show understanding

### Resources Provided

- Journeys lesson 1, 19
- Projectables
- Workbooks
Formative Assessments
- see each lesson for assessments

Lesson Plans: Genre Studies – Fiction Grade 3

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Genre Study: A Collaborative Approach (readwritethink.org)</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Fairy Tales from Life (readwritethink.org)</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Fairy Tale Autobiographies (readwritethink.org)</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>What's in a Mystery? Exploring and Identifying Mystery Elements (readwritethink.org)</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Comics in the Classroom as an Introduction to Genre Study (readwritethink.org)</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>Thundering Tall Tales: Using Read-Aloud as a Springboard to Writing (readwritethink.org)</td>
</tr>
</tbody>
</table>

Journeys Selections Organized by Genre

Teacher Notes:
Lessons can be repeated as needed throughout the year to support student comprehension.

Curriculum Development Resources


Click the links below to access additional resources used to design this unit:
- [www.thinkcentral.com](http://www.thinkcentral.com)
- [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)
- [www.readwritethink.org](http://www.readwritethink.org)
### Goals/Objectives

Students:
- participate in class discussions to introduce the concept of genre and determine the main characteristics of various genres
- explore an assigned genre recording evidence on a printable bookmark
- prove that a book read fits the assigned genre

### Learning Activities/Instructional Strategies

**Lesson Sequence**

http://www.readwritethink.org/classroom-resources/lesson-plans/genre-study-collaborative-approach-270.html

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Genre bookmark
- Book review

### Differentiation

- Students choose books at their own reading level

### Resources Provided

-
## Goals/Objectives

Students:
- determine characteristics of the fairy tale genre
- read, discuss and analyze fairy tales
- write original fairy tales incorporating the elements of fairy tales

## Learning Activities/Instructional Strategies

**Lesson Sequence**

Fairy Tales from Life (readwritethink.org)

## Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Original fairy tale
- Presentation of fairy tale to class

## Differentiation

- Students choose books at their own reading level
- Students work in groups to read, discuss, and analyze fairy tales

## Resources Provided

- [www.readwritethink.org](http://www.readwritethink.org)
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
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<tr>
<td>Students:</td>
<td>Lesson Sequence</td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• determine characteristics of the fairy tale genre</td>
<td>Fairy Tale Autobiographies (readwritethink.org)</td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td>• read, discuss and analyze fairy tales</td>
<td></td>
<td>• Original fairy tale</td>
</tr>
<tr>
<td>• write original fairy tales incorporating based on their own lives and the elements of fairy tales</td>
<td></td>
<td>• Presentation of fairy tale to class</td>
</tr>
<tr>
<td>• engage in peer review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Differentiation**

- Students choose books at their own reading level
- Students work in groups to read, discuss, and analyze fairy tales

**Resources Provided**

- www.readwritethink.org
## Goals/Objectives

Students:
- identify the characteristics of mystery writing
- write and revise a mystery story
- share mystery stories
- evaluate how clues are laid out to come to conclusions.

## Learning Activities/Instructional Strategies

**Lesson Sequence**

*What's in a Mystery? Exploring and Identifying Mystery Elements*  
([www.readwritethink.org](http://www.readwritethink.org))

## Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Graphic organizer
- Original mystery story
- Presentation of mystery story to class

## Differentiation

- Students choose books at their own reading level
- Lesson activities can be done in small groups

## Resources Provided

- [www.readwritethink.org](http://www.readwritethink.org)
### Goals/Objectives

Students:
- analyze differences and similarities among a selection of comics
- analyze the uses of layout and page design
- create original comics using an online tool.

### Learning Activities/Instructional Strategies

**Lesson Sequence**

Comics in the Classroom as an Introduction to Genre Study (readwritethink.org)

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion and small group work
- Original comic strip
- Appropriate use of online tools

### Differentiation

- Provide comics a varying reading comprehension levels
- Lesson activities can be done in small groups

### Resources Provided

- [www.readwritethink.org](http://www.readwritethink.org)
### Goals/Objectives

**Students:**
- listens to a tall tale read aloud and is able to identify and recognize the structure of tall tales
- write their own tall tale

### Learning Activities/Instructional Strategies

**Lesson Sequence**

- Thundering Tall Tales: Using Read-Aloud as a Springboard to Writing
  (readwritethink.org)

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion and small group work
- Original tall tale
- Appropriate use of online tools

### Differentiation

- Tall tale is read aloud by teacher
- Lesson activities can be done in small groups

### Resources Provided

- [www.readwritethink.org](http://www.readwritethink.org)
Lesson Plans: Reading Skills Grade 3
(back)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
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<td><strong>Lesson 1</strong></td>
<td>Story Structure</td>
</tr>
<tr>
<td>Journeys lesson 1, 12, 21</td>
<td>1 class period each</td>
</tr>
<tr>
<td><strong>Lesson 2</strong></td>
<td>Compare and Contrast</td>
</tr>
<tr>
<td>Journeys lessons 4, 13</td>
<td>1 class period each</td>
</tr>
<tr>
<td><strong>Lesson 3</strong></td>
<td>Understanding Characters</td>
</tr>
<tr>
<td>Journeys lessons 3, 15</td>
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<tr>
<td><strong>Lesson 4</strong></td>
<td>Conclusions</td>
</tr>
<tr>
<td>Journeys lesson 2, 8</td>
<td>1 class period each</td>
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<tr>
<td><strong>Lesson 5</strong></td>
<td>Cause and Effect</td>
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<tr>
<td>Journeys lesson 9, 19</td>
<td>1 class period each</td>
</tr>
<tr>
<td><strong>Lesson 6</strong></td>
<td>Author’s Purpose</td>
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<tr>
<td>Journeys lessons 16, 24</td>
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</tr>
<tr>
<td><strong>Lesson 7</strong></td>
<td>Sequence of Events</td>
</tr>
<tr>
<td>Journeys lesson 6, 23</td>
<td>1 class period each</td>
</tr>
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Teacher Notes:

Curriculum Development Resources


Click the links below to access additional resources used to design this unit:
www.thinkcentral.com

http://www.corestandards.org/the-standards
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<tr>
<th>Goals/Objectives</th>
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<tbody>
<tr>
<td>Students:</td>
<td>Lesson Sequence</td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• See teacher’s edition</td>
<td>See teacher’s edition</td>
<td>• Student participation in class discussion</td>
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<td>• Workbook pages</td>
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<td>• Weekly test</td>
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</tbody>
</table>

**Differentiation**
- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Differentiate products that show understanding

**Resources Provided**
- Journeys lesson 1, 12, 21
- Projectables
- Workbooks
- Online resources available at www.thinkcentral.com
<table>
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<tbody>
<tr>
<td>Students:</td>
<td>Lesson Sequence Journeys teacher edition pages:</td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• Compare and contrast characters in text (3)</td>
<td>1. Unit 1, Lesson 3: pgs T164 - 218</td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td>• Compare and contrast to understand relationships among ideas (15)</td>
<td>2. Unit 3, Lesson 15: pgs T219 – 290</td>
<td>• Workbook pages</td>
</tr>
<tr>
<td>• Compare and contrast text details with personal experiences (15)</td>
<td></td>
<td>• Weekly test</td>
</tr>
<tr>
<td>• Compare and contrast content with history and historical events (15)</td>
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**Differentiation**
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- Differentiate products that show understanding

**Resources Provided**
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- Online resources available at [www.thinkcentral.com](http://www.thinkcentral.com)
**Goals/Objectives**

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**Learning Activities/Instructional Strategies**

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<tr>
<td>See teacher’s edition</td>
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</table>

**Formative Assessment Tasks**

| • Teacher observation & anecdotal evidence |
| • Student participation in class discussion |
| • Workbook pages |
| • Weekly test |

**Differentiation**

- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Differentiate products that show understanding

**Resources Provided**

- Journeys lessons 3, 15
- Projectables
- Workbooks
- Online resources available at [www.thinkcentral.com](http://www.thinkcentral.com)
## Goals/Objectives

Students:
- See teacher’s edition

## Learning Activities/Instructional Strategies

**Lesson Sequence**
- See teacher’s edition

## Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Workbook pages
- Weekly test

## Differentiation

- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Differentiate products that show understanding

## Resources Provided

- Journeys lesson 2, 8
- Projectables
- Workbooks
- Online resources available at [www.thinkcentral.com](http://www.thinkcentral.com)
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<td>• Workbook pages</td>
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<td>• Weekly test</td>
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**Differentiation**
- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Differentiate products that show understanding

**Resources Provided**
- Journeys lesson 9, 19
- Projectables
- Workbooks
- Online resources available at [www.thinkcentral.com](http://www.thinkcentral.com)
## Goals/Objectives

**Students:**
- See teacher’s edition

## Learning Activities/Instructional Strategies

**Lesson Sequence**

- See teacher’s edition

## Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Workbook pages
- Weekly test

## Differentiation

- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Differentiate products that show understanding

## Resources Provided

- Journeys lessons 16, 24
- Projectables
- Workbooks
- Online resources available at [www.thinkcentral.com](http://www.thinkcentral.com)
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<td></td>
<td></td>
<td>• Workbook pages</td>
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**Differentiation**
- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Differentiate products that show understanding

**Resources Provided**
- Journeys lesson 6, 23
- Projectables
- Workbooks
<table>
<thead>
<tr>
<th>Lesson Plans: Literature Circles Grade 3</th>
<th>Timeframe</th>
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</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong> Developing Discussion Guidelines</td>
<td>1 class period</td>
</tr>
<tr>
<td><strong>Lesson 2</strong> Reflecting on Whole-Group Discussions</td>
<td>1 class period</td>
</tr>
<tr>
<td><strong>Lesson 3</strong> Focusing the Discussion with Prompts</td>
<td>1 class period</td>
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<tr>
<td><strong>Lesson 4</strong> Using Controversy to Start and Sustain Discussion</td>
<td>1 class period</td>
</tr>
<tr>
<td><strong>Lesson 5</strong> Building Enthusiasm with Good Read Alouds and Book Talks</td>
<td>1 class period</td>
</tr>
<tr>
<td><strong>Lesson 6</strong> Sorting Books to Judge Difficulty</td>
<td>1 class period</td>
</tr>
<tr>
<td><strong>Lesson 7</strong> Deepening Students’ Connections to Characters</td>
<td>1 class period</td>
</tr>
<tr>
<td><strong>Lesson 8</strong> Disagreeing Agreeably</td>
<td>1 class period</td>
</tr>
<tr>
<td><strong>Lesson 9</strong> Focusing and Extending Discussion</td>
<td>1 class period</td>
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<tr>
<td><strong>Lesson 10</strong> Probing a Text</td>
<td>1 class period</td>
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<tr>
<td><strong>Lesson 11</strong> Noticing and Wondering</td>
<td>1 class period</td>
</tr>
<tr>
<td><strong>Lesson 12</strong> Asking Follow-Up Questions</td>
<td>1 class period</td>
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<tr>
<td><strong>Lesson 13</strong> Asking Open-Ended Questions</td>
<td>1 class period</td>
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<tr>
<td><strong>Lesson 14</strong> Modeling Good Questions and Comments</td>
<td>1 class period</td>
</tr>
<tr>
<td><strong>Lesson 15</strong> Helping Students to Think Critically About Text</td>
<td>1 class period</td>
</tr>
<tr>
<td><strong>Lesson 16</strong> Using Literary Language in Discussion</td>
<td>1 class period</td>
</tr>
</tbody>
</table>

**Teacher Notes:**

“Reading comprehension is often misunderstood in teaching.” (Day, 2002 pg18) The use of literature circles allows teachers to teach reading comprehension, not merely measure it. As students discuss books they have read within the circle, comprehension deepens and expands. (Day, 2002) Discussion with literature circles, or “book clubs” enables “struggling readers to see comprehension modeled and practice it.” (pg. 18)
Curriculum Development Resources


Click the links below to access additional resources used to design this unit:

[www.thinkcentral.com](http://www.thinkcentral.com)

### Goals/Objectives

Students:
- create and refine guidelines for good discussions.

### Learning Activities/Instructional Strategies

#### Lesson Sequence

1. Prepare slips of paper with discussion behaviors to model in the mock discussion:
   a. “Me First” behaviors
   b. “I’m Right” behaviors
   c. “Rather Rude” behaviors
   d. “Zoning Out” behaviors
2. Students turn and talk about experiences with discussions they enjoyed and ones they did not.
3. Each student writes a definition of “a discussion” and what makes for a good one.
4. Share as a class, selecting those ideas deemed most important for a good discussion. Create a class list of those ideas on chart paper to serve as discussion guidelines.
5. Student participate in model discussions, exaggerating both good and poor behaviors.
6. Four students choose slips of papers with typical behaviors written on them, then engage in a mock discussion modeling the selected behaviors. The rest of the class tries to identify the behaviors being modeled.
7. Stop the mock discussion periodically to allow the class to discuss what is happening, identify natural consequences of the modeled behaviors, and strategies for changing behaviors if necessary. List on another piece of chart paper.
8. Review and discuss class guidelines chart that was created in step #3. Identify other difficulties that might arise, and other factors for successful discussions.

#### Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Class charts

### Differentiation

- Literature circles offers ELL students exposure to conversations, as well as opportunities to practice their new language and engage in complex thinking.
- Less experienced readers can see reading comprehension modeled by more proficient readers during literature circles.
- Literature circles appear to be an effective way for all students to think beyond the literal interpretation of a book, to ask and answer questions, to hear multiple perspectives, make inferences, and explore, elaborate, and evaluate ideas. (Day 2002, pg 134-135)

### Resources Provided
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<td>Students:</td>
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<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• Students recognize what is acceptable to say and do in literature circles and how they can think about the kinds of responses group members make.</td>
<td>1. After the first or second whole-class discussion of a story, ask students to think about what happened, providing open-ended questions such as: What kinds of things did we say? What were you thinking about during the discussion? Can you describe how your thinking changed from before the discussion to after it? What did you learn from the discussion? What was your favorite part? Your least favorite part and why? When the discussion slows down, what can you do to get it started again?</td>
<td>• Student participation in class and small-group discussion</td>
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<tr>
<td></td>
<td></td>
<td>• Class chart</td>
</tr>
<tr>
<td></td>
<td>2. Break into small groups to brainstorm lists then, share as a class.</td>
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<td></td>
<td>3. As a class, create a list on chart paper of what happened during the discussion titled, “What We Do in Literature Circles.”</td>
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<td>4. Post the chart and add to it from time to time.</td>
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<tr>
<td>Differentiation</td>
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<tr>
<td>• Generating and posting class charts of guidelines reinforces those guidelines with all students.</td>
<td></td>
<td></td>
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<tr>
<td>• Working in small groups allows all voices to be heard.</td>
<td></td>
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<tr>
<td>• Literature circles offer ELL students exposure to conversations, as well as opportunities to practice their new language and engage in complex thinking.</td>
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<td>• Less experienced readers can see reading comprehension modeled by more proficient readers during literature circles.</td>
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<td>• Literature circles appear to be an effective way for all students to think beyond the literal interpretation of a book, to ask and answer questions, to hear multiple perspectives, make inferences, and explore, elaborate, and evaluate ideas. (Day 2002, pg 134-135)</td>
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</table>
Lesson Plan 3 – Literature Circles Grade 3
(Back)

Content Area: English Language Arts: Reading Literature

Lesson Title: Focusing the Discussion with Prompts

Timeframe: 1 class period

Lesson Components

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<tbody>
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<td>x Global Awareness</td>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
<td>Civic Literacy</td>
<td>Health Literacy</td>
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<table>
<thead>
<tr>
<th>21st Century Skills</th>
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</thead>
<tbody>
<tr>
<td>Creativity and Innovation</td>
<td>x Critical Thinking and Problem Solving</td>
<td>x Communication and Collaboration</td>
<td>Information Literacy</td>
</tr>
<tr>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td>x Life and Career Skills</td>
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</tbody>
</table>

Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction

Integration of Technology:

Equipment needed:
- Photocopied lists of prompts

Notes:
Because the teacher is often not present in a small group to get a discussion started or keep it focused, we have to teach students how to do this themselves. One way is to assign each student a job, this lesson teaches students to use prompts to guide the discussion. (Day, 2002, pg. 43)
### Lesson Plan 4 – Literature Circles Grade 3

**Content Area:** English Language Arts: Reading Literature

**Lesson Title:** Using Controversy to Start and Sustain Discussion

**Timeframe:** 1 class period

#### Lesson Components

**21st Century Themes**

| x | Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |

**21st Century Skills**

| x | Media Literacy | ICT Literacy | Communication and Collaboration | Information Literacy |

**Interdisciplinary Connections:**
- Social studies and science via the genres of historical fiction and science fiction

**Integration of Technology:**

**Equipment needed:**
- short story or Journeys selection for students to read

**Notes:**
A good discussion is usually open ended, with topics discussed and dismissed all the time. Controversy can both spark and sustain discussions as students search for a correct answer to questions that do not have one. Rich discussions ensue as students attempt to come to an agreement. Forcing consensus where it shouldn’t exist pushes each student to make a case for his opinion. (Day, 2002)

Literature circles appear to be an effective way for all students to think beyond the literal interpretation of a book, to ask and answer questions, to hear multiple perspectives, make inferences, and explore, elaborate, and evaluate ideas. (Day 2002, pg 134-135)

**Resources Provided**
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<tr>
<td>Students:</td>
<td><strong>Lesson Sequence</strong></td>
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<tr>
<td>• dig into a</td>
<td>1. Provide students with a short story to</td>
<td>• Teacher observation &amp;</td>
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<tr>
<td>discussion and</td>
<td>read and time to read it.</td>
<td>anecdotal evidence</td>
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<tr>
<td>defend their</td>
<td>2. Give students an open ended prompt, such</td>
<td>• Student participation in</td>
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<tr>
<td>points.</td>
<td>as:</td>
<td>class and small-group</td>
</tr>
<tr>
<td></td>
<td>a. With what event did the author really</td>
<td>discussion</td>
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<td></td>
<td>catch your attention?</td>
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<td></td>
<td>b. Did the main character do the right</td>
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<td>thing?</td>
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<td></td>
<td>c. Who is the nicest character?</td>
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<td></td>
<td>3. Have students work in small groups to</td>
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<tr>
<td></td>
<td>attempt to reach consensus on an answer.</td>
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<td></td>
<td>Tell them they will need to defend their</td>
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<td></td>
<td>answer.</td>
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<td>4. Have groups share their answer with the</td>
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<td></td>
<td>whole class, giving specific reasons for</td>
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<td></td>
<td>their choices.</td>
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<td></td>
<td>5. Reflect on the experience by asking</td>
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<td></td>
<td>students, What did it feel like when you</td>
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<td></td>
<td>were really discussing? What kinds of things</td>
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<td></td>
<td>did you say and do? Did your thinking</td>
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<td></td>
<td>change as you were discussing?</td>
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<tr>
<td>Differentiation</td>
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<tr>
<td>• Working in small</td>
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<td>groups allows all</td>
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<td>voices to be heard</td>
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<td>and supports all</td>
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<td>learners.</td>
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<td>• Provide short</td>
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<td>stories at different reading levels</td>
<td></td>
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<tr>
<td>• Story can be</td>
<td></td>
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<tr>
<td>read to students.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• <em>Journeys</em> reading anthology selections</td>
<td></td>
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</tbody>
</table>
List of Prompts for Literature Circle Lesson #3
(back to lesson #3)
(back to grade 3)

Prompts for Different Purposes

Making Personal Connections:
- What did the story remind you of?
- Tell about a least one connection that you can make personally with the characters or story. Do you have a shared interest, feeling, or experience? Are you like or different from one of the characters?
- What kind of reader would like this book?
- Is there any character in this story/book like you? How is this character like you?
- Is there a character in this story/book who would make a good friend?
- Compare at least two characters to yourself, your family, or your friends.

Identifying Important Elements
- What are one or two of the most important ideas from the story?
- What was the author trying to tell you about life with this story?
- What do you think was the most important or most interesting part of this story?
- Who do you think was the most important character? Why was this character important?
- As you get into your novel, you should get to know the main character. Describe the person physically, but also give examples of how she or he feels and what she or he does.
- Choose a character in the book that is important but not the main character. Describe this person, explain her or his relationship to the main character, and tell why she or he is important in the story.
- What surprised you in this story? Why was that a surprise? What did you expect instead?
- Does the title fit the story? Why or why not?

Expressing Feelings About the Story
- How did the story make you feel? Tell what parts made you feel this way.
- Why do you think other students might or might not enjoy reading this story/book?
- Would you recommend this book to someone else? Why or why not?
- Would you read another book by this author? Why or why not?
- What was going through your mind as you read this story?
- What was your favorite part of the story? Why is that part your favorite?
- Which character did you like best or least? Why?
- Did your feelings change as you read this story? How?

Noticing the Author’s Craft
- If the author of this book were in our classroom right now, what would you say to, or ask, that person?
- If you could change this book, how would you change it?
- Is anything in this book strange or weird? Why do you think the author put that in the story?
- Did the author write this book in a special way (for example, lots of visual images, flashbacks, told in the first person)? Do you think that made this a better story?
- Why do you think the author wrote this story?

(Graham and Spiegel, 1996)
Lesson Plan 5– Literature Circles Grade 3
(Back)

<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Reading Literature</th>
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<tbody>
<tr>
<td>Lesson Title: Building Enthusiasm with Good Read Alouds and Book Talks</td>
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**Lesson Components**

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<th>21st Century Skills</th>
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<td>Creativity and Innovation</td>
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<td>Media Literacy</td>
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**Interdisciplinary Connections:**
- Social studies and science via the genres of historical fiction and science fiction

**Integration of Technology:**

**Equipment needed:**

**Notes:**
Some students love to read, but that may be the exception rather than the rule. This lesson suggests two ways to help all students become enthusiastic about books and reading by reading aloud and conducting book talks. (Day, 2002, pg. 46)
### Goals/Objectives

Students:
- are able to select, read, and discuss full-length texts

### Learning Activities/Instructional Strategies

#### Lesson Sequence

1. **Read Alouds:**
   - Read aloud books should span interests and reading levels
   - Students can comprehend read-aloud books two grade levels above their current grade.
   - Choose books with grade appropriate plots and interesting material to discuss.

2. **Book Talks:**
   - Gather books of all genres based on themes of interest to the students
   - Introduce each book by describing how each book relates to the life of an average student and why they are good books
   - Read aloud high-interest parts of the books to build student awareness of, and enthusiasm for particular books.
   - Tell students that this is how good readers select books to read; by finding books they can relate to.
   - Ask for comments, both positive and negative, from students who have already read the book. All comments must be supported with specific examples from the book.
   - Share information about the author.
   - Read the back cover.
   - Provide a reason to read the book (i.e., to tell what happens, to give an opinion, to compare with the movie version, to decide if the book is as good as the author’s other books, to decide if you agree with classmates’ reviews of the book.
   - Limiting supply of the book often increases demand.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class and small-group discussion
<table>
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<th>Differentiation</th>
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<tr>
<td>• Reading aloud gives all students access to the text</td>
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<td>• Select books of varying reading levels and interests to showcase.</td>
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<td>• Literature circles offers ELL students exposure to conversations, as well as opportunities to practice their new language and engage in complex thinking.</td>
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<td>• Less experienced readers can see reading comprehension modeled by more proficient readers during literature circles.</td>
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<td>• Literature circles appear to be an effective way for all students to think beyond the literal interpretation of a book, to ask and answer questions, to hear multiple perspectives, make inferences, and explore, elaborate, and evaluate ideas. (Day 2002, pg 134-135)</td>
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Lesson Plan 6– Literature Circles  Grade 3
(Back)

Content Area: English Language Arts: Reading Literature

Lesson Title: Sorting Books to Judge Difficulty  Timeframe: 1 class period

Lesson Components

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<td>ICT Literacy</td>
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<td>x Life and Career Skills</td>
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Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction

Integration of Technology:

Equipment/materials needed:
- a large selection of books that span difficulty levels

Notes:
From this point on, students will be responsible to select and discuss books in literature circles. With some help from the teacher, the group decides how much they will read, and what questions they will discuss. For literature circles to be successful, students must be able to read independently (95-100% of the words in the book quickly, easily, and accurately). (Day, 2002 pg 50)
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<tr>
<td>Students:</td>
<td>Lesson Sequence</td>
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| • develop the ability to choose the right books independently  
• are able to choose books, organize groups, and conduct discussions independently | 1. Arrange students in groups of four or five.  
2. Challenge the students to sort the books by difficulty and create a list of the books, from easiest to most difficult. Students need to read at least a few paragraphs of each book in order to decide.  
3. At the end of the activity, groups present their lists to the class, reporting on how they determined the order of the books. Students should note if there were disagreements among group members and why, and what they did to resolve the differences.  
4. Each student will create a list of 3 books: one easy, one difficult, and one “just right” for the class library. | • Teacher observation & anecdotal evidence  
• Student participation in class and small-group discussion |

**Differentiation**

- Reading aloud gives all students access to the text
- Select books of varying reading levels and interests to showcase.
- Literature circles offers ELL students exposure to conversations, as well as opportunities to practice their new language and engage in complex thinking.
- Less experienced readers can see reading comprehension modeled by more proficient readers during literature circles.
- Literature circles appear to be an effective way for all students to think beyond the literal interpretation of a book, to ask and answer questions, to hear multiple perspectives, make inferences, and explore, elaborate, and evaluate ideas. (Day 2002, pg 134-135)

**Resources Provided**

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
Lesson Plan 7 – Literature Circles Grade 3
(Back)

Content Area: English Language Arts: Reading Literature

Lesson Title: Deepening Students’ Connections to Characters | Timeframe: 1 class period

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<th>Lesson Components</th>
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| **21st Century Skills** |
| x Creativity and Innovation | x Critical Thinking and Problem Solving | x Communication and Collaboration |
| x Media Literacy | ICT Literacy | x Life and Career Skills |

Interdisciplinary Connections:
• Social studies and science via the genres of historical fiction and science fiction

Integration of Technology:

Equipment needed:
•

Notes:
Once literature groups have begun, the teacher needs to join each group for a period of time to assess the group’s success with the text. If a group is having difficulty identifying with a character, this lesson can help. (Day, 2002)
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<tr>
<td>Students:</td>
<td><strong>Lesson Sequence</strong></td>
<td>• Teacher observation &amp; anecdotal evidence</td>
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</table>
| • learn to relate their own experiences and feelings to a character’s experiences and feelings | 1. Think aloud comparing the character’s experiences and feelings to your own. Describe a situation when you felt as the character feels.  
2. Ask students to describe a situation when they felt as the character feels.  
3. Continue in this manner until students appear to be relating to the circumstances of the characters. | • Student participation in class and small-group discussion                                                 |

**Differentiation**
- Working in small groups allows all voices to be heard and supports all learners.
- Book can be read to student in advance of literature circle, allowing all readers to participate in discussions.
- Literature circles offers ELL students exposure to conversations, as well as opportunities to practice their new language and engage in complex thinking.
- Less experienced readers can see reading comprehension modeled by more proficient readers during literature circles.
- Literature circles appear to be an effective way for all students to think beyond the literal interpretation of a book, to ask and answer questions, to hear multiple perspectives, make inferences, and explore, elaborate, and evaluate ideas. (Day 2002, pg 134-135)

**Resources Provided**
- *Journeys* reading anthology selections
Lesson Plan 8 – Literature Circles Grade 3

Content Area: English Language Arts: Reading Literature
Lesson Title: Disagreeing Agreeably
Timeframe: 1 class period

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Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction

Integration of Technology:

Equipment/materials needed:
- a blank chart for each student
- chart paper and markers

Notes:
The reality of literature group discussions is that students often do not know how to disagree tactfully. This lesson teaches students how to disagree in a way that will promote, rather than hamper discussion. (Day, 2002 pg.78)
### Goals/Objectives
- Students:  
  - learn ways to disagree that will promote discussion

### Learning Activities/Instructional Strategies
#### Lesson Sequence
1. Present the problem of disagreeing insensitively to the students.
2. Have a student act out a scene with you in which the student disagrees with you in an insensitive way and you simply stop talking. Ask the class to identify the problem.
3. Ask the students to share times when their feelings have been hurt when someone disagreed with them. Be sure to warn them to avoid using anyone’s real name when describing the situation.
4. Lead students to the understanding that

### Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Student participation in class and small-group discussion

### Differentiation
- Working in small groups allows all voices to be heard and supports all learners.
- Book can be read to student in advance of literature circle, allowing all readers to participate in discussions.
- Literature circles offers ELL students exposure to conversations, as well as opportunities to practice their new language and engage in complex thinking.
- Less experienced readers can see reading comprehension modeled by more proficient readers during literature circles.
- Literature circles appear to be an effective way for all students to think beyond the literal interpretation of a book, to ask and answer questions, to hear multiple perspectives, make inferences, and explore, elaborate, and evaluate ideas. (Day 2002, pg 134-135)

### Resources Provided
- *Journeys* reading anthology selections
<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Reading Literature</th>
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<tbody>
<tr>
<td>Lesson Title: Focusing and Extending Discussion</td>
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<tr>
<td>Timeframe: 1 class period</td>
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### Lesson Components

**21st Century Themes**

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**21st Century Skills**

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**Interdisciplinary Connections:**

- Social studies and science via the genres of historical fiction and science fiction

**Integration of Technology:**

**Equipment/materials needed:**

- a short story to read to the class
- a prompt to go with the story
- chart paper

**Notes:**

The reality of literature group discussions is that students often do not know how to discuss, rather they engage in procedural talk or just report on what they have read. This lesson is designed to teach students to give multiple responses to prompts, “encouraging more sophisticated and in-depth discussion.” (Day, 2002 pg.82)
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
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<tbody>
<tr>
<td>Students:</td>
<td><strong>Lesson Sequence</strong></td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• learn ways to give multiple responses to prompts that encourage discussion</td>
<td>1. Present the problem that sometimes literature group discussions wander from topic to topic.</td>
<td>• Student participation in class and small-group discussion</td>
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<td></td>
<td>2. Help the class understand that this <em>is</em> a problem by telling them that there isn’t enough time spent on exploring answers to questions. Explain that discussions are more than a series of questions asked and answers given.</td>
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<td>3. Brainstorm solutions. Possible solutions:</td>
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<td>a. Ask an open-ended question then don’t ask another question until all group members have answered.</td>
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<td>b. Don’t use more than 2 main prompts in a discussion – keep the discussion focus narrow. Use probing questions to extend answers.</td>
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<td>4. Practice using the solutions in a mock discussion. Select a group, share the prompts, read the short story, then have the group try out one of the solutions.</td>
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<td>5. After the demonstration discussion, have students working in small groups respond to the prompts.</td>
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<td>6. Reconvene as a class with each group reflecting on their discussions highlighting what they did well and what could be improved upon.</td>
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<td>7. Summarize and post the solutions. Remind literature circle groups to review the strategies and if needed, select one person in the group to remind others of the strategies.</td>
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**Differentiation**
- Working in small groups allows all voices to be heard and supports all learners.
- Book can be read to student in advance of literature circle, allowing all readers to participate in discussions.
- Literature circles offers ELL students exposure to conversations, as well as opportunities to practice their new language and engage in complex thinking.
- Less experienced readers can see reading comprehension modeled by more proficient readers during literature circles.
- Literature circles appear to be an effective way for all students to think beyond the literal interpretation of a book, to ask and answer questions, to hear multiple perspectives, make inferences, and explore, elaborate, and evaluate ideas. (Day 2002, pg 134-135)

**Resources Provided**
- *Journeys* reading anthology selections
Prompts and Probes  (back to lesson #9 Grade 4)  (back to lesson #9 Grade 3)

Prompt:  Have you ever felt like this character?
Probes:  How does the character feel?
         Have you ever felt like that?
         What does/did the character want or hope or need?
         How are your experiences the same or different?

Prompt:  Would you read another book by this author?
Probes:  What were your favorite parts?
         What did those parts have in common?
         Did you like the main character?
         Did you care what happened to him or her?

Prompt:  What questions would you like to ask the author?
Probes:  What didn’t you understand?
         What parts seem strange to you?
         What parts didn’t you like?
         Why do you think the author wrote it that way?

Prompt:  What was the author trying to tell you?
Probes:  What were some of the things the main characters did?
         What happened to them?
         What were the results of their actions?

Prompt:  Do you think the main character did the right thing?
Probes:  What things did he or she do? (Brainstorm a lot of them.)
         What other options did he or she have?
         What do you think the consequences would have been if he/she had done something else?

Probes that work with almost any prompt:
Why do you feel that way?
What examples from the book make you think that?
How does that connect to what we were talking about before?

(Day, 2002)
# Lesson Plan 10 – Literature Circles Grade 3

## (Back)

### Content Area: English Language Arts: Reading Literature

**Lesson Title:** Probing a Text  
**Timeframe:** 1 class period

### Lesson Components

#### 21st Century Themes

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<th>21st Century Themes</th>
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#### 21st Century Skills

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<th>Interdisciplinary Connections:</th>
<th>Social studies and science via the genres of historical fiction and science fiction</th>
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### Integration of Technology:

#### Equipment/materials needed:

- individual photocopies of probes  
  (see list of probes in lesson #9)

### Notes:

The reality of literature group pre-discussion journal responses is that they are often superficial in nature. We want students to notice similarities and differences between themselves and book characters in order to understand the characters better. “Our enjoyment of books often hinges on whether we connect with characters’ inner struggles and circumstances.” This lesson is intended to help students think more deeply about prompts rather than responding superficially. (Day, 2002 pg. 97)
### Goals/Objectives

Students:
- learn to think more deeply about prompts in order to respond other than superficially

### Learning Activities/Instructional Strategies

**Lesson Sequence**
1. Students list some of the prompts they have used for pre-discussion journal entries.
2. Ask students to report on how various prompts affected the quality of the discussion: What worked, what didn’t and why? Remind students of the need for follow-up questions to keep discussions moving.
3. Hand out photocopies of “Prompts and Probes” (see lesson #9). Discuss how probing questions help them to use prompts more effectively.
4. Create and post a chart of “Prompts and Probes”.
5. Follow up by having students refer to probing questions as they work on their pre-discussion journal entries. Encourage them to keep the list of probes in front of them during literature circle discussions.
6. Periodically have groups report how probes affected their discussions.

### Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Student participation in class and small-group discussion

### Differentiation

- Working in small groups allows all voices to be heard and supports all learners.
- Book can be read to student in advance of literature circle, allowing all readers to participate in discussions.
- Literature circles offers ELL students exposure to conversations, as well as opportunities to practice their new language and engage in complex thinking.
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### Resources Provided

- *Journeys* reading anthology selections

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Lesson Plan 11 – Literature Circles Grade 3

(Back)

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<th>Content Area: English Language Arts: Reading Literature</th>
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<tbody>
<tr>
<td>Lesson Title: Noticing and Wondering</td>
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<td>Timeframe: 1 class period</td>
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Lesson Components

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Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction

Integration of Technology:

Equipment/materials needed:
- picture book that invites discussion
- *Journeys* anthology selection that invites discussion

Notes:
By teaching students to notice and wonder, we can help them become more aware of the world in which they live and about the things they read. Wondering why characters do they things they do and say leads a reader to reflect on what they themselves might do when faced with the same situation. Wondering about the ending of a book can lead to extensions of the plot. As students begin to ask questions of the author and the characters, their writing and their discussions show more awareness and comprehension. (Day, 2002)
### Goals/Objectives

**Students:**
- Wonder actively about the characteristics of a book

### Learning Activities/Instructional Strategies

**Lesson Sequence**

1. Introduce the lesson by saying something like: “Wondering is an important thing that we do when we read. We often wonder about why things happen or what will happen next. Wondering helps us remember and understand what we read, it helps us figure out where our comprehension breaks down, and think about what we read.” (Day, pg. 103)
2. Elaborate further by modeling what good readers wonder about as they read: why the author wrote in a certain way, about the characters actions, why the particular setting, answers to unexplained events in the book, what will happen next, and so on.
3. Explain to the class that you will read the story and stop after each page to share what you wondered about. Ask students to share what they wondered about.
4. Begin reading, stopping to wonder aloud, gradually give the questioning over to the students.
5. Continue until students have all had several opportunities to share what they are wondering.
6. Follow up by having students practice noticing and wondering as they write their literature circle pre-discussion journal entry.
7. Periodically, have groups report how wondering affected their discussions.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class and small-group discussion
- Pre-discussion journal entries

### Differentiation

- Working in small groups allows all voices to be heard and supports all learners.
- Book can be read to student in advance of literature circle, allowing all readers to participate in discussions.
- Literature circles offers ELL students exposure to conversations, as well as opportunities to practice their new language and engage in complex thinking.
- Less experienced readers can see reading comprehension modeled by more proficient readers during literature circles.
- Literature circles appear to be an effective way for all students to think beyond the literal interpretation of a book, to ask and answer questions, to hear multiple perspectives, make inferences, and explore, elaborate, and evaluate ideas. (Day 2002, pg 134-135)

### Resources Provided

- *Journeys* reading anthology selections

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Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
## Lesson Plan 12 – Literature Circles Grade 3
### (Back)

**Content Area:** English Language Arts: Reading Literature  
**Lesson Title:** Asking Follow-Up Questions  
**Timeframe:** 1 class period

### Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
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<tbody>
<tr>
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<th>21st Century Skills</th>
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<tr>
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<td>Critical Thinking and Problem Solving</td>
<td>Communication and Collaboration</td>
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<tr>
<td>x Media Literacy</td>
<td>ICT Literacy</td>
<td>x Life and Career Skills</td>
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### Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction

### Integration of Technology:

**Equipment/materials needed:**
- picture book that invites discussion
- *Journeys* anthology selection that invites discussion

### Notes:
Asking follow-up questions helps keep discussions moving, by allowing students to clarify, explain, or defend their thoughts. They include such questions as: “Why do you think that?” “But what about this evidence?” or “Can you talk some more about why you think (said) that?” “The ability to ask questions of what a person has said is basic to creating independence in discussion groups and learning, because it keeps the discussion moving and allows students to extend each other’s thinking.” (Day, 2002 pg. 105)
### Goals/Objectives

**Students:**
- Are encouraged to ask clarification and follow-up questions to enhance discussion and writing.

### Learning Activities/ Instructional Strategies

<table>
<thead>
<tr>
<th>Lesson Sequence</th>
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<tbody>
<tr>
<td>1. Explain to students that asking questions is important to keeping conversation moving. It helps group members who might have nothing to say – or those who do, find the right words.</td>
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<tr>
<td>2. Tell students that for this activity, they are the teachers. Their job is to ask questions to help the reader think about what is read.</td>
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<tr>
<td>3. Read the picture book aloud.</td>
</tr>
<tr>
<td>4. Encourage students to ask you for your responses to the book. As the students ask questions, stop occasionally to draw probing questions from students and to make them aware of their questioning behaviors.</td>
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<tr>
<td>5. Help students see that questions that require one-word answers require follow-up questions such as Why? What makes you think that? or Could you explain a little more? to keep the discussion going.</td>
</tr>
</tbody>
</table>

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class and small-group discussion

### Differentiation

- Working in small groups allows all voices to be heard and supports all learners.
- Book can be read to student in advance of literature circle, allowing all readers to participate in discussions.
- Literature circles offers ELL students exposure to conversations, as well as opportunities to practice their new language and engage in complex thinking.
- Less experienced readers can see reading comprehension modeled by more proficient readers during literature circles.
- Literature circles appear to be an effective way for all students to think beyond the literal interpretation of a book, to ask and answer questions, to hear multiple perspectives, make inferences, and explore, elaborate, and evaluate ideas. (Day 2002, pg 134-135)

### Resources Provided

- *Journeys* reading anthology selections
Lesson Plan 13 – Literature Circles Grade 3  
(Back)

Content Area: English Language Arts: Reading Literature

Lesson Title: Asking Open-Ended Questions  
Timeframe: 1 class period

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<th>Lesson Components</th>
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<tbody>
<tr>
<td>Creativity and Innovation</td>
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<td>x Media Literacy</td>
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</table>

Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction

Integration of Technology:

Equipment/materials needed:
- list of both open and closed questions
- chart paper –or-
- transparency and
- overhead projector

Notes:
“Once students become aware of asking each other questions they begin to notice that discussion flows very differently depending on the type of questions they ask.” Closed questions have one right answer and squelch discussion. Most of the questions we ask in our daily lives are open-ended in that there are many possible “right” answers. Other types of questions are those that ask for clarification or reasons, those that challenge ideas, and those that confirm responses. Once students understand the different types of questions, they begin noticing the questions they ask of each other. They learn to ask open-ended questions to “create interesting writing and discussion.” (Day, 2002 pg. 107)
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
</table>
| Students:  
- Determine how different types of questions affect discussion | **Lesson Sequence**  
1. Create a list of different kinds of questions, some open-ended and some closed.  
2. Ask students to think about some of the questions they have used during their literature circles. Share examples of questions you have heard in their groups.  
3. Show students your list of questions.  
4. Encourage students to compare their questions to yours.  
5. Have students report on how the different types of questions affected the quality of discussion. Give examples of questions heard and have students report on the level of discussion that followed the question.  
6. Define “open” and “closed” questions. Open questions encourage group members to talk instead of give one-word answers because they require you to explain and ask for an opinion, closed questions have just one right answer. Point out that open questions make discussion more interesting.  
7. Have students categorize questions as “open” or “closed”. Create a post a chart for class reference. | - Teacher observation & anecdotal evidence  
- Student participation in class and small-group discussion  
- List of questions categorized as “open” or “closed” |

**Differentiation**  
- Working in small groups allows all voices to be heard and supports all learners.  
- Book can be read to student in advance of literature circle, allowing all readers to participate in discussions.  
- Literature circles offers ELL students exposure to conversations, as well as opportunities to practice their new language and engage in complex thinking.  
- Less experienced readers can see reading comprehension modeled by more proficient readers during literature circles.  
- Literature circles appear to be an effective way for all students to think beyond the literal interpretation of a book, to ask and answer questions, to hear multiple perspectives, make inferences, and explore, elaborate, and evaluate ideas. (Day 2002, pg 134-135)  

**Resources Provided**  
- *Journeys* reading anthology selections  

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
Lesson Plan 14 – Literature Circles Grade 3

**Content Area:** English Language Arts: Reading Literature

**Lesson Title:** Modeling Good Questions and Comments

**Timeframe:** 1 class period

### Lesson Components

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<tr>
<td>Global Awareness</td>
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<td>Information Literacy</td>
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**Interdisciplinary Connections:**
- Social studies and science via the genres of historical fiction and science fiction

**Integration of Technology:**

**Equipment/materials needed:**
- picture or chapter book
- *Journeys* anthology selection

**Notes:**
Discussion is often new to students and they may not know what to say. Modeling is a way to take apart a process and make it explicit to students. Modeling good questions and comments is a way to ensure that students will ask good questions and make good comments in literature circles. (Day, 2002)
### Goals/Objectives
- Learn the kinds of things to say in literature circles

### Learning Activities/Instructional Strategies

#### Lesson Sequence
1. Remind students of the types of things they have listed that people talk about in literature circles. ([lesson #2](#))
2. Read the selected story aloud.
3. Model comments about the text such as, “I didn’t understand the part about . . .” and “I think the author was trying to say . . .” (see [Purpose of Discussion](#) rubric for other comments)
4. Encourage students to make similar comments. Respond as you would like to see students respond to each other.
5. Monitor literature circles to notice if students’ questions and comments reflect your modeling.

### Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Student participation in class and small-group discussion
- List of questions categorized as “open” or “closed”

### Differentiation
- Working in small groups allows all voices to be heard and supports all learners.
- Book can be read to student in advance of literature circle, allowing all readers to participate in discussions.
- Literature circles offers ELL students exposure to conversations, as well as opportunities to practice their new language and engage in complex thinking.
- Less experienced readers can see reading comprehension modeled by more proficient readers during literature circles.
- Literature circles appear to be an effective way for all students to think beyond the literal interpretation of a book, to ask and answer questions, to hear multiple perspectives, make inferences, and explore, elaborate, and evaluate ideas. ([Day 2002, pg 134-135](#))

### Resources Provided
- *Journeys* reading anthology selections
RUBRIC
Do Students Understand the Purpose of Discussion? (back to lesson)

- Do students know what topics make for a good discussion? Do they have trouble beginning a discussion or shifting topics? (“What do we talk about?”)

- Do students articulate what confuses them? (“I didn’t understand why the character chose to . . .”)

- Do students theorize about confusing sections of the text? (“I wonder if it means that she was she was sorry for what she had done?”)

- Do students give evidence from the text for their opinions and evaluations? (“It says right here in the book that . . .”) What type of evidence do they give? Is the evidence based on their own experiences of the text or something else? (“I would never do that if that happened to me.”)

- Can students talk about who else might like the book? (“My little sister would like this book better than I did.”)

- Do students try to understand the book from different perspectives, such as the author’s, the main character’s, or a classmate’s? (“I think the author was making a point about . . .” “I don’t like that the main character joined a gang, but I guess he felt he had to.”)
## Lesson Plan 15 – Literature Circles Grade 3

### Content Area: English Language Arts: Reading Literature

### Lesson Title: Helping Students to Think Critically About Text

#### Timeframe: 1 class period

### Lesson Components

#### 21st Century Themes

<table>
<thead>
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<th>Global Awareness</th>
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#### 21st Century Skills

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<td>Media Literacy</td>
<td>ICT Literacy</td>
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<td>Life and Career Skills</td>
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### Interdisciplinary Connections:

- Social studies and science via the genres of historical fiction and science fiction

### Integration of Technology:

#### Equipment/materials needed:

- picture book that invites many interpretations –or–
- *Journeys* anthology selection that invites many interpretations

### Notes:

“Students are often hesitant to question things in print or those in authority.” (Day, 2002 pg 118)

This lesson helps students develop and accept multiple interpretations of a text.
**Goals/Objectives**

Students:
- Develop and accept multiple interpretations of a text

**Learning Activities/Instructional Strategies**

**Lesson Sequence**

1. Read the picture book aloud. Allow students to express their initial reactions to the story, by asking, “What did you think?” and “What do you think the author is trying to tell you?”
2. Encourage students to note alternate interpretations. If they don’t, share your own. Stress that it is okay and valuable to have different opinions.
3. As the students provide more interpretations of the text, summarize the controversies that arise and continue to model acceptance for different interpretations.
4. See rubric to assess the nature of students’ thinking.

**Formative Assessment Tasks**

- Teacher observation & anecdotal evidence
- Student participation in class and small-group discussion
- [Rubric](#)

**Differentiation**

- Working in small groups allows all voices to be heard and supports all learners.
- Book can be read to student in advance of literature circle, allowing all readers to participate in discussions.
- Literature circles offers ELL students exposure to conversations, as well as opportunities to practice their new language and engage in complex thinking.
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**Resources Provided**

- *Journeys* reading anthology selections

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RUBRIC

What is the Nature of Students’ Thinking?

- Are students willing to reconsider ideas in light of new evidence? What do students do when presented with conflicting evidence? (“That’s a good point . . . I forgot that she had made the promise to her friend.”)

- Do students actively theorize about the world or are they dependent on others to tell them the right answers? (“Well, it might be that.” as opposed to “I don’t know, what do you think?”)

- Are students willing or hesitant to disagree with sources of authority? (“I don’t care if the book says . . .” as opposed to “Well, the book says . . . so it must be true.”)

- Do students see others as sources of expertise on which to draw? (“Let’s ask Drew. He knows a lot about baseball.”)

- When students give reasons for their opinions, are those reasons internal (“That doesn’t fit my experience”) or are they external, depending on outside authorities, including their parents, peers, friends, the book, or other adults? (“My teacher last year said . . . ”)

- Do students see complexity in answers or do they just view them as right or wrong? (“I wonder if she was mean because of all the times people let her down,” as opposed to “She was mean and that’s all that matters.”)

- Do students look for multiple explanations or does one suffice? (“He joined the army for excitement . . . or maybe he felt he had to join the army to help his sister . . . or maybe he wanted to get out of his terrible home situation.”)
Lesson Plan 16 – Literature Circles Grade 3
(Back)

<table>
<thead>
<tr>
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<table>
<thead>
<tr>
<th>Lesson Title: Using Literary Language in Discussion</th>
<th>Timeframe: 1 class period</th>
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**Lesson Components**

**21st Century Themes**

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**21st Century Skills**

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<tr>
<th>x Media Literacy</th>
<th>ICT Literacy</th>
<th>x Life and Career Skills</th>
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</thead>
</table>

**Interdisciplinary Connections:**
- Social studies and science via the genres of historical fiction and science fiction

**Integration of Technology:**

**Equipment/materials needed:**
- A picture book that vividly illustrate a literary concept such as setting, character, or plot – or -
- *Journeys* anthology selection that does the same

**Notes:**

Being aware of elements of literature can heighten students’ awareness of what the author is doing. Just as awareness of line, shape, and color help us look more thoughtfully at artwork, awareness of setting, language, and symbolism can help us appreciate a book more. (Day 2002, pg 120)
### Goals/Objectives

**Students:**
- Become aware of how literary language can help them appreciate books more deeply and discuss them more precisely

### Learning Activities/Instructional Strategies

**Lesson Sequence**

1. Introduce the concept by describing the literary element in the selected picture book.
2. Read the selected book stopping occasionally to reflect on how the understanding the literary element helps you to understand the book.
3. After reading the book, have student discuss the selected literary element and what they noticed.
4. Remind students to think about the literary element when they write their journal entries.
5. After literature circles, have students report what literary devices they noticed in their books.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class and small-group discussion
- See rubric to determine whether students are using the “language of literature” in their discussions and writing

### Differentiation

- Working in small groups allows all voices to be heard and supports all learners.
- Book can be read to student in advance of literature circle, allowing all readers to participate in discussions.
- Literature circles offer ELL students exposure to conversations, as well as opportunities to practice their new language and engage in complex thinking.
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### Resources Provided

- *Journeys* reading anthology selections
RUBRIC

Do Students Use the “Language of Literature” in Discussions?

- What sorts of language do students use to describe an author’s decisions?
- Do students use terms such as character, setting, tone, theme, foreshadowing, and so forth? Do they talk about concepts such as these without having a name for them?
- Do students notice the sound and feel of the book’s language? Do they attend to things such as metaphor and simile and how devices like them help us enjoy a book? Do they use the right terms to identify these devices?
## Lesson Plans: Guided Reading Grade 3

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<th>Lesson</th>
<th>Timeframe</th>
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</thead>
<tbody>
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<tr>
<td>Description of the Fluent Reader Guided Reading Lesson</td>
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<tr>
<td>Lesson 2</td>
<td>Within the guided reading lesson</td>
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<tr>
<td>Teaching Vocabulary During Guided Reading</td>
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<tr>
<td>Lesson 3</td>
<td>Within the guided reading lesson</td>
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<tr>
<td>Reading Strategy: Visualize</td>
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<td>Lesson 4</td>
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<tr>
<td>Reading Strategy: The Prediction Cycle</td>
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<td>Lesson 5</td>
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<td>Reading Strategy: Making Connections</td>
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<td>Lesson 6</td>
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<td>Reading Strategy: Asking Questions</td>
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<td>Lesson 7</td>
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<td>Reading Strategy: Determining Importance</td>
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<td>Lesson 8</td>
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<td>Reading Strategy: Summarize</td>
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<td>Lesson 9</td>
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<td>Reading Skill: Cause and Effect</td>
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<td>Lesson 10</td>
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<tr>
<td>Reading Skill: Character Analysis</td>
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<td>Lesson 11</td>
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<td>Reading Skill: Making Inferences</td>
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<td>Lesson 12</td>
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<tr>
<td>Reading Skill: Comprehending Visual Information</td>
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<td>Lesson 13</td>
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<tr>
<td>Reading Genre: Poetry Analysis</td>
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<td>Lesson 14</td>
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<tr>
<td>Reading Genre: Persuasive Text – Evaluative Comprehension</td>
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<tr>
<td>Lesson 15</td>
<td>Within the guided reading lesson</td>
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<tr>
<td>Reciprocal Teaching (Palincsar &amp; Brown, 1984)</td>
<td>Within the guided reading lesson</td>
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**Teacher Notes:**

Comprehension instruction is an important part of every guided reading lesson, even more so for fluent readers (those reading above level N - DRA 30 -). Since fluent readers have few decoding problems, “they are able to explore the process of comprehension on challenging texts.” (Richardson 2009, 178) As students read, they write short responses that can be assessed for comprehension. Mini-conferences between teacher and student identify and rectify confusions and provide scaffolding to students who need support. The most important factor at this level is “using a text that offers just the right amount of challenge to force students to ‘work at it.’” The ultimate goal of guided reading “is for students to use a variety of strategies flexibly and independently to understand what they read.” (Richardson 2009, 178)
Lesson Plan 1 – Guided Reading Grade 3

Content Area: English Language Arts: Reading Literature

Lesson Title: Description of the Fluent Reader Guided Reading Lesson
Timeframe: 20-30 minutes

Lesson Components

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<thead>
<tr>
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<td>Life and Career Skills</td>
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</table>

Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction
- Social studies, science, math, and health via informational text

Integration of Technology:

Equipment/materials needed:
- Texts in a variety of genres, including *Journeys* anthology
- Dry-erase board and markers for teacher
- Reading notebooks for student responses and new vocabulary
- Comprehension strategies cards (make six sets of the six cards and laminate them)
- 6 laminated copies of vocabulary strategies cards
- 1” and 3” sticky notes
- timer

Notes:
What follows is an outline of a guided reading lesson for fluent readers (those above level N or DRA 30) from the book *The Next Step in Guided Reading* by Jan Richardson.
## 2009 New Jersey Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS**

<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
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</thead>
<tbody>
<tr>
<td><strong>Students:</strong></td>
<td><strong>Lesson Sequence</strong></td>
<td></td>
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</table>
| • learn and apply various comprehension/vocabulary strategies to improve reading comprehension | 1. **Introduce the text** with a one-or-two-sentence “gist” statement. For example: “This book is about different types of mummies that are found around the world. You are going to learn how scientists discover more about a culture by studying mummies.”  
2. Invite students to **preview** the book and share **predictions** about what they will learn using the table of contents or illustrations. (3-4 minutes)  
3. **Introduce new vocabulary.** Introduce those unfamiliar words with meanings that cannot be determined by context clues, that cannot be decoded, that are essential to understanding the reading, that will be encountered in other texts, or that have a common root you want to emphasize. (1-2 minutes)  
   a. Provide a kid-friendly definition  
   b. Connect the new word to student’s background knowledge  
   c. Relate the new word to the text  
   d. Ask students to explain the new word to a student sitting next to them.  
4. **Introduce the focus strategy** before reading the text. Model the strategy using a think-aloud and show students how the strategy works. (1-2 minutes)  
5. Students **read independently and silently** for about 10 minutes and write short responses while they read that correspond with the comprehension strategy. While students read silently visit each student independently to prompt for vocabulary and comprehension.  
6. Spend the next 5-7 minutes in **discussing and teaching.** Students share written responses. Ask comprehension and vocabulary questions.  
7. Close each lesson by having students add two words to the New Word List in their reading notebooks. Write the new words and definitions on whiteboard for students to copy at their usual seats in the classroom. | • Teacher observation & anecdotal evidence  
• Reader’s notebook responses |

### Differentiation

- Comprehension strategies can be taught at different levels: literal, recall information explicitly stated in the text; interpretive, making inferences or drawing conclusions; evaluative, readers are required to make judgments. (Richardson, 2009)
- Guided reading is provided at the reader’s instructional level and designed to meet the individual reader’s needs.

### Resources Provided

- *Journeys* reading anthology selections

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in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
Lesson 2 – Guided Reading Grade 3

(Back)

Content Area: English Language Arts: Reading Literature

Lesson Title: Teaching Vocabulary During Guided Reading

Timeframe: within the guided reading lesson

Lesson Components

21st Century Themes

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
</tr>
</thead>
</table>

21st Century Skills

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>Critical Thinking and Problem Solving</th>
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<th>Information Literacy</th>
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</thead>
<tbody>
<tr>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td>x Life and Career Skills</td>
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</tbody>
</table>

Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction
- Social studies, science, math, and health via informational text

Integration of Technology:

Equipment/materials needed:
- Texts in a variety of genres, including *Journeys* anthology
- Dry-erase board and markers for teacher
- Reading notebooks for student responses and new vocabulary
- Comprehension strategies cards (make six sets of the six cards and laminate them)
- 6 laminated copies of vocabulary strategies cards
- 1” and 3” sticky notes
- Timer

Notes:
Research shows that “most vocabulary is learned indirectly through everyday experiences with oral and written language, and that students benefit from direct instruction in new words and vocabulary strategies.” (Richardson 2009, 200) Students learn vocabulary through reading, whether being read to, or reading on their own, and through conversation with adults. Teachers provide students with indirect vocabulary learning through read-alouds and in-the-classroom independent reading. (Richardson, 2009)
**Goals/Objectives**

- Students: learn and apply various vocabulary strategies to increase their vocabularies

**Learning Activities/Instructional Strategies**

**Lesson Sequence**

1. Insert small sticky notes on pages of the guided reading text where students will encounter unfamiliar words that are defined with context clues.
2. Model using context clues to define unknown words.
3. Tell students that as they read, they will find new words that can be defined with context clues. Students write the new word and a definition on the sticky note and in their reading notebook.
4. At the end of the lesson, students share the new words they learned.
5. This procedure is repeated with other vocabulary strategies:
   - a. Check the picture/illustrations, or visualize the sentence.
   - b. Use a known part of the word to help determine meaning of the whole word.
   - c. Make a connection to similar words.
   - d. Use text features such as the glossary or footnotes.

**Formative Tasks**

- Teacher observation & anecdotal evidence
- Quizzes on vocabulary words
- New Word List
- Entries in reader’s notebook

**Differentiation**

- Guided reading is provided at the reader’s instructional level and designed to meet the individual reader’s needs.

**Resources Provided**

- *Journeys* reading anthology selections
- *Journeys* vocabulary cards
Lesson 4 – Guided Reading Grade 3

Content Area: English Language Arts: Reading Literature

Lesson Title: Reading Strategy: The Prediction Cycle

Timeframe: within the guided reading lesson

Lesson Components

21st Century Themes

<table>
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<tr>
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</table>

Interdisciplinary Connections:

- Social studies and science via the genres of historical fiction and science fiction
- Social studies, science, math, and health via informational text

Integration of Technology:

Equipment/materials needed:

- Texts in a variety of genres, including Journeys anthology
- Dry-erase board and markers for teacher
- Reading notebooks for student responses and new vocabulary
- Comprehension strategies cards (make six sets of the six cards and laminate them)
- 6 laminated copies of vocabulary strategies cards
- 1” and 3” sticky notes
- timer

Notes:

The prediction cycle (predict, support, and confirm) “begins when readers anticipate what they will read in the text.” (Richardson 2009, 205) Readers call upon information in the text and their own background knowledge to make predictions. “If students have trouble making predictions, they either don’t understand what they read, or they lack background experiences that relate to the story.” (pg 205) When reading nonfiction, students should use text features (headings, illustrations, and graphics) to make logical predictions about what they will learn. (Richardson 2009) Students need to understand that predictions “do not need to be accurate, they need to be logical.” (pg 205)
### Goals/Objectives

- learn the predict, support, and confirm reading strategy
- apply to independent reading to aid in comprehension.

### Learning Activities/Instructional Strategies

**Lesson Sequence**

**Fiction:**
1. Mark a place in the text where the reader is expected to make a prediction.
2. Emphasize that predictions need to be logical and supported in the text, not necessarily accurate.
3. Ask students to write 2 predictions. (literal)
4. Ask students to write 2 predictions and include supporting information from the text (interpretive)
5. Ask students to write 2 predictions, include supporting information from the text, then read on to see if their prediction was confirmed (evaluative)
6. During discussion, students share one of the predictions. Point out that not all logical predictions are confirmed, and that authors often lead reader’s in one direction, then surprise the reader.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Entries in reader’s notebook

### Differentiation

- Guided reading is provided at the reader’s instructional level and designed to meet the individual reader’s needs.

### Resources Provided

- *Journeys* reading anthology selections
- *Journeys* vocabulary cards
Lesson 3 – Guided Reading Grade 3
(Back)

Content Area: English Language Arts: Reading Literature

Lesson Title: Reading Strategy: Visualize

<table>
<thead>
<tr>
<th>Timeframe: within the guided reading lesson</th>
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</thead>
</table>

Lesson Components

### 21st Century Themes

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Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction
- Social studies, science, math, and health via informational text

Integration of Technology:

**Equipment/materials needed:**
- Texts in a variety of genres, including *Journeys* anthology
- Dry-erase board and markers for teacher
- Reading notebooks for student responses and new vocabulary
- Comprehension strategies cards (make six sets of the six cards and laminate them)
- 6 laminated copies of vocabulary strategies cards
- 1” and 3” sticky notes
- timer

**Notes:**

“Good readers create mental pictures as they read.” (Richardson 2009, 203) Being able to visualize helps the reader to remember and understand the text. The visualization strategy can be used with fiction, nonfiction and poetry.
### 2009 New Jersey Curriculum Project
Aligned to the 2009 New Jersey Core Curriculum Content Standards

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21\textsuperscript{ST} CENTURY GLOBAL SKILLS**

<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>Lesson Sequence</td>
<td></td>
</tr>
<tr>
<td>• learn the visualization reading strategy</td>
<td>Fiction:</td>
<td>Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• apply to independent reading to aid in comprehension.</td>
<td>• Students read a portion of the text and sketch what they are “seeing” in their mind based on what is stated in the text. Suggested prompts: <em>What are you seeing in your mind? Draw the character’s face. How is he/she feeling now?</em> (literal)</td>
<td>• Entries in reader’s notebook</td>
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<tr>
<td></td>
<td>• Students draw a picture that explains an idea not stated in the text, such as what a character is thinking. (interpretive)</td>
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<td></td>
<td>• Students draw what illustrates their opinion. (evaluative)</td>
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<td>Nonfiction:</td>
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<td></td>
<td>• Students read a section of the text, close the book and illustrate what they just read. The visualization may be a diagram. (literal)</td>
<td></td>
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<tr>
<td></td>
<td>• Students sketch an idea they must interpret from the text, diagram, or chart. (interpretive)</td>
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<tr>
<td></td>
<td>• Students draw what illustrates their opinion. (evaluative)</td>
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<td></td>
<td>Poetry:</td>
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<td></td>
<td>• Students should read and illustrate each stanza in a poem. (literal)</td>
<td></td>
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<tr>
<td></td>
<td>• Students illustrate an idea not stated in the poem. (interpretive)</td>
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<tr>
<td></td>
<td>• Students draw what illustrates their opinion. (evaluative)</td>
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</tbody>
</table>

**Differentiation**
- Guided reading is provided at the reader’s instructional level and designed to meet the individual reader’s needs.
- Advanced readers can illustrate how information in a text is related by creating flowcharts, Venn diagrams etc.

**Resources Provided**
- *Journeys* reading anthology selections
- *Journeys* vocabulary cards

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Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
Lesson 5 – Guided Reading Grade 3

Content Area: English Language Arts: Reading Literature

Lesson Title: Reading Strategy: Making Connections

| Timeframe: within the guided reading lesson |

Lesson Components

### 21st Century Themes

<table>
<thead>
<tr>
<th>Global Awareness</th>
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<th>Health Literacy</th>
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### 21st Century Skills

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<td>Media Literacy</td>
<td>ICT Literacy</td>
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</tbody>
</table>

Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction
- Social studies, science, math, and health via informational text

Integration of Technology:
*Journeys* leveled readers are available online and contain an audio component.

**Equipment/materials needed:**
- Texts in a variety of genres, including *Journeys* anthology
- Dry-erase board and markers for teacher
- Reading notebooks for student responses and new vocabulary
- Comprehension strategies cards (make six sets of the six cards and laminate them)
- 6 laminated copies of vocabulary strategies cards
- 1” and 3” sticky notes
- timer

**Notes:**
Readers make connections (text-to-self, text-to-text, text-to-world) that enhance their comprehension of a text and often analyze their connections to determine how the connection helped with understanding. (Richardson, 2009)
## Goals/Objectives
- Students: learn the making connections reading strategy
- Students: apply to independent reading to aid in comprehension.

## Learning Activities/Instructional Strategies

### Lesson Sequence

**Literal level (fiction or nonfiction)**
- Insert a sticky note where students should be able to make a connection; students write their connection on the sticky note.
- After students have had practice with this strategy, do not flag the text in advance. Students mark the page, make a connection, and then record the page number and connection in their reading notebook.

**Interpretive level (fiction or nonfiction)**
- As students read, they record their connections in their reading notebooks and classify the connections as text-to-self (T-S), text-to-text (T-T), or text-to-world (T-W).

**Evaluative level (fiction or nonfiction)**
- Students evaluate the connection and indicate how the connection helped them understand the story: by helping them visualize, predict, or understand character’s feelings.

## Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Entries in reader’s notebook
- Student participation in and preparedness for discussion at the end of the guided reading lesson

## Differentiation
- Guided reading is provided at the reader’s instructional level and designed to meet the individual reader’s needs.

## Resources Provided
- *Journeys* reading anthology selections
- *Journeys* leveled readers.
- Content area textbooks
Lesson 6 – Guided Reading Grade 3
(Back)

Content Area: English Language Arts: Reading Literature

Lesson Title: Reading Strategy: Asking Questions

| Timeframe: within the guided reading lesson |

Lesson Components

<table>
<thead>
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Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction
- Social studies, science, math, and health via informational text

Integration of Technology:

Equipment/materials needed:
- Texts in a variety of genres, including Journeys anthology
- Dry-erase board and markers for teacher
- Reading notebooks for student responses and new vocabulary
- Comprehension strategies cards (make six sets of the six cards and laminate them)
- 6 laminated copies of vocabulary strategies cards
- 1” and 3” sticky notes
- timer

Notes:
“Questioning is a critical comprehension strategy that helps readers construct and extend meaning.” (Richardson 2009, 209) In this lesson, students are taught how to create questions at the literal (green – answers are located at one spot in the text and yellow – answers are in the text, but students need to take information from various parts of the text in order to answer the questions) level; and the interpretive/evaluative (red – answers are not in the text, but require inference and interpretation) levels. (Richardson, 2009)
### Goals/Objectives

- learn the **asking questions** reading comprehension strategy
- learn to write questions that require different levels of thinking in order to answer them.
- Students understand that asking questions can help in recalling information
- apply to independent reading to aid in comprehension.

### Learning Activities/Instructional Strategies

#### Lesson Sequence

Teach the syntax for writing a question (if needed):
1. Copy a simple sentence from the text onto a whiteboard and show students how to rearrange the words to create a question.
2. Give students sticky flags and have them mark interesting sentences as they read.
3. After reading, guide students in creating questions from their marked sentences. *Note: this is an oral task.*

**Literal level (fiction or nonfiction)**
- Hand out green **question cards** and a short passage of text in order to teach them to write a question that is answered “right there” in the text.
- Students make two columns in their notebook, one for “Facts” and one for “Questions”.
- As students read the text, they write a fact in the first column, then turn that fact into a question that is written in the second column.
- After reading, students close their books and take turns asking their questions to the group.
- After students can turn facts into questions, they should be able to write questions while reading without having to write the fact first.
- Students create a two-column chart in their reading notebook headed Question (green) and Answer.
- Students write a question as they read the text, close the book and record the answer in the Answer column.
- After reading, students ask their questions to the group.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Students’ questions and answers
- Entries in reader’s notebook
Interpretive level (fiction or nonfiction)
- Asking **Red (inferential) questions**: as students read, they use the text to ask questions that begin with the words “I wonder why . . .” or “How would . . .”
- Guide students to think of questions that can be answered by using information in the text and background knowledge/experiences.
- Spend 1-2 lessons on writing the questions
- Students then answer the questions they created.
- Asking **Yellow (complex) questions**: Yellow questions include cause/effect, compare/contrast, and idea/example.
- Model how to ask yellow types of questions.
- Students create and answer yellow questions about the text in their reading notebook.
- Asking Green and Red questions: Students create a two column chart in reading notebook – one column “Green” and the other “Red”
- As students read, they record at least one green and one red question
- After reading, questions are posed to the group for answering; before the question is answered, it must be determined by the group whether the question is “green” or “red”.
- Students create a 3-column chart in notebook. The first column is for recording various types of questions, the second column is for recording the answers, and the third is for recording a connection, prediction, summary, or opinion
<table>
<thead>
<tr>
<th>Evaluative level (fiction or nonfiction)</th>
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<tbody>
<tr>
<td>• students use text to think of a question that requires an opinion or judgment.</td>
<td></td>
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<tr>
<td>• Questions might begin with “Why do you think . .? “Do you agree that . .?“</td>
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<thead>
<tr>
<th>Differentiation</th>
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<tr>
<td>• Guided reading is provided at the reader’s instructional level and designed to meet the individual reader’s needs.</td>
<td></td>
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<tr>
<td>• Teaching the syntax of questions supports English language learners.</td>
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<table>
<thead>
<tr>
<th>Resources Provided</th>
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<tbody>
<tr>
<td>• Journeys reading anthology selections</td>
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</tr>
<tr>
<td>• Journeys vocabulary cards</td>
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</tbody>
</table>
Question Cards  (back to lesson)
(back to lesson 12 – Guided Reading)
(back to grade 4 Lesson 6)

Richardson (2009)

Directions: Distribute a question card to each student. Begin with green questions and gradually work towards red and yellow questions.

**Green Questions**
The answer to this type of question is found in one place in the text. I can GO directly to the text and find the answer to this type of question.

- Who . . .?
- When . . .?
- What . . .?
- How . . .?
- Where . . .?

**Yellow Questions**
The answer is found by searching several places in the text. I must slow down and look in more than one place in the text to answer this kind of question.

- Compare: How are ______ and ______ similar?
- Contrast: How are ______ and ______ different?
- What are the differences between ______ and ______?
- Cause and effect: What caused . . . ? What was the effect of . . . ?
- Main idea/details: What are some examples of . . . ?

**Red Questions**
The question is not answered directly in the text. I must stop and think about the passage and what I know to help me answer this question.

- I wonder why . . .
- Why do you think . . .?
- What would happen if . . . ?
- Do you think it was right for . . . ?
- Why would . . . ?
- How could . . . ?
- What if . . . ?
Lesson 7 – Guided Reading Grade 3
(Back)

Content Area: English Language Arts: Reading Literature
Lesson Title: Reading Strategy: Determining Importance
Timeframe: within the guided reading lesson

Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
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Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction
- Social studies, science, math, and health via informational text

Integration of Technology:

Equipment/materials needed:
- Texts in a variety of genres, including *Journeys* anthology
- Dry-erase board and markers for teacher
- Reading notebooks for student responses and new vocabulary
- Comprehension strategies cards (make six sets of the six cards and laminate them)
- 6 laminated copies of vocabulary strategies cards
- 1” and 3” sticky notes
- timer

Notes:
Students must learn to distinguish between information they find interesting and important ideas that must be remembered to understand the overall meaning of the text. This focus strategy is best first taught with fiction. Students learn to identify important actions, events, feelings, and themes. Students need to understand this process at the literal level before moving on to the interpretive and evaluative levels.

This strategy should be introduced with fiction, then when students demonstrate that they can determine what is important, apply the strategy using nonfiction texts. Students learn to use text features (headings, repeated or bolded words, illustrations, graphics) to identify main ideas and important details. Applying the strategy at the literal level, students locate the main idea that is stated in the passage. Texts without headings or a clearly stated main idea require students to use interpretive and evaluative skills. (Richardson, 2009)
## Goals/Objectives

Students:
- learn the determining importance reading strategy
- apply to independent reading to aid in comprehension.

## Learning Activities/Instructional Strategies

### Lesson Sequence

#### VIP Strategy (Very Important Part)

**Literal level (fiction or nonfiction)**
- Explain that they need to remember the important parts of what they read and that usually the important part contains an action that a character takes in the story.
- Distribute small sticky notes or flags and tell students to mark the most important sentence after they read one or two pages.
- Students share and support their findings.
- When students are comfortable finding important parts after 1-2 pages, extend the number of pages read to a short chapter. Students flag the VIP sentence, then paraphrase it in their reading notebook.
- Prompt students to consider the chapter titles and illustrations when determining the VIP sentence.

#### Interpretive level (fiction or nonfiction)

- Students read a chapter and decide the VIP of the internal story. The internal story involves the feelings and relationships of the characters.
- After students are comfortable identifying the VIP of the internal story, they then identify the VIP of both the external (action) and internal (feelings/relationships/character change) stories.

#### Evaluative level (fiction or nonfiction)

- Once students finish the story, they consider the VIPs they have identified for each chapter and select one internal and one external VIP for the entire book and explain their reasoning.

## Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Entries in reader’s notebook
### Determining Importance with Nonfiction

**VIP (Literal)**
- Select texts with headings and demonstrate how to use the headings to determine the Very Important Part.
- Hand out sticky flags and have students mark the most important section in the sentence.
- Prompt students to find the sentence that includes important words from the heading and repeated/boldface words.

**Main Idea Question/Details (Literal)**
- Using books with headings, show students how to turn a heading into a question.
- Students create T-chart in their notebooks and record this “main idea” question on the left side of the chart.
- Students read text and reread their question after every sentence and decide whether they learned any information that answers the question. If so, students write the information in bullet form on the right side of the chart so as not to copy information directly from the text.
- During the discussion portion of the guided reading lesson, students retell sections of the text using the bullet points to create complete sentences.

**Main-Idea Question-Details (Interpretive)**
- Using a text without headings, students write their own main idea questions using clues from the text (bold and repeated words)
- Students answer their questions using details written in bullet form.

### Evaluative Level Discussion
- As students read, they use sticky note flags to mark important sentences.
- After reading, students share the points they marked and justify their answers – “I think this is the most important part because . . .”
- Encourage students to challenge each other.

### Differentiation
- Guided reading is provided at the reader’s instructional level and designed to meet the individual reader’s needs.

### Resources Provided
- *Journeys* reading anthology selections
- *Journeys* leveled readers
- Math, science, social studies, health textbooks
- Other scaffolds for determining importance
Other Scaffolds for Determining Importance

- **Who and What? (Literal):** This scaffold helps students focus on important characters and their actions. As students read a page or two, they stop and write “Who” was the most important character in this section, and “What” was the most important action or event.

- **Be the Illustrator (Interpretive):** Students read a chapter (in a book with very few illustrations), then they stop and sketch what they think was most important.

- **Create Your Own Title (Interpretive):** Select a short chapter book that does not have chapter titles. After students read a chapter, they write their own title for the chapter. Prompt students to think about the illustrations and the “who and what” from the chapter.

- **Important/Interesting (Evaluative):** Using two-column charts, students record facts that are important and facts that are interesting but not important. In the last 5 minutes of the lesson, students share their findings.

- **Identify a Theme (Evaluative):** Students read a poem, short story, or a chapter of a novel and identify the theme. The theme may be stated or implied, but clues to the theme occur over and over again throughout the text.
  
  o Prompts to lead students to understand and discover themes in fiction:
    - How does the title of the passage relate to the theme?
    - What do you want to remember about this passage?
    - What moral or lesson does the text teach?
    - What is the main idea of the text?
    - Why did the author write this story? What point is the author trying to make?
Lesson 8 – Guided Reading Grade 3

(Back)

Content Area: English Language Arts: Reading Literature

Lesson Title: Reading Strategy: Summarize

Timeframe: within the guided reading lesson

Lesson Components

### 21st Century Themes

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
</tr>
</thead>
</table>

### 21st Century Skills

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>x</th>
<th>Critical Thinking and Problem Solving</th>
<th>x</th>
<th>Communication and Collaboration</th>
<th>Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Literacy</td>
<td></td>
<td>ICT Literacy</td>
<td></td>
<td>Life and Career Skills</td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction
- Social studies, science, math, and health via informational text

Integration of Technology:
- *Journeys* leveled readers are available online and contain an audio component.

Equipment/materials needed:
- Texts in a variety of genres, including *Journeys* anthology
- Dry-erase board and markers for teacher
- Reading notebooks for student responses and new vocabulary
- Comprehension strategies cards (make six sets of the six cards and laminate them)
- 6 laminated copies of vocabulary strategies cards
- 1” and 3” sticky notes
- Timer

Notes:
Summarizing must be repeatedly modeled and scaffolded until students can summarize independently. A summary is not just a retelling because the reader “must synthesize information and prepare a condensed account that covers the main points.” A well-written summary is “clear, complete and concise.” (Richardson 2009, 220) Summarizing is difficult for students to learn since this strategy requires the use of many other comprehension strategies. Readers ask questions, make inferences, and determine importance. Students should be proficient retellers and be able to determine importance before being taught to summarize. Students need to be able to analyze all the events and include only those that are essential to the story. (Richardson 2009)
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• learn the summarize reading comprehension strategy</td>
<td><strong>Lesson Sequence</strong></td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• learn to write or tell summaries that are clear, complete, and concise.</td>
<td><strong>Somebody-Wanted-But-So</strong> (Literal level - fiction)</td>
<td>• Entries in reader’s notebook</td>
</tr>
<tr>
<td>• apply to independent reading to aid in comprehension.</td>
<td>• After reading a short text or chapter, students write a single sentence telling who was the main character (<em>somebody</em>), what the character <strong>wanted</strong> (goal), <strong>but</strong> there was a problem, <strong>so</strong> this is how the problem was solved (solution).</td>
<td></td>
</tr>
</tbody>
</table>

**Synthesize** (Interpretive level - fiction)

• Summaries are confined to what is contained in the text, but students can add their thoughts to the important information.
• Students create a 3-column chart in their reading notebook (chapter/summary/what this chapter means to me) and complete it as they read each chapter

• Teacher observation & anecdotal evidence
• Entries in reader’s notebook
### Summarizing Nonfiction

**Key Word/Summary (Literal)**

- Students read and record key words using them to create a summary. The following steps provide for gradual release of support. Stay with each step as long as the needs of the group require.

- **Step 1: Write the key words (initial letters provided).** Select a text that clearly identifies key words. Provide the initial letters for the key words. Students read the text and write the key words that begin with those letters. Remind students that key words are related to the heading and may be supported by illustrations. During the discussion portion of the lesson, discuss why the words are important and as a group compose a summary using those words.

- **Step 2: Write the key words without initial letter support.** In this step, students find key words without knowing the initial letter. Prompt students to think about words that are repeated, bold, and words from the title to help identify key words. After reading, students take turns sharing and justifying one of the words they selected. Compose a summary as a group.

- **Step 3: Write the key words and a summary.** Students read the text, write 3-5 key words and use these words to write a summary. As students write the summaries, they underline the key words. Remind students to use all the key words in their summary. Check to see that students are writing summaries in their own words. Review summaries with students for clarity (making sense) and completeness (inclusion of all key words/ideas).
### 2009 New Jersey Curriculum Project

**Aligned to the 2009 New Jersey Core Curriculum Content Standards**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS**

**Step 4: Revise the summary to make it concise.** Students continue to identify key words and write their summaries, but now the focus is on revising their first draft and eliminating unnecessary words. Aim for fewer than 20 words per summary.

**Draw Conclusions (Interpretive)**

- Drawing conclusions require a reader to use information from a text and add their own background knowledge to “stretch their thinking and deepen their understanding.” (Richardson 2009, 224)
- **Using connections to draw conclusions.** Students create a 3-column chart in their reading notebook headed Summary (I read . . .)/ Background Knowledge (I know . . .)/ Conclusion (Now I’m thinking . . .)
- Provide students with an appropriate text, keeping in mind their prior experiences and knowledge. Ask them to stop a few times as they read to summarize, record their background knowledge (connections), and draw conclusions.
- **Using if-then statements to draw conclusions.** Using the selected text, provide students with the “if” part of the “if-then” statement, and students provide the “then” part either orally or in writing. Eventually, students should create their own “if-then” statements.

### Differentiation

- Guided reading is provided at the reader’s instructional level and designed to meet the individual reader’s needs.

### Resources Provided

- Journeys reading anthology selections
- Journeys leveled readers
- Math, science, social studies, and health textbooks
Lesson 9 – Guided Reading Grade 3
(Back)

Content Area: English Language Arts: Reading Literature

Lesson Title: Reading Skill: Cause and Effect

| Timeframe: within the guided reading lesson |

Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Awareness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity and Innovation</td>
</tr>
<tr>
<td>Media Literacy</td>
</tr>
</tbody>
</table>

Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction
- Social studies, science, math, and health via informational text

Integration of Technology:
*Journeys* leveled readers are available online and contain an audio component.

Equipment/materials needed:
- Texts in a variety of genres, including *Journeys* anthology
- Dry-erase board and markers for teacher
- Reading notebooks for student responses and new vocabulary
- Comprehension strategies cards (make six sets of the six cards and laminate them)
- 6 laminated copies of vocabulary strategies cards
- 1” and 3” sticky notes
- timer

Notes:
The following activities teach students to search for cause and effect relationships either stated in a text or implied. The steps listed provide for a gradual release of teacher support. Always model the process used to think of a cause and effect question (locate an effect in the text and reword as a question).

Historical and scientific texts are ideal for teaching this strategy. (Richardson, 2009)
<table>
<thead>
<tr>
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<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students:</strong></td>
<td><strong>Lesson Sequence</strong></td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• learn how to search for cause and effect relationships</td>
<td><strong>Literal level (fiction or nonfiction)</strong></td>
<td>• Entries in reader’s notebook</td>
</tr>
<tr>
<td>• learn how to create “cause” questions from “effect” statements</td>
<td>• <strong>Students find a cause/ effect relationship stated in the text.</strong></td>
<td></td>
</tr>
<tr>
<td>• apply to independent reading to aid in comprehension.</td>
<td>• <strong>Step 1: The teacher flags the effect.</strong> Prior to reading the text, insert sticky flags directly on sentences that contain the effect. Whenever students come to a sticky flag, they must write a “What caused . . .” question using the effect flagged in the text. After the students write the question in their notebooks, they should write the answer (the cause) that is stated in the text. Students continue to read, write “What caused . . .” questions, and answers to prepare for the discussion at the end of the guided reading lesson. During the discussion, students take turns asking their “What caused” questions. Ask students to give “thumbs up” if they know the answer, if not, students look back in the text to find the answer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Step 2: The teacher flags the paragraph containing a cause/ effect relationship.</strong> Insert sticky flags in the margin of a paragraph that contains a cause/ effect relationship. Flag a different paragraph for each student. Students read the entire text. Whenever they come to a flagged paragraph, they carefully read the paragraph, determine the “effect” sentence, write a “what caused” question in their notebooks and answer it. During the discussion students ask their questions, calling on group members to answer.</td>
<td></td>
</tr>
<tr>
<td>Step 3: The teacher flags a page containing a cause/effect relationship. Flag a different page for each student. Students read the entire selection, but are responsible for writing a “what caused” question for the page that is flagged in their book. Students record the question in their notebook and answer it. Remind students that answers must always be in their own words. During discussion, students ask their questions to the group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretive level (fiction or nonfiction)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students find cause/effect relationships implied in the text. Students use connections to prior knowledge/experience to find cause/effect relationships that are not clearly stated in the text, but need to be inferred.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Flag a specific paragraph for each student. Explain that they are to write a “what caused” question that is not answered in the text, but can be inferred using background knowledge. During the discussion, students take turns asking their questions. Group members respond and include their connections in their answers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluative level (fiction or nonfiction)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students share cause/effect relationships and determine whether they are literal (in the book) or inferred (in the reader’s mind). Students record cause/effect relationships in a 3-column chart headed Cause/Effect/In the book or In my mind.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students write the cause in the first column, the effect in the second and where the relationship came from in the third.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• During the discussion, students turn their cause/effect relationship into a question to ask group members. After students answer the question, they discuss whether the relationship was stated in the text or was inferred.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Differentiation
- Guided reading is provided at the reader’s instructional level and designed to meet the individual reader’s needs.

### Resources Provided
- *Journeys* reading anthology selections
- *Journeys* leveled readers.
- Content area textbooks
Lesson 10 – Guided Reading Grade 3

Content Area: English Language Arts: Reading Literature

Lesson Title: Reading Skill: Character Analysis

Timeframe: within the guided reading lesson

Lesson Components

21st Century Themes

Global Awareness
Financial, Economic, Business, and Entrepreneurial Literacy
Civic Literacy
Health Literacy

21st Century Skills

Creativity and Innovation
Critical Thinking and Problem Solving
x Communication and Collaboration
Information Literacy

Media Literacy
ICT Literacy
x Life and Career Skills

Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction
- Social studies, science, math, and health via informational text

Integration of Technology:
Journeys leveled readers are available online and contain an audio component.

Equipment/materials needed:
- Texts in a variety of genres, including Journeys anthology
- Dry-erase board and markers for teacher
- Reading notebooks for student responses and new vocabulary
- Comprehension strategies cards (make six sets of the six cards and laminate them)
- 6 laminated copies of vocabulary strategies cards
- 1” and 3” sticky notes
- timer

Notes:
Character analysis happens on many levels. Most fluent readers can identify feelings, but need scaffolding to identify character traits. Before students try to identify character traits in guided reading lessons, there needs to be many whole-group lessons that explain specific traits. One way to teach character traits is to identify a trait each week and connect it to familiar people in the news, well-known fiction, or to famous people discussed in the content areas. Character traits should be explained during read-alouds, shared reading, and guided reading. Create a character-trait chart headed Character Trait/Synonyms/Example and add to it each week. (Richardson, 2009)
### Goals/Objectives

Students:
- learn the **character analysis** reading skill
- learn the definitions of various character traits (see chart)
- learn to connect character actions with a particular trait
- learn to describe characters by their traits
- apply to independent reading to aid in comprehension.
- Apply to writing (character development)

### Learning Activities/Instructional Strategies

#### Lesson Sequence

**Interpretive level**

**Action-Character Trait Link**
- Students need to be familiar with the definitions of a [variety of character traits](#).
- Students create a 2-column chart in their reading notebook headed Action/Character Trait.
- Students read a story, listing a character’s actions in the first column and list a character trait revealed by the action in the second column.
- Provide students with a list of character traits from which to choose.
- Maintain a list of character traits that have been taught for students to use as a reference.

**Character-Trait Web**
- Students put a character’s name inside a circle. As they read a short story, they list traits for the character and write examples (with page numbers) from the story to support each trait in the spokes of the web.
- Provide students with a [list of character traits](#) that have been taught and challenge them to use more specific words other than *good, nice, bad,* etc.

**Sociogram**
- Students use a simple graphic organizer to show the relationships between characters.
- Students write the characters names in squares connecting those that have relationships in the story.
- Students write how the characters are related in text boxes placed on the connecting lines.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Entries in reader’s notebook
- Student participation in and preparedness for discussion at the end of the guided reading lesson
### Evaluative level (fiction or nonfiction)

**Character’s Motivation**
- Students infer why a character acts in a certain way.
- Teacher marks specific actions of characters with sticky flags.
- Students create a 2-column chart in their reading notebook headed Character’s Action (What did he/she do?) / Motivation (Why did he/she do it?)
- Students read the story and when they come to a flag, they stop and list the action that occurred in the text in the first column.
- Student reflects on the action and writes the character’s motivation in the second column.
- During discussion, students share and support their responses.

### Differentiation
- Guided reading is provided at the reader’s instructional level and designed to meet the individual reader’s needs.

### Resources Provided
- *Journeys* reading anthology selections
- *Journeys* leveled readers.
- Content area textbooks
- Character Traits Vocabulary chart
Character Traits by Grade Level (Richardson 2009, pg 229)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Character Traits Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>brave, careful, cheerful, clever, confident, considerate, curious, dishonest, foolish, gloomy, grumpy, honest, intelligent, impatient, irresponsible, patient, reliable, selfish, ungrateful, wicked</td>
</tr>
<tr>
<td>First</td>
<td>Arrogant, calm, cautious, considerate, cowardly, courageous, cruel, dependable, fearless, ferocious, gullible, humble, inconsiderate, loyal, mischievous, miserable, optimistic, pessimistic, undependable, wise</td>
</tr>
<tr>
<td>Second</td>
<td>Argumentative, bold careless, conceited, envious, faithful, independent, insensitive, irritable, modest, predictable, self-assured, sensible, stern, sympathetic, supportive, timid, unpredictable</td>
</tr>
<tr>
<td>Third</td>
<td>Admirable, appreciative, carefree, demanding, indecisive, egotistical, innocent, insensitive, irritable, modest, persistent, prudent, rambunctious, rash, sensitive, spiteful, sympathetic, tolerant, trustworthy, unsympathetic</td>
</tr>
<tr>
<td>Fourth</td>
<td>Assertive cordial, cunning, defiant, fickle, haughty, hesitant, indifferent meek, menacing, noble, perceptive, pompous, reckless, ruthless, skeptical, submissive, surly, unassuming, uncompromising</td>
</tr>
<tr>
<td>Fifth</td>
<td>Apprehensive, compliant, corrupt, cross depraved, dignified, discreet, docile, ethical, frank, glum, ingenious, lackadaisical, malicious, plucky, prudent, rebellious, selfless, sheepish, sullen</td>
</tr>
<tr>
<td>Sixth</td>
<td>Abrupt, amiable, callous candid, cantankerous, capricious, confrontational, cynical, devoted, eloquent, erratic, forlorn, gallant, impish, incredulous, pitiless, uncooperative, unflappable, unyielding, whimsical</td>
</tr>
</tbody>
</table>
Lesson 11 – Guided Reading Grade 3

Content Area: English Language Arts: Reading Literature

Lesson Title: Reading Skill: Making Inferences

Timeframe: within the guided reading lesson

Lesson Components

21st Century Themes

<table>
<thead>
<tr>
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<th>Civic Literacy</th>
<th>Health Literacy</th>
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</thead>
</table>

21st Century Skills

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>x</th>
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<th>x</th>
<th>Communication and Collaboration</th>
<th>Information Literacy</th>
</tr>
</thead>
</table>

Media Literacy | ICT Literacy | x | Life and Career Skills |

Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction
- Social studies, science, math, and health via informational text

Integration of Technology:
Journeys leveled readers are available online and contain an audio component.

Equipment/materials needed:
- Texts in a variety of genres, including Journeys anthology and leveled readers
- Dry-erase board and markers for teacher
- Reading notebooks for student responses and new vocabulary
- Comprehension strategies cards (make six sets of the six cards and laminate them)
- **Text clues cards**
- 1” and 3” sticky notes
- timer

Notes:
Authors often expect readers to draw conclusions that are not clearly stated in the text. Writers give hints or clues to lead readers to make an inference about a character or an event. Readers use these clues and personal connections to construct meaning from the text. This is the process of inferring. Authors leave clues in the following ways: dialogue between characters, character actions, physical descriptions of characters, and inner thoughts of characters. (Richardson, 2009)
### Goals/Objectives

- Learn the **making inferences** reading skill
- Learn to access clues that authors leave in the text
- Learn to apply personal connections to what is stated in the text to gain meaning from the text
- Apply the skill to independent reading to aid in comprehension

### Learning Activities/Instructional Strategies

#### Lesson Sequence

**Make Inferences From Dialogue (including speaker tags)**

- **Background:** The reader considers dialogue and asks “What is the character thinking?” or “How did the character say those words?” or “How did the character feel when he/she said that?”
- **Step 1: Understand Speaker Tags.**
  - Prompt: *How did the speaker say that?*
  - Explain that a speaker tag is the phrase that tells the reader *how* something was said.
  - Have students whisper dialogue the way the character would have said it as they read the story silently.
- **Step 2: Visualize Facial Expressions.**
  - Prompt: *How did the character feel when he/she said that? How did the character’s face look when he/she said that?*
  - Use a sticky flag to mark dialogue where the reader is expected to draw an inference.
  - Students use that dialogue to infer the character’s feelings by drawing the character’s face on the sticky note.
- **Step 3: Create Speech Bubbles/Thought Bubbles.**
  - Prompt: *What was the character thinking when he/she said that?*
  - Flag some dialogue in the book. Students draw a face and write what the character would say in the speech bubble and what the character is thinking in the thought bubble

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student drawings
- Entries in reader’s notebook
- Student participation in and preparedness for discussion at the end of the guided reading lesson
## Make Inferences from a Character’s Actions

### Background:
The reader uses character actions combined with personal experiences to make inferences. The reader considers specific adjectives, adverbs, or phrases that describe the character’s behavior.

### Step 1: Visualize facial expressions from a character’s action.
**Prompt:** How is the character feeling when he/she does that? Describe the character’s facial expression.

The teacher flags some action in the book where the reader is expected to draw an inference. Students draw the character’s face on a sticky note or piece of paper to make an inference.

### Step 2: Create thought bubbles.
**Prompt:** What is the character thinking when he/she does that?

Students flag an action and write what the character is thinking in a thought bubble.

### Step 3: Make two-column notes (In the Book/In My Mind).
**Prompt:** What am I thinking about the character now?

Students flag an action where they made and inference from character actions. They write the page number under “In the Book”, and their inference under “In My Mind.”

### Step 4: Speech Bubbles/Thought Bubbles.
**Prompt:** What was the character thinking when he/she said that?

Same as Step 3, except that the students flag the dialogue.

### Step 5: Two-Column Notes.
**Prompt:** In the book (the character said . . .)/ In my mind (I think . . .)

Students flag a line of dialogue in the book where they made an inference, record the page number of the dialogue in the column headed In the Book, and write their inference in the column headed In My Mind.
### Making Inferences from Physical Descriptions

**Background:** Words that describe facial expression, body size, clothing, etc., are text clues.

**Step 1:** Create two-column chart (In the Book/ In My Mind). Prompt: *What do I infer about a character as a result of the character’s physical description?*

**Teacher** flags a character’s physical description where readers are expected to draw an inference. Students record the page number (In the Book) and write what they think about the character in the “In My Mind” column.

**Step 2:** Same as step 1 except now students flag the character descriptions.

### Make Inferences from a Character’s Inner Thoughts.

Same as steps 1 and 2 above, except that now, students reflect on a character’s mood, feelings, and personality.

#### Character Trait Text Clue Cards

- Use the cards when teaching the text clues. Distribute the card for the particular clue for the student to reference while reading.
- After all four clue types have been taught, distribute different cards to each student.
- Student will describe the inferences made using the particular clue type.

### Classifying Inferences (Evaluative)

**Step 1:** Teacher flags a place in the text where the reader is expected to make an inference.

**Students** use a 3-column chart (In the Book/In My Mind/ Text Clue Type Used) to record the page number and inference. In the third column, the student writes if the inference was due to dialogue, action, physical description, or character inner thoughts.
Differentiation

- Guided reading is provided at the reader’s instructional level and designed to meet the individual reader’s needs.

Resources Provided

- *Journeys* reading anthology selections
- *Journeys* leveled readers.
- Content area textbooks

# Text Clue Type Cards with Prompts (Richardson 2009, pg. 235)

(back to lesson)

<table>
<thead>
<tr>
<th>Physical Traits</th>
<th>Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the character look like?</td>
<td>Why did the character say that? What is the character thinking?</td>
</tr>
<tr>
<td>How does the author describe a character’s facial expression, looks, and gestures?</td>
<td>Visualize the character’s expression and gestures. What are you thinking about the character?</td>
</tr>
<tr>
<td>The character is . . .</td>
<td>When the character says . . .</td>
</tr>
<tr>
<td>So I think . . .</td>
<td>I think . . .</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Inner Thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did the character do that?</td>
<td>What is the character thinking?</td>
</tr>
<tr>
<td>What might the character do next?</td>
<td>Why didn’t the character say this out loud?</td>
</tr>
<tr>
<td>I think the character does this because . . .</td>
<td>What do the character’s thoughts show you?</td>
</tr>
<tr>
<td>The text says the character thinks . . .</td>
<td>So I think . . .</td>
</tr>
<tr>
<td>So I think . . .</td>
<td></td>
</tr>
</tbody>
</table>

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
Lesson 12 – Guided Reading Grade 3
(Back)

Content Area: English Language Arts: Reading Literature

Lesson Title: Reading Skill: Comprehending Visual Information

Timeframe: within the guided reading lesson

Lesson Components

21st Century Themes

<table>
<thead>
<tr>
<th>Global Awareness</th>
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Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction
- Social studies, science, math, and health via informational text

Integration of Technology:
*Journeys* leveled readers are available online and contain an audio component.

Equipment/materials needed:
- Texts in a variety of genres, including *Journeys* anthology
- Dry-erase board and markers for teacher
- Reading notebooks for student responses and new vocabulary
- Comprehension strategies cards (make six sets of the six cards and laminate them)
- 6 laminated copies of vocabulary strategies cards
- *green, yellow, and red question cards*
- 1” and 3” sticky notes
- timer

Notes:
“Visual information includes pictures, diagrams, figures, maps, legends, charts, graphs, timelines, etc.” These text features enhance comprehension of informational text. Most children need explicit instruction in how to read them. (Richardson 2009, 236)
## Goals/Objectives

Students:
- learn how to read visual text features
- learn that visual text features enhance reading comprehension
- apply to independent reading to aid in comprehension.

## Learning Activities/Instructional Strategies

### Lesson Sequence

**What Does the Chart Say? (Literal)**
- **Just the Facts.** Students record facts they learn from the chart, diagram, or map located in the text they are reading. During the discussion, each student shares a fact or two; the rest of the group refers to the visual text feature to confirm.
- **Green Questions (answered in the visual text feature).** As students read a text containing visual text features, they write “green” questions (and answers) in their notebooks. During the discussion, students take turns asking their questions to the group. Students use the text feature to answer the questions.

**What Can I Infer from the Diagram? (Interpretive)**
- **Inferred Facts.** Students read a chart or map and record facts that can be inferred. During discussion, students share their inferred facts and explain how they used the text feature to make their inference.
- **Red Questions (not answered in the visual text feature).** Students read the text and write “red” questions that ask for inferences or judgments.
- **Students record answers in their notebook.**
- **After reading, students share and discuss the questions.**
- **Yellow Questions.** Distribute the yellow question cards and support students as they write questions that ask to compare/contrast, or identify cause & effect relationships using visual information.

## Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Entries in reader’s notebook
- Student participation in and preparedness for discussion at the end of the guided reading lesson
<table>
<thead>
<tr>
<th>What opinion do I have about the information? (Evaluative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Information that invites comparison, contrast or cause/effect judgments works best.</td>
</tr>
<tr>
<td>• Students write a question about the diagram that requires an opinion or judgment.</td>
</tr>
<tr>
<td>• Scaffolding questions:</td>
</tr>
<tr>
<td>o Why do you think . . .?</td>
</tr>
<tr>
<td>o Do you agree that . . .?</td>
</tr>
<tr>
<td>o Do you think it was right for .?</td>
</tr>
<tr>
<td>o Why do you agree or disagree with the author’s position on .?</td>
</tr>
</tbody>
</table>

**Differentiation**

• Guided reading is provided at the reader’s instructional level and designed to meet the individual reader’s needs.

**Resources Provided**

• *Journeys* reading anthology selections
• *Journeys* leveled readers.
• Content area textbooks
Lesson 13 – Guided Reading Grade 3

(Back)

Content Area: English Language Arts: Reading Literature
Lesson Title: Reading Genre: Poetry Analysis
Timeframe: within the guided reading lesson

Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Awareness</td>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
<td>Civic Literacy</td>
<td>Health Literacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Skills</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking and Problem Solving</td>
<td>Communication and Collaboration</td>
<td>Information Literacy</td>
<td></td>
</tr>
<tr>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td>x Life and Career Skills</td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction
- Social studies, science, math, and health via informational text

Integration of Technology:
*Journeys* leveled readers are available online and contain an audio component.

Equipment/materials needed:
- Texts in a variety of genres, including *Journeys* anthology
- Dry-erase board and markers for teacher
- Reading notebooks for student responses and new vocabulary
- Comprehension strategies cards (make six sets of the six cards and laminate them)
- 6 laminated copies of vocabulary strategies cards
- 1” and 3” sticky notes
- timer

Notes:
Poetry provides one of the best contexts for teaching comprehension. Readers are forced “to slow down, reread for meaning and think deeply.” (Richardson 2009, 238) The sensory language found in poetry helps readers visualize, and figurative language forces readers to make inferences and connections. Since most poetry selections are short enough to complete in one or two guided reading sessions.
### Goals/Objectives
- learn to comprehend poetry
- apply to independent reading to aid in comprehension.

### Learning Activities/Instructional Strategies

#### Lesson Sequence
- Select a poem that is at an instructional level. Challenge is created through the use of text structure, vocabulary, and figurative language.
- Identify a focus strategy for the group. Comprehension strategies should be taught with fiction before poetry. **(See list of comprehension strategies.)** Introduce the poem and give background information about the poet. Clarify any unusual or historical vocabulary and discuss unfamiliar words unless context clues are provided.
- Work with single comprehension strategies until students are comfortable with all of them.
- Combine comprehension strategies. Ask students to create a 3-column chart headed with 3 different comprehension strategies. After reading each stanza, students complete the chart using each of the strategies. Example below.
- Read and respond. Students respond to each stanza in their reading notebook.
- Share and discuss each group members responses.

#### Differentiation
- Guided reading is provided at the reader’s instructional level and designed to meet the individual reader’s needs.

#### Resources Provided
- *Journeys* reading anthology selections
- *Journeys* leveled readers.
- Content area textbooks

### Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Entries in reader’s notebook
- Student participation in and preparedness for discussion at the end of the guided reading lesson

### Example

<table>
<thead>
<tr>
<th>Clarify</th>
<th>Visualize</th>
<th>Summarize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students write down words or ideas that confused them and what they did to help their understanding.</td>
<td>Students draw the details in the stanza.</td>
<td>Students summarize the most important ideas in the stanza.</td>
</tr>
</tbody>
</table>
List of Comprehension Strategies for Poetry Analysis (Richardson 2009, 240-241)

(back to lesson 13 – Poetry Analysis)

Literal Comprehension Strategies

Clarify: Students identify words or phrases they did not understand and write the strategies they used to clarify the text: I didn’t understand this part so I (reread the text, thought about an experience I had, visualized the setting, related it to the time period).

Visualize: As students read the poem, they illustrate each stanza. Have crayons or markers available, so students can include color words from the poem in their illustrations.

Make Connections: As students read the poem, they write the connections they are making to life experiences and other texts. Students write how their connections helped their understanding. Connections help readers visualize, identify with a character’s feelings, or predict.

Ask Literal (green) Questions: Students stop after each stanza and write the questions that are answered in the poem. Green questions begin with Who, What, Where, When, and How. Asking literal questions while reading a poem helps the reader understand what the poet is saying. It may be necessary for students to ask some literal questions before they are able to summarize.

Summarize: Students should always summarize each stanza to paraphrase what the author is saying. Do not expect the students to interpret each stanza. Interpretation is best after students have read the entire poem.

Figurative Language: Students circle or highlight examples of similes, metaphors, and/or personifications.

Interpretive Comprehension Strategies

Ask Inferential (red) Questions: Distribute the red question cards to scaffold students to make inference or clarify confusions. I wonder why . . . What does the author mean when he/she says . . .? What do the two roads represent?

Make Inferences: When students respond with “I’m thinking . . .,” they are making an inference. For advanced readers, challenge them to underline the exact words from the poem that triggered their inference: I’m thinking this because in the poem it says . . .

Interpretation: Students should make a personal interpretation and support it with the text. I think the poet is telling us . . . or, I think the poet means . . . because he says . . .

Figurative Language: Students interpret similes, metaphors, and personifications by describing the comparisons.

Evaluative Comprehension Strategy:

Ask students to write then share why they think the poet wrote this poem.
Lesson 14 – Guided Reading Grade 3

<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Reading Literature</th>
</tr>
</thead>
</table>

**Lesson Title:** Reading Genre: Persuasive Text – Evaluative Comprehension  
**Timeframe:** within the guided reading lesson

### Lesson Components

**21st Century Themes**

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
</tr>
</thead>
</table>

**21st Century Skills**

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>x</th>
<th>Critical Thinking and Problem Solving</th>
<th>x</th>
<th>Communication and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Literacy</td>
<td></td>
<td>ICT Literacy</td>
<td>x</td>
<td>Life and Career Skills</td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections:**
- Social studies and science via the genres of historical fiction and science fiction
- Social studies, science, math, and health via informational text

**Integration of Technology:**
*Journeys* leveled readers are available online and contain an audio component.

**Equipment/materials needed:**
- Texts in a variety of genres, including *Journeys* anthology
- Dry-erase board and markers for teacher
- Reading notebooks for student responses and new vocabulary
- Comprehension strategies cards (make six sets of the six cards and laminate them)
- 6 laminated copies of vocabulary strategies cards
- 1” and 3” sticky notes
- Timer

**Notes:**
“Evaluative comprehension requires students to identify and understand an author’s bias, assumptions, persuasions, facts, and opinions in order to make a personal judgment.” (Richardson 2009, 242)
### Goals/Objectives

Students:
- learn to evaluate an author’s bias, assumptions, opinions, persuasions in order to make a personal judgment
- learn to gather support and opposition for a thesis statement
- apply to independent reading to aid in comprehension.

### Learning Activities/Instructional Strategies

**Lesson Sequence**

**Thesis-Proof**
- If the thesis is not clearly stated in the title or heading of article, provide students with the thesis statement.
- Students write the thesis statement across the top of their paper. Underneath the thesis statement, the students make two columns, one headed SUPPORT and the other headed OPPOSITION.
- Students read the text, jotting down ideas in one or the other of the columns.
- After reading, students evaluate the supporting and opposing facts to make their own decision about agreeing or disagreeing with the thesis statement.

**Backtalk (Wilhelm, 2001)**
- After students read the text, they get to talk back to the “author” or to a specific character.
- Students write down their ideas and share with the group.

**Other Response Formats**
- My opinion/Proof from the text
- Facts from the text/Opinions from the text
- Quote (direct from text)/Personal response
- Author’s opinion (from text)/My opinion

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Entries in reader’s notebook
- Student participation in and preparedness for discussion at the end of the guided reading lesson

### Differentiation

- Guided reading is provided at the reader’s instructional level and designed to meet the individual reader’s needs.

### Resources Provided

- *Journeys* reading anthology selections
- *Journeys* leveled readers.
- Content area textbooks
Lesson 15 – Guided Reading Grade 3

Lesson Title: Reciprocal Teaching (Palincsar & Brown, 1984)  Timeframe: within the guided reading lesson

### Content Area: English Language Arts: Reading Literature

### Lesson Components

#### 21st Century Themes

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
</tr>
</thead>
</table>

#### 21st Century Skills

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>Critical Thinking and Problem Solving</th>
<th>Communication and Collaboration</th>
<th>Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction
- Social studies, science, math, and health via informational text

#### Integration of Technology:
*Journeys* leveled readers are available online and contain an audio component.

#### Equipment/materials needed:
- Texts in a variety of genres, including *Journeys* anthology
- Dry-erase board and markers for teacher
- Reading notebooks for student responses and new vocabulary
- Comprehension strategies cards (make six sets of the six cards and laminate them)
- 6 laminated copies of vocabulary strategies cards
- 1” and 3” sticky notes
- timer

#### Notes:
Readers make connections (text-to-self, text-to-text, text-to-world) that enhance their comprehension of a text and often analyze their connections to determine how the connection helped with understanding. (Richardson, 2009)
### Goals/Objectives

**Students:**
- learn to respond to the reading comprehension strategies of **clarify, question, summarize, make a connection, visualize and predict.**
- learn to lead discussions about texts
- apply to independent reading to aid in comprehension.

### Learning Activities/Instructional Strategies

**Lesson Sequence**
- **Step 1:** during a read-aloud or shared reading, introduce the reciprocal teaching strategies to the whole class. Focus on a different strategy each day and have students practice the strategies in small heterogeneous groups.
- **Step 2:** During guided reading, students practice one of the strategies on an instructional level text. As students read, they write their responses in their notebooks. After reading, share and discuss.
- **Repeat for all strategies:** clarify, questions, summarize, predict, make a connection, visualize
- **Step 3:** Each student receives a different strategy card. As students read the text, they write a response for their strategy. During the discussion, students take the lead and teach their strategy to the group.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Entries in reader’s notebook
- Student participation in and preparedness for discussion at the end of the guided reading lesson

### Differentiation

- Guided reading is provided at the reader’s instructional level and designed to meet the individual reader’s needs.

### Resources Provided

- *Journeys* reading anthology selections
- *Journeys* leveled readers.
- Content area textbooks
Reciprocal Teaching Strategy Cards (Richardson, 2009)

(back to lesson 15) (Grade 4)

<table>
<thead>
<tr>
<th>PREDICT</th>
<th>SUMMARIZE</th>
<th>QUESTION</th>
</tr>
</thead>
</table>
| Fiction: What will happen next? How did you make that prediction? I predict that . . . because . . .
Nonfiction: What will you learn next? What helped you make that prediction? I predict I will learn . . . because . . . | In one or two sentences, use key ideas to tell what you have read. Be clear and concise. This passage is about . . . | What question did you ask yourself as you read? What were you wondering as you were reading? I’m curious about . . . I wonder why . . . How . . . What would happen if . . . |

<table>
<thead>
<tr>
<th>CLARIFY</th>
<th>MAKE A CONNECTION</th>
<th>VISUALIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What confused you as you read the passage? Were there any words you didn’t understand? How did you figure them out? At first, I didn’t understand this word (or idea), so I . . . • reread and looked for clues • used known parts in the word • tried to put myself in the character’s place</td>
<td>This reminds me of another book I read . . . This reminds me of a time when I . . . This reminds me of something I’ve learned . . .</td>
<td>What did you see in your mind as you read the text? Draw a picture that helps you remember and understand what you read. Share your picture with the group and explain it.</td>
</tr>
</tbody>
</table>
Book reports are completed one per marking period as follows:

<table>
<thead>
<tr>
<th>Marking Period</th>
<th>Genre</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fantasy/Fiction</td>
<td>6-paragraph written book report discussing the story elements, with cover</td>
</tr>
<tr>
<td>2</td>
<td>Informational text</td>
<td>Glossary of 10 words relevant to the topic showing definition, part of speech, and a sentence; illustrated</td>
</tr>
<tr>
<td>3</td>
<td>Biography</td>
<td>Oral presentation of the person’s life; dress up as the famous person</td>
</tr>
<tr>
<td>4</td>
<td>Realistic fiction</td>
<td>Write a letter that the main character might send to your classmates 20 years into the future (prediction and character analysis)</td>
</tr>
</tbody>
</table>

Required (Core) *Journeys* Reading Anthology Selections – Grade 3

<table>
<thead>
<tr>
<th>Lesson Number</th>
<th>Genre</th>
<th>Selection Title</th>
<th>Reading Strategy</th>
<th>Reading Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Historical fiction</td>
<td>Pop’s Bridge</td>
<td>Infer/predict</td>
<td>Compare/contrast</td>
</tr>
<tr>
<td></td>
<td>Biography</td>
<td>Roberto Clemente</td>
<td>Visualize</td>
<td>Cause/effect</td>
</tr>
<tr>
<td></td>
<td>Humorous fiction</td>
<td>The Extra Good Sunday</td>
<td>Infer/predict</td>
<td>Understanding characters</td>
</tr>
<tr>
<td></td>
<td>Humorous fiction</td>
<td>A Fine, Fine School</td>
<td>Summarize</td>
<td>Story structure</td>
</tr>
<tr>
<td></td>
<td>Fantasy</td>
<td>The Trial of Cardigan Jones</td>
<td>Infer/predict</td>
<td>Conclusions</td>
</tr>
<tr>
<td></td>
<td>Informational text</td>
<td>Aero and Officer Mike</td>
<td>Summarize</td>
<td>Author’s purpose</td>
</tr>
<tr>
<td></td>
<td>Folklore</td>
<td>The Harvest Birds</td>
<td>Infer/predict</td>
<td>Conclusions</td>
</tr>
<tr>
<td></td>
<td>Realistic fiction</td>
<td>Kamishibai Man</td>
<td>Monitor/clarify</td>
<td>Cause/effect</td>
</tr>
<tr>
<td></td>
<td>Biography</td>
<td>Young Thomas Edison</td>
<td>Summarize</td>
<td>Main ideas/details</td>
</tr>
<tr>
<td></td>
<td>Informational text</td>
<td>Mountains: Surviving Mt. Everest</td>
<td>Infer/predict</td>
<td>Text/graphic features</td>
</tr>
</tbody>
</table>
## Reading Strategies Taught in *Journeys* Reading Series Grade 3

<table>
<thead>
<tr>
<th>Reading Strategy</th>
<th><em>Journeys</em> Lesson Numbers</th>
<th>Genre of Main Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize</td>
<td>1, 10, 14, 19</td>
<td>Humorous fiction (1); biography (10); informational text (14); fantasy (19)</td>
</tr>
<tr>
<td>Question</td>
<td>6, 11, 18, 24</td>
<td>Humorous fiction (6); biography (11); informational text (18); realistic fiction (24)</td>
</tr>
<tr>
<td>Infer/Predict</td>
<td>2, 4, 8, 15, 20, 25</td>
<td>Fantasy (2); historical fiction (4); folk tale (8); humorous fiction (15); informational text (20, 25)</td>
</tr>
<tr>
<td>Monitor/Clarify</td>
<td>9, 16, 21</td>
<td>Realistic fiction (9); humorous fiction (16); fantasy (21)</td>
</tr>
<tr>
<td>Visualize</td>
<td>5, 12, 17, 22</td>
<td>Biography (5); realistic fiction (12); informational text (17, 22)</td>
</tr>
<tr>
<td>Analyze/Evaluate</td>
<td>3, 7, 13, 23</td>
<td>Realistic fiction (3); informational text (7); legend (13); fantasy (23)</td>
</tr>
</tbody>
</table>

## Reading Skills Taught in *Journeys* Reading Series Grade 4

<table>
<thead>
<tr>
<th>Reading Skill</th>
<th><em>Journeys</em> Lesson Numbers</th>
<th>Genre of Main Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story Structure</td>
<td>1</td>
<td>Realistic fiction (1)</td>
</tr>
<tr>
<td>Text &amp; Graphic Features</td>
<td>14, 23</td>
<td>Informational text (14, 23)</td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td>6, 16, 24</td>
<td>Fairy tale (6); humorous fiction (16); narrative nonfiction (24)</td>
</tr>
<tr>
<td>Sequence of Events</td>
<td>12, 17</td>
<td>Narrative nonfiction (17); historical fiction (12)</td>
</tr>
<tr>
<td>Theme</td>
<td>4, 21</td>
<td>Play (4); fantasy (21)</td>
</tr>
<tr>
<td>Cause &amp; Effect</td>
<td>3, 13, 22</td>
<td>Realistic fiction (3); narrative nonfiction (13); biography (22)</td>
</tr>
<tr>
<td>Understanding Characters</td>
<td>5, 8, 18</td>
<td>Tall tale (5); realistic fiction (8, 18)</td>
</tr>
<tr>
<td>Persuasion</td>
<td>19</td>
<td>Biography (19)</td>
</tr>
<tr>
<td>Conclusions &amp; Generalizations</td>
<td>9</td>
<td>Realistic fiction (9)</td>
</tr>
<tr>
<td>Main Ideas &amp; Details</td>
<td>15, 20</td>
<td>Informational text (15); biography (20)</td>
</tr>
<tr>
<td>Fact &amp; Opinion</td>
<td>7, 11</td>
<td>Informational text (7); narrative nonfiction (11)</td>
</tr>
<tr>
<td>Author’s Purpose</td>
<td>2, 10, 25</td>
<td>Biography (2, 10); science fiction (25)</td>
</tr>
</tbody>
</table>
# Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

<table>
<thead>
<tr>
<th>Lesson Activities</th>
<th>Strongly</th>
<th>Moderately</th>
<th>Weakly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are challenging and require higher order thinking and problem solving skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allow for student choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide scaffolding for acquiring targeted knowledge/skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrate global perspectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrate 21st century skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide opportunities for interdisciplinary connection and transfer of knowledge and skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are varied to address different student learning styles and preferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are differentiated based on student needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide opportunities for student reflection and self-assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide data to inform and adjust instruction to better meet the varying needs of learners</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix

**Student handout: Inferring from Text and Pictures**

Name _______________________________________

**Inferring from Text and Pictures**

<table>
<thead>
<tr>
<th>Quote/Picture from Text</th>
<th>Inferences Made</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
Student handout: Background Knowledge + Text Clues = Inference

Name ____________________________________________

<table>
<thead>
<tr>
<th>Background Knowledge</th>
<th>Text Clues</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
### Student handout: Inferring Themes from Text Evidence

Name _______________________________

<table>
<thead>
<tr>
<th>Book title:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evidence from Text</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words, Actions, Pictures</td>
<td></td>
</tr>
</tbody>
</table>

Appendix

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
**Student handout: Questioning and Inferring to Understand Historical Concepts**
*(back to grade 3)*

Name __________________________________________

<table>
<thead>
<tr>
<th>Book title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td></td>
</tr>
<tr>
<td>Background knowledge:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions (I Wonder)</th>
<th>Inferences (I Think, I Predict)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
# 2009 New Jersey Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS**

---

### Curriculum Design Template

<table>
<thead>
<tr>
<th>Content Area: English Language Arts (back)</th>
<th>Grade Level: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong> English Language Arts (ELA): Reading Informational Text</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reading Strategies</strong></th>
<th><strong>Pacing Guide</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Skills</strong></td>
<td><strong>Pacing Guide</strong></td>
</tr>
<tr>
<td><strong>Reading Standards for Informational Text</strong></td>
<td><strong>Reference</strong></td>
</tr>
<tr>
<td><strong>Reading for Research and Study in the Content Areas</strong></td>
<td><strong>Pacing Guide</strong></td>
</tr>
<tr>
<td><strong>Teaching Students to Read Textbooks</strong></td>
<td><strong>Reference</strong></td>
</tr>
<tr>
<td><strong>Test Reading</strong></td>
<td><strong>Reference</strong></td>
</tr>
</tbody>
</table>

---

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
# Lesson Plans: Reading Strategies for Informational Text—Monitoring Comprehension Grade 3

(back)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td>Read, Write, and Talk</td>
</tr>
<tr>
<td></td>
<td>2 class periods to introduce; ongoing throughout year</td>
</tr>
<tr>
<td><strong>Lesson 2</strong></td>
<td>Journeys lessons 2, 15, 23</td>
</tr>
<tr>
<td></td>
<td>4 weeks</td>
</tr>
</tbody>
</table>

**Teacher Notes:**
Lessons adapted from *Strategies that Work: Teaching Comprehension for Understanding and Engagement* by Stephanie Harvey and Anne Goudvis, 2nd edition.

Lessons can be repeated as needed to support student reading comprehension.

Monitoring comprehension requires active engagement on the part of the reader. Interacting with text causes readers to stay aware of meaning and to notice when meaning slips away. Active readers can then take measures to regain meaning. Reading without active engagement is just decoding words. Active engagement ensures understanding.

**Curriculum Development Resources**


Click the links below to access additional resources used to design this unit:
- [www.thinkcentral.com](http://www.thinkcentral.com)
- [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td><strong>Lesson Sequence</strong></td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• Stop, think, and react to informational text</td>
<td>1. Hand out article for students to read and jot down thinking</td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td>• Learn to jot down their thinking (connections, questions, reactions) in the margins of informational text or on sticky notes if it’s not possible to write on the text</td>
<td>2. Explain to students that when reading informational text, it is a good idea to stop and write their thoughts in the margin of the text so they can add to old knowledge and remember the new information</td>
<td>• Student thinking written in margins of text</td>
</tr>
<tr>
<td>• Learn to talk about what they read to enhance understanding</td>
<td>3. Explain that their “thinking” is connections they make, questions they have, and reactions they feel as they read</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Introduce the strategy acronym STR – Stop, Think, React</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Teacher models reading a few paragraphs of informational text, interacting with the text via an inner conversation, then writing down thinking in the margins of the text using a transparency copy of the selected text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. After reading a few paragraphs, invite students to jot down their own thinking on their copies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Teacher continues to read aloud, stopping frequently, and asks students to jot down their thinking in the margins, then turn and talk to a partner about what was written</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. After the entire article is read, students will record on the back of the paper (1) something they learned that is important to remember, (2) how talking to a partner helped them understand what they read, (3) any questions they still have</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Offer a few different articles to be read independently</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Students will read article and apply STR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. After reading, students will partner with another student who read the same article, then share and discuss the thinking that was written in the margins</td>
<td></td>
</tr>
</tbody>
</table>

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
Differentiation
- Selected text can be written on a chart or displayed on overhead
- Thinking can be recorded as drawings
- Interactive read alouds free struggling readers from having to decode text, they can focus on the ideas presented, and their own thoughts and questions.

Resources Provided
5. Journeys lessons 2, 15, 23
6. Scholastic News Online
8. Time for Kids  www.timeforkids.com
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td><strong>Lesson Sequence</strong></td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• See teacher’s edition</td>
<td>See teacher’s edition</td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Workbook pages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Weekly test</td>
</tr>
</tbody>
</table>

**Differentiation**
- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Differentiate products that show understanding

**Resources Provided**
10. Journeys lessons 2, 15, 23
11. Projectables
12. Workbooks
### Lesson Plans: Reading Strategies for Informational Text—Making Connections Grade 3

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking + New Information = Knowledge</td>
<td>1 class period</td>
</tr>
<tr>
<td>How New Information Changes Thinking</td>
<td>1 class period</td>
</tr>
<tr>
<td>Building Background Knowledge</td>
<td>1 class period</td>
</tr>
</tbody>
</table>

**Teacher Notes:**
Lessons adapted from *Strategies that Work: Teaching Comprehension for Understanding and Engagement* by Stephanie Harvey and Anne Goudvis, 2nd edition.

These strategies should be taught at the beginning of the year as they are used throughout the year when reading informational text. Lessons can be repeated as needed to support student reading comprehension.

**Curriculum Development Resources**


Click the links below to access additional resources used to design this unit:
- [www.thinkcentral.com](http://www.thinkcentral.com)
- [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)
## Goals/Objectives
Students:
- Merge thinking (questions, connections, reactions) with new information
- Jot new information and inner conversation on sticky notes
- Apply strategy to independent reading

## Learning Activities/Instructional Strategies

### Lesson Sequence
1. Teacher models inner conversation about encountering new information, explaining that in order to remember information, it’s not sufficient to repeat facts, but to add to the fact connections, questions, and reactions.
2. Read text and think aloud about new information; jot the new information on a sticky note coded “L” for learning; place sticky note in text where new information was found.
3. Model once or twice more, then invite students into the process by recording new information on sticky notes as well as their inner conversation
4. At the end of the read aloud, share some student thinking
5. Students will then practice this strategy independently on texts of their choosing
6. Reconvene class to share

## Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Evidence of text-to-text and text-to-world connections

### Differentiation
- Different levels of nonfiction text

### Resources Provided
1. *Journeys* reading program selections and leveled readers
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td><strong>Lesson Sequence</strong></td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• Link what they already know to what they learn</td>
<td>1. Elicit student prior knowledge about a content area topic by asking questions; record questions and student responses on a chart headed “Questions/ What We Think We Know/ New Learning”</td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td>• Clarify misconceptions</td>
<td>2. Explain the purpose of the chart is to help students clear up misconceptions</td>
<td>• Student prior knowledge chart</td>
</tr>
<tr>
<td>• Read to answer questions</td>
<td>3. Read some of the text out loud modeling how thinking changes as new information is encountered; include language such as: “Now I get it . . .”, “Wow, I didn’t know . . .”</td>
<td>• Student individual charts</td>
</tr>
<tr>
<td></td>
<td>4. Students copy questions from class chart onto individual charts, then read entire article to find answers to questions.</td>
<td>• Evidence of text-to-text and text-to-world connections</td>
</tr>
<tr>
<td></td>
<td>5. Regroup as a class to fill in the new learning section of the class chart and discuss how their thinking changed</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiation**
- Students can work in partners.
- If using a selection from *Journeys*, the text can be read to the student by the computer

**Resources Provided**
- *Journeys* reading program
- Projectables
- Workbooks
## Goals/Objectives

- Collect information to build a store of knowledge about a topic in a content area.
- Raise questions about an unfamiliar topic, then read books to find general information.

## Learning Activities/Instructional Strategies

### Lesson Sequence
1. Assess student prior knowledge about topic.
2. Introduce books to be read for background knowledge.
3. Students will read books on the topic and record questions raised on sticky notes.
4. Sticky notes are placed on a classroom chart.
5. Each day convene class to review one of the books selected on the topic.
6. Sticky notes are rearranged to organize questions into categories.
7. Student will complete a fact sheet to showcase newly acquired information.

## Formative Assessment Tasks
- Teacher observation & anecdotal evidence.
- Student participation in class discussion.
- Student writes questions about topic on sticky note.
- Student completes fact sheet to showcase information learned.
- Evidence of text-to-text and text-to-world connections.

## Differentiation
- Students write or draw to show evidence of new learning.
- Use books at different reading levels.

## Resources Provided
- *Journeys* reading program.
Lesson Plans: Reading Strategies for Informational Text – Questioning Grade 3 (back)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wondering About New Information</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td>Thick and Thin Questions</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td>Reading to Find Answers to Questions</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td>Reading with a Question in Mind</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td>Journeys lesson 14</td>
<td>1-2 class periods each</td>
</tr>
<tr>
<td>Organizing Content Knowledge</td>
<td>1-2 class periods</td>
</tr>
</tbody>
</table>

Teacher Notes:
Lessons adapted from *Strategies that Work: Teaching Comprehension for Understanding and Engagement* by Stephanie Harvey and Anne Goudvis, 2nd edition.

Lessons can be repeated as needed to support student reading comprehension.

Curriculum Development Resources


Click the links below to access additional resources used to design this unit:
www.thinkcentral.com

http://www.corestandards.org/the-standards

Goals/Objectives | Learning Activities/Instructional Strategies | Formative Assessment Tasks
---|---|---
Students:  
- List facts and questions about those facts on an “I Learned/I Wonder” chart  
- Delve deeper into a topic to search for answers to questions  
- Learn to ask questions to learn more about a topic  
- Learn to research deeper into a topic as a result of asking questions  
- Apply the strategy during independent reading and research | **Lesson Sequence:**  
1. Using a piece of nonfiction text, read aloud and model recording facts and questions about those facts on an “I Learned/I Wonder” chart  
2. Continue reading, inviting students to add facts and their own questions on an individual “I Learned/I Wonder” chart  
3. Students will choose an article (e.g., from Wikipedia, World Book Online, FOSS Science Stories) about a topic to practice the strategy independently.  
4. Students will share their chart with another student who read the same article to discuss their questions.  
5. Reconvene class to discuss strategy and remind them that answering their questions will make their research paper more interesting, and will help them to remember information about the topic. |  
- Teacher observation & anecdotal evidence  
- Student participation in class discussion  
- “I Learned/I Wonder” class chart  
- Student charts

Differentiation  
- Different levels of nonfiction text

Resources Provided  
15. *Journeys* reading program selections and leveled readers  
16. World Book Online  
17. [www.wikipedia.org](http://www.wikipedia.org)  
18. Social studies, health textbooks  
19. FOSS *Science Stories*
### Goals/Objectives

- Learn the difference between global (thick) questions and clarification (thin) questions in a content area
- Learn how to answer thick and thin questions
- Generate their own thick and thin questions to organize thinking, understand text, and structure research
- Recognize that thoughtful reading goes beyond identifying facts and details explicitly stated in the text (Buehl, 2005)
- Get practice at becoming “question-posers rather than merely question-responders.” (Buehl, 2005)

### Learning Activities/Instructional Strategies

#### Lesson Sequence

1. Explain to students that when reading informational text, especially textbooks, they need to pose questions about what they read.
2. Explain that there are two types of questions, thick (global) and thin (clarification).
3. Explain that thick questions address large universal concepts and begin with Why? How come? I wonder? Or, thick questions ask about large content areas such as What is photosynthesis? Answers to thick questions are long and involved and require further research.
4. Explain that thin questions are those that ask for clarification or definition and can be answered from the text with very short answers. Explain also that some thin questions may not be answered in the text because the author depends upon the reader to access background knowledge to infer the answer. (Buehl, 2005)
5. Teach students to write thick questions on 3 x 3 sticky notes and thin questions on smaller sticky notes; ask students to provide answers on the back of the sticky note and place the sticky note in the text where the question was generated
6. Model with a selection of text, reading aloud and coding text with thin and thick questions
7. Students will practice independently with a textbook selection; students meet in small groups to review and discuss

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student-generated thick and thin questions with answers

### Differentiation

- Different levels of nonfiction text

### Resources Provided

21. *Journeys* reading program selections and leveled readers
22. *FOSS Science Stories*
23. Social studies and health textbooks
Lesson Plan 3 – Reading Strategies for Informational Texts: Questioning Grade 4
(back)

<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Reading Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: Reading to Find Answers to Questions</td>
</tr>
<tr>
<td>Timeframe: 1-2 class periods</td>
</tr>
</tbody>
</table>

**Lesson Components**

<table>
<thead>
<tr>
<th>21st Century Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>x Global Awareness</td>
</tr>
<tr>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
</tr>
<tr>
<td>Civic Literacy</td>
</tr>
<tr>
<td>Health Literacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>x Creativity and Innovation</td>
</tr>
<tr>
<td>x Critical Thinking and Problem Solving</td>
</tr>
<tr>
<td>x Communication and Collaboration</td>
</tr>
<tr>
<td>x Information Literacy</td>
</tr>
<tr>
<td>x Media Literacy</td>
</tr>
<tr>
<td>ICT Literacy</td>
</tr>
<tr>
<td>x Life and Career Skills</td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections:**
- Social studies, science, health, math

**Integration of Technology:**

*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

**Equipment needed:**
- Non-fiction selection from *Journeys* reading program that pertains to a content area topic
- Other teacher-selected nonfiction text pertaining to a content area topic
- Chart paper
- Elicit help from school librarian to select books on content area topic
- Borrow books from local library on content area topic

**Notes:**
The purpose of reading nonfiction is to learn new information. Noticing, and thinking about new learning supports readers in acquiring knowledge. (Harvey & Goudvis, 2007)
Lesson Plan 4 – Reading Strategies for Informational Texts: Questioning Grade 4

<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Reading Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: Reading with a Question in Mind</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>21st Century Themes</strong></td>
</tr>
<tr>
<td>x Global Awareness</td>
</tr>
<tr>
<td><strong>21st Century Skills</strong></td>
</tr>
<tr>
<td>x Creativity and Innovation</td>
</tr>
<tr>
<td>x Media Literacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interdisciplinary Connections:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social studies, science, health, math</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integration of Technology:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journeys offers online versions of all print resources.</td>
</tr>
<tr>
<td>x Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.</td>
</tr>
<tr>
<td>x Students can access and print practice book pages.</td>
</tr>
<tr>
<td>x Teachers can integrate practice book pages with interactive whiteboards.</td>
</tr>
<tr>
<td>x Teachers can post assignments to student online accounts and track completions.</td>
</tr>
<tr>
<td>x Teachers can assign online assessments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>x Non-fiction selection from Journeys reading program that contains a lot of information that will be new.</td>
</tr>
<tr>
<td>x Other teacher-selected nonfiction text</td>
</tr>
<tr>
<td>x Student handout “Notes/Thinking”</td>
</tr>
</tbody>
</table>

Notes:
The purpose of reading nonfiction is to learn new information. Noticing, and thinking about new learning supports readers in acquiring knowledge. Often there is such an abundance of information that the student is easily overwhelmed. Reading with a question in mind is one way students can cut through the vast amount of information and hone in on just the information they need. (Harvey & Goudvis, 2007)
Lesson Plan 5 – Reading Strategies for Informational Texts: Questioning Grade 4
(back)

<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Reading Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: Journeys lesson 14</td>
</tr>
<tr>
<td>Timeframe: 1 class period</td>
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</tbody>
</table>

### Lesson Components

#### 21st Century Themes

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
</tr>
</thead>
</table>

#### 21st Century Skills

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>x</th>
<th>Critical Thinking and Problem Solving</th>
<th>x</th>
<th>Communication and Collaboration</th>
<th>x</th>
<th>Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Literacy</td>
<td>x</td>
<td>ICT Literacy</td>
<td>x</td>
<td>Life and Career Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Integration of Technology:

*Journeys* offers online versions of all print resources.

- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

### Equipment needed:

- Overhead projector for transparencies
- Non-fiction selection from *Journeys* reading program
- Other teacher-selected nonfiction text

### Notes:

The purpose of reading nonfiction is to learn new information. Noticing, and thinking about new learning supports readers in acquiring knowledge. (Harvey & Goudvis, 2007)
Lesson Plan 6 – Reading Strategies for Informational Texts:  
Questioning Grade 4  
(back)

| Content Area: English Language Arts: Reading Informational Text |
| Lesson Title: Organizing Content Knowledge | Timeframe: 1-2 class periods |

**Lesson Components**

<table>
<thead>
<tr>
<th>21st Century Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>x Global Awareness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity and Innovation</td>
</tr>
<tr>
<td>x Media Literacy</td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections:**
- Social studies, science, health, math

**Integration of Technology:**
- *Journeys* offers online versions of all print resources.
  - Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
  - Students can access and print practice book pages.
  - Teachers can integrate practice book pages with interactive whiteboards.
  - Teachers can post assignments to student online accounts and track completions.
  - Teachers can assign online assessments.

**Equipment needed:**
- Non-fiction selection from *Journeys* reading program that contains information on a content area topic currently under study
- Other teacher-selected nonfiction texts
- Chart paper to create question web

**Notes:**
The purpose of reading nonfiction is to learn new information. Noticing, and thinking about new learning supports readers in acquiring knowledge. Often there is such an abundance of information that the student is easily overwhelmed. Reading with a question in mind is one way students can cut through the vast amount of information and hone in on just the information they need. Recording the information on a question web is a good way to organize the information needed to provide a thorough and meaningful response. (Harvey & Goudvis, 2007)
### Goals/Objectives

- Organize content knowledge to answer a specific question
- Learn to create and use a question web
- Apply strategy to independent reading and research
- Learn to amass information to answer thick questions thoroughly
- Create citations for sources

### Learning Activities/Instructional Strategies

**Lesson Sequence:**

1. Explain that question webs are a type of graphic organizer with a thick question at the center that can only be answered by researching for information

2. Model creating a question web as above. Write the question being researched in the oval. As information is found that will help in formulating an answer, that information is written on the lines along with the name of the student supplying the information (if working in groups)

3. Remind students to keep a list of citations for their sources of information

4. Students will generate a research question on a content area currently under study and use the question web to answer it thoroughly

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Completed question web

### Differentiation

- Different levels of nonfiction text
- Working with partners

### Resources Provided

35. *Journeys* reading program selections and leveled readers
36. Scholastic News Online
37. Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
38. Citations: [www.easybib.com](http://www.easybib.com)
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
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<tr>
<td>Lesson 1 Making Comparisons</td>
<td>1-2 class periods</td>
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<td>Lesson 2 Showing, Not Telling in Writing</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td>Lesson 3 Using All Senses to Create Mental Images</td>
<td>1-2 class periods</td>
</tr>
</tbody>
</table>

**Teacher Notes:**
Lessons adapted from *Strategies that Work: Teaching Comprehension for Understanding and Engagement* by Stephanie Harvey and Anne Goudvis, 2nd edition.

Lessons can be repeated as needed to support student reading comprehension.

**Curriculum Development Resources**


Click the links below to access additional resources used to design this unit:
- [www.thinkcentral.com](http://www.thinkcentral.com)
- [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)
Lesson Plan 1 – Reading Strategies for Informational Texts:
Visualizing Grade 4
(back)

Content Area: English Language Arts: Reading Informational Text

Lesson Title: Making Comparisons  Timeframe: 1-2 class periods

Lesson Components

21st Century Themes

| x | Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |

21st Century Skills

| x | Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | x | Information Literacy |

| x | Media Literacy | ICT Literacy | x | Life and Career Skills |

Interdisciplinary Connections:
- Social studies, science, health, math

Integration of Technology:
Journeys offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

Equipment needed:
- Non-fiction selection from Journeys reading program (lessons 3, 20) that contains illustrations that make comparisons of one object in terms of another object that will be familiar to students
- Other teacher-selected nonfiction texts containing illustrations that make comparisons of one object in terms of another object that will be familiar to students
- Drawing paper
- Rulers and yardsticks

Notes:
This lesson reinforces the concept that comparisons made between an unfamiliar object and a familiar one will be easier to visualize than describing the unfamiliar object in terms of feet, inches, pounds, tons, etc.
### Goals/Objectives

Students:
- Apply strategy to independent reading
- Visualize to better understand the dimensions of size, space, and time
- Draw and label their comparisons
- Use strategy to define units of measure in math
- Cite sources used.

### Learning Activities/Instructional Strategies

**Lesson Sequence:**

1. Using selected texts show students how illustrations and graphic features help readers understand difficult concepts such as distance, height, weight, time.
2. Student will select a comparison from a selected text and draw the comparison. For example, if the comparison is that a whale shark is a little bigger than a school bus, the student would draw a whale shark atop a school bus.
3. Student will also write the fact as a caption to the drawing.
4. Explain also that if a text makes a comparison that the student cannot visualize, such as the tooth of a Tyrannosaurus Rex is 6 ½ inches long, to look around the classroom to find something that is 6 ½ inches long, then draw the comparison between the tooth and the classroom object.
5. Students could also use this strategy to define units of measure. For example, by researching what a ton looks like, then drawing it. On the back of the paper, student will cite the source used for the information.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Drawing a comparison between one object and another based on text details
- Citing sources used to acquire information

### Differentiation:

- Different levels of nonfiction text
- Working with partners

### Resources Provided

40. *Journeys* reading program selections and leveled readers – lessons 3, 20
41. Citations: [www.easybib.com](http://www.easybib.com)
## Lesson Plan 2 – Reading Strategies for Informational Texts: Visualizing Grade 4

**Content Area:** English Language Arts: Reading Informational Text

**Lesson Title:** Showing, Not Telling in Writing

**Timeframe:** 1-2 class periods

### Lesson Components

#### 21st Century Themes

<table>
<thead>
<tr>
<th>x</th>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
</tr>
</thead>
</table>

#### 21st Century Skills

<table>
<thead>
<tr>
<th>x</th>
<th>Creativity and Innovation</th>
<th>Critical Thinking and Problem Solving</th>
<th>x</th>
<th>Communication and Collaboration</th>
<th>x</th>
<th>Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td>x</td>
<td>Life and Career Skills</td>
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</tr>
</tbody>
</table>

#### Interdisciplinary Connections:
- Social studies, science, health, math

#### Integration of Technology:

*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

### Equipment needed:

- Non-fiction selection from *Journeys* reading program (lessons 3, 20) containing active, visual verbs and specific nouns
- Other teacher-selected narrative nonfiction texts containing active, visual verbs and specific nouns
- Copy of selected text for each student
- Transparency of selected text
- Overhead projector

### Notes:
### Goals/Objectives

- Apply strategy to independent reading
- Recognize and identify active verbs and specific nouns in writing that create visual imagery
- Visualize written text from active verbs and specific nouns.

### Learning Activities/Instructional Strategies

**Lesson Sequence:**
1. Teacher reads a part of the selected text containing the most visual verbs and specific nouns aloud.
2. Discuss content so students understand what the piece is about.
3. Reread aloud asking students to close their eyes and visualize what is being read.
4. Ask students to describe what makes the scene come alive for them; write responses on chart paper.
5. Hand out copies of selection and with students label the verbs and nouns that help them visualize the scene.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion

### Differentiation

- Different levels of nonfiction text
- Working with partners

### Resources Provided

*Journeys* reading program selections and leveled readers
Lesson Plan 3 – Reading Strategies for Informational Texts: Visualizing Grade 4

### Content Area: English Language Arts: Reading Informational Text

**Lesson Title:** Using All Senses to Create Mental Images  
**Timeframe:** 1-2 class periods

<table>
<thead>
<tr>
<th>Lesson Components</th>
<th>21st Century Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x Global Awareness</td>
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<table>
<thead>
<tr>
<th>21st Century Skills</th>
<th>Creative Thinking and Problem Solving</th>
<th>Communication and Collaboration</th>
<th>Information Literacy</th>
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</thead>
<tbody>
<tr>
<td>x Media Literacy</td>
<td>ICT Literacy</td>
<td>x Life and Career Skills</td>
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</tbody>
</table>

### Interdisciplinary Connections:
- Social studies, science, health, math

### Integration of Technology:
*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

### Equipment needed:
- Informational text selection from *Journeys* reading program (lessons 3, 20) containing active verbs and specific nouns.
- Other teacher-selected informational text
- Copies of selected text for each student
- Student 5 Senses Response Sheet

### Notes:
The purpose of reading nonfiction is to learn new information. Noticing, and thinking about new learning supports readers in acquiring knowledge. (Harvey & Goudvis, 2007)
### Goals/Objectives
Students:
- Understand that proficient readers use all senses to help understand text
- Apply strategy to independent reading

### Learning Activities/Instructional Strategies
**Lesson Sequence:**
1. Teacher will read selected text aloud, stopping at various points to discuss text
2. Students will reread individual copies of text and write what they “see”, “hear”, “feel”, “smell”, and “taste”
3. Share and discuss

### Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Student participation in class discussion
- 5 senses response sheet

### Differentiation
- Different levels of nonfiction text
- Working with partners

### Resources Provided
44. *Journeys* reading program selections and leveled readers
45. Scholastic News Online
46. Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
47. Citations: [www.easybib.com](http://www.easybib.com)
### Lesson Plans: Reading Strategies for Informational Text—Inferring Grade 4

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
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</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong> Inferring the Meaning of Unfamiliar Words</td>
<td>1 class period</td>
</tr>
<tr>
<td><strong>Lesson 2</strong> Visualizing and Inferring to Understand Content Area Reading</td>
<td>1 class period</td>
</tr>
</tbody>
</table>

**Background:**
Inferring is “merging background knowledge with clues in the text to come up with an idea that is not explicitly stated by the author. Reasonable inferences need to be tied to the text.” (Harvey & Goudvis, 2007, 2nd edition, p.132)

**Teacher Notes:**
Lessons adapted from *Strategies that Work: Teaching Comprehension for Understanding and Engagement* by Stephanie Harvey and Anne Goudvis, 2nd edition.

Lessons can be repeated as needed to support student reading comprehension.

**Curriculum Development Resources**


Click the links below to access additional resources used to design this unit:
[www.thinkcentral.com](http://www.thinkcentral.com)

Lesson Plan 1 – Reading Strategies for Informational Texts:  
Inferring Grade 4
(back)

<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Reading Informational Text</th>
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<tbody>
<tr>
<td>Lesson Title: Inferring the Meaning of Unfamiliar Words</td>
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</table>

**Lesson Components**

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<th>21st Century Themes</th>
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<tbody>
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<td>Global Awareness</td>
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<td>Creativity and Innovation</td>
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<td>Media Literacy</td>
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**Interdisciplinary Connections:**
- Social studies, science, health, math

**Integration of Technology:**
- *Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

**Equipment needed:**
- Narrative non-fiction selection from *Journeys* reading program lessons 11, 19, 22
- *FOSS Science Stories*
- Other teacher-selected text including textbooks.
- Copies of selected text for each student
- Four-column worksheet headed “Word/Inferred Meaning/Clues/Sentence”
- Chart of same worksheet

**Notes:**
### Goals/Objectives

**Students:**
- Infer meaning of unfamiliar words using context clues
- Identify context clues that provide meaning for unfamiliar words
- Apply strategy to independent reading

### Learning Activities/Instructional Strategies

**Lesson Sequence:**
1. Teacher will read selected text aloud, asking students to raise their hand when they hear an unfamiliar word
2. Write the unfamiliar word in the column titled “Word”
3. Think aloud ways to find out from the text what the word means – reading ahead, rereading, and looking for pictures
4. Think aloud how the word’s meaning was discovered
5. Fill in the second column “Inferred Meaning” and the third column “Clue”
6. Then together with the class create a sentence using the unfamiliar word that demonstrates understanding of the word’s meaning. Write the sentence in the last column “Sentence”.
8. Students will apply strategy to independent reading and fill out the chart

### Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Lesson chart
- Student worksheet “Using Context Clues”

### Differentiation
- Different levels of nonfiction text
- Working with partners

### Resources Provided
- 49. *Journeys* reading program selections and leveled readers
- 50. *FOSS Science Stories*
- 51. Scholastic News Online
- 52. Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
- 53. Citations: [www.easybib.com](http://www.easybib.com)
Lesson Plan 2 – Reading Strategies for Informational Texts: Inferring Grade 4

(back)

<table>
<thead>
<tr>
<th>Lesson Title:</th>
<th>Visualizing and Inferring to Understand Content Area Reading</th>
</tr>
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<tbody>
<tr>
<td>Timeframe:</td>
<td>1 class period</td>
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</table>

Lesson Components

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<td>Creativity and Innovation</td>
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<td>Media Literacy</td>
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</tbody>
</table>

Interdisciplinary Connections:
- Social studies, science, health, math

Integration of Technology:

*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

Equipment needed:
- Informational text selection from *Journeys* reading program that focuses on the reading skill recognizing facts and opinions (lessons 7, 11)
- Other teacher-selected informational text including newspaper/magazine articles
- Copies of selected text for each student
- Two-column form headed Facts/Inferences
- Chart paper or transparency for class Fact/Inference chart

Notes:
The purpose of reading nonfiction is to learn new information. Noticing, and thinking about new learning supports readers in acquiring knowledge. (Harvey & Goudvis, 2007)
## Goals/Objectives

Students:
- Use reading comprehension strategies to better understand content area reading
- Differentiating between facts and opinions
- Make inferences based upon facts provided in text
- Activate background knowledge to make inferences
- Apply strategy to independent reading

## Learning Activities/Instructional Strategies

**Lesson Sequence:**
1. Discuss the difference between facts and opinions
2. Create Fact (Something Seen or Observed)/Inference chart on chart paper or transparency
3. Teacher (or student) reads a portion of the text aloud stopping to have class visualize what has been read so far and what they infer
4. Record facts in the Fact column and inferences in the Inference column.
5. Students continue to read, filling out their own chart; review and discuss

## Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Fact/Inference worksheet

## Differentiation

- Different levels of nonfiction text
- Working with partners

## Resources Provided

55. *Journeys* reading program selections and leveled readers
56. Scholastic News Online
57. Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
58. Citations: [www.easybib.com](http://www.easybib.com)
### Lesson Plans: Reading Strategies for Informational Text – Determining Importance in Nonfiction Grade 3

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong>&lt;br&gt;Journeys lessons 7, 18, 25 (text and graphic features)</td>
<td>2 class periods each</td>
</tr>
<tr>
<td><strong>Lesson 2</strong>&lt;br&gt;Becoming Familiar with the Characteristics of Nonfiction Trade Books</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td><strong>Lesson 3</strong>&lt;br&gt;Text Overview: Becoming THIEVES</td>
<td>3 class periods (40 minutes each)</td>
</tr>
<tr>
<td><strong>Lesson 4</strong>&lt;br&gt;How to Highlight</td>
<td>1 class period</td>
</tr>
<tr>
<td><strong>Lesson 5</strong>&lt;br&gt;Nonfiction Features That Signal Importance: Cause and Effect Journeys Lesson 5</td>
<td>2 class periods</td>
</tr>
<tr>
<td><strong>Lesson 6</strong>&lt;br&gt;Nonfiction Features That Signal Importance: Compare and Contrast Journeys Lesson 22</td>
<td>2 class periods</td>
</tr>
<tr>
<td><strong>Lesson 7</strong>&lt;br&gt;Nonfiction Features That Signal Importance: Sequence of Events Journeys lessons 7, 18, 25</td>
<td>2 class periods</td>
</tr>
<tr>
<td><strong>Lesson 8</strong>&lt;br&gt;Determining What’s Important When Writing Information</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td><strong>Lesson 9</strong>&lt;br&gt;Coding Important Information on Unfamiliar and Familiar Topics</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td><strong>Lesson 10</strong>&lt;br&gt;Finding Important Information Rather Than One Main Idea</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td><strong>Lesson 11</strong>&lt;br&gt;Whose Main Idea is it Anyway? Journeys Lesson 10, 20</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td><strong>Lesson 12</strong>&lt;br&gt;Sifting the Topic from the Details Journeys Lesson 10, 20</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td><strong>Lesson 13</strong>&lt;br&gt;Reading Opposing Perspectives to Form an Opinion</td>
<td>1 – 2 class periods</td>
</tr>
</tbody>
</table>
Curriculum Development Resources


Lassonde, Cynthia A. "Using THIEVES to Preview Nonfiction Texts - ReadWriteThink." Homepage - ReadWriteThink. ReadWriteThink.org. Web. 02 May 2011.

Click the links below to access additional resources used to design this unit:
www.thinkcentral.com

http://www.corestandards.org/the-standards

www.readwritethink.org

www.timeforkids.com
Lesson Plan 1 – Reading Strategies for Informational Texts: Determining Importance Grade 3

<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Reading Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: Text and Graphic Features – Journeys Lessons 7, 18, 25</td>
</tr>
<tr>
<td>Timeframe: 1 - 2 class periods each</td>
</tr>
</tbody>
</table>

### Lesson Components

#### 21st Century Themes

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
</tr>
</thead>
</table>

#### 21st Century Skills

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>x Critical Thinking and Problem Solving</th>
<th>x Communication and Collaboration</th>
<th>Information Literacy</th>
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</thead>
<tbody>
<tr>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td>Life and Career Skills</td>
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</tr>
</tbody>
</table>

### Interdisciplinary Connections:

- Social studies, science, health, math

### Integration of Technology:

*Journeys* offers online versions of all print resources.

- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

### Equipment needed:

- Overhead for transparencies

### Notes:

The purpose of reading nonfiction is to learn new information. Noticing, and thinking about new learning supports readers in acquiring knowledge. (Harvey & Goudvis, 2007)
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
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<tbody>
<tr>
<td>Students:</td>
<td>Lesson Sequence:</td>
<td></td>
</tr>
<tr>
<td>• See teacher’s edition</td>
<td>1. see teacher’s edition</td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td></td>
<td>2. After learning about text and graphic features using the selection in <em>Journeys</em>, continue to notice them in content area textbooks and other articles.</td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Workbook pages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Weekly test</td>
</tr>
</tbody>
</table>

**Differentiation**

- Leveled readers
- Leveled workbooks

**Resources Provided**

60. *Journeys* reading program selections and leveled readers
61. *FOSS Science Stories*
62. Math, social studies and health textbooks
63. Scholastic News Online
64. Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
Lesson Plan 2 – Reading Strategies for Informational Texts: -
Determining Importance Grade 3
(back)

Content Area: English Language Arts: Reading Informational Text

Lesson Title: Becoming Familiar with the Characteristics of Nonfiction Trade Books

Timeframe: 1-2 class periods

Lesson Components

21st Century Themes

| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |

21st Century Skills

| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| Media Literacy | ICT Literacy | Life and Career Skills |

Interdisciplinary Connections:

- Social studies, science, health, math

Integration of Technology:

* Journeys offers online versions of all print resources.
  
  - Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
  
  - Students can access and print practice book pages.
  
  - Teachers can integrate practice book pages with interactive whiteboards.
  
  - Teachers can post assignments to student online accounts and track completions.
  
  - Teachers can assign online assessments.

Equipment needed:

- Overhead for transparencies
- “Prior Knowledge” form
- “Questions” form
- “Five New Facts” form
- 11” x 17” paper for page design
- Markers, crayons, colored pencils
- Nonfiction books on various topics, photocopies of articles from print or online sources

Notes:

The purpose of reading nonfiction is to learn new information. Noticing, and thinking about new learning supports readers in acquiring knowledge. (Harvey & Goudvis, 2007) The purpose of this lesson is to research information from print sources and incorporate text and graphic features used in nonfiction trade books into the product. Students will learn the functions of these text and graphic features by using them in their own nonfiction page.
### Goals/Objectives

Students:
- Acquire information about a topic of interest
- Will build background knowledge about a topic
- Learn to sift through information to determine what is important enough to put on their page.
- Design pages using nonfiction text elements
- Apply strategy to independent reading

### Learning Activities/Instructional Strategies

**Lesson Sequence:**

1. Either preselect topics for research, or have students select a topic before conducting the lesson and arrange library time or have the books in the classroom.
2. Using the nonfiction books in the classroom or an informational text selection from *Journeys*, review text and graphic features.
3. Students will choose a topic to explore.
4. Students record what they already know about the topic on the “Prior Knowledge” form.
5. Students record 5 questions about the topic whose answers they do not know on the “Questions” form.
6. Students conduct research and record five new facts about the topic on the “Five New Facts” form.
7. Students present their information both new and old, on a page designed to look like a nonfiction book utilizing the text and graphic features they have reviewed and discussed.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student completed forms and pages

### Differentiation

- Leveled readers
- Leveled workbooks

### Resources Provided

66. *Journeys* reading program selections and leveled readers
67. *FOSS Science Stories*
68. Math, social studies and health textbooks
69. Scholastic News Online
70. Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
Lesson Plan 3 – Reading Strategies for Informational Texts: -
Determining Importance Grade 3

(back)

<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Reading Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: Text Preview – Becoming THIEVES</td>
</tr>
</tbody>
</table>

**Lesson Components**

### 21st Century Themes

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
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</table>

### 21st Century Skills

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>x</th>
<th>Critical Thinking and Problem Solving</th>
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<th>Communication and Collaboration</th>
<th>Information Literacy</th>
</tr>
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<tbody>
<tr>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td>Life and Career Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections:**

- Social studies, science, health, math

**Integration of Technology:**

*Journeys* offers online versions of all print resources.

- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

**Equipment/materials needed:**

- Student handout “Becoming THIEVES”
- Student handout “The Elements of THIEVES”
- Transparencies of student handouts
- Content area textbook
- This ReadWriteThink lesson can be accessed at [http://www.readwritethink.org/classroom-resources/lesson-plans/using-thieves-preview-nonfiction-112.html](http://www.readwritethink.org/classroom-resources/lesson-plans/using-thieves-preview-nonfiction-112.html)

**Notes:**

The purpose of reading nonfiction is to learn new information. Noticing, and thinking about new learning supports readers in acquiring knowledge. (Harvey & Goudvis, 2007) The purpose of this lesson is to teach students how to preview text to activate prior knowledge to help them better understand what they read. (readwritethink.org [http://www.readwritethink.org/classroom-resources/lesson-plans/using-thieves-preview-nonfiction-112.html](http://www.readwritethink.org/classroom-resources/lesson-plans/using-thieves-preview-nonfiction-112.html))

**Citation:**

Lassonde, Cynthia A. "Using THIEVES to Preview Nonfiction Texts - ReadWriteThink." Homepage - ReadWriteThink. ReadWriteThink.org. Web. 02 May 2011.
### Goals/Objectives

Students:
- Brainstorm previewing techniques
- Identify the elements of the THIEVES acronym
- Use the THIEVES strategy
- Write a letter to a friend explaining the THIEVES strategy in detail to demonstrate understanding of the strategy
- Apply strategy to independent reading

### Learning Activities/Instructional Strategies

**Lesson Sequence:**

http://www.readwritethink.org/classroom-resources/lesson-plans/using-thieves-preview-nonfiction-112.html?tab=1#tabs

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student completed forms
- Student letter to friend

### Differentiation

- Provide nonfiction text at different reading levels

### Resources Provided

- **72. Journeys** reading program selections and leveled readers
- **73. FOSS Science Stories**
- **74.** Math, social studies and health textbooks
- **75.** Scholastic News Online
- **76.** Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
- **77.** [www.readwritethink.org](http://www.readwritethink.org)
Lesson Plan 4 – Reading Strategies for Informational Texts: - Determining Importance Grade 3

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Content Area: English Language Arts: Reading Informational Text

<table>
<thead>
<tr>
<th>Lesson Title:</th>
<th>How to Highlight</th>
<th>Timeframe: 1 class period</th>
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</table>

Lesson Components

### 21st Century Themes

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
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</table>

### 21st Century Skills

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>x</th>
<th>Critical Thinking and Problem Solving</th>
<th>x</th>
<th>Communication and Collaboration</th>
<th>x</th>
<th>Information Literacy</th>
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<tbody>
<tr>
<td>x</td>
<td></td>
<td>Media Literacy</td>
<td></td>
<td>ICT Literacy</td>
<td></td>
<td>Life and Career Skills</td>
</tr>
</tbody>
</table>

Interdisciplinary Connections:

- Social studies, science, health, math

Integration of Technology:

*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

Equipment/materials needed:

- Copy of a chapter from a content area textbook
- Copy of newspaper/magazine article
- Highlighters, sticky notes
- Transparency copies of articles and textbook chapters
- Handout: Text and Graphic Features

Notes:

The purpose of reading nonfiction is to learn new information. Noticing, and thinking about new learning supports readers in acquiring knowledge. The purpose of this lesson is to teach students how to effectively highlight text by reading the text, thinking about it, and making conscious decisions about what to remember and learn. (Harvey & Goudvis, 2007)
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
</table>
| Students: • Apply strategy to independent reading | **Lesson Sequence:**  
1. Activate student prior knowledge of highlighting (or underlining) “important” information with an informal class discussion. Record student responses on chalkboard.  
2. Discuss with students that the purpose of highlighting is to mark that important information that must be remembered and learned.  
3. Over the course of several days instruct students to think about the following guidelines when highlighting by modeling and provided guided practice:  
   a. Important information is often contained in the first and last lines of every paragraph  
   b. Highlight only the necessary words and phrases – not whole sentences.  
   c. Supplement what is highlighted with margin notes or sticky notes that paraphrase the information and the reader’s thinking.  
   d. Beware of interesting details. They often are not the most important.  
   e. Make notes in the margins rather than highlight more.  
   f. Recognize signal words such as: *for example, for instance, in fact,* etc. Important information usually follows signal words.  
   g. Seek out important information in text and graphic features.  
   h. After reading, make sure that no more than half the paragraph is highlighted. | • Teacher observation & anecdotal evidence  
• Student highlights text appropriately |
### Differentiation
- Provide nonfiction text at different reading levels

### Resources Provided
1. *Journeys* reading program selections and leveled readers
2. *FOSS Science Stories*
3. Math, social studies and health textbooks
4. Scholastic News Online
5. Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
6. [www.readwritethink.org](http://www.readwritethink.org)
Lesson Plan 5 – Reading Strategies for Informational Texts: -
Determining Importance Grade 3
*Journeys Lesson 5*

<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Reading Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Title:</strong> Nonfiction Features That Signal Importance: Cause and Effect</td>
</tr>
<tr>
<td><strong>Timeframe:</strong> 2 class periods</td>
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</tbody>
</table>

### Lesson Components

<table>
<thead>
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<th>21st Century Themes</th>
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<tbody>
<tr>
<td>Global Awareness</td>
</tr>
<tr>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
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<td>Civic Literacy</td>
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<td>Health Literacy</td>
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<table>
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<tr>
<th>21st Century Skills</th>
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</thead>
<tbody>
<tr>
<td>Creativity and Innovation</td>
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<tr>
<td>x Critical Thinking and Problem Solving</td>
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<td>x Communication and Collaboration</td>
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<td>x Information Literacy</td>
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<td>Media Literacy</td>
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<tr>
<td>ICT Literacy</td>
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<tr>
<td>x Life and Career Skills</td>
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</tbody>
</table>

### Interdisciplinary Connections:
- Social studies, science, health, math

### Integration of Technology:

*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

### Equipment/materials needed:
- Overhead projector

### Notes:

The purpose of reading nonfiction is to learn new information. Noticing, and thinking about new learning supports readers in acquiring knowledge. (Harvey & Goudvis, 2007)
## Goals/Objectives

**Students:**
- see teacher’s edition

## Learning Activities/Instructional Strategies

**Lesson Sequence:**
See teacher’s edition

## Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Worksheets
- Weekly test

## Differentiation

- Provide nonfiction text at different reading levels

## Resources Provided

- *Journeys* reading program selections and leveled readers
- *FOSS Science Stories*
- Math, social studies and health textbooks
- Scholastic News Online
- Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
Lesson Plan 6 – Reading Strategies for Informational Texts: -
Determining Importance Grade 3
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<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Reading Informational Text</th>
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</thead>
<tbody>
<tr>
<td>Lesson Title: Nonfiction Features That Signal Importance:</td>
</tr>
<tr>
<td>Compare and Contrast</td>
</tr>
<tr>
<td>Journeys Lesson 22</td>
</tr>
<tr>
<td>Timeframe: 1 class period</td>
</tr>
</tbody>
</table>

### Lesson Components

#### 21st Century Themes

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

#### 21st Century Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT Literacy
- Life and Career Skills

#### Interdisciplinary Connections:

- Social studies, science, health, math

#### Integration of Technology:

*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

#### Equipment/materials needed:

- Overhead projector

#### Notes:

The purpose of reading nonfiction is to learn new information. Noticing, and thinking about new learning supports readers in acquiring knowledge. (Harvey & Goudvis, 2007)
### Goals/Objectives

<table>
<thead>
<tr>
<th>Students:</th>
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<tbody>
<tr>
<td>• see teacher’s edition</td>
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</table>

### Learning Activities/Instructional Strategies

<table>
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<tr>
<th>Lesson Sequence:</th>
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<tr>
<td>See teacher’s edition</td>
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</tbody>
</table>

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Worksheets
- Weekly test

### Differentiation

- Provide nonfiction text at different reading levels

### Resources Provided

- 86. *Journeys* reading program selections and leveled readers
- 87. *FOSS Science Stories*
- 88. Math, social studies and health textbooks
- 89. Scholastic News Online
- 90. Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
Lesson Plan 7 – Reading Strategies for Informational Texts: -
Determining Importance Grade 3

(back)

**Content Area:** English Language Arts: Reading Informational Text  
**Lesson Title:** Nonfiction Features That Signal Importance:  
Sequence of Events

*Journeys* lessons 7, 18, 25

**Timeframe:** 2 class periods

<table>
<thead>
<tr>
<th>Lesson Components</th>
<th>21st Century Themes</th>
<th>21st Century Skills</th>
<th>Interdisciplinary Connections:</th>
<th>Integration of Technology:</th>
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<tbody>
<tr>
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<td><em>Journeys</em> offers online versions of all print resources.</td>
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<td>• Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.</td>
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<td>• Students can access and print practice book pages.</td>
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<td>• Teachers can integrate practice book pages with interactive whiteboards.</td>
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<td>• Teachers can post assignments to student online accounts and track completions.</td>
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<td>• Teachers can assign online assessments.</td>
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<td><strong>Equipment/materials needed:</strong></td>
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<td></td>
<td>• Overhead projector</td>
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<td><strong>Notes:</strong></td>
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<tr>
<td></td>
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<td></td>
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<td>The purpose of reading nonfiction is to learn new information. Noticing, and thinking about new learning supports readers in acquiring knowledge. (Harvey &amp; Goudvis, 2007)</td>
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<td>Goals/Objectives</td>
<td>Learning Activities/Instructional Strategies</td>
<td>Formative Assessment Tasks</td>
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<tr>
<td>Students:</td>
<td>Lesson Sequence: See teacher’s edition</td>
<td>• Teacher observation &amp; anecdotal evidence</td>
<td></td>
<td></td>
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<tr>
<td>• see teacher’s edition</td>
<td></td>
<td>• Student participation in class discussion</td>
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<td></td>
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<td>• Worksheets</td>
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<td></td>
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<td>• Weekly test</td>
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</tbody>
</table>

**Differentiation**

- Provide nonfiction text at different reading levels

**Resources Provided**

91. *Journeys* reading program selections and leveled readers
92. *FOSS Science Stories*
93. Math, social studies and health textbooks
94. Scholastic News Online
95. Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
# Lesson Plan 8 – Reading Strategies for Informational Texts: Determining Importance Grade 3

**Content Area:** English Language Arts: Reading Informational Text

**Lesson Title:** Determining What’s Important When Writing Information

**Timeframe:** 1-2 class periods

## Lesson Components

### 21st Century Themes

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
</tr>
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</table>

### 21st Century Skills

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>Critical Thinking and Problem Solving</th>
<th>Communication and Collaboration</th>
<th>Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td></td>
<td>Life and Career Skills</td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections:

- Social studies, science, health, math

### Integration of Technology:

*Journeys* offers online versions of all print resources.

- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

### Equipment/materials needed:

- Nonfiction trade books and magazines on a variety of topics
- 8” x 11” construction paper for cover of “teaching book” (one piece of paper for each book)
- Unlined copy paper for booklets (6 pieces of paper for each book)

### Notes: Before beginning this lesson -

- Students should be familiar with the characteristics of nonfiction texts, including features of nonfiction text such as headings, illustrations, graphs, boldface words, etc.
- Students should be familiar with the structure and organization of nonfiction such as: cause and effect, question and answer, compare and contrast, etc.
- Prepare booklets by stacking first, a piece of construction paper, then 6 sheets of unlined copy paper, then fold all paper with construction paper on the outside, then staple down the center fold to create a book.
- Prepare a sample book, or show books created by students in prior years.
### Goals/Objectives

Students:
- Learn how to choose important information from text when writing about a topic
- Apply strategy independently

### Learning Activities/Instructional Strategies

**Lesson Sequence:**
1. Provide students with nonfiction trade books and magazines to browse
2. Ask students to notice the features and the writing (15-20 minutes)
3. Introduce the lesson by speaking to students about writing books that will teach about a topic
4. Tell students that such books are written by people who are specialists in that topic
5. Define specialist as a person who:
   a. Is passionate (cares) about a topic
   b. Knows a lot about the topic
   c. Wants to teach others about the topic
6. Model the teaching book by:
   a. Making a list on the board of topics that he/she is a specialist in
   b. Thinking out loud about the topics and choosing one
7. Ask students to think of 3 topics (specialties), write them down, and share with a partner
8. Model the sample teaching book paying close attention to the nonfiction features included in the book, and showing students how the book’s sections follow a logical sequence
9. Explain that since the purpose of nonfiction writing is to teach, the writers need to choose the most important information to include in their writing
10. Explain to students that the sub topics chosen in the sample book represented the most important information about the topic
11. Point out how each page is illustrated and includes other nonfiction features (such as labeling the illustrations, including headings, etc)
12. Students will choose a topic, research and create their own “teaching books” incorporating nonfiction features seen in professionally published nonfiction writing
13. Students share books with others in the class

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student produced “teaching books” or other information writing
### Differentiation
- Provide nonfiction text at different reading levels

### Resources Provided
96. *Journeys* reading program selections and leveled readers  
97. *FOSS Science Stories*  
98. Math, social studies and health textbooks  
99. *Scholastic News Online*  
100. Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
Lesson Plan 9 – Reading Strategies for Informational Texts:  Determining Importance Grade 3

<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Reading Informational Text</th>
<th>Timeframe: 1-2 class periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: Coding Important Information on Unfamiliar and Familiar Topics</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Components**

**21st Century Themes**

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

**21st Century Skills**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT Literacy
- Life and Career Skills

**Interdisciplinary Connections:**

- Social studies, science, health, math

**Integration of Technology:**

- Journeys offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

**Equipment/materials needed:**

- Nonfiction picture book
- Variety of nonfiction picture books for independent practice

**Notes:**

The purpose of reading nonfiction is to learn new information. Noticing, and thinking about new learning supports readers in acquiring knowledge. (Harvey & Goudvis, 2007)
### Goals/Objectives

- Noticing and tagging new information on both new and unfamiliar topics
- Apply strategy to independent reading

### Learning Activities/Instructional Strategies

#### Lesson Sequence:

1. Explain to students that when they are reading about a topic they know a lot about, they should be on the lookout for new information and code the information with a sticky note labeled “L”
2. When reading about an unfamiliar topic, when they read about something they think is important, the text should be tagged with a sticky note labeled “*”
3. Model the strategy using a nonfiction picture book
4. Give students time to practice the strategy with other nonfiction picture books
5. Reconcile class and share some information noticed and learned

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Sticky notes coded “L” for learned something new about a familiar topic or coded “*” for important information about an unfamiliar topic

### Differentiation

- Provide nonfiction text at different reading levels

### Resources Provided

1. *Journeys* reading program selections and leveled readers
2. *FOSS Science Stories*
3. Math, social studies and health textbooks
4. Scholastic News Online
5. Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
Lesson Plan 10 – Reading Strategies for Informational Texts: - Determining Importance Grade 3 (back)

<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Reading Informational Text</th>
<th>Timeframe: 1-2 class periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: Finding Important Information Rather Than One Main Idea</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Components**

### 21st Century Themes

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

### 21st Century Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT Literacy
- Life and Career Skills

### Interdisciplinary Connections:
- Social studies, science, health, math

### Integration of Technology:
- *Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

### Equipment/materials needed:
- Nonfiction picture book
- Variety of nonfiction picture books for independent practice

### Notes:
- The purpose of reading nonfiction is to learn new information. Noticing, and thinking about new learning supports readers in acquiring knowledge. (Harvey & Goudvis, 2007)
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Are able to locate important information</td>
<td><strong>Lesson Sequence:</strong></td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• Are able to defend their position citing evidence from the text</td>
<td>1. Give each student 3 sticky notes</td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td>• Are able to explain the thinking behind their decision</td>
<td>2. Student will draw a large asterisk on each one</td>
<td>• 3 sticky notes coded “*” marking three important ideas in the text</td>
</tr>
<tr>
<td>• Are able to speak about what they think</td>
<td>3. Explain to students that there is more than one important idea in what they read</td>
<td>• Student cites evidence from the text to support their choices of important information</td>
</tr>
<tr>
<td>• Understand that text includes many important concepts, not just a single main idea</td>
<td>4. Model using the sticky notes to mark places in the text were important information was found</td>
<td></td>
</tr>
<tr>
<td>• Apply strategy to independent reading</td>
<td>5. Hand out text to students (or assign a <em>Journeys</em> nonfiction selection) to read and find 3 important ideas in the text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Reconvene whole group to share and defend what they (and the teacher) deemed important</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiation**
- Provide nonfiction text at different reading levels

**Resources Provided**
- 106. *Journeys* reading program selections and leveled readers
- 107. *FOSS Science Stories*
- 108. Math, social studies and health textbooks
- 109. Scholastic News Online
- 110. Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
Lesson Plan 11 – Reading Strategies for Informational Texts: -
Determining Importance Grade 3

(back)

<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Reading Informational Text</th>
</tr>
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<tbody>
<tr>
<td>Lesson Title: Whose Main Idea is it Anyway?</td>
</tr>
<tr>
<td>Journeys Lesson 10, 20</td>
</tr>
<tr>
<td>Timeframe: 1-2 class periods</td>
</tr>
</tbody>
</table>

Lesson Components

21st Century Themes

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
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21st Century Skills

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>Critical Thinking and Problem Solving</th>
<th>Communication and Collaboration</th>
<th>Information Literacy</th>
</tr>
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<tbody>
<tr>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td>Life and Career Skills</td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections:
- Social studies, science, health, math

Integration of Technology:

Journeys offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

Equipment/materials needed:
- Overhead projector for transparencies
- Journeys student textbook and workbook

Notes:

The purpose of reading nonfiction is to learn new information. Noticing, and thinking about new learning supports readers in acquiring knowledge (Harvey & Goudvis, 2007). Students need to understand that authors of nonfiction text have something in mind that they want to teach through their writing, and it is the reader’s responsibility to recognize that. This lesson will let students express and consider what is important to them to learn, and then to objectively find what the author wants them to learn.
# Goals/Objectives

**Students:**
- Identify main ideas and supporting details in informational text
- Differentiate between what they think is important from what the author wants them to learn
- Apply strategy to independent reading

## Learning Activities/Instructional Strategies

**Lesson Sequence:**
1. *Journeys* lessons 10, 20
2. Discuss that sometimes there is a difference between what the reader thinks is important to know and what the author wants the reader to learn
3. When students are asked to find the main idea(s), first have students write down something they learned that they think is important, then draw a line under that response.
4. Students then write what they think the author wants them to learn
5. Test prep consideration: remind students that when taking standardized tests, the main idea is what the author most wants the reader to learn.

## Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Workbook pages
- Weekly test
- Student notes on what they think is important and what the author thinks is important

### Differentiation

- *Journeys* reading program provides leveled practice books and readers

### Resources Provided

111. *Journeys* reading program selections and leveled readers
112. *FOSS Science Stories*
113. Math, social studies and health textbooks
114. Scholastic News Online
115. Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
Lesson Plan 12 – Reading Strategies for Informational Texts: - 
Determining Importance Grade 3
(back)

<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Reading Informational Text</th>
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<tbody>
<tr>
<td>Lesson Title: Sifting the Topic from the Details</td>
</tr>
<tr>
<td><em>Journeys</em> Lesson 10, 20</td>
</tr>
<tr>
<td>Timeframe: 1-2 class periods</td>
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<table>
<thead>
<tr>
<th>Lesson Components</th>
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### 21st Century Themes

<table>
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<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
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### 21st Century Skills

<table>
<thead>
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<th>Creativity and Innovation</th>
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<th>Communication and Collaboration</th>
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<tbody>
<tr>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td>Life and Career Skills</td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections:
- Social studies, science, health, math

### Integration of Technology:

- *Journeys* offers online versions of all print resources.
  - Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
  - Students can access and print practice book pages.
  - Teachers can integrate practice book pages with interactive whiteboards.
  - Teachers can post assignments to student online accounts and track completions.
  - Teachers can assign online assessments.

### Equipment/materials needed:
- Overhead projector for transparencies
- *Journeys* student textbook and workbook

### Notes:

The purpose of reading nonfiction is to learn new information. Noticing, and thinking about new learning supports readers in acquiring knowledge (Harvey & Goudvis, 2007). This lesson incorporates note taking. The note-taking strategy introduced here requires a nonfiction text with headings. As students become comfortable with note taking, harder texts (those without headings) can be introduced.

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
### Goals/Objectives

- Identify main ideas and supporting details in informational text
- Discriminate between key topics and supporting details
- Learn a strategy for note taking while reading for information
- Apply strategy to independent reading

### Learning Activities/Instructional Strategies

**Lesson Sequence:**

1. *Journeys* lesson 10, 20
2. Use the *Journeys* selection to practice two-column note taking
3. Model dividing filler paper into two columns:
   a. 1<sup>st</sup>: about 1/3 of the width of the paper is labeled “topics”
   b. The 2<sup>nd</sup> column (about 2/3 of the paper) is labeled “details”
4. Model writing the first heading from text as the first topic. As a class, read the section and record details in the “Details” column
5. Students continue on their own finishing the passage
6. When all note taking is done, student will take another sheet of lined paper and respond to the notes taken by recording their thoughts, feelings, and questions.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student notes and responses
- Workbook pages
- Weekly test

### Differentiation

- *Journeys* reading program provides leveled practice books and readers

### Resources Provided

116. *Journeys* reading program selections and leveled readers
117. FOSS Science Stories
118. Math, social studies and health textbooks
119. Scholastic News Online
120. Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
### Lesson Plan 13 – Reading Strategies for Informational Texts: - Determining Importance Grade 3

**Content Area:** English Language Arts: Reading Informational Text  
**Lesson Title:** Reading Opposing Perspectives to Form an Opinion  
**Timeframe:** 1 - 2 class periods

#### Lesson Components

**21st Century Themes**

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
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**21st Century Skills**

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<th>Critical Thinking and Problem Solving</th>
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<th>Communication and Collaboration</th>
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<th>Information Literacy</th>
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<tbody>
<tr>
<td>Media Literacy</td>
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<td>ICT Literacy</td>
<td></td>
<td>Life and Career Skills</td>
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</tbody>
</table>

**Interdisciplinary Connections:**

- Social studies, science, health, math

**Integration of Technology:**

*Journeys* offers online versions of all print resources.

- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

**Equipment/materials needed:**

- Overhead projector for transparencies
- Nonfictional text that offers opposing sides of an issue

**Notes:**

When reading persuasive text, it is the job of the reader “to read carefully and weigh the evidence to make a thoughtful decision regarding their own opinion.” (Harvey and Goudvis, 2007 pg.169)
### Goals/Objectives

**Students:**
- Recognize an author’s bias in persuasive writing
- Summarize the author’s arguments
- Carefully read opposing viewpoints to make their own decision
- Use a 3-column form “Evidence For/Evidence Against/Personal Opinion” to support close reading and to make personal decisions
- Apply strategy to independent reading

### Learning Activities/Instructional Strategies

**Lesson Sequence:**
1. Use the selection to complete a 3-column form headed Evidence For/Evidence Against/Personal Opinion
2. Students will read the article
3. After reading the article, students will complete the form.
4. Discuss the form as a class.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student notes and responses

### Differentiation

- *Journeys* reading program provides leveled practice books and readers

### Resources Provided

- *Journeys* reading program selections and leveled readers
- *FOSS Science Stories*
- Math, social studies and health textbooks
- Scholastic News Online
- Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td>1 class period</td>
</tr>
<tr>
<td>Paraphrasing to Summarize Expository Text</td>
<td></td>
</tr>
<tr>
<td><em>Journeys</em> Lessons 14</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 2</strong></td>
<td>1 class period</td>
</tr>
<tr>
<td>Synthesizing: How Reading Changes Thinking</td>
<td></td>
</tr>
<tr>
<td><em>Journeys</em> Lessons 10, 14</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 3</strong></td>
<td>1 class period</td>
</tr>
<tr>
<td>Summarizing Content and Adding Personal</td>
<td></td>
</tr>
<tr>
<td>Response</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 4</strong></td>
<td>1 class period</td>
</tr>
<tr>
<td>Writing a Short Summary</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 5</strong></td>
<td>1 class period</td>
</tr>
<tr>
<td>Writing as Synthesis: Personalities from the</td>
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<tr>
<td>Past</td>
<td></td>
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<tr>
<td><em>Journeys</em> Lessons 5, 10, 11</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 6</strong></td>
<td>1 class period</td>
</tr>
<tr>
<td>Synthesizing to Access Content</td>
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<tr>
<td><strong>Lesson 7</strong></td>
<td>1 class period</td>
</tr>
<tr>
<td>Reading Like a Writer</td>
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</tbody>
</table>

**Teacher Notes:**
Lessons adapted from *Strategies that Work: Teaching Comprehension for Understanding and Engagement* by Stephanie Harvey and Anne Goudvis, 2nd edition.

Lessons can be repeated as needed to support student reading comprehension.

**Curriculum Development Resources**


Click the links below to access additional resources used to design this unit:

[www.thinkcentral.com](http://www.thinkcentral.com)

Lesson Plan 1 – Reading Strategies for Informational Texts: Summarizing and Synthesizing Grade 3

(back)

<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Reading Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: Paraphrasing to Summarize Expository Text Journeys Lessons 14</td>
</tr>
<tr>
<td>Timeframe: 1 class period</td>
</tr>
</tbody>
</table>

### Lesson Components

#### 21st Century Themes
- Global Awareness: Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

#### 21st Century Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT Literacy
- Life and Career Skills

#### Interdisciplinary Connections:
- Social studies, science, health, math

#### Integration of Technology:
Journeys offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

#### Equipment/materials needed:
- Overhead projector for transparencies
- Journeys student textbook and workbook
- Other current event resources
- Other expository text

#### Notes:
Summarizing information during reading is the ability to extract the most relevant information and restate it in the reader’s own words in order to remember it. Synthesizing is the ability to take this new information and add it to information already known in order to construct meaning. (Harvey and Goudvis, 2007 pg.169)
### Goals/Objectives

- Summarize the most important information in expository text in their own words
- Get the essence of the text
- Apply strategy to independent reading

### Learning Activities/Instructional Strategies

**Lesson Sequence:**

1. Photocopy expository text and model writing paraphrased summaries in the margins of the text capturing the essence of the text.
2. Explain to students that the summary must include the most important information in the text, not necessarily the most interesting information.
3. Provide students that are struggling with separating interesting information from important information with a 2-column form headed What’s Interesting/What’s Important to allow student to record what is interesting to him and what is important to understanding the text.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student notes and responses
- Workbook pages
- Weekly test

### Differentiation

- *Journeys* reading program provides leveled practice books and readers

### Resources Provided

1. *Journeys* reading program selections and leveled readers
2. *FOSS Science Stories*
3. Math, social studies and health textbooks

### Other Resources:

1. Scholastic News Online
2. Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
Lesson Plan 2 – Reading Strategies for Informational Texts: Summarizing and Synthesizing Grade 3
(Back)

Content Area: English Language Arts: Reading Informational Text

Lesson Title: Synthesizing: How Reading Changes Thinking
Journeys Lessons 10, 14

Timeframe: 1 class period

Lesson Components

**21st Century Themes**

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

**21st Century Skills**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT Literacy
- Life and Career Skills

Interdisciplinary Connections:
- Social studies, science, health, math

Integration of Technology:

*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

Equipment/materials needed:

- Overhead projector for transparencies
- *Journeys* student textbook and workbook
- Other current event resources
- Other expository text

Notes:

Summarizing information during reading is the ability to extract the most relevant information and restate it in the reader’s own words in order to remember it. Synthesizing is the ability to take this new information and add it to information already known in order to construct meaning. (Harvey and Goudvis, 2007 pg.169)
## Goals/Objectives

**Students:**
- Notice how their thinking evolves and changes as they read.
- Apply strategy to independent reading

## Learning Activities/Instructional Strategies

**Lesson Sequence:**
1. Begin a class discussion explaining that the purpose of reading is to add to the reader’s knowledge base, and that sometimes new information gives the reader a more thorough understanding of what is already known and other times, new information provides new insights or ideas. (Harvey and Goudvis, 2007)
2. Explain to students that they “need to think about how their reading and learning is adding to and/or revising their thinking.” (Harvey & Goudvis, pg. 184)
3. Provide students with an overarching question about the article (or other text) they will read; have students write a response to the question; share responses and record on chart or board.
4. Conduct an interactive read aloud of the text, stopping periodically for students to turn and talk about the text.
5. After the read aloud session, students will again answer the question posed in the beginning; share new responses guiding students to identify how their thinking has changed as a result of new information learned.

## Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student responses

## Differentiation

- *Journeys* reading program provides leveled practice books and readers
- Text read as an interactive read-aloud.

## Resources Provided

| 126. | *Journeys* reading program selections and leveled readers |
| 127. | *FOSS Science Stories* |
| 128. | Math, social studies and health textbooks |

### Other resources:

| 129. | Scholastic News Online |
| 130. | Time for Kids [www.timeforkids.com](http://www.timeforkids.com) |
Lesson Plan 3 – Reading Strategies for Informational Texts: Summarizing and Synthesizing Grade 3

(back)

Content Area: English Language Arts: Reading Informational Text

<table>
<thead>
<tr>
<th>Lesson Title: Summarizing Content and Adding Personal Response</th>
<th>Timeframe: 1 class period</th>
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</table>

Lesson Components

<table>
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<th>21st Century Themes</th>
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<tbody>
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<tr>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
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<td>Civic Literacy</td>
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<td>Health Literacy</td>
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<tr>
<th>21st Century Skills</th>
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<tbody>
<tr>
<td>x Critical Thinking and Problem Solving</td>
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<tr>
<td>Communication and Collaboration</td>
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<tr>
<td>Information Literacy</td>
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<tr>
<td>x Media Literacy</td>
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<tr>
<td>ICT Literacy</td>
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<tr>
<td>x Life and Career Skills</td>
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Interdisciplinary Connections:
- Social studies, science, health, math

Integration of Technology:
*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

Equipment/materials needed:
- Overhead projector for transparencies
- *Journeys* student textbook
- Other current event resources
- Other expository text

Notes:
Summarizing information during reading is the ability to extract the most relevant information and restate it in the reader’s own words in order to remember it. Synthesizing is the ability to take this new information and add it to information already known in order to construct meaning. (Harvey and Goudvis, 2007 pg.169)
### Goals/Objectives

- Summarize the important information in expository text and respond personally to help integrate information learned.
- Apply strategy to independent reading

### Learning Activities/Instructional Strategies

#### Lesson Sequence:
1. Briefly review with students that summarizing means retelling the important information.
2. Explain to students that good readers incorporate their thinking with content and reacting to the new information in a personal way.
3. Model the Summary/Response form; a piece of notebook paper divided in half horizontally with the top half labeled Summary and the bottom half labeled Response.
4. Explain that as students read the text, they will list the important information in the Summary section.
5. After reading the text, students will respond in writing in the Response section.
6. After working with this split form, students should be able to write a combined response that includes information from the text and their own thinking.

### Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student responses

### Differentiation

- *Journeys* reading program provides leveled practice books and readers
- Text read as an interactive read-aloud.

### Resources Provided

131. *Journeys* reading program selections and leveled readers
132. *FOSS Science Stories*
133. Math, social studies and health textbooks

### Other resources:

134. Scholastic News Online
135. Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
Lesson Plan 4 – Reading Strategies for Informational Texts:
Summarizing and Synthesizing Grade 3
(back)

<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Reading Informational Text</th>
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<tbody>
<tr>
<td>Lesson Title: Writing a Short Summary</td>
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**Lesson Components**

### 21st Century Themes

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<th>x Global Awareness</th>
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<th>Civic Literacy</th>
<th>Health Literacy</th>
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### 21st Century Skills

<table>
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<tr>
<th>Creativity and Innovation</th>
<th>x Critical Thinking and Problem Solving</th>
<th>x Communication and Collaboration</th>
<th>x Information Literacy</th>
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<tbody>
<tr>
<td>x Media Literacy</td>
<td>ICT Literacy</td>
<td>x Life and Career Skills</td>
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</tr>
</tbody>
</table>

**Interdisciplinary Connections:**
- Social studies, science, health, math

**Integration of Technology:**
*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

**Equipment/materials needed:**
- Overhead projector for transparencies
- *Journeys* student textbook lessons 7, 13, 17
- Other current event resources
- Other nonfiction text

**Notes:**
Summarizing information during reading is the ability to extract the most relevant information and restate it in the reader’s own words in order to remember it. Synthesizing is the ability to take this new information and add it to information already known in order to construct meaning. (Harvey and Goudvis, 2007 pg.169)
### Goals/Objectives
- Distinguish between a summary of the text and the reader’s thinking
- Apply strategy to independent reading

### Learning Activities/Instructional Strategies

#### Lesson Sequence:
1. Teacher reads aloud selected text.
2. After reading, hand out the worksheet folded so that only the “What it Makes Me Think About” side is showing.
3. Students will write what the text made them think about in that column; teacher completes a form also.
4. Student will turn and share their writing with a partner, then the class; teacher shares also.
5. Explain the purpose of the first column “What the Piece is About”; it is a summary.
6. Students will turn and discuss what they think the piece is about with a partner.
7. Review the three things to consider when writing a summary: (1) pick out only the most important parts; (2) keep it brief; (3) say it in your own words that make sense.
8. Students turn again to a partner and talk about what they thought was the most important points of the text; then share with the class; teacher records responses on board.
9. As a class, construct a one-to-three line summary of the text using the information shared in step #8

### Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student responses
- Two column worksheet headed What the Piece is About/What it Makes Me Think About

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### Differentiation
- *Journeys* reading program provides leveled practice books and readers
- Text read as read-aloud.

### Resources Provided
- *Journeys* reading program selections and leveled readers
- *FOSS Science Stories*
- Math, social studies and health textbooks

### Other resources:
- Scholastic News Online
- Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
Lesson Plan 5 – Reading Strategies for Informational Texts: Summarizing and Synthesizing Grade 3 (back)

Content Area: English Language Arts: Reading Informational Text

| Lesson Title: Writing as Synthesis: Personalities from the Past Journeys Lessons 5, 10, 11 | Timeframe: 1 class period |

Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
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<tbody>
<tr>
<td>x Global Awareness</td>
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<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
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<th>21st Century Skills</th>
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<tr>
<td>x Information Literacy</td>
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<tr>
<td>x Media Literacy</td>
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<tr>
<td>ICT Literacy</td>
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<tr>
<td>x Life and Career Skills</td>
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</table>

Interdisciplinary Connections:
- Social studies, science, health, math

Integration of Technology:
Journeys offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

Equipment/materials needed:
- Overhead projector for transparencies
- Journeys student textbook
- Other picture book biographies

Notes:
Summarizing information during reading is the ability to extract the most relevant information and restate it in the reader’s own words in order to remember it. Synthesizing is the ability to take this new information and add it to information already known in order to construct meaning. (Harvey and Goudvis, 2007 pg.169)
### Goals/Objectives

Students:
- Write from a first-person perspective to better understand the contributions of historical figures.
- Understand what is important to know about a historical figure.
- Apply strategy to independent reading

### Learning Activities/Instructional Strategies

**Lesson Sequence:**

1. Choose a biography to read aloud to students. After reading, students will respond to the text in writing; share with partners, then with class.
2. Students choose a historical person to research and select books to read or online sources to print out.
3. Guide students to find information that tells about the person’s interests, beliefs etc., rather than just dry facts. The biographical sketch should help students to know the historical figure as a “person”.
4. Provide students with various note-taking forms to complete:
   a. 2-column form headed Facts from Text/Response
   b. Details form – a table in which subtopics and supporting details are listed
5. Students compile information then write a first person biographical sketch incorporating the information they have found.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student responses
- Student first person biographical sketch

### Differentiation

- *Journeys* reading program provides leveled practice books and readers
- Text read as read-aloud

### Resources Provided

- *Journeys* reading program and leveled readers
- *FOSS Science Stories*
- Math, social studies and health textbooks

### Other resources:

- Scholastic News Online
- Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
- [www.biography.com](http://www.biography.com)
Lesson Plan 6 – Reading Strategies for Informational Texts: Summarizing and Synthesizing Grade 3
(back)

<table>
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<tr>
<th>Content Area: English Language Arts: Reading Informational Text</th>
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</thead>
<tbody>
<tr>
<td>Lesson Title: Synthesizing to Access Content</td>
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</table>

**Lesson Components**

### 21st Century Themes

- **x** Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

### 21st Century Skills

- **x** Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- **x** Media Literacy
- ICT Literacy
- **x** Life and Career Skills

**Interdisciplinary Connections:**
- Social studies, science, health, math

**Integration of Technology:**

*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

**Equipment/materials needed:**

- Overhead projector for transparencies
- *Journeys* student textbook
- Other informational text

**Notes:**

Summarizing information during reading is the ability to extract the most relevant information and restate it in the reader’s own words in order to remember it. Synthesizing is the ability to take this new information and add it to information already known in order to construct meaning. (Harvey and Goudvis, 2007 pg.169)
### Goals/Objectives

**Students:**
- Notice their thinking when accessing content to acquire knowledge.
- Apply strategy to independent reading

### Learning Activities/Instructional Strategies

**Lesson Sequence:**
1. Review with students the comprehension skills of asking questions and finding answers to their questions by inference based on facts.
2. Hand out 2-column form headed Content (facts)/Process (thinking)
3. Display informational text on overhead or whiteboard and begin reading with the title
4. Record student questions and inferences in the Process column and factual information provided by students in the Content column. Discuss all questions either as a class or with partners.
5. Continue working through article in this manner for about 20, then release students to finish with a partner.
6. Reconvene class and discuss.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student responses
- 2-column form headed Content (facts)/Process (thinking)

### Differentiation

- *Journeys* reading program provides leveled practice books and readers
- Text read as read-aloud.

### Resources Provided

- *Journeys* reading program and leveled readers
- *FOSS Science Stories*
- Math, social studies and health textbooks

### Other resources:

- Scholastic News Online
- Time for Kids [www.timeforkids.com](http://www.timeforkids.com)
### Lesson Plan 7 – Reading Strategies for Informational Texts: Summarizing and Synthesizing Grade 3

(back)

Content Area: English Language Arts: Reading Informational Text

| Lesson Title: Reading Like a Writer | Timeframe: 1 class period |

#### Lesson Components

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<th>21st Century Themes</th>
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<td>Communication and Collaboration x Information Literacy</td>
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<td>Media Literacy ICT Literacy</td>
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<td>x Life and Career Skills</td>
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</table>

#### Interdisciplinary Connections:

- Social studies, science, health, math

#### Integration of Technology:

*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

#### Equipment/materials needed:

- Overhead projector for transparencies
- *Journeys* student textbook
- Other informational text/articles

#### Notes:

Summarizing information during reading is the ability to extract the most relevant information and restate it in the reader’s own words in order to remember it. Synthesizing is the ability to take this new information and add it to information already known in order to construct meaning. (Harvey and Goudvis, 2007 pg.169)

Students should have practiced with the 2-column Content/Process form on three or four occasions before moving on to the 3-column form introduced in this lesson.
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students:</strong></td>
<td>Lesson Sequence:</td>
<td></td>
</tr>
<tr>
<td><em>Notice the craft of a text as well as the content and the reading process.</em></td>
<td>1. Discuss with students what writer’s craft is (how the writer uses words to evoke emotions).&lt;br&gt;2. Using a well-crafted article, model filling out the 3-column form, writing facts from the article in the first column, any questions or inferences in the second, and comments about the author’s craft in the third.&lt;br&gt;3. Conduct an interactive read aloud while displaying the text on an overhead while students suggest information for each of the columns; review and discuss form focusing on the writer’s craft.&lt;br&gt;4. Provide students with additional articles to read independently and complete the 3-column form; share and discuss as a class</td>
<td><em>Teacher observation &amp; anecdotal evidence&lt;br&gt;Student participation in class discussion&lt;br&gt;Student responses&lt;br&gt;3-column form headed Content/Process/Craft</em></td>
</tr>
<tr>
<td><em>Apply strategy to independent reading</em></td>
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**Differentiation**

- Journeys reading program provides leveled practice books and readers<br>- Text read as read-aloud.

**Resources Provided**

- Journeys reading program and leveled readers<br>- FOSS Science Stories<br>- Math, social studies and health textbooks

**Other resources:**

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<tr>
<th>Monitoring Comprehension</th>
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<tr>
<td>Making Connections</td>
<td>Pacing Guide</td>
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<tr>
<td>Questioning</td>
<td>Pacing Guide</td>
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<td>Visualizing</td>
<td>Pacing Guide</td>
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<td>Inferring</td>
<td>Pacing Guide</td>
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<tr>
<td>Determining Importance in Text</td>
<td>Pacing Guide</td>
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<tr>
<td>Summarizing and Synthesizing</td>
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2009 New Jersey Curriculum Project
Aligned to the 2009 New Jersey Core Curriculum Content Standards
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
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<td>Spelling</td>
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<td>Vocabulary</td>
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Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
## Lesson Plans: Reading Skills for Informational Text Grade 3

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td>1 class period</td>
</tr>
<tr>
<td>Text and Graphic Features&lt;br&gt; <em>Journeys</em> lessons 7, 18, 25</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 2</strong></td>
<td>1 class period</td>
</tr>
<tr>
<td>Compare and Contrast&lt;br&gt; <em>Journeys</em> Lesson 22</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 3</strong></td>
<td>1 class period</td>
</tr>
<tr>
<td>Sequence of Events&lt;br&gt; <em>Journeys</em> Lesson (any)</td>
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<tr>
<td><strong>Lesson 4</strong></td>
<td>1 class period</td>
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<tr>
<td>Cause and Effect&lt;br&gt; <em>Journeys</em> Lessons 5</td>
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<tr>
<td><strong>Lesson 5</strong></td>
<td>1 class period</td>
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<tr>
<td>Conclusions&lt;br&gt; <em>Journeys</em> lesson 17</td>
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<tr>
<td><strong>Lesson 6</strong></td>
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<tr>
<td>Main Ideas &amp; Details&lt;br&gt; <em>Journeys</em> lessons 10, 20</td>
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<tr>
<td><strong>Lesson 7</strong></td>
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<td>Fact &amp; Opinion&lt;br&gt; <em>Journeys</em> Lessons 11</td>
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<tr>
<td><strong>Lesson 8</strong></td>
<td>1 class period</td>
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<tr>
<td>Author’s Purpose&lt;br&gt; <em>Journeys</em> Lesson 14</td>
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### Teacher Notes:

Curriculum Development Resources


*Baumann, James F. *Journeys.* Orlando, FL: Houghton Mifflin Harcourt, 2011. Print*

Click the links below to access additional resources used to design this unit:

[www.thinkcentral.com](http://www.thinkcentral.com)

Lesson 1 – Reading Skills for Informational Text Grade 3

(Back)

Content Area: English Language Arts: Reading Informational Text

Lesson Title: Text and Graphic Features

Journeys lessons 7, 18, 25

Timeframe: 1 class period each

Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
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<tbody>
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</table>

Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction

Integration of Technology:

Journeys offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

Equipment needed:
- Overhead projector or interactive whiteboard for projectables

Notes:
### Goals/Objectives

- **Students:**
  - See teacher’s edition

### Learning Activities/Instructional Strategies

- **Lesson Sequence**
  - See teacher’s edition

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Workbook pages
- Weekly test

### Differentiation

- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Differentiate products that show understanding

### Resources Provided

- Journeys lessons 7, 18, 25
- Projectables
- Workbooks
- Online resources available at www.thinkcentral.com
Lesson 2 – Reading Skills for Informational Text Grade 3

Content Area: English Language Arts: Reading Informational Text

Lesson Title: Compare and Contrast – Journeys Lesson 22

Timeframe: 1 class period

Lesson Components

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Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction

Integration of Technology:
*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

Equipment needed:
- Overhead projector or interactive whiteboard for projectables

Notes:
### Goals/Objectives
- **Students:**
  - See teacher’s edition

### Learning Activities/Instructional Strategies
- **Lesson Sequence**
  - See teacher’s edition

### Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Workbook pages
- Weekly test

### Differentiation
- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Differentiate products that show understanding

### Resources Provided
- Journeys lessons 22
- Projectables
- Workbooks

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
Lesson 3 – Reading Skills for Informational Text Grade 4

Content Area: English Language Arts: Reading Informational Text

Lesson Title: Sequence of Events – *Journeys* Lesson (any)  
Timeframe: 1 class period

### Lesson Components

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**Interdisciplinary Connections:**
- Social studies and science via the genres of historical fiction and science fiction

**Integration of Technology:**
*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

**Equipment needed:**
- Overhead projector or interactive whiteboard for projectables

**Notes:**
## Goals/Objectives

Students:
- See teacher’s edition

## Learning Activities/Instructional Strategies

**Lesson Sequence**
See teacher’s edition

## Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Workbook pages
- Weekly test

## Differentiation

- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Differentiate products that show understanding

## Resources Provided

- Journeys lessons (any)
- Projectables
- Workbooks
- Online resources available at www.thinkcentral.com
## Lesson 4 – Reading Skills for Informational Text Grade 3

**Back**

**Content Area:** English Language Arts: Reading Informational Text

**Lesson Title:** Cause and Effect – *Journeys* Lessons 5  
**Timeframe:** 1 class period

### Lesson Components

#### 21st Century Themes

<table>
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<th>Global Awareness</th>
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#### 21st Century Skills

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<td>Life and Career Skills</td>
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### Interdisciplinary Connections:

- Social studies and science via the genres of historical fiction and science fiction

### Integration of Technology:

*Journeys* offers online versions of all print resources.

- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

### Equipment needed:

- Overhead projector or interactive whiteboard for projectables

### Notes:
### Goals/Objectives

<table>
<thead>
<tr>
<th>Students:</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
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<tbody>
<tr>
<td>• See teacher’s edition</td>
<td>Lesson Sequence</td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
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<td>• Student participation in class discussion</td>
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<td>• Workbook pages</td>
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<tr>
<td></td>
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<td>• Weekly test</td>
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</table>

### Differentiation

- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Differentiate products that show understanding

### Resources Provided

- Journeys lessons 5
- Projectables
- Workbooks
- Online resources available at www.thinkcentral.com
Lesson 5 – Reading Skills for Informational Text Grade 3

**Content Area:** English Language Arts: Reading Informational Text  
**Lesson Title:** Conclusions  
**Journeys lesson 17**

<table>
<thead>
<tr>
<th>Lesson Components</th>
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<td><strong>Timeframe:</strong> 1 class period</td>
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### 21st Century Themes

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### 21st Century Skills

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<td>Life and Career Skills</td>
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### Interdisciplinary Connections:

- Social studies and science via the genres of historical fiction and science fiction

### Integration of Technology:

*Journeys* offers online versions of all print resources.

- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

### Equipment needed:

- Overhead projector or interactive whiteboard for projectables

### Notes:
## Goals/Objectives

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<thead>
<tr>
<th>Students:</th>
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<tr>
<td>• See teacher’s edition</td>
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</table>

## Learning Activities/Instructional Strategies

<table>
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<tr>
<th>Lesson Sequence</th>
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<tbody>
<tr>
<td>See teacher’s edition</td>
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</tbody>
</table>

## Formative Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td>• Workbook pages</td>
</tr>
<tr>
<td>• Weekly test</td>
</tr>
</tbody>
</table>

## Differentiation
- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Differentiate products that show understanding

## Resources Provided
- Journeys lessons 17
- Projectables
- Workbooks
Lesson 6– Reading Skills for Informational Text Grade 3

Content Area: English Language Arts: Reading Informational Text
Lesson Title: Main Ideas & Details – *Journeys* lessons 10, 20
Timeframe: 1 class period

### Lesson Components

#### 21st Century Themes

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
</tr>
</thead>
</table>

#### 21st Century Skills

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>Critical Thinking and Problem Solving</th>
<th>Communication and Collaboration</th>
<th>Information Literacy</th>
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<tr>
<th>Media Literacy</th>
<th>ICT Literacy</th>
<th>Life and Career Skills</th>
</tr>
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</tbody>
</table>

### Interdisciplinary Connections:
- Social studies and science via the genres of historical fiction and science fiction

### Integration of Technology:

*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

### Equipment needed:
- Overhead projector or interactive whiteboard for projectables

### Notes:
## Goals/Objectives

**Students:**
- See teacher’s edition

## Learning Activities/Instructional Strategies

**Lesson Sequence**
See teacher’s edition

## Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Workbook pages
- Weekly test

## Differentiation

- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Differentiate products that show understanding

## Resources Provided

- Journeys lessons 10, 20
- Projectables
- Workbooks
- Online resources available at www.thinkcentral.com
Lesson 7 – Reading Skills for Informational Text Grade 3

Content Area: English Language Arts: Reading Informational Text

Lesson Title: Fact & Opinion – *Journeys* Lessons 11

Timeframe: 1 class period

Lesson Components

### 21st Century Themes

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

### 21st Century Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT Literacy
- Life and Career Skills

Interdisciplinary Connections:

- Social studies, science, math, and health

Integration of Technology:

*Journeys* offers online versions of all print resources.

- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

Equipment needed:

- Overhead projector or interactive whiteboard for projectables

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**Differentiation**
- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Differentiate products that show understanding

**Resources Provided**
- Journeys lessons 11
- Projectables
- Workbooks
- Online resources available at www.thinkcentral.com
Lesson 8 – Reading Skills for Informational Text Grade 3

| Content Area: English Language Arts: Reading Informational Text |
| Lesson Title: Author’s Purpose – Journeys Lesson 14 | Timeframe: 1 class period |
| Lesson Components |

### 21st Century Themes

<table>
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### 21st Century Skills

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<th>Information Literacy</th>
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### Interdisciplinary Connections:
- Social studies, science, math, and health

### Integration of Technology:

*Journeys* offers online versions of all print resources.
- Student etextbook and online guided reading books have audio capabilities. Students and/or teachers can choose to have the texts read aloud.
- Students can access and print practice book pages.
- Teachers can integrate practice book pages with interactive whiteboards.
- Teachers can post assignments to student online accounts and track completions.
- Teachers can assign online assessments.

### Equipment needed:
- Overhead projector or interactive whiteboard for projectables

### Notes:

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Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
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**Differentiation**

- Leveled workbooks
- Leveled readers (in print and online with audio capabilities)
- Student ebook has audio capabilities
- Differentiate products that show understanding

**Resources Provided**

- Journeys lessons 14
- Projectables
- Workbooks
## Lesson Plans: Reading for Research and Study in the Content Areas

### Grade 3

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
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</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong> Activate, Explore, and Build Background Knowledge</td>
<td>varies</td>
</tr>
<tr>
<td><strong>Lesson 2</strong> Read to Gather Information and Develop Questions</td>
<td>varies</td>
</tr>
<tr>
<td><strong>Lesson 3</strong> Summarize and Synthesize Information and Ideas</td>
<td>varies</td>
</tr>
<tr>
<td><strong>Lesson 4</strong> Demonstrate Understanding and Share Learning</td>
<td>varies</td>
</tr>
</tbody>
</table>

### Teacher Notes:

The “lessons” above delineate a series of steps that both students and teachers take to effect a topic study that includes research. Taken from *Strategies That Work: Teaching Comprehension for Understanding and Engagement*. 2nd ed. By Stephanie Harvey and Anne Goudvis.

### Curriculum Development Resources


Click the links below to access additional resources used to design this unit:

- [www.thinkcentral.com](http://www.thinkcentral.com)
- [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)
Lesson 1 – Reading for Research and Study in the Content Areas  
Grade 3  
(Back)

Content Area: English Language Arts: Reading Informational Text

Lesson Title: Activate, Explore, and Build Background Knowledge

| Timeframe: 1 class period |

Lesson Components

### 21st Century Themes

| x | Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | x | Civic Literacy | x | Health Literacy |

### 21st Century Skills

| x | Creativity and Innovation | x | Critical Thinking and Problem Solving | x | Communication and Collaboration | x | Information Literacy |
| x | Media Literacy | x | ICT Literacy | x | Life and Career Skills |

**Interdisciplinary Connections:**
- Social studies, science, math and health

**Integration of Technology:**
- Internet research
- Google docs to produce research projects
- Keynote slide presentation

**Equipment needed:**

**Notes:**
## Goals/Objectives

**Students:**
- connect new information with existing background knowledge
- explore essential questions they are interested in
- acquire vocabulary and concepts central to the topic
- read extensively about the topic
- respond to their reading with authentic questions, connections, and reactions

## Learning Activities/Instructional Strategies

**Lesson Sequence (Role of the teacher)**
- Plan instruction and teach with central concepts and focus questions in mind.
- Connect curriculum topics to students’ interests, lives, and experiences.
- Gather and organize resources and materials related to the topic – picture books, nonfiction trade books, articles, videos, and so forth.
- Engage students in experiences that encourage their questions and build background knowledge.
- Immerse students in reading, and responding to, content related picture books to add to their knowledge base and prompt questions.
- Students read informational text and construct a class time line (social studies)

## Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student questions, connections, and reactions
- Vocabulary/concept quiz
- Class time line

## Differentiation

- Students work with materials at their reading level, videos supplement reading materials.

## Resources Provided

- Content area textbooks
- Mobile laptops
- School media center
Lesson 2 – Reading for Research and Study in the Content Areas
Grade 3

Content Area: English Language Arts: Reading Informational Text
Lesson Title: Read to Gather Information and Develop Questions
Timeframe: 1 class period

<table>
<thead>
<tr>
<th>Lesson Components</th>
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<tbody>
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Interdisciplinary Connections:
- Social studies, science, math and health

Integration of Technology:
- Internet research
- Google docs to produce research projects
- Keynote slide presentation

Equipment needed:

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<tbody>
<tr>
<td>Students:</td>
<td><strong>Lesson Sequence (Role of the teacher)</strong></td>
<td></td>
</tr>
<tr>
<td>• articulate questions and connections that stem from their interests and experiences</td>
<td>• wonder out loud, showing students how to ask thoughtful questions</td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• read, write, talk, and think about the information</td>
<td>• demonstrate ways to read and respond to information, code the text, jot notes in the margins, and paraphrase information</td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td>• develop questions and read to answer them</td>
<td>• demonstrate how to ask and search for answers to questions</td>
<td>• Student questions, connections, and reactions</td>
</tr>
<tr>
<td>• use evidence to distinguish between their thinking and the author’s</td>
<td>• demonstrate how to read and determine what is important</td>
<td>• Mini-research summary/response</td>
</tr>
<tr>
<td>• use text features to gain information</td>
<td>• show students how to distinguish the readers’ ideas from the author’s.</td>
<td></td>
</tr>
<tr>
<td>• target key ideas and information</td>
<td>• students conduct mini-research to answer questions generated during their reading.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students read and respond to a primary source.</td>
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<tr>
<td>Differentiation</td>
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</tr>
<tr>
<td>• Students work with materials at their reading level, videos supplement reading materials.</td>
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<tr>
<td>Resources Provided</td>
<td></td>
<td></td>
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<tr>
<td>• Content area textbooks</td>
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<tr>
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<tr>
<td>• School media center</td>
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### Lesson Components

#### 21st Century Themes

| x | Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | x | Civic Literacy | x | Health Literacy |

#### 21st Century Skills

| x | Creativity and Innovation | x | Critical Thinking and Problem Solving | x | Communication and Collaboration | x | Information Literacy |

| x | Media Literacy | x | ICT Literacy | x | Life and Career Skills |

**Interdisciplinary Connections:**
- Social studies, science, math and health

**Integration of Technology:**
- Internet research
- Google docs to produce research projects
- Keynote slide presentation

**Equipment needed:**

**Notes:**
### Goals/Objectives

- Students seek out and review a variety of sources
- Use text evidence to answer questions and draw conclusions
- Use details and evidence in the text to infer big ideas and themes
- Sort out fact and opinion – cite evidence to support an opinion
- Discuss information and gain new insight
- Consider ways to express their ideas about what they have learned through artistic expression, written responses, and discussion

### Learning Activities/Instructional Strategies

**Lesson Sequence (Role of the teacher)**
- Show how to infer answers to questions and draw conclusions
- Demonstrate reading to get the gist of the text
- Demonstrate how to write summary responses.
- Engage students in guided discussions and debates.
- Encourage authentic writing through essays, letters, and other ways to express opinions and take action.
- Students summarize and synthesize information and ideas via a class chart
- Students read historical fiction to understand different points of view.
- Students write (journal entries, letters) from character’s perspectives

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student questions, connections, and reactions
- Mini-research summary/response
- Student’s additions to class chart
- Journal entries, letters written by students from a character’s point-of-view
- Essays, opinion pieces

### Differentiation

- Students work with materials at their reading level, videos supplement reading materials.

### Resources Provided

- Content area textbooks
- Mobile laptops
- School media center
Lesson 4 – Reading for Research and Study in the Content Areas Grade 3

Content Area: English Language Arts: Reading Informational Text
Lesson Title: Demonstrate Understanding and Share Learning
Timeframe: 1 class period

Lesson Components

<table>
<thead>
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<tbody>
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</table>

Interdisciplinary Connections:
- Social studies, science, math and health

Integration of Technology:
- Internet research
- Keynote slide presentation
- Pages word processing

Equipment needed:

Notes:
## 2009 New Jersey Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS**

<table>
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<tbody>
<tr>
<td>Students:</td>
<td><strong>Lesson Sequence (Role of the teacher)</strong></td>
<td></td>
</tr>
<tr>
<td>• demonstrate understanding and learning in a variety of ways – posters, models, essays, picture books, poetry</td>
<td>• Show how to infer answers to questions and draw conclusions</td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• become teachers as they share their knowledge with others</td>
<td>• Demonstrate reading to get the gist of the text</td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td>• articulate their learning process and how learning changes</td>
<td>• Demonstrate how to write summary responses.</td>
<td>• Student questions, connections, and reactions</td>
</tr>
<tr>
<td>• investigate new questions that come from discussions</td>
<td>• Engage students in guided discussions and debates.</td>
<td>• Final project</td>
</tr>
<tr>
<td>• take actions through writing, community work, or advocating for a cause</td>
<td>• Encourage authentic writing through essays, letters, and other ways to express opinions and take action.</td>
<td></td>
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</tbody>
</table>

### Differentiation
- Students work with materials at their reading level, videos supplement reading materials.
- Students demonstrate learning through a variety of final products.

### Resources Provided
- Content area textbooks
- Mobile laptops
- School media center

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Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
Teaching Students to Read Textbooks
(back to grade 4)

Active Reading with Textbooks
(Harvey and Goudvis 2007, pg. 236)

- Read smaller sections more carefully
- Read selections in class so teacher can guide.
- Preview the chapter – notice the features, visuals, headings, subheads, and so forth
- Preteach new vocabulary and unfamiliar concepts.
- Slow down the rate of reading.
- Use a variety of comprehension strategies to construct meaning: activating background knowledge, questioning, determining importance, and synthesizing information.
- Merge thinking with the information by stopping, thinking, and reacting to the section.
- Code the text with sticky notes to hold thinking.
- Take notes on “think sheets” – 2-or-3-column forms and graphic organizers to demonstrate thinking.
- Paraphrase the information.
- Become familiar with, and use the index to get information quickly.
- Turn and talk about the information.
- Read and respond to the textbook with a partner.
- Discuss sections of a chapter in small groups.
- Use the jigsaw strategy to read and share sections, reporting the information.
- Take on different roles and perspectives and share with the group.
Test Reading (Harvey and Goudvis 2007)  
(back to grade 4)

Tips for Building Good Readers and Test Takers

- Set aside time each day for students to read independently.
  - Reading broadly builds background knowledge
  - Reading for lengths of time builds stamina.
  - Extensive reading builds vocabulary.
- Teach comprehension strategies.
  - When readers apply comprehension strategies, they can connect what they read to what they know.
- Immerse students in reading nonfiction.
  - Nonfiction builds background knowledge.
  - Information can be obtained via photograph and other visual features.
  - Passages on standardized tests are often nonfiction.
- Teach the elements and features of particular genres.
  - Fiction – character development, inferring themes, noticing conflict
  - Poetry – notice white space, infer meanings of metaphors
  - Nonfiction – text features: titles, subheadings, visuals
- Teach signal words and their meanings:
  - Surprisingly  
    - Be prepared to expect the unexpected
  - Importantly  
    - Signals importance; stop and pay attention
  - On the other hand  
    - Signals a change
  - Before*  
  - After*
  - Next*
  - Finally*  
  - Then*  
    - *Signal sequence
  - But  
    - Signals a change to come
  - However  
    - Prepare to change your thinking
  - As opposed to  
    - Signals a contrast
  - Likewise  
    - Signals a similarity
  - Consequently  
    - Signals a result/cause and effect
  - In conclusion  
    - Synthesizes the information
  - In sum  
    - Sums up the information
Test Reading Tips (Harvey and Goudvis 2007)

Test-Reading Tips

Build Confidence
- Provide practice under testing conditions.
- During test practice, teach students to justify their answers and share strategies.
- Encourage kids to “beat the test”.

Know the Test Format
- Know the test rules – time constraints, whether tests can be marked on, etc.
- Review the layout and design of the test
- Teach test-question vocabulary
- Familiarize students with the answer-sheet format
- Practice under timed conditions

Get the Big Picture Quickly
- Look for, and carefully read the instructions
- Read the title of the passage for a sense of the big idea.
- Skim and scan the passage to get an idea of the passage, noticing genre, topic, and length.
- Check out text and visual features quickly to get information; check out subheadings to notice where information can be found.
- Identify the genre so students know how to read the passage.

Review the Questions
- Read the questions first.
- Underline key words and phrases in the questions.

Read the Passage and Answer the Questions
- Students should think about what they know, but concentrate on what is in the text.
- Pay close attention to the first paragraph for important information and a hint of the big idea.
- Read the end of the passage carefully for big ideas and conclusions.
- Reread to clarify understanding.
- Don’t overinfer – instead, find clues in the text to support their thinking.
- Attend to signal words.
- Watch for distractor answers.
- Eliminate answers they know to be incorrect.
- Recognize the difference between literal and inferential questions and respond accordingly.
- Keep track of answer sheet to make sure the correct question is being answered.

Keep Moving
- Watch the time.
- Don’t stop.
- Do not spend too much time on one question – circle it and return to it.
- Stay focused.
- Go through the test 2 times. Answer easy questions the first time, then go back and answer the rest.

Review the Answers
- Use extra time to check over the test
- Check the bubble sheets
### Test Question Categories

#### Vocabulary Questions

**Questions About Specific Words**
- Which is the best meaning for the word _____?
- The word _____ in the story means . . .
- What is a synonym for _______
- Which word means the same as _____?
- What is an antonym for _____?
- Which word means the opposite of _____?
- The word ____ in this story means about the same as . . .
- What does the word _____ in the (___) paragraph mean?

**Teaching Suggestions**
- Read the entire sentence and use context clues to determine a word’s meaning. Look back or read ahead for additional clues.
- Match parts of speech – noun to noun, verb to verb.
- Define words like *synonym, antonym, opposite, similar*.
- Look for the definition of the word in the sentence or paragraph.
- Teach suffixes and prefixes; teach students to look at word parts.
- Eliminate obvious wrong answers.

#### Literal Questions

**Questions With Answers in the Text**
- 4 Ws and H – What, When, Where, Which, and How
- Questions about sequence
- Test items that ask for objective information from the passage

**Teaching Suggestions**
- Teach students to skim and scan text, matching words in the question to words in the text.
- Find the section that contains the information and scan it.
- Overview several paragraphs to notice sequence of events or steps in a process.
- Visualize the passage.
- Eliminate obvious wrong answers.

#### Summarizing and Synthesizing Questions

**Questions That Require Identifying Important Ideas and Pulling Information Together**
- Which statement best summarizes . . .
- What is the main idea?
- What is the main reason . . .
- What is the most important idea in this article?
- What is the article/story mostly/mainly about?
- This article (section) mainly describes . . .
- The story/article was written mainly to . . .
- What is another title for this story/article?

**Teaching Suggestions**
- Use the *determining importance* strategy to think about a big idea or theme.
- “Mostly/mainly about” questions require reading for the gist.
- Notice the number of times a word is repeated when looking for answers to “mostly/mainly about” questions.
- Distractor answers often contain *interesting*, but not important information.
- Remind students that the author’s big idea is most important to the test.
- Stick to information presented in the text.
The most important information is often found in the first and/or last paragraph of the passage.

- Know the difference between main ideas and supporting details. Supporting details are often given in distractor answers

### Inferential Questions

#### Questions That Require Deduction or Drawing Conclusions from Text Information

- Why . . .
- What can you conclude/generalize . . .
- What lesson does this teach?
- What is the problem?
- What lesson did the characters learn?
- Which of these is most likely true about . . .
- From this story/article you can probably guess .
- What is probably true . . .
- How does the author feel about . . .
- Which of these is also a good title for . . .
- After reading this, what will probably happen next?
- Any questions about characters’ actions, motives, and feelings

#### Teaching Suggestions

- Teach students to merge their thinking with information from the text to infer an answer.
- Search for evidence in the text to support answers and underline clues.
- Use information in the text to support inferences about the characters, their feelings and behaviors.
- Merge thinking with the text to determine the author’s message or purpose.
Lesson Plans: Reader’s Notebook Grade 3
(back)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong> Strategies and Skills: Thinking and Talking About Your Reading</td>
<td>15 minutes (repeated as needed)</td>
</tr>
<tr>
<td><strong>Lesson 2</strong> Management: Keeping a Record of Your Reading</td>
<td>15 minutes (repeated as needed)</td>
</tr>
<tr>
<td><strong>Lesson 3</strong> Strategies and Skills: Writing Responses to Your Reading</td>
<td>15 minutes (repeated as needed)</td>
</tr>
<tr>
<td><strong>Lesson 4</strong> Management: Writing Letters in Your Reader’s Notebook Each Week</td>
<td>15 minutes (repeated as needed)</td>
</tr>
<tr>
<td><strong>Lesson 5</strong> Strategies and Skills: Proofreading Your Letter</td>
<td>15 minutes (repeated as needed)</td>
</tr>
<tr>
<td><strong>Lesson 6</strong> Strategies and Skills: Topics for Your Reader’s Notebook</td>
<td>15 minutes (repeated as needed)</td>
</tr>
<tr>
<td><strong>Lesson 7</strong> Management: Creating a List of Your Reading Interests</td>
<td>15 minutes (repeated as needed)</td>
</tr>
</tbody>
</table>

Teacher Notes:
The reader’s notebook is a spiral one subject notebook divided into the following sections based on guidelines in Fountas and Pinnell’s *Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, Genre, and Content Literacy*:
1. Genre Tally List (first page) listing reading requirement set by teacher and record student reading in satisfaction of requirement (Miller 2009)
2. The Reading List (10 pages in section)
3. The Reading Interests/Books to Read List (5 pages in section)
4. Reading Responses (remainder of notebook)

Each section of the notebook requires explicit introduction and instruction. Students are assigned a certain day of the week to hand in their notebooks (Monday – Thursday). This way only a few notebooks need to be reviewed and responded to each day. (Fountas & Pinnell 2001)

Reading responses generally take the form of letters from student to teacher summarizing what has been read, then recording student connections, reactions, and feelings about what was read. The teacher may also assign a specific assignment relating to minilessons taught. The letter is written using standard friendly letter form. All letters must be dated. The teacher writes a letter back to student answering student questions, prompting for more thinking, or reviewing for specific assignment requirements.
Writing responses to independent reading in the reader’s notebook is meant to be completed in school during independent reading time even though students may read books at home also.

### Curriculum Development Resources


Click the links below to access additional resources used to design this unit:

- [www.thinkcentral.com](http://www.thinkcentral.com)
- [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)
- [http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/Reading%20Workshop.htm](http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/Reading%20Workshop.htm)
- [http://www.readersnotebook.net/Readers_Notebook_by_Playful_Learning/Readers_Notebook_Resources.html](http://www.readersnotebook.net/Readers_Notebook_by_Playful_Learning/Readers_Notebook_Resources.html)
- [http://www.heinemann.com/shared/onlineresources/002073/cover.html](http://www.heinemann.com/shared/onlineresources/002073/cover.html)
Lesson 1 – Reader’s Notebooks Grade 3

Content Area: Reading

Lesson Title: Strategies and Skills: Thinking and Talking About Your Reading

Timeframe: 15 minutes

Lesson Components

### 21st Century Themes

<table>
<thead>
<tr>
<th>X</th>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>X</th>
<th>Civic Literacy</th>
<th>X</th>
<th>Health Literacy</th>
</tr>
</thead>
</table>

### 21st Century Skills

<table>
<thead>
<tr>
<th>X</th>
<th>Creativity and Innovation</th>
<th>X</th>
<th>Critical Thinking and Problem Solving</th>
<th>X</th>
<th>Communication and Collaboration</th>
<th>X</th>
<th>Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Media Literacy</td>
<td>X</td>
<td>ICT Literacy</td>
<td>X</td>
<td>Life and Career Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections:**

- Social studies, science, math and health

**Integration of Technology:**

**Equipment/materials needed:**

- Chart paper

**Notes:**

Lessons from Fountas and Pinnell’s *Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, Genre, and Content Literacy*
### Goals/Objectives

Students:
- Learn the different kinds of thinking that good readers do while reading
- Identify places in their books where thinking takes place
- Compile a list of the kinds of thinking that good readers do while reading
- Apply to independent reading

### Learning Activities/Instructional Strategies

**Lesson Sequence (Role of the teacher)**
- Read a few pages from a book and think aloud about what the book reminds you of, questions about characters actions, and things that confuse you.
- Tell students that they will be thinking as they read independently; asking questions, making predictions, things they like/dislike, and connections they make.
- Write “Reading is Thinking” on chart paper and begin to list the kinds of thinking that readers do while reading.
- Ask students to mark 2 places in their independent reading books where they might share some of what they were thinking. Mark the places with sticky notes.
- After independent reading time, students share their thinking and the chart is updated.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student questions, connections, and reactions

### Differentiation

- Students work with materials at their reading level, videos supplement reading materials.
- Students demonstrate learning through a variety of final products.

### Resources Provided

- *Journeys* reading series
Lesson 2 – Reader’s Notebooks Grade 3

<table>
<thead>
<tr>
<th>Content Area: Reading</th>
<th>Lesson Title: Management: Keeping a Record of Your Reading</th>
<th>Timeframe: 15 minutes</th>
</tr>
</thead>
</table>

**Lesson Components**

<table>
<thead>
<tr>
<th>21st Century Themes</th>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>x Global Awareness</td>
<td>x Creativity and Innovation</td>
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<td>and Entrepreneurial Literacy</td>
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</table>

<table>
<thead>
<tr>
<th>Interdisciplinary Connections:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Social studies, science, math and</td>
<td></td>
</tr>
<tr>
<td>health</td>
<td></td>
</tr>
</tbody>
</table>

**Integration of Technology:**

**Equipment/materials needed:**

- reader’s notebooks
- chart paper
- transparencies

**Notes:**

Lessons from Fountas and Pinnell’s *Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, Genre, and Content Literacy*
### Goals/Objectives
- Students: learn to keep a list of books read in their reader’s notebook

### Learning Activities/Instructional Strategies

#### Lesson Sequence (Role of the teacher)
- Remind students of the thinking they have been doing when reading evidenced by sharing after independent reading time.
- Tell students that good readers often keep a journal of books they read and how they feel about them.
- Introduce the reader’s notebook as a very special journal to help students remember books they have read.
- Show students a sample notebook and show them the reading list page. Explain how the list is filled out. Fill out a sample either written on a chart or transparency using information about independent reading provided by a student.
- Remind students that the reader’s notebook is very special and needs to be cared for and remains in school.
- Post the chart for future reference

### Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student questions, connections, and reactions

### Differentiation
- Students work with materials at their reading level

### Resources Provided
- *Journeys* reading series
Lesson 3 – Reader’s Notebooks Grade 3

Content Area: Reading

Lesson Title: Strategies and Skills: Writing Responses to Your Reading

Timeframe: 15 minutes

Lesson Components

21st Century Themes

| x | Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | x | Civic Literacy | x | Health Literacy |

21st Century Skills

| x | Creativity and Innovation | x | Critical Thinking and Problem Solving | x | Communication and Collaboration | x | Information Literacy |

| x | Media Literacy | x | ICT Literacy | x | Life and Career Skills |

Interdisciplinary Connections:
- Social studies, science, math and health

Integration of Technology:

Equipment/materials needed:
- reader’s notebooks
- chart paper
- transparencies

Notes:
Lessons from Fountas and Pinnell’s *Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, Genre, and Content Literacy*
### Goals/Objectives

Students:
- learn the format for responding to reading in their reader’s notebooks
- review the format for a friendly letter
- learn the content of a response to reading
- learn to share their thinking about reading by writing

### Learning Activities/Instructional Strategies

**Lesson Sequence (Role of the teacher)**

- Prepare a letter written to the class to share your (the teacher) thinking (connections, questions, feelings) about a book you have read. Write the letter on chart paper or a transparency so that it is large enough for the whole class to see.
- Discuss with students how they have been thinking as they read and how they have been talking about their thinking with partners or in whole group share.
- Tell students that they will be writing about their thinking to remember it and share it with others who read what they write.
- Tell students that they will record their thinking in the form of a letter to the teacher written in the reader’s notebook. A letter will be written once a week to share their thinking about the book they are currently reading. Explain that the teacher will write a letter back.
- Read the letter you (teacher) prepared, and ask students what they noticed about the letter. Students should notice the kinds of thinking (connections, feelings, questions) and the mechanics of how the letter was written (date, salutation, closing).
- Reinforce proper friendly letter format and discuss proper salutations and appropriate closings.
- Send students back to their seats to write a letter about their independent reading book. Tell students to write the letter on the first clean page in the “Responses” section. Tell students they will be sharing the letter with a partner, then they will hand in their notebooks and you will write a letter back. Instruct students where to hand in their notebooks.
- Reconvene whole group, have students share letters with a partner, collect the notebooks and write a letter back to each student.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student questions, connections, and reactions
- Reading response letters
### Differentiation
- Students work with materials at their reading level

### Resources Provided
- *Journeys* reading series
Lesson 4 – Reader’s Notebooks Grade 3

Content Area: Reading

Lesson Title: Management: Writing Letters in Your Reader’s Notebook Each Week

| Timeframe: 15 minutes |

Lesson Components

**21st Century Themes**

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

**21st Century Skills**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT Literacy
- Life and Career Skills

**Interdisciplinary Connections:**

- Social studies, science, math and health

**Integration of Technology:**

**Equipment/materials needed:**

- Chart paper

**Notes:**

Lessons from Fountas and Pinnell’s *Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, Genre, and Content Literacy*
### Goals/Objectives
- Students:
  - Learned that they will write a letter each week beginning with a response to the teacher’s letter.
  - Learned their assigned day for handing in completed letters.
  - Reviewed topics for the letters.

### Learning Activities/Instructional Strategies

**Lesson Sequence (Role of the teacher)**
- Assign a day to each student that their letter is due; create a chart.
- Make copies of the letter on page 154 of Fountas and Pinnell’s *Guiding Readers and Writers*. This letter should have been pasted inside the front cover of the reader’s notebook.
- Prior to whole-class meeting, ask two students to read their reading response letters to the group.
- Convene whole class and ask students to bring their reader’s notebook to the meeting area.
- Remind students that in the prior lesson, they learned how to write a reading response letter.
- Ask the selected students to read their letters.
- Refer students to the letter of instruction located inside the front cover of their notebook. Have someone read the letter. Explain to students that the letter is for their reference.
- Tell students that when the group is dismissed to independent reading time, they will first read the letter that was written back to them. Remind students that the next letter they write must respond to the teacher’s letter.
- Explain to students that instead of everyone having the same due date for their letters, each student will be assigned a day that the letter is due. Review the chart you made listing Monday, Tuesday, Wednesday, and Thursday, and the students names under their assigned day.

### Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student questions, connections, and reactions

### Differentiation
- Students work with materials at their reading level, videos supplement reading materials.
- Students demonstrate learning through a variety of final products.

### Resources Provided
- *Journeys* reading series
Lesson 5 – Reader’s Notebooks Grade 3

Content Area: Reading

Lesson Title: Strategies and Skills: Proofreading Your Letter

Timeframe: 15 minutes

Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>x Global Awareness</td>
</tr>
<tr>
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</tr>
<tr>
<td>x Civic Literacy</td>
</tr>
<tr>
<td>x Health Literacy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>x Creativity and Innovation</td>
</tr>
<tr>
<td>x Critical Thinking and Problem Solving</td>
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</tr>
<tr>
<td>x Media Literacy</td>
</tr>
<tr>
<td>x ICT Literacy</td>
</tr>
<tr>
<td>x Life and Career Skills</td>
</tr>
</tbody>
</table>

Interdisciplinary Connections:
- Social studies, science, math and health

Integration of Technology:

Equipment/materials needed:
- Chart paper

Notes:
Lessons from Fountas and Pinnell’s *Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, Genre, and Content Literacy*
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td><strong>Lesson Sequence (Role of the teacher)</strong></td>
<td></td>
</tr>
<tr>
<td>• Learn what to look for when proofreading their work</td>
<td>• Convene whole-class meeting and summarize briefly the kinds of thinking you have seen written in their letters.</td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td></td>
<td>• Tell students that today you will talk about proofreading (define if needed) their letters to make sure it is their best work</td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td></td>
<td>• Ask students what they should look for when proofreading their letters, write all responses on a chart headed “Proofreading Your Letter”</td>
<td>• Student questions, connections, and reactions</td>
</tr>
<tr>
<td></td>
<td>• When all ideas have been recorded, review the chart and ask students to proofread the letter in their notebooks; remind them to proofread letters before handing in the notebook each week.</td>
<td>• Student reading response letters</td>
</tr>
<tr>
<td><strong>Differentiation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students work with materials at their reading level</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources Provided</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <em>Journeys</em> reading series</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 6 – Reader’s Notebooks Grade 3

(Back)

Content Area: Reading

Lesson Title: Strategies and Skills: Topics for Your Reader’s Notebook

Timeframe: 15 minutes

Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>x Global Awareness</td>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
</tr>
<tr>
<td>x Civic Literacy</td>
<td>x Health Literacy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>x Creativity and Innovation</td>
<td>x Critical Thinking and Problem Solving</td>
</tr>
<tr>
<td>x Media Literacy</td>
<td>x ICT Literacy</td>
</tr>
<tr>
<td>x Communication and Collaboration</td>
<td>x Information Literacy</td>
</tr>
<tr>
<td>x Life and Career Skills</td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections:
- Social studies, science, math and health

Integration of Technology:

Equipment/materials needed:
- Chart paper

Notes:
Lessons from Fountas and Pinnell’s *Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, Genre, and Content Literacy*
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students: • Create a chart of possible topics to write about in their reader’s notebooks</td>
<td><strong>Lesson Sequence (Role of the teacher)</strong> • Convene whole-class meeting. Remind students that “reading is thinking.” (Fountas &amp; Pinnell 2001). Tell students that the class will make a list of the topics that can be written about in the reader’s notebook. • Create a chart headed “Topics For Your Reader’s Notebook.” Ask students for topics, record all responses. • Hang chart in class and remind students to refer to it when writing their letters.</td>
<td>• Teacher observation &amp; anecdotal evidence • Student participation in class discussion • Student questions, connections, and reactions • Class chart</td>
</tr>
</tbody>
</table>

**Differentiation**
- Students work with materials at their reading level

**Resources Provided**
- *Journeys* reading series
Lesson 7 – Reader’s Notebooks Grade 3

(Back)

<table>
<thead>
<tr>
<th>Content Area: Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: Management: Creating a List of Your Reading Interests</td>
</tr>
<tr>
<td>Timeframe: 15 minutes</td>
</tr>
</tbody>
</table>

### Lesson Components

#### 21st Century Themes

| x Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | x Civic Literacy | x Health Literacy |

#### 21st Century Skills

| x “Creativity and Innovation” | x Critical Thinking and Problem Solving | x Communication and Collaboration | x Information Literacy |
| x Media Literacy | x ICT Literacy | x Life and Career Skills |

### Interdisciplinary Connections:
- Social studies, science, math and health

### Integration of Technology:

### Equipment/materials needed:
- “Reading Interests” form written on chart paper or on transparency
- Reader’s notebook
- Overhead projector

### Notes:
Lessons from Fountas and Pinnell’s *Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, Genre, and Content Literacy*
<table>
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<tr>
<th>Goals/Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>Lesson Sequence (Role of the teacher)</td>
<td>Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td></td>
<td>• Convene whole-class meeting and ask students to bring reader’s notebooks.</td>
<td>Student participation in class discussion</td>
</tr>
<tr>
<td></td>
<td>• Explain to students that part of being a reader is finding books you enjoy.</td>
<td>Student questions, connections, and reactions</td>
</tr>
<tr>
<td></td>
<td>• Direct student’s attention to the section of the notebook called “Reading Interests” and explain that this is where students will list books, genres, authors, topics, and titles they want to read.</td>
<td>Class chart</td>
</tr>
<tr>
<td></td>
<td>• Point out large version of form and review each section, filling out the form as a sample</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have students return to their seats and write at least one item on each list; share when class reconvenes</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiation**

- Students work with materials at their reading level

**Resources Provided**

- *Journeys* reading series
## Curriculum Design Template

<table>
<thead>
<tr>
<th>Content Area: English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong> English Language Arts (ELA): Writing</td>
</tr>
</tbody>
</table>

### Lesson Plans: English Language Arts (ELA): Writing – Opinion (Argument) Grade 3

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong> Choosing a Side</td>
<td>1+ class period</td>
</tr>
<tr>
<td><strong>Lesson 2</strong> Parts of the Essay: Introduction</td>
<td>1+ class period</td>
</tr>
<tr>
<td><strong>Lesson 3</strong> Parts of the Essay: Body Paragraphs</td>
<td>1+ class period</td>
</tr>
<tr>
<td><strong>Lesson 4</strong> Parts of the Essay: Conclusion</td>
<td>1+ class period</td>
</tr>
<tr>
<td><strong>Lesson 5</strong> <em>Journeys</em> Units 2, 4</td>
<td>1+ class period</td>
</tr>
</tbody>
</table>

**Teacher Notes:**
Lessons 1 – 4 adapted from *New Jersey ASK5 Language Arts Literacy Test* by Mark Riccardi and Kimberly Perillo, M.Ed., Barron’s Educational Series, Inc, 2009

Lessons can be repeated as needed to support student writing.

**Curriculum Development Resources**


Click the links below to access additional resources used to design this unit:
- [www.thinkcentral.com](http://www.thinkcentral.com)
- [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)
Lesson 1 – Writing: Opinion (Argument/Persuasive) Grade 3

Content Area: English Language Arts: Writing

Lesson Title: Choosing a Side

<table>
<thead>
<tr>
<th>Lesson Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeframe: 1-2 class periods</td>
</tr>
</tbody>
</table>

### 21st Century Themes

| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |

### 21st Century Skills

| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| Media Literacy | ICT Literacy | Life and Career Skills |

### Interdisciplinary Connections:

- Social studies, science, math and health

### Integration of Technology:

### Equipment/materials needed:

- persuasive writing prompt
- overhead projector/transparency

### Notes:

Lessons from from *New Jersey ASK5 Language Arts Literacy Test* by Mark Riccardi and Kimberly Perillo, M.Ed., Barron’s Educational Series, Inc, 2009
## Goals/Objectives

Students:
- learn the purpose of persuasive writing
- learn how to choose a side when asked to express an opinion
- learn how to support their opinion with reasons

## Learning Activities/InSTRUCTIONAL STRATEGIES

### Lesson Sequence
- explain to students that they will write an essay that asks them to express an opinion about something and to support that opinion with reasons that make sense. Explain that their objective is to persuade the reader to agree with their opinion.
- show students the prompt (use transparency or write the prompt on the board) and read the prompt aloud.
- Ask students to identify the task. Underline/highlight the task.
- Ask students what two opinions (agree/disagree) they could have. Write on board.
- Ask each student to silently choose the opinion (agree/disagree) they agree with.
- Tell students that if they are having a hard time deciding which opinion they agree with, they can make a pro/con chart. For practice, make a pro/con chart as a class.
- Create a two-column table headed PRO/CON (explain the headings). Ask students to brainstorm three (or more) reasons to agree (PRO) and three reasons to disagree (CON). Write the reasons in the appropriate column. Review and discuss so all students understand the reasons.
- Explain to students that three of the reasons will be used in their essay. Ask students to choose their opinion and the three reasons they will use in the essay. Students write this down.

## Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion

## Differentiation

- Students can work with partners

## Resources Provided

- *Journeys* reading series
Lesson 2 – Writing: Opinion (Argument/Persuasive) Grade 3

Content Area: English Language Arts: Writing
Lesson Title: Parts of the Essay: Introduction
Timeframe: 1-2 class periods

Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
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<tbody>
<tr>
<td>Global Awareness</td>
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<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
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<td>Civic Literacy</td>
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<td>Health Literacy</td>
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<tr>
<th>21st Century Skills</th>
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<tr>
<td>Creativity and Innovation</td>
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<td>ICT Literacy</td>
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<tr>
<td>Life and Career Skills</td>
<td>x</td>
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</tbody>
</table>

Interdisciplinary Connections:

- Social studies, science, math and health

Integration of Technology:

Equipment/materials needed:

- persuasive writing prompt
- overhead projector/transparency
- graphic organizer for a 5-paragraph essay (introduction, 3 body paragraphs, conclusion)

Notes:

### Goals/Objectives

Students:
- learn the three parts of the introductory paragraph (interest catcher, thesis statement, three supporting reasons)
- learn how to write the different interest catchers (rhetorical question, startling fact, descriptive scene)
- learn how to write a thesis statement
- learn how to choose three supporting reasons

### Learning Activities/Instructional Strategies

**Lesson Sequence**
- explain to students that they will be writing an essay to explain their opinion. Review the prompt. Tell students that the essay will be 5 paragraphs (introduction, 3 body paragraphs that explain their reasons, and the conclusion), this lesson will teach them how to write the introduction.
- Explain to students that the introduction is like the frosting on a cake. It makes the reader decided if they want to read the essay or not, so the introduction has to make the reader want to read the essay.
- Explain that there are 3 parts to the introduction: the interest catcher, thesis statement, and (3) supporting reasons.
- Explain that even though the interest catcher is the first part of the introduction is the interest catcher, the thesis statement is the most important part. Once the thesis statement is written it is easier to write the interest catcher and the 3 reasons.
- Explain that the thesis statement is the one sentence that tells the reader what the essay is about. The thesis statement tells the reader what the author thinks, feels, and believes. Explain that the thesis statement should not include the word “I”.
- Ask students to write a thesis statement in response to the prompt on the graphic organizer.
- Explain that the next part of the introduction is the 3 reasons that support the thesis statement. Direct students to refer to the PRO/CON chart they created and reread the reasons listed. Tell students that they have to review the reasons and choose 3 that clearly support the thesis statement. Ask students to turn and talk with a partner about their 3 reasons to make sure the reasons will be clear to the reader of the essay.
- Ask students to write their 3 reasons on the graphic organizer.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Graphic organizer
2009 New Jersey Curriculum Project
Aligned to the 2009 New Jersey Core Curriculum Content Standards
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Explain to students that they will now write the interest catcher, the first part of the introduction. This is the part of the essay that “hooks” the reader.
- Explain that the interest catcher is only 1-3 sentences, but it is very important. There are many ways to write an interest catcher: a rhetorical question, a startling fact, or a descriptive scene. Tell students that they will learn how to and practice writing each of these kinds of interest catchers.
- Explain to students that a rhetorical question does not require an answer, but it is designed to get the reader’s attention or encourage them to think about the topic. Provide a few examples.
- Explain to students that an interesting way to begin the essay is with a startling fact. Explain that they can research the topic to find something interesting to begin their essay with. Provide examples.
- The third type of interest catcher is a descriptive scene. Explain that the writer describes exactly what is happening using specific words to help the reader create a mental image. Provide examples.
- Ask students to write one of each type of interest catcher, rhetorical questions, startling fact, descriptive scene. Review and discuss
- Ask students to briefly write their introduction on the graphic organizer.

Differentiation
- Students can work with partners

Resources Provided
- *Journeys* reading series
## Lesson 3 – Writing: Opinion (Argument/Persuasive) Grade 3

**Lesson Title:** Parts of the Essay: Body Paragraphs  
**Timeframe:** 1-2 class periods

### Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
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</thead>
<tbody>
<tr>
<td>x Global Awareness</td>
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</table>

### 21st Century Skills

<table>
<thead>
<tr>
<th>x Creativity and Innovation</th>
<th>x Critical Thinking and Problem Solving</th>
<th>x Communication and Collaboration</th>
<th>x Information Literacy</th>
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<tbody>
<tr>
<td>x Media Literacy</td>
<td>x ICT Literacy</td>
<td>x Life and Career Skills</td>
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</tr>
</tbody>
</table>

### Interdisciplinary Connections:
- Social studies, science, math and health

### Integration of Technology:

### Equipment/materials needed:
- persuasive writing prompt
- overhead projector/transparency
- graphic organizer for a 5-paragraph essay (introduction, 3 body paragraphs, conclusion)
- research about the topic of the prompt

### Notes:
Lessons from from *New Jersey ASK5 Language Arts Literacy Test* by Mark Riccardi and Kimberly Perillo, M.Ed., Barron’s Educational Series, Inc, 2009
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>Lesson Sequence</td>
<td></td>
</tr>
<tr>
<td>• learn that the body paragraphs contain the reasons that support the thesis statement and details presented using persuasive techniques</td>
<td>• explain to students that they will be writing an essay to explain their opinion. Review the prompt. Tell students that the essay will be 5 paragraphs (introduction, 3 body paragraphs that explain their reasons, and the conclusion), this lesson will teach them how to write the body paragraphs and supporting details.</td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• learn four persuasive techniques: bandwagon, expert opinion, scientific data, and positive/negative consequences</td>
<td>• Remind students of the three reasons they selected to support their opinion. Explain that each of those reasons will be the topic of a paragraph in their essay. Explain that they need to write details that support the reasons they chose.</td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td>• learn how to write supporting details using each of the persuasive techniques</td>
<td>• Explain that there are four persuasive techniques that authors use when they try to convince readers to agree with their point of view. The four persuasive techniques are: bandwagon, scientific data, expert opinion, and positive/negative consequences.</td>
<td>• Graphic organizer</td>
</tr>
<tr>
<td></td>
<td>Writers of persuasive essays use these four techniques when writing the body paragraphs of the essay. Explain to students that the body paragraphs provide readers with reasons to believe the author’s opinion is the correct one.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Bandwagon</strong> – an argument that shows that most or all of a group of people participate in an activity or believes that something is true. By showing that the majority of people believes in something, it implies that the reader should also.</td>
<td></td>
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<td></td>
<td><strong>Scientific data</strong> – use numbers and percentages to prove your point (9 out of 10 people prefer chocolate to vanilla ice cream)</td>
<td></td>
</tr>
</tbody>
</table>
Differentiation
- Students can work with partners

Resources Provided
- *Journeys* reading series

<table>
<thead>
<tr>
<th>Expert opinion</th>
<th>another persuasive technique</th>
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<tbody>
<tr>
<td>Explain and discuss what positive/negative consequences are and give examples.</td>
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<tr>
<td>Explain that each reason will be the topic sentence of a body paragraph. The rest of the paragraph is made of the supporting details presented using one of the persuasive techniques. Tell students that each paragraph should employ a different persuasive technique.</td>
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<tr>
<td>Provide students with research on the topic of the prompt and have students try out each of the persuasive techniques on their reasons. Share and discuss</td>
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</table>
Lesson 4 – Writing: Opinion (Argument/Persuasive) Grade 3

### Content Area: English Language Arts: Writing

#### Lesson Title: Parts of the Essay: Conclusion

| Timeframe: 1-2 class periods |

#### Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
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<tbody>
<tr>
<td>x Global Awareness</td>
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<tr>
<td>x Civic Literacy</td>
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<tr>
<td>x Health Literacy</td>
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#### 21st Century Skills

| x Creativity and Innovation |
| x Critical Thinking and Problem Solving |
| x Communication and Collaboration |
| x Information Literacy |
| x Media Literacy |
| x ICT Literacy |
| x Life and Career Skills |

### Interdisciplinary Connections:
- Social studies, science, math and health

### Integration of Technology:

- Equipment/materials needed:
  - persuasive writing prompt
  - overhead projector/transparency
  - graphic organizer for a 5-paragraph essay (introduction, 3 body paragraphs, conclusion)
  - research about the topic of the prompt

### Notes:

Lessons from *New Jersey ASK5 Language Arts Literacy Test* by Mark Riccardi and Kimberly Perillo, M.Ed., Barron’s Educational Series, Inc, 2009
### Goals/Objectives

Students:
- learn that the conclusion has three parts: restating the thesis, restating the reason, and a call to action
- learn to write a call to action sentence
- write the conclusion to the persuasive essay

### Learning Activities/Instructional Strategies

**Lesson Sequence**
- explain to students that they will be writing an essay to explain their opinion. Review the prompt. Tell students that the essay will be 5 paragraphs (introduction, 3 body paragraphs that explain their reasons, and the conclusion), this lesson will teach them how to write the conclusion.
- Remind students of the three reasons they selected to support their opinion. Explain that each of those reasons will be briefly repeated in the conclusion.
- Explain to students that the conclusion supports all that is written in the essay. The conclusion has 3 parts: restating the thesis, restating the three reasons, and a call to action.
- Explain that the thesis is restated to remind the reader of what the opinion is of the writer.
- Explain that when restating the three reasons, it should not be a copy of what was written in the body of the essay, but should be brief.
- Explain that a call to action is a sentence asking the reader to make a decision or do something based on what was written in the essay.
- Ask students to reread their thesis statement, reasons, and to write a call to action sentence. Remind students that the call to action is one sentence and tells the reader exactly what the writer expects them to do as a result of reading the essay. Share with partners, then class.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Graphic organizer

### Differentiation

- Students can work with partners

### Resources Provided

- *Journeys* reading series
Lesson 5 – Writing: Opinion (Argument/Persuasive) Grade 3

<table>
<thead>
<tr>
<th>Content Area: English Language Arts: Writing</th>
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</thead>
</table>

**Lesson Title:** Journeys  Units 2, 4  
**Timeframe:** 2+ class periods

### Lesson Components

#### 21st Century Themes

| x Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | x Civic Literacy | x Health Literacy |

#### 21st Century Skills

| x Creativity and Innovation | x Critical Thinking and Problem Solving | x Communication and Collaboration | x Information Literacy |
| x Media Literacy | x ICT Literacy | x Life and Career Skills |

### Interdisciplinary Connections:

- Social studies, science, math and health

### Integration of Technology:

**Equipment/materials needed:**

- persuasive writing prompt
- overhead projector/transparency

### Notes:
<table>
<thead>
<tr>
<th>Differentiation</th>
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<tr>
<td>Students can work with partners</td>
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<th>Resources Provided</th>
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<tr>
<td><em>Journeys</em> reading series</td>
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<tr>
<th>Lesson Sequence</th>
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<td><em>Journeys</em> reading series</td>
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</table>

- Student participation in class discussion
- Workbook pages
- Student writing
Lesson Plans: English Language Arts (ELA): Writing – Informative/Explanatory Grade 3

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
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</thead>
</table>
| Lesson 1  
Journeys Unit 2, 6 | 1 – 3 class periods each |

Teacher Notes:

Curriculum Development Resources


Click the links below to access additional resources used to design this unit:

www.thinkcentral.com

http://www.corestandards.org/the-standards
Lesson 1 – Writing: Informative/Explanatory Grade 3

Content Area: Writing

Lesson Title: Journeys unit 2, 6  
Timeframe: 2+ class periods

Lesson Components

### 21st Century Themes

| x | Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | x | Civic Literacy | x | Health Literacy |

### 21st Century Skills

| x | Creativity and Innovation | x | Critical Thinking and Problem Solving | x | Communication and Collaboration | x | Information Literacy |
| x | Media Literacy | x | ICT Literacy | x | Life and Career Skills |

**Interdisciplinary Connections:**
- Social studies, science, math and health

**Integration of Technology:**

**Equipment/materials needed:**
- overhead projector/transparency

**Notes:**
## Lesson Plans: English Language Arts (ELA): Writing – Narrative (Speculative) Grade 3

### Lesson Timeframe

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
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<tr>
<td>Lesson 1</td>
<td>1 – 3 class periods each</td>
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</table>

**Journeys units 1, 3, 5**

### Teacher Notes:

**Curriculum Development Resources**


Click the links below to access additional resources used to design this unit:

- [www.thinkcentral.com](http://www.thinkcentral.com)
- [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)
Lesson 1 – Writing: Narrative (Speculative) Grade 3

Content Area: Reading Literature

Lesson Title: *Journeys* units 1, 3, 5  
Timeframe: 1-3 class periods each

Lesson Components

**21st Century Themes**

| x | Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | x | Civic Literacy | x | Health Literacy |

**21st Century Skills**

| x | Creativity and Innovation | x | Critical Thinking and Problem Solving | x | Communication and Collaboration | x | Information Literacy |
| x | Media Literacy | x | ICT Literacy | x | Life and Career Skills |

Interdisciplinary Connections:
• Social studies, science, math and health

Integration of Technology:

Equipment/materials needed:
• overhead projector/transparency

Notes:
<table>
<thead>
<tr>
<th>Differentiation</th>
<th>Resources Provided</th>
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<tbody>
<tr>
<td>• <em>Journeys</em> provides leveled workbooks</td>
<td>• <em>Journeys</em> reading series</td>
</tr>
</tbody>
</table>

**Goals/Objectives**

**Learning Activities/Instructional Strategies**

- Teacher's edition
- Lesson Sequence
- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Workbook pages
- Student writing

**Formative Assessment**

**Tasks**

- Student participation in class discussion
- Workbook pages
- Student writing

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
Lesson Plans: English Language Arts (ELA): Writing – Poetry Grade 3

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td>Characteristics of Poetry</td>
</tr>
<tr>
<td><strong>Lesson 2</strong></td>
<td>Creating Images</td>
</tr>
<tr>
<td><strong>Lesson 3</strong></td>
<td>Playing with Words: Rhythm and Cadence</td>
</tr>
<tr>
<td><strong>Lesson 4</strong></td>
<td>What to Write About</td>
</tr>
<tr>
<td><strong>Lesson 5</strong></td>
<td>Crafting the Poem: Shape and Line Breaks</td>
</tr>
<tr>
<td><strong>Lesson 6</strong></td>
<td>Playing with Words: Puns, Double Meanings, Onomatopoeia and Rhyme</td>
</tr>
</tbody>
</table>

Teacher Notes:
Types of poetry see link to shadowpoetry.com below.

Curriculum Development Resources


Click the links below to access additional resources used to design this unit:

- [www.thinkcentral.com](http://www.thinkcentral.com)
- [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)
- [http://www.shadowpoetry.com/resources/wip/types.html](http://www.shadowpoetry.com/resources/wip/types.html)
Lesson 1 – Writing: Poetry Grade 3
(Back)

Content Area: Writing

Lesson Title: Characteristics of Poetry
Timeframe: 1+ class periods

Lesson Components

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<thead>
<tr>
<th>21st Century Themes</th>
<th>21st Century Skills</th>
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<tbody>
<tr>
<td>x Global Awareness</td>
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<tr>
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<td>x Critical Thinking and Problem Solving</td>
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<td>x Media Literacy</td>
<td>x ICT Literacy</td>
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</tbody>
</table>

Interdisciplinary Connections:
• Social studies, science, math and health

Integration of Technology:

Equipment/materials needed:
• various poems to read aloud and for students to work with.

Notes:
### Goals/Objectives

- Students:
  - learn the characteristics of poetry that makes it a unique writing genre
  - read and reflect on various poems to identify the characteristics

### Learning Activities/Instructional Strategies

#### Lesson Sequence

- **read aloud a variety of poems. Ask students to talk about what they notice (craft and content)**
- Explain that poetry is a type of writing that has special characteristics and that students will learn about these characteristics and how to use them to write their own poetry.
- Explain that poetry is meant to convey strong feelings through few words. Poems express honest emotions. Read aloud a example
- Explain that one way poets express strong, honest emotions is to “speak” to a person through the poem, writing the poem to that person. Another way is through images (metaphors and similes).
- Poems should be about small topics.

- **Provide students with examples of poems for them to read and discuss in small groups or with partners. Share as a class, identifying the characteristics of poems.**

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion

### Differentiation

- Provide poems at different reading levels
- Students work with partners or in small groups

### Resources Provided

- *Journeys* reading series
Lesson 2 – Writing: Poetry Grade 3 
(Back)

Content Area: Writing

Lesson Title: Creating Images   Timeframe: 1+ class periods

Lesson Components

21st Century Themes

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

21st Century Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT Literacy
- Life and Career Skills

Interdisciplinary Connections:

- Social studies, science, math and health

Integration of Technology:

- Equipment/materials needed:
  - various poems to read aloud and for students to work with.

Notes:

Goals/Objectives

- Students:
  - will learn that to create mental images with words, a writer must carefully observe the world
  - observe their surroundings using all five senses
  - will write a description of a familiar scene

Lesson Sequence

- read aloud a variety of poems with strong imagery. Ask students to talk about what they notice (craft and content)
- Explain that poetry is a type of writing that uses words to create mental images. Explain that to be able to use words to create images, poets observe the world very closely use all of the five senses.
  - Look – notice how things around you look. For example, notice that walking through a forest can seem like being underwater because of how the light and shadows look.
  - Listen – very carefully to the sounds around you.
  - Smell – notice smells all around
  - Touch – feel different things to get a sense of their texture
  - Taste – notice how your food tastes
- Take class on a walking tour to let them notice their surroundings using their senses; share and discuss
- One way to create images is by giving non-human objects human characteristics (personification), another way is by using similes and metaphors
- Remind students that poems are “snapshots”. Ask students to think of a familiar image from home or school and describe it. For example – describe how their dog sleeps all curled up on the couch. Try to describe the scene as if it is being seen for the very first time. Share.

Differentiation

- Provide poems at different reading levels
- Students work with partners or in small groups

Resources Provided

- Journeys reading series

Learning Activities/Instructional Strategies

- they notice (craft and content)
  - Explain that poetry is a type of writing that uses words to create mental images. Explain that to be able to use words to create images, poets observe the world very closely use all of the five senses.
    - Look – notice how things around you look. For example, notice that walking through a forest can seem like being underwater because of how the light and shadows look.
    - Listen – very carefully to the sounds around you.
    - Smell – notice smells all around
    - Touch – feel different things to get a sense of their texture
    - Taste – notice how your food tastes
  - Take class on a walking tour to let them notice their surroundings using their senses; share and discuss
  - One way to create images is by giving non-human objects human characteristics (personification), another way is by using similes and metaphors
  - Remind students that poems are “snapshots”. Ask students to think of a familiar image from home or school and describe it. For example – describe how their dog sleeps all curled up on the couch. Try to describe the scene as if it is being seen for the very first time. Share.

Formative Assessment

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Description of image

- class discussion
Lesson 3 – Writing: Poetry Grade 3

<table>
<thead>
<tr>
<th>Content Area: Writing</th>
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<tbody>
<tr>
<td>Lesson Title: Playing With Words: Rhythm and Cadence</td>
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</table>

### Lesson Components

#### 21st Century Themes

- x Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- x Civic Literacy
- x Health Literacy

#### 21st Century Skills

- x Creativity and Innovation
- x Critical Thinking and Problem Solving
- x Communication and Collaboration
- x Information Literacy
- x Media Literacy
- ICT Literacy
- x Life and Career Skills

### Interdisciplinary Connections:

- Social studies, science, math and health

### Integration of Technology:

### Equipment/materials needed:

- various poems to read aloud and for students to work with.

### Notes:
### Goals/Objectives

Students:
- learn that like music, poetry has rhythm, cadence, and sound
- learn about four ways to add “music” to their poems
- add emphasis to the description written in lesson 2 by including repetition

### Learning Activities/Instructional Strategies

#### Lesson Sequence

- read aloud a variety of poems with strong imagery. Ask students to talk about what they notice (craft and content)
- explain that poems are like music – they have rhythms, cadences, and sound. This lesson will explore four ways of adding “music” to poems.
- **Play with the look, meaning, and sound of words:**
  - If it serves the meaning of the poem, then the standard rules of grammar can be ignored. Explain that this is poetic license. Show samples of poems without capital letters, or with sentence fragments, or without punctuation etc.
  - Poems do not have to have lines that rhyme, but there might be words within a line that rhyme. This is called internal rhyme.
  - Experiment with the placement of words so that the stressed syllables form a beat or rhythm.
  - Experiment with invented words that fit the topic of the poem.
- **Play with alliteration** – repeating initial consonant sounds adds a musical quality to the line of poetry. Use it thoughtfully.
- **Fine-tune the rhythm** – read various types of poems so students can hear the rhythm (limericks, iambic pentameter, etc.) encourage students to reread their poems and listen for the rhythm, changing it as needed.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Addition of repetition to description written in lesson 2
### Differentiation
- Provide poems at different reading levels
- Students work with partners or in small groups

### Resources Provided
- *Journeys* reading series

| stanza, or the first line of the poem is repeated as the last line of the poem. Ask students to look at the description they wrote in lesson 2 and rewrite it, this time adding repetition to enhance it. |  |  |
Lesson 4 – Writing: Poetry Grade 3
(Back)

Content Area: English Language Arts

| Lesson Title: What to Write About | Timeframe: 1+ class periods |

Lesson Components

21st Century Themes

| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |

21st Century Skills

| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| Media Literacy | ICT Literacy | Life and Career Skills |

Interdisciplinary Connections:
- Social studies, science, math and health

Integration of Technology:

Equipment/materials needed:
- various poems to read aloud and for students to work with.

Notes:
### Goals/Objectives

- learn about the different topics that poems are written about
- learn ways to think of poetry topics
- brainstorm a list of possible topics for their own poems

### Learning Activities/Instructional Strategies

#### Lesson Sequence

- read aloud a variety of poems with strong imagery. Ask students to talk about what the poem is about
- explain to students that even for professional writers, topics to write about often don’t just appear – but there are some things you can think about.
- **Things that concern you deeply** – some of the best poems often come from thoughts you have about people, things, or events that are close to your heart.
- **What you see** – look very closely at the world around you, “there is poetry everywhere.” (pg 51)
- **What you wonder about** – think about the things that puzzle you
- **Concerns of the world** – think about current events, watch or read the news
- Have students brainstorm a list of possible topics using the categories listed above and write the list in their writer’s notebook.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- List of poetry topics

### Differentiation

- Provide poems at different reading levels
- Students work with partners or in small groups

### Resources Provided

- *Journeys* reading series
### Lesson 5 – Writing: Poetry Grade 3

**Content Area:** English Language Arts

**Lesson Title:** Crafting the Poem: Shape and Line Breaks

**Timeframe:** 1+ class periods

**Lesson Components**

#### 21st Century Themes

| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |

#### 21st Century Skills

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>Critical Thinking and Problem Solving</th>
<th>Communication and Collaboration</th>
<th>Information, Communication, Technology (ICT) Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td>Life and Career Skills</td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections:**

- Social studies, science, math and health

**Integration of Technology:**

**Equipment/materials needed:**

- various poems to read aloud and for students to work with.

**Notes:**
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>Lesson Sequence</td>
<td>Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• learn that a poem stands on the three pillars of emotion, image, and music</td>
<td>• Read aloud and show students a variety of poems with different shapes and use of white space. Ask students to talk about what they notice about the poem’s shape.</td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td>• learn that a poem’s shape helps to convey its message</td>
<td>• Explain to students that three “pillars” – emotion, image, and music, support a poem. The shape of poem helps convey all three.</td>
<td>• Description from lesson 2 revised</td>
</tr>
<tr>
<td>• learn ways to craft their poems that adds to the poem’s message and meaning</td>
<td>• Think fragments - sometimes a sentence fragment is what is needed to convey the message of the poem. Poets use poetic license when they want to break grammar rules. Sentence fragments can get the point made quickly and deepen the emotional response as well as keep the rhythm of the poem.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Consider the shape – you can help imagery with the way the words are physically placed on the paper. Some poems are wide, some are tall and skinny, some have words written on an angle, whatever best gets the message of the poem to the reader.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Experiment with line breaks – the basic unit of a poem is the line, a reader pauses at the end of each line, no matter where the ending punctuation is (if there is any). Give students the text of a poem that is rewritten as sentences, not lines. Ask them to read it softly to themselves, listening for natural pauses. Tell students that each line of a poem must suggest only one image. If there is more than one image, then there needs to be a line break. Have students rewrite the text as a poem using the natural pauses as line breaks. Share.</td>
<td></td>
</tr>
</tbody>
</table>
## Differentiation
- Provide poems at different reading levels
- Students work with partners or in small groups

## Resources Provided
- *Journeys* reading series

<table>
<thead>
<tr>
<th>there is something important for the reader to notice, putting a white space before those lines will emphasize that. Ask students to again take out their descriptions from lesson 2, read it and a a white space to emphasize the most important thing the reader should notice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Have a strong ending</strong> – endings are what the reader remembers most. One way of having a strong ending is to end the poem on the best line. Ask students to reread their description from lesson 2 and put a star next their best line. Ask them to rewrite the description ending with that best line.</td>
</tr>
</tbody>
</table>
# Lesson 6 – Writing: Poetry Grade 3

## Content Area: English Language Arts

### Lesson Title: Playing with Words: Puns, Double Meanings, Onomatopoeia and Rhyme

### Timeframe: 1+ class periods

## Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
<th></th>
<th>21st Century Skills</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>x Global Awareness</td>
<td>x Financial, Economic, Business, and Entrepreneurial Literacy</td>
<td>x Civic Literacy</td>
<td>x Health Literacy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Skills</th>
<th></th>
<th>21st Century Skills</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>x Creativity and Innovation</td>
<td>x Critical Thinking and Problem Solving</td>
<td>x Communication and Collaboration</td>
<td>x Information Literacy</td>
<td></td>
</tr>
<tr>
<td>x Media Literacy</td>
<td>x ICT Literacy</td>
<td>x Life and Career Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections:
- Social studies, science, math and health

### Integration of Technology:

### Equipment/materials needed:
- various poems to read aloud and for students to work with.

### Notes:
### Differentiation
- Provide poems at different reading levels
- Students work with partners or in small groups

### Resources Provided
- *Journeys* reading series

<table>
<thead>
<tr>
<th>Identify onomatopoeia</th>
<th>what they notice about the words used in the poem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>learn about puns</td>
<td>Writers of poetry use words to convey meaning and create images. The use onomatopoeia is one way. Review the definition of onomatopoeia and challenge students to think of words that fit the category. Create a chart.</td>
</tr>
<tr>
<td></td>
<td>Define “pun” (a phrase that can have more than one meaning). Share a few (“Sir Cumference”)</td>
</tr>
<tr>
<td></td>
<td>Encourage the use of “fun-sounding” words in poems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher observation &amp; anecdotal evidence</th>
<th>Chalk discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student participation in class discussion</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiation**
- Provide poems at different reading levels
- Students work with partners or in small groups

**Resources Provided**
- *Journeys* reading series
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Launching the Notebook</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Expanding Topics &amp; Building Collections of Ideas</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Reading Like a Writer</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Using Notebooks to Understand Genre</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Editing, Spelling, &amp; Punctuation</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>Assessing the Notebook</td>
</tr>
</tbody>
</table>

Teacher Notes:

Curriculum Development Resources


Click the links below to access additional resources used to design this unit:

www.thinkcentral.com

http://www.corestandards.org/the-standards

http://www choiscliteracy.com/
Lesson 1– Writing: The Writer’s Notebook Grade 3
(Back)

Content Area: English Language Arts: Writing

Lesson Title: Launching the Notebook

Timeframe: 7-10 class periods

Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Awareness</td>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
<td>Civic Literacy</td>
<td>Health Literacy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Skills</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity and Innovation</td>
<td>Critical Thinking and Problem Solving</td>
<td>Communication and Collaboration</td>
<td>Information Literacy</td>
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<tr>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td></td>
<td>Life and Career Skills</td>
</tr>
</tbody>
</table>

Interdisciplinary Connections:
• Social studies, science, math and health

Integration of Technology:

Equipment/materials needed:
• writer’s notebooks for students

Notes:
The easiest way to get students excited about the writer’s notebook is to engage them in storytelling during the first few days of school and while the students are sharing stories, the teacher takes notes in her own notebook noting connections she has with the student stories. Share these connections and at a point where everyone has a story to tell, hand out notebooks to students with instructions for them to write down the story they want to tell. (Buckner 2005)
## Goals/Objectives

Students:
- learn to write entries in their notebooks based not on prompts provided by the teacher, but based on ideas they generate themselves:
- learn to generate writing from a brainstormed list
- learn to use their notebooks as a place to record questions they have about anything (things they wonder about) and to use the notebook as a place to think about the question in order to find an answer
- learn to use their notebook as a place to record their observations of the world
- learn to reread their notebooks and highlight interesting parts
- learn to generate topics for writing based on literature
- learn to take a line from another entry and write a new entry from that line

## Learning Activities/Instructional Strategies

### Lesson Sequence

- **About the notebook** -
  - use composition books
  - have two starting points – from the front for daily writing of the student’s choice – from the back for strategy lessons
- **What is In the notebook** –
  - Daily entries
  - Rereading and marking patterns in writing
  - Strategies for thinking about a topic
  - Revision strategies
  - Class notes on editing and grammar
- **Strategies for Beginning Notebook Writing**
  1.) **History of a Name**
    - Students put their name at the top of the notebook page and write about their name – how they got their name, what they like/dislike about their name, nicknames
    - After students have been writing for a bit, stop them and ask a few students to share
    - Continue for the rest of the writing time
  2.) **Writing from a List**
    - Ask students to date a notebook page and title it “Best Life Events” on the top. Ask students to jot the ten best things that have ever happened to them.
    - After a few minutes, ask for volunteers to share one thing on their list. Continue writing for a few minutes more. Ask students to put a star next to an item they could write more about.
    - Ask students to create a new list “Seven Worst Events” and continue as with the first list

## Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student notebook entries

---

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
• Build writing stamina by choosing a noun and write freely about that noun for 15-20 minutes.

• ask students to look at the starred items and have them write an entry in their notebook elaborating on that item. Students start a new page and write the story behind the starred item. If students finish before the writing period is over, they choose another starred item to write about or write about anything else.

• Students can repeat this strategy any time they want to generate topics for writing.

3.) Questions
• Students record questions they have about anything in the notebook, then choose one to think about what the answer might be through writing

4.) Daily Writing – 10 to 15 minutes each day to write about whatever comes to mind

5.) Writing Off Literature
• Read aloud a short piece of text that students are not familiar with. Tell students that the text will be read two times, the first just for listening, the second reading is for reacting.
• Tell students that during or after the second reading, they will write their reactions

6.) Observations
• Tell students that writers observe the world with all senses
• Have students record observations in their notebooks

7.) Writing Off of a Word
• Students choose a noun and write it at the top of a clean page, then write continuously for 15-20 minutes using that noun as a starting point. They can write whatever comes to mind from that noun

8.) Reread and Highlight
• Students reread their notebook from beginning to end and highlight interesting items in their notebook that they might want to write more about.
<table>
<thead>
<tr>
<th>Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• students write in their notebooks at their own pace and level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Journeys</em> reading series</td>
</tr>
</tbody>
</table>
Lesson 2– Writing: The Writer’s Notebook Grade 3
(Back)

Content Area: English Language Arts: Writing
Lesson Title: Expanding Topics & Building Collections of Ideas  Timeframe: 4-6 class periods

<table>
<thead>
<tr>
<th>Lesson Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>21st Century Themes</strong></td>
</tr>
<tr>
<td>x Global Awareness</td>
</tr>
<tr>
<td><strong>21st Century Skills</strong></td>
</tr>
<tr>
<td>x Creativity and Innovation</td>
</tr>
<tr>
<td>x Media Literacy</td>
</tr>
</tbody>
</table>

Interdisciplinary Connections:
• Social studies, science, math and health

Integration of Technology:

Equipment/materials needed:
• writer’s notebooks for students

Notes:
A notebook filled with entries reveals patterns in the writer’s thinking. Rereading the notebook and recognizing the patterns shows the writer what seems to matter most to him. Identifying and recognizing patterns in their writing helps students generate topics for writing when working towards a finished piece of writing. (Buckner 2005, pg. 36) This lesson introduces students to various prewriting strategies aimed at developing their topic.
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>Lesson Sequence</td>
<td>Teacher observation &amp; anecdotable evidence</td>
</tr>
<tr>
<td></td>
<td>• learn how to find patterns (themes) in their writing to make a choice of a writing topic</td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td></td>
<td>• learn a variety of strategies to expand a writing topic (prewriting)</td>
<td>• Student notebook entries</td>
</tr>
<tr>
<td></td>
<td>• ask students what they write about and what kinds of patterns are emerging. Continue by identifying the patterns in your own notebook. (what do you mostly write about – work? Friends? Etc.). Explain that patterns emerge when notebooks are reread.</td>
<td></td>
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<tr>
<td></td>
<td>• Ask students to spend some time during writer’s workshop to reread the notebook and take notice of patterns. Tell students to identify the patterns by highlighting, writing in the margins, etc.</td>
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<tr>
<td></td>
<td>• At the end of the workshop, students meet with partners to review what they noticed</td>
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<tr>
<td></td>
<td>• After students have identified patterns, ask them to choose one to spend time thinking about and write a piece that will be published. Note: students choose the genre that best fits the topic.</td>
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<tr>
<td></td>
<td>• Ask students to reread all the entries that involve the theme they have chosen and write an entry about where their thinking is going with this topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Collecting entries around a topic</strong> – students spend time thinking about their topic, researching (if necessary), brainstorming about the topic and writing entries in their notebook about the topic before beginning the first draft of the piece. These additional entries are written in the writer’s notebook using the strategies listed below:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Expanding Topics Strategies:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Three by Threes</strong> (for adding details)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o This strategy focuses the topic and builds writing fluency. It may also develop figurative language.</td>
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<tr>
<td></td>
<td>o Ask a student to choose a noun. All students write that noun at the top of a clean page in their notebook (working from the front)</td>
<td></td>
</tr>
<tr>
<td>2009 New Jersey Curriculum Project</td>
<td></td>
<td></td>
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<tr>
<td>-----------------------------------</td>
<td></td>
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</tr>
<tr>
<td>Aligned to the 2009 New Jersey Core Curriculum Content Standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Write from another point of view</strong> –</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Share a story with students about an incident, then retell the same story from a different person’s point of view</td>
</tr>
<tr>
<td>o Have students write about an incident in their notebook, then think about whom else was there, and write another entry from that person’s point of view. Students may have to interview the person in order to understand their side of the incident.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Favorite Collection –</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>o Ask students “If we were to go to a museum that had an exhibit about me, what do you think would be displayed?”</td>
</tr>
<tr>
<td>o Ask students to give a reason for each item mentioned.</td>
</tr>
<tr>
<td>o Ask students to think about their writing topic and what would displayed and why; students write this in their notebooks</td>
</tr>
<tr>
<td>o This strategy helps writers think more deeply about their topic, helps writers add details, helps students develop and enrich their stories.</td>
</tr>
</tbody>
</table>

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
<table>
<thead>
<tr>
<th><strong>Interviews</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• This strategy helps students develop characters by learning to ask questions to get information.</td>
<td></td>
</tr>
<tr>
<td>• Students practice interviewing other people using a set of questions determined in advance, based upon what they want to know.</td>
<td></td>
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<tr>
<td>• Later, when writing fiction pieces, they can “interview” their main character to decide on character traits.</td>
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</tr>
<tr>
<td>• Students think of someone they would like to interview (family, friend) and what information they want to know. Students generate a list of questions that will get them the information they want.</td>
<td></td>
</tr>
<tr>
<td>• Students arrange to interview the person and take notes on their responses.</td>
<td></td>
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<tr>
<td>• Note: students can first practice this strategy on classmates.</td>
<td></td>
</tr>
<tr>
<td><strong>K-N-T Chart</strong></td>
<td></td>
</tr>
<tr>
<td>• Students create a 3-column chart headed What I Know/What I Need to Know/What I Think in their notebooks</td>
<td></td>
</tr>
<tr>
<td>• This chart helps students keep track of their thinking</td>
<td></td>
</tr>
<tr>
<td>• Students fill in the chart as they work on their topics</td>
<td></td>
</tr>
<tr>
<td>• This chart is especially helpful if students need to do some research about their topic</td>
<td></td>
</tr>
</tbody>
</table>
students use the chart to think more about their topic before writing

**Listing the Possibilities**
- Students create a list focused on their writing topic to help narrow the topic or help them think deeply about the topic.
- Ask students to write their topic at the top of a notebook page then list 10 things about that topic. Students can list memories, events, places, equipment, etc. that relate to the topic. The writer then can choose a small area of the topic to write about.
- Best used when a topic is too general.
- All of the above strategies to expand a

**Differentiation**
- students write in their notebooks at their own pace and level

**Resources Provided**
- *Journeys* reading series
Lesson 3—Writing: The Writer’s Notebook Grade 3  
(Back)

Content Area: English Language Arts: Writing  
Lesson Title: Reading Like a Writer  
Timeframe: 5 class periods

<table>
<thead>
<tr>
<th>Lesson Components</th>
<th>21st Century Themes</th>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Global Awareness</td>
<td>Financial, Economic,</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Communication and Collaboration</td>
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<td></td>
<td></td>
<td>Life and Career Skills</td>
</tr>
</tbody>
</table>

Interdisciplinary Connections:  
- Social studies, science, math and health

Integration of Technology:  

Equipment/materials needed:  
- writer’s notebooks for students  
- examples of writing for students to examine and discuss  
  - descriptive text using active verbs to create images  
  - four poems from a poet you love

Notes:  
“Whenever authors are asked for advice on how to write well, their answer is always the same: READ.” (Buckner 2005, pg. 55) Writers apply certain techniques to create the best work they can and children can learn these techniques by studying how writers write. The writer’s notebook supports this learning. Students glue in examples of good writing, reflect on its qualities, emulate the writing styles of favorite authors within the pages of their notebooks. (pg 56)

When using text to investigate how writers write, use text that students are familiar with. Before taking apart text to inspect the “nuts and bolts” of it, students should have had the opportunity to hear (or read) the text for enjoyment only. (pg. 63)
### Goals/Objectives

Students:
- learn to read text from a writer’s perspective – to learn how the text was written
- examine what makes a lead sentence want to grab the reader
- learn a strategy to revise their own lead sentences
- learn a strategy to isolate words/phrases that create imagery
- take part in an activity to find image-creating words/phrases in poetry and identify the poet’s writing techniques
- study authors to identify the author’s style
- attempt to use the techniques they have discovered in their own writing to strengthen their writing

### Learning Activities/Instructional Strategies

#### Lesson Sequence

- Explain to students that the best way to becoming better writers is to study what writers write and to figure out how they do it. This is called “reading like a writer.”
- The following strategies will help students look at text with a writer’s eye to be able then to incorporate techniques into their own writing
  
  **Grabber Leads** –
  - Read the first line from a well-known story, identify the story and author and ask students what grabs them about this first sentence; discuss
  - Choose a different type of source (newspaper/magazine article) and repeat the first step
  - Ask students to choose ten books from the class library and write down the lead sentences in their notebooks
  - Students share lists with partners, then come together as a class to create a chart listing the leads; discuss what makes these leads good

- **Try Ten** – (students need their first drafts)
  - This is a revision strategy, work from the back of the notebook. This strategy can be applied to many aspects of writing.
  - Ask students to write “Try Ten” at the top of a clean page (from the back)

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student notebook entries

---

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
- Ask students to look at their first drafts and read their lead sentence to a partner. Ask students what they thought of their leads (thumbs up, thumbs down) in light of the lead sentences they had found the day before.
  - Explain the Try Ten strategy – when faced with a sentence that is not good, rewrite it as many ways as possible (ten ways)
  - Ask for someone to volunteer their lead sentence telling students that the whole class will work together to revise it
  - Write the lead sentence on the board numbering it #1. ask students to generate 9 more ways of restating the lead sentence, write on the board; discuss
  - Students work with partners to revise their lead sentences using the “Try Ten” strategy. Students experiment with sentence structure, length and type. Students create different types of leads actions, questions, etc.
  - Students choose a new lead sentence and rewrite it on their draft paper
<table>
<thead>
<tr>
<th>• Mapping the Text – (creating images day 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Choose a section of text with strong imagery, make a copy for each student and a transparency for the overhead projector</td>
</tr>
<tr>
<td>• Students glue their copy of the passage into their notebooks; display transparency on overhead projector</td>
</tr>
<tr>
<td>• Tell students about the text selection they have just glued into their notebooks – what story it is from. Tell students you will read the selection twice – the first time they are to just listen and try to picture what is happening, the second time the students are to pay attention to how the images were created.</td>
</tr>
<tr>
<td>• Tell students that when they hear a word or phrase that sounds good, they circle it on their copy of the text and write their thoughts about it and what the author was trying to do off to the side.</td>
</tr>
<tr>
<td>• After the second reading, give students some time to finish their thoughts, then ask what they noticed. Write student responses on the transparency copy of the text.</td>
</tr>
<tr>
<td>• Students fill in what they didn’t notice as the class responds.</td>
</tr>
<tr>
<td>• Name the techniques that students identified – word choice, similes, sentence length. Ask students to try these techniques with their writing. Students write entries on the pages about any topic they choose.</td>
</tr>
<tr>
<td>• Mapping the Text Day 2 –</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>display the text on the overhead again</td>
</tr>
<tr>
<td>tell students the approximate word count and ask how many are adjectives (students think that adjectives create images when in fact it is active verbs – Buckner 2005)</td>
</tr>
<tr>
<td>tell students that imagery is not created with adjectives and tell them the percentage of words that are adjectives. Ask students to talk with a partner about how they think the images were created.</td>
</tr>
<tr>
<td>Suggest to students that a list of the words they were interested in the day before be made. Create a 3-column chart headed nouns/verbs/adjectives. Students create list in their notebooks (back section of notebook) and fill in. Fill in the list on the transparency. Students should notice that the image-creating words were mostly verbs</td>
</tr>
</tbody>
</table>

**Poetry Pass (creating images)** - before students do this activity, ensure that they have read and discussed poetry during reader’s workshop.

| • Choose 3 or 4 poems for this activity – retype poems on a single sheet of paper | • |
| Begin by reading the poems aloud twice, then the students have 5 minutes to map the text (see above day 1). At the end of 5 minutes, they put their names on the paper and pass the paper to someone else in the room. | |
| For the next minute, students read the comments already written, then are given three minutes to add their own | |
again pass the paper to someone else in the room
this time students are given 2 minutes to read the comments already on the paper and then three minutes to add their own comments not only about what they notice, but about what other students have noticed.
Pass the paper back to the first student, the one whose name is on the paper.
Give students time to read the paper that was returned to them. Give students 5 minutes to discuss the papers in small groups. What did they notice? What did they learn from other students? What questions do they still have?
Display the transparency of the poems, discuss the poems and the writing. Students continue to make notes about what other students noticed and they did not. At the end of the session, there should be a good idea of the techniques used by the poet (i.e., repetition, syllable rhythms, metaphors, word choice).
Students choose the poem they learned the most from and cut and paste it into their notebooks, they then write a reflection about the day’s activity.
The next day in writer’s workshop, the students are asked to try some of the techniques in their own writing.
**Author’s Style** —
As students read like writers, they notice how particular author’s write, what their style is.
Create a class chart listing the author’s name, technique used frequently, an example of the technique, the name of the text the example is taken from. Student’s maintain a duplicate list in their notebooks, adding to it throughout the year.
Differentiation
- students write in their notebooks at their own pace and level

Resources Provided
- *Journeys* reading series
Lesson 4– Writing: The Writer’s Notebook Grade 3
(Back)

Content Area: English Language Arts: Writing

Lesson Title: Using Notebooks to Understand Genre

| Timeframe: 4 class periods |

Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>x Global Awareness</td>
</tr>
<tr>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
</tr>
<tr>
<td>x Civic Literacy</td>
</tr>
<tr>
<td>x Health Literacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>x Creativity and Innovation</td>
</tr>
<tr>
<td>x Critical Thinking and Problem Solving</td>
</tr>
<tr>
<td>x Communication and Collaboration</td>
</tr>
<tr>
<td>x Information Literacy</td>
</tr>
<tr>
<td>x Media Literacy</td>
</tr>
<tr>
<td>x ICT Literacy</td>
</tr>
<tr>
<td>x Life and Career Skills</td>
</tr>
</tbody>
</table>

Interdisciplinary Connections:
- Social studies, science, math and health

Integration of Technology:

Equipment/materials needed:
- writer’s notebooks for students
- 3-column chart headed What I Can Expect as a Reader/Elements of (genre name)/What I need to Know as a Writer

Notes:
It is important for the writer to understand genre. The elements of genre provide the framework for the writing. The strategies presented here are revision strategies, written in the notebook from the back. Students practice the revision strategy in their notebook, then if they choose to use the revision, they add it to their draft. (Buckner 2005 pg 76)
### Goals/Objectives

Students:
- learn elements of genres
- learn how elements of genres help the reader comprehend the text
- learn how employing the elements of genre as a writer helps the reader comprehend the text
- learn revision strategies based on genre elements to write for their audience and purpose
- learn that some topics are best written in certain genres
- have an opportunity to “play” with genre elements to make them more interesting or creative
- learn to view their own writing objectively and from the reader’s perspective

### Learning Activities/Instructional Strategies

**Lesson Sequence**

- **Understanding Genre Structure** –
  - Students look at genre from both the reader’s and the writer’s perspective. As writers, they need to know what a reader expects from a piece written in a certain genre.
  - Students create the 3-column chart to record what reader expects from the genre, the elements of the genre, and what the writer needs to know to write in that genre.
  - Start the lesson by saying “We have been reading a lot of (genre) in reading workshop lately, let’s take some time to write down what we have learned about (genre) and how it helps us as readers.” (pg77)
  - Fill in a few elements of the genre that students have noticed, then ask them how those elements help the reader, fill in the left column.
  - Ask students why it is important for the writer to know what the reader expects and fill in right column.
  - This strategy helps students realize the importance of structure in their writing. It also helps them write for an audience of readers.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student notebook entries
### Playing with Features –
- Review one element of the genre the class is writing. Ask students to reread this feature throughout their pieces.
- With a partner, students play with the features to make them more interesting or creative.

### Genre Switch –
- Ask students to open the notebook to a clean page. Tell them that they are going to write about a topic of a piece they are working but in a different way.
- Tell students to write the topic at the top of the page and when you say begin, they are to begin writing about the topic. Tell them that every few minutes you will call out the name of a different genre and the students write about the same topic, but in the new genre. Let students know that sometimes it will be difficult to write about that topic in a particular genre, but sometimes it will be very easy.
- When students have selected their topic and written it at the top of the page, tell them to begin writing about the topic as realistic fiction, after a few minutes say “Fairy tale.” Students continue writing the story, but in the new genre. After a few minutes, “spooky story”, continue switching genres every few minutes – newspaper article, poem, fantasy, and encyclopedia.
- After all the switching is done, ask students to identify which genres were hardest to write and which was the easiest for the topic. Discuss.
- **Understanding the structure of a story to write well** –
  - Understanding story structure helps writers to focus stories and develop ideas.
  - Complete a 3-column genre chart for stories (narratives) headed How this helps us as readers/Element/How this helps us as writers
  - Post chart in classroom, students copy chart into back of notebook

- **Story Summaries** –
  - Summarizing is essential in writing. Students have to have an idea of the problem, solution, and ending so the story is focused.
  - Create a chart with the questions Who? Wants what? But? So? Then?
    i. Who? (Who is the character?)
    ii. Wants what? (What does the character want?)
    iii. But? (But what prevents him from getting what he wants?)
    iv. So? (So, what does the character do to solve his problem?)
    v. Then? (And then what happens? What is the wrap-up? How does the reader know the character moves on?)
• Ask students to reread the story they are working on, and write a summary in their notebook by answering the questions written on the chart only using what is actually written in their draft.

• If there are questions that cannot be answered, the draft needs revision.

• Tell students to write the questions that cannot be answered from their draft in their notebook and write a quick plan of action before they revise their drafts.

• This work is done in the back section of the notebook. The work is dated and given a title so it can be found at a later date.

• This strategy allows students to write a story that the reader can summarize.

• **Evolving Venn Diagrams (endings)** –
  
  • Discuss that stories need to have strong endings that leave a reader satisfied.

  • There are 3 elements to the ending of a story – the character has changed from the beginning, the problem has been solved, and the character moves on.

  • Draw a 3-circle Venn diagram on chart paper. Label one circle Character, one Problem, and one Setting. Review these basic story elements with students.

  • Draw a second 3-circle Venn diagram labeled Character Change, Resolution, Moving On.

  • Ask students to copy the diagrams in their notebooks. Working with a partner, students reread their story draft and fill in the first Venn diagram circles with the name of the character, the problem, and the setting.
### Differentiation
- students write in their notebooks at their own pace and level

### Resources Provided
- *Journeys* reading series
<table>
<thead>
<tr>
<th>Lesson 5– Writing: The Writer’s Notebook Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Back)</td>
</tr>
</tbody>
</table>

Content Area: English Language Arts: Writing

**Lesson Title:** Editing, Spelling, & Punctuation  **Timeframe:** 6 class periods

**Lesson Components**

### 21st Century Themes

<table>
<thead>
<tr>
<th>x</th>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>x</th>
<th>Civic Literacy</th>
<th>x</th>
<th>Health Literacy</th>
</tr>
</thead>
</table>

### 21st Century Skills

<table>
<thead>
<tr>
<th>x</th>
<th>Creativity and Innovation</th>
<th>x</th>
<th>Critical Thinking and Problem Solving</th>
<th>x</th>
<th>Communication and Collaboration</th>
<th>x</th>
<th>Information Literacy</th>
</tr>
</thead>
</table>

| x | Media Literacy | x | ICT Literacy | x | Life and Career Skills |

**Interdisciplinary Connections:**

- Social studies, science, math and health

**Integration of Technology:**

**Equipment/materials needed:**

- writer’s notebooks for students

**Notes:**

(Buckner 2005 pg 76)
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>Lesson Sequence</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td>Understanding Paragraph Structure –</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review and discuss the rules for paragraphing:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 3-5 sentences per paragraph</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• need all 3 parts of a paragraph – topic sentence, detail sentence(s), ending sentence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• indent the first sentence of a paragraph</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o students take notes in the back of their notebook</td>
<td>Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td></td>
<td>o hand out a sample paragraph for students to paste in their notebooks</td>
<td>Student participation in class discussion</td>
</tr>
<tr>
<td></td>
<td>o students work with partners to prove that this sample is really a paragraph</td>
<td>Student notebook entries</td>
</tr>
<tr>
<td></td>
<td>o students use a green pencil to underline the topic sentence, a yellow pencil to underline the details and a red pencil to underline the ending.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Students then write a paragraph on any topic in their notebook and switch with a partner to color-code the paragraph</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Ask students to read their drafts and to notice if they need to make paragraphs – if so, they should do so.</td>
<td></td>
</tr>
</tbody>
</table>
**Paragraph Editing** –
- Review the parts of the paragraph
  - i. Topic sentence – there should only be one topic sentence per paragraph and should hook the reader
  - ii. Detail sentences “prove” that your topic sentence is true. Details support your topic sentence
  - iii. Ending sentence – wrap up sentence that ends the topic of the paragraph and may lead to the next paragraph
- Ask students for a volunteer to put a paragraph from his/her writing on chart paper. As a class, color code the paragraph. How many topic sentences are there? Do details relate to the topic? Fix the paragraph
- Students then copy a paragraph from their draft into their notebook, color-code it, reflect on their findings, and fix the paragraph.

**Color-coding Paragraphs** –
- Students read their drafts to determine if the paragraphs they have are correctly structured.
- Students read through their drafts underlining topic sentences in green, details in yellow, and ending sentences in red

**Passive vs. Active Verbs** –
- Remind students that verbs create images in the minds of readers.
- Write the forms of *to be* on the board – *am, is, are, was*. Tell students that these are verbs, but do not allow a reader to create an image.
Ask students to choose a notebook entry they have already written and circle the words am, is, are, was then try to rewrite the entry using more active verbs.

Identifying Misspelled Words –

- Ask students how they know when a word is spelled wrong. Write this question on chart paper. Students copy the question into the back of their notebook and begin writing answers. Share responses and write on chart paper.
- Hand students a paragraph to glue into their notebooks and ask them to use the strategies listed on the chart paper to find misspelled words.
- Review the passage as a class using a transparency copy of the paragraph. (there should be some misspelled words not identified)
- Ask students to read the passage backwards, isolating each word from the context. Ask students to circle words they think are misspelled. Ask students to reread from the beginning circling any more words they think are incorrect, then correct the misspellings.
- Reading the passage backwards, forces students to focus on words outside of the context, making misspellings easier to spot.
- Students then use the reading backwards strategy to edit their drafts for spelling.
### Differentiation
- Students write in their notebooks at their own pace and level

### Resources Provided
- *Journeys* reading series

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ii. Interrogative – ends with a question mark.</td>
<td></td>
</tr>
<tr>
<td>iii. Exclamatory – ends with an exclamation point</td>
<td></td>
</tr>
<tr>
<td>iv. Imperative – ends with a period</td>
<td></td>
</tr>
<tr>
<td>• Ask students if they know when a sentence can end with a comma. Review the definition of a compound sentence and give some examples. Students will be copying this information in their notebooks (from the back)</td>
<td></td>
</tr>
<tr>
<td>• Lead students to recognize that a compound sentence is two complete sentences joined by a connecting word. Tell students that when reading a compound sentence the reader would naturally pause at the end of the first complete sentence <em>before</em> the connecting word, so that is where the comma should go. The compound sentence is ended with a period.</td>
<td></td>
</tr>
<tr>
<td>• Ask students to copy an entry (or provide them with a paragraph) and combine sentences into compound sentences using the correct punctuation.</td>
<td></td>
</tr>
<tr>
<td>• Have students edit their drafts for ending punctuation and proper punctuation of compound sentences.</td>
<td></td>
</tr>
</tbody>
</table>
Assessing the Notebook
(back to writer’s notebook plans)  (Grade 4)  (Grade 3)

Notebook Rubric – used 2 times per month

• Fluency and Flexibility
  o The notebook should be a mixture of ideas, styles, and lengths.
  o This part of the rubric looks at the lengths of the entries in relation to their completeness.
  o Are entries finished?
  o Does the writer practice strategies from class? Does the writer try new approaches? Does the writer vary topics?

• Thoughtfulness
  o Does the entry read like a laundry list? Then it is not thoughtful.
  o Is the entry just a recap of the day’s events from getting out of bed in the morning to going to sleep at night (“bed-to-bed” entry)? Then it is not thoughtful.
  o Grammar, mechanics, punctuation, and spelling should be practiced at a grade appropriate level

• Frequency
  o The notebook is to be used a lot. Students write in the notebook each day at school and three times a week at home.
  o Students must date every notebook entry and mark those done at home with an “h” or some other agreed-upon mark.

Mid-year Student Self Evaluation

End-of-year Student Self Evaluation
Writer’s Notebook Rubric (Buckner 2005)
(back to Assessment)

<table>
<thead>
<tr>
<th>Grade</th>
<th>100</th>
<th>90</th>
<th>80</th>
<th>70</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibility</td>
<td>Most entries are completed. Writer uses a variety of strategies and topics</td>
<td>Many entries are completed. Writer uses strategies from class and shows some topic variety.</td>
<td>Entries are left unfinished. Topics and strategies may vary.</td>
<td>Entries are underdeveloped. Little or no variety in writing strategies.</td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoughtfulness</td>
<td>Entries are thoughtful and reflective revealing new insights to the writer’s thinking. Writer practices proper grammar, usage, mechanics, and spelling at a grade-appropriate level.</td>
<td>Entries tend to be thoughtful. They may reveal new insights to the writer’s thinking. A pattern of topics develops over a number of entries. Writer practices proper grammar, usage, mechanics, and spelling at a grade-appropriate level.</td>
<td>Entries resemble a diary format or “bed-to-bed-type” stories. Little or no reflective thinking is evident. Writer does not practice proper grammar, usage, mechanics, and spelling at a grade-appropriate level.</td>
<td>Entries are difficult to read due to handwriting or grammar, usage, and mechanics. Writer does not demonstrate reflective thinking.</td>
</tr>
<tr>
<td>Frequency</td>
<td>90 percent of required entries</td>
<td>80 percent of required entries</td>
<td>75 percent of required entries</td>
<td>Less than 75 percent of required entries</td>
</tr>
</tbody>
</table>
As a community of writers, we understand the tremendous energy it takes to write thoughtfully, to dig deep inside and get the story out. Sometimes our energy is zapped and it takes a lot of concentration to write just one paragraph. It’s a hard life – the life of a writer.

Our writer’s notebooks are filled with good writing and some not-so-good writing. Use your notebook to help you think about yourself as a writer. Reread your writer’s notebook and comment on how you use your notebook and your commitment to it. (Do you write in it regularly? Do you write thoughtful entries? Is it a place you use to figure out the world around you? etc.)

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________  

Midyear Evaluation Part 2

*Make Your Own Decision*

Part of a writer’s job is making decisions about his or her own writing. Use your notebook and what you know about writing to make the selections below. Follow the directions carefully. Cross out each direction after you have finished it.

- Select two entries from your notebook you think best demonstrates that you are a thoughtful thinker. Mark them with sticky notes for copying. Attach the copies to this evaluation.

- Select two entries showing that you understand the qualities of good writing. Put sticky notes on these entries for copying. When you get the copies back, explain how these entries demonstrate good writing. Write your comments on the back of each copied entry. Attach them to this evaluation.

- Reread the entries you have selected and what you wrote about yourself as a writer. Then respond to the following questions.

  1. From your rereading, selecting, and reflecting on your writing, what have you learned about yourself as a writer?

     ___________________________________________________________________
     ___________________________________________________________________
     ___________________________________________________________________
     ___________________________________________________________________
2. What topics do you tend to write about? (What are your writing patterns?)
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

3. Think about yourself as a writer from the beginning of the year to now. How have you changed as a writer this year?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

4. What would you like to improve about your writing? Set a goal for yourself and write it below.
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Additional comments:
Looking Back

This year we have focused on developing as readers and writers. Today you will be looking back over your work from this year. As readers and writer, it is important for us to know how we can improve, but it is also important for us to know how we have improved throughout the year. Use your writer’s notebook and any other writing pieces from this school year to help you respond to the questions below.

1. What do great writers do?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. How would you describe yourself as a writer in the beginning of the year?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. How would you describe yourself as a writer now?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. Comment on how using a writer’s notebook has helped you this year.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

5. Include three notebook entries – one from the beginning, middle and end of the year – to show your progress. On sticky notes, point out how your writing improves throughout the year.

6. What revision techniques have you found work best for you?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Include a piece of finished writing that shows that you used one of the techniques mentioned above.

7. What have you learned about editing this year?
______________________________________________________________________________
8. As a writer, during which part of the process do you write best? Explain.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

9. Using the rubric, evaluate your writer’s notebook below.

   Flexibility and Fluency __________
   Thoughtfulness __________
   Frequency _________
   Overall Score _________

10. Considering all of this information, what grade do you believe best describes your writing performance this fourth quarter? Explain your reasoning. Remember you will share this evaluation with me and together we will determine your grade.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
<table>
<thead>
<tr>
<th>Curriculum Design Template</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area: English Language Arts</td>
</tr>
<tr>
<td>Course Title: English Language Arts (ELA): Language</td>
</tr>
<tr>
<td>Grammar and Usage</td>
</tr>
<tr>
<td>Capitalization, Punctuation and Spelling</td>
</tr>
<tr>
<td>Vocabulary</td>
</tr>
<tr>
<td>Language Progressive Skills by Grade</td>
</tr>
<tr>
<td>Language Standards</td>
</tr>
<tr>
<td>Lesson</td>
</tr>
<tr>
<td>--------</td>
</tr>
</tbody>
</table>
| **Lesson 1**  
Conjunctions  
*Not applicable to Grade 3* | 1+ class periods |
| **Lesson 2**  
Prepositions  
*Journeys* lesson 25 | 1+ class periods |
| **Lesson 3**  
Nouns and Pronouns  
*Journeys* lessons 4, 5, 10, 11, 12, 21, 22, 29, 30 | 1+ class periods |
| **Lesson 4**  
Verbs  
*Journeys* lessons 6, 7, 13, 14, 15, 18, 19 | 1+ class periods |
| **Lesson 5**  
Adjectives and Adverbs  
*Journeys* lessons 16, 17, 24 | 1+ class periods |

**Common Core Standards - Grammar**  
Reference

**Teacher Notes:**

**Curriculum Development Resources**

Click the links below to access additional resources used to design this unit:

[www.thinkcentral.com](http://www.thinkcentral.com)

## Lesson 1 – Language: Grammar & Usage Grade 4

(Back)

### Content Area: English Language Arts - Language

| Lesson Title: Conjunctions - *Journeys* lessons 8 | Timeframe: 1+ class periods |

### Lesson Components

#### 21st Century Themes

| x Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | x Civic Literacy | x Health Literacy |

#### 21st Century Skills

| x Creativity and Innovation | x Critical Thinking and Problem Solving | x Communication and Collaboration | x Information Literacy |
| x Media Literacy | x ICT Literacy | x Life and Career Skills |

#### Interdisciplinary Connections:

- Social studies, science, math and health

#### Integration of Technology:

#### Equipment/materials needed:

- *Journeys* teacher’s guide
- Overhead projector and transparencies of projectables
- Student workbook

#### Notes:
### Differentiation
- *Journeys* leveled practice books and readers

### Resources Provided
- *Journeys* reading series

### Learning Activities/Instructional Strategies

<table>
<thead>
<tr>
<th>Students</th>
<th>Teacher's Edition</th>
<th>Anecdotal Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• See teacher’s edition</td>
<td>• see teacher’s edition</td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td>• Student participation in class discussion</td>
<td></td>
<td>• Workbook pages</td>
</tr>
</tbody>
</table>

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
Lesson 2 – Language: Grammar and Usage Grade 3

**(back)**

**Content Area:** English Language Arts - Language

<table>
<thead>
<tr>
<th>Timeframe: 1+ class periods</th>
</tr>
</thead>
</table>

**Lesson Title:** Prepositions - *Journeys* lesson 25

### Lesson Components

#### 21st Century Themes

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

#### 21st Century Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT Literacy
- Life and Career Skills

### Interdisciplinary Connections:

- Social studies, science, math and health

### Integration of Technology:

**Equipment/materials needed:**
- *Journeys* teacher’s guide
- Overhead projector and transparencies of projectables
- Student workbook

### Notes:
<table>
<thead>
<tr>
<th>Differentiation</th>
<th>Resources Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Journeys</em> leveled practice books and readers</td>
<td>• <em>Journeys</em> reading series</td>
</tr>
<tr>
<td>• See teacher's edition</td>
<td>• Unit 4, lesson 18 pg T192</td>
</tr>
<tr>
<td></td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td></td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td></td>
<td>• Workbook pages</td>
</tr>
</tbody>
</table>

Students:
- See teacher's edition
- Unit 4, lesson 18 pg T192
- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Workbook pages

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
Lesson 3 – Language: Grammar and Usage Grade 3

<table>
<thead>
<tr>
<th>Content Area: English Language Arts - Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: Nouns and Pronouns –</td>
</tr>
<tr>
<td>Journeys lessons 4, 5, 10, 11, 12, 21, 22, 29, 30</td>
</tr>
<tr>
<td>Timeframe: 1+ class periods</td>
</tr>
</tbody>
</table>

### Lesson Components

#### 21st Century Themes

| x Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | x Civic Literacy | x Health Literacy |

#### 21st Century Skills

| x Creativity and Innovation | x Critical Thinking and Problem Solving | x Communication and Collaboration | x Information Literacy |
| x Media Literacy | x ICT Literacy | x Life and Career Skills |

### Interdisciplinary Connections:

- Social studies, science, math and health

### Integration of Technology:

#### Equipment/materials needed:

- Journeys teacher’s guide
- Overhead projector and transparencies of projectables
- Student workbook

### Notes:
Differentiation

- *Journeys* leveled practice books and readers

Resources Provided

- *Journeys* reading series

<table>
<thead>
<tr>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• See teacher’s edition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Activities/Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teacher observation &amp; anecdotal evidence</td>
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<td>• Student participation in class discussion</td>
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<tr>
<td>• Workbook pages</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• See teacher’s edition</td>
</tr>
</tbody>
</table>

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# Lesson 4 – Language: Grammar and Usage Grade 3

Content Area: English Language Arts - Language

| Lesson Title: Verbs Journeys lessons 6, 7, 13, 14, 15, 18, 19 | Timeframe: 1+ class periods |

## Lesson Components

### 21st Century Themes

| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |

### 21st Century Skills

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
<th>Critical Thinking and Problem Solving</th>
<th>Communication and Collaboration</th>
<th>Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td>Life and Career Skills</td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections:

- Social studies, science, math and health

### Integration of Technology:

### Equipment/materials needed:

- *Journeys* teacher’s guide
- Overhead projector and transparencies of projectables
- Student workbook

### Notes:
<table>
<thead>
<tr>
<th>Differentiation</th>
<th>Resources Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Journeys</em> leveled practice books and readers</td>
<td><em>Journeys</em> reading series</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• See teacher's edition</td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td></td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td></td>
<td>• Workbook pages</td>
</tr>
<tr>
<td>Lesson Sequence</td>
<td></td>
</tr>
<tr>
<td>• See teacher's edition</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 5 – Language: Grammar and Usage Grade 3  
(back)

<table>
<thead>
<tr>
<th>Content Area: English Language Arts - Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: Adjectives and Adverbs - Journeys lessons 16, 17, 24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century Themes</td>
</tr>
<tr>
<td>x Global Awareness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>x Creativity and Innovation</td>
</tr>
<tr>
<td>x Media Literacy</td>
</tr>
</tbody>
</table>

Interdisciplinary Connections:  
- Social studies, science, math and health

Integration of Technology:

Equipment/materials needed:  
- Journeys teacher’s guide  
- Overhead projector and transparencies of projectables  
- Student workbook

Notes:
### Differentiation
- *Journeys* leveled practice books and readers

### Resources Provided
- *Journeys* reading series

<table>
<thead>
<tr>
<th>Students:</th>
<th>Lesson Sequence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• See teacher's edition</td>
<td>• See teacher's edition</td>
</tr>
</tbody>
</table>

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Workbook pages
### Lesson Plans: English Language Arts (ELA): Language – Capitalization, Punctuation & Spelling Grade 3

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong>&lt;br&gt;Punctuation&lt;br&gt; <em>Journeys</em> lessons 1, 2, 3, 8, 9, 13, 20, 23, 26, 27, 28</td>
<td>1+ class periods</td>
</tr>
<tr>
<td><strong>Lesson 2</strong>&lt;br&gt;Spelling</td>
<td>ongoing</td>
</tr>
</tbody>
</table>

**Teacher Notes:**

**Curriculum Development Resources**


Click the links below to access additional resources used to design this unit:

- [www.thinkcentral.com](http://www.thinkcentral.com)
- [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)
Lesson 1 – Language: Capitalization, Punctuation & Spelling Grade 3

Content Area: English Language Arts

Lesson Title: Punctuation

*Journeys* lessons 1, 2, 3, 8, 9, 13, 20, 23, 26, 27, 28,

Timeframe: 1+ class periods

<table>
<thead>
<tr>
<th>21st Century Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>x Global Awareness</td>
</tr>
<tr>
<td>x Financial, Economic, Business, and Entrepreneurial Literacy</td>
</tr>
<tr>
<td>x Civic Literacy</td>
</tr>
<tr>
<td>x Health Literacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
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<td>x Media Literacy</td>
</tr>
<tr>
<td>x ICT Literacy</td>
</tr>
<tr>
<td>x Life and Career Skills</td>
</tr>
</tbody>
</table>

Interdisciplinary Connections:

- Social studies, science, math and health

Integration of Technology:

Equipment/materials needed:

- *Journeys* teacher’s guide
- Overhead projector and transparencies of projectables
- Student workbook

Notes:
<table>
<thead>
<tr>
<th>Differentiation</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Journeys</em> leveled practice books and readers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources Provided</td>
<td></td>
<td>Student participation in class discussion</td>
</tr>
<tr>
<td>• <em>Journeys</em> reading series</td>
<td>• Teacher observation &amp; anecdotal evidence</td>
<td>• Workbook pages</td>
</tr>
<tr>
<td>• See teacher’s edition</td>
<td>• Student participation in class discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Workbook pages</td>
<td></td>
</tr>
</tbody>
</table>

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Lesson 2 – Language: Capitalization, Punctuation & Spelling Grade 3

Content Area: English Language Arts

**Lesson Title:** Spelling  
**Timeframe:** 1+ class periods

### Lesson Components

#### 21st Century Themes

<table>
<thead>
<tr>
<th>x Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>x Civic Literacy</th>
<th>x Health Literacy</th>
</tr>
</thead>
</table>

#### 21st Century Skills

<table>
<thead>
<tr>
<th>x Creativity and Innovation</th>
<th>x Critical Thinking and Problem Solving</th>
<th>x Communication and Collaboration</th>
<th>x Information Literacy</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>x Media Literacy</th>
<th>x ICT Literacy</th>
<th>x Life and Career Skills</th>
</tr>
</thead>
</table>

### Interdisciplinary Connections:

- Social studies, science, math and health

### Integration of Technology:

**Equipment/materials needed:**
- word cards for sorting
- plastic bags for storing word cards
- Overhead projector and transparencies of word cards
- Student notebook

### Notes:

*Journeys* reading series provides a list of spelling words each week. Teaching students to sort words by features (spelling, pronunciation, or vowel-consonant patterns) reinforces the connection between the way a word is pronounced and its spelling. This spelling-pronunciation connection gives the student tools to decode unfamiliar words. The lesson below provides an overview of the different types of sorts students can do to learn how to spell. The information below is taken from *Words Their Way* by Francine Johnston.
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>Lesson Sequence</td>
<td></td>
</tr>
<tr>
<td>• Are expected to spell the words in the sorts and understand the spelling principles that the sorts reveal (pg 2)</td>
<td>• each student receives a copy of the spelling words for the week to cut apart for sorting.</td>
<td>• Teacher observation &amp; anecdotal evidence</td>
</tr>
<tr>
<td>• are expected to transfer understanding of spelling principles to words that are not on their weekly spelling list</td>
<td>• Model and discuss the sort, then over the course of the week, students repeat the sort several times independently in school and at home.</td>
<td>• Student participation in class discussion</td>
</tr>
<tr>
<td></td>
<td>• Students record their word sorts by writing them into columns in their notebooks under the same key words that headed their word sort. At the bottom of the sort, the student reflects on and declares what they learned in that particular sort.</td>
<td>• Student notebook</td>
</tr>
<tr>
<td></td>
<td>• Students hunt for words in their daily reading that mirror the features studied in the weekly sorts. They add words they find to the bottom of the proper column in their word study notebook</td>
<td>• Weekly spelling tests</td>
</tr>
<tr>
<td></td>
<td>• <strong>Blind sort</strong> – a blind sort or “no-peeking” sort is completed with a partner as a <strong>buddy sort</strong>. Header words are placed down on the desk. One student calls out a word without showing it. The other student points to the header word that has the same spelling feature as the word that was called. The partner then shows the word to check its spelling against the header word.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Writing Sort</strong> – is also completed as a buddy sort. Again, header words are written at the top of columns, the buddy calls the word without showing it, but this time the student writes the word in the proper column. After the word is written, the buddy immediately shows the word to check for correctness.</td>
<td></td>
</tr>
</tbody>
</table>
### Speed Sort
- Using stopwatches, students time themselves as they sort their words into categories. After obtaining a baseline speed, students repeat the sort several times to beat their time.

### Teacher-directed sort
- This is always the first sort done with new weekly spelling words.
  - Prepare a set of words to use for teacher-directed modeling. Review the entire sheet with the class and discuss the meanings of any unfamiliar words.
  - Introduce the header cards that contain the spelling patterns. Model the sort with the key words (the words that will indicate the spelling pattern or sound for that column). Point out the spelling pattern or sound in the word and place it under the proper header card.
  - Sort several more words, then begin to involve the students in the process by showing a word and asking them in which column it should be placed.
  - Continue with student help to sort the rest of the words.
  - After modeling the sort, have students cut apart their word cards and repeat the sort done as a class.
  - Check student’s work and ask them to reflect on how the words in a column are alike and how they are different from all the other words in the other columns. Students copy the sort into their notebook and write the reflection under the columns.
<table>
<thead>
<tr>
<th>Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• students are assessed at the beginning of the year to determine where in the spelling continuum they fall.</td>
</tr>
<tr>
<td>• Students receive weekly spelling words that meet their individual developmental needs.</td>
</tr>
<tr>
<td>• Manipulation of the word cards provide kinesthetic and visual support to learning spelling patterns.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Journeys</em> reading series</td>
</tr>
</tbody>
</table>
**Lesson Plans: English Language Arts (ELA): Language – Vocabulary Grade 3**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td>Direct Teaching of a Word</td>
</tr>
<tr>
<td><strong>Lesson 2</strong></td>
<td>Acquiring Vocabulary Using Context Clues</td>
</tr>
<tr>
<td><strong>Lesson 3</strong></td>
<td>Acquiring Vocabulary Using Word Parts: Roots</td>
</tr>
<tr>
<td><strong>Lesson 4</strong></td>
<td>Acquiring Vocabulary Using Roots: Instructional Strategy – Divide and Conquer</td>
</tr>
<tr>
<td><strong>Lesson 5</strong></td>
<td>Instructional Sequence: Compound Words</td>
</tr>
<tr>
<td><strong>Lesson 6</strong></td>
<td>Instructional Sequence: Negating Words with Prefixes</td>
</tr>
<tr>
<td><strong>Lesson 7</strong></td>
<td>Instructional Sequence: Other Prefixes</td>
</tr>
<tr>
<td><strong>Lesson 8</strong></td>
<td>Instructional Sequence: Some Easy Suffixes</td>
</tr>
<tr>
<td><strong>Lesson 9</strong></td>
<td>Instructional Sequence: Bases – Literal and Figurative Meaning</td>
</tr>
<tr>
<td><strong>Lesson 10</strong></td>
<td>Vocabulary Practice Activities</td>
</tr>
<tr>
<td><strong>Lesson 11</strong></td>
<td>Building Word Awareness: Classroom Activities</td>
</tr>
<tr>
<td><strong>Lesson 12</strong></td>
<td>Word Comprehension</td>
</tr>
<tr>
<td><strong>Lesson 13</strong></td>
<td>Digging into Dictionaries</td>
</tr>
</tbody>
</table>
Teacher Notes:

*Journeys* reading series introduces 10 “tier two” vocabulary words with each anthology selection. Students learn these vocabulary words through direct instruction. “Research tells us that students can only learn 8-10 new words each week through direct instruction (Stahl and Fairbanks 1986)” (Rasinski 2008, pg 19). It is estimated that “fifth graders encounter 10,000 new words each year in their reading alone.” (pg 16)

Since much of the English language is derived from Greek and Latin, teaching students new vocabulary (“a single Latin root generates 5-20 English words” (pg 11)) through the study of the Greek and Latin roots (bases, prefixes, and suffixes) will help to increase their vocabulary and their reading comprehension.

This series of lessons discusses direct vocabulary instruction, and lessons on teaching vocabulary through the study of Greek and Latin roots.

Curriculum Development Resources


Click the links below to access additional resources used to design this unit:

- [www.thinkcentral.com](http://www.thinkcentral.com)
- [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)
- [http://www.montgomerycollege.edu/~steuben/vocabularycontext.htm](http://www.montgomerycollege.edu/~steuben/vocabularycontext.htm)
- [http://grammar.about.com/od/words/a/wordroots.htm](http://grammar.about.com/od/words/a/wordroots.htm)
Lesson 1 – Language: Vocabulary Grade 3

(back)

Content Area: English Language Arts

| Lesson Title: Direct Teaching of a Word | Timeframe: 1+ class periods |

Lesson Components

21st Century Themes

| x Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | x Civic Literacy | x Health Literacy |

21st Century Skills

| x Creativity and Innovation | x Critical Thinking and Problem Solving | x Communication and Collaboration | x Information Literacy |
| x Media Literacy | x ICT Literacy | x Life and Career Skills |

Interdisciplinary Connections:
• Social studies, science, math and health

Integration of Technology:

Equipment/materials needed:
• vocabulary words
• Journeys teacher edition
• Overhead projector and transparencies

Notes:
### Differentiation
- Many different intelligences are accessed in this multimodal approach to direct instruction of specific vocabulary words

### Resources Provided
- *Journeys* reading series
- *Vocabulary Workshop* textbooks
- Content-area textbooks

<table>
<thead>
<tr>
<th>Task</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
<td></td>
</tr>
<tr>
<td>• Learn new vocabulary words in a variety of contexts</td>
<td></td>
</tr>
<tr>
<td>• Generate non-linguistic representation of the words' meanings</td>
<td></td>
</tr>
<tr>
<td>• Answer questions that use the new vocabulary word correctly to demonstrate understanding of the word's meaning.</td>
<td></td>
</tr>
<tr>
<td>Teacher:</td>
<td></td>
</tr>
<tr>
<td>• Select words to be taught (<em>Journeys</em>, content areas, <em>Vocabulary Workshop</em>) that are unfamiliar, provide clues to the author's big ideas, are words used to summarize the text, Tier Two words</td>
<td></td>
</tr>
<tr>
<td>• Contextualize the word within the story</td>
<td></td>
</tr>
<tr>
<td>• Have students say the word</td>
<td></td>
</tr>
<tr>
<td>• Provide a student-friendly (not a dictionary definition) explanation or description of the word</td>
<td></td>
</tr>
<tr>
<td>• Present examples of the word used in contexts different from the story context, then students provide an example</td>
<td></td>
</tr>
<tr>
<td>• Students generate a non-linguistic representation of the words (mime, picture)</td>
<td></td>
</tr>
<tr>
<td>• Generate examples</td>
<td></td>
</tr>
<tr>
<td>• Pose questions using the vocabulary word</td>
<td></td>
</tr>
<tr>
<td>• Put the words in a vocabulary log or add to word wall</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiation
- Many different intelligences are accessed in this multimodal approach to direct instruction of specific vocabulary words

### Resources Provided
- *Journeys* reading series
- *Vocabulary Workshop* textbooks
- Content-area textbooks

- Vocabulary quizzes

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Lesson 2 – Language: Vocabulary Grade 3  
(back)

Content Area: English Language Arts

| Lesson Title: Acquiring Vocabulary Using Context Clues | Timeframe: 1+ class periods |

Lesson Components

**21st Century Themes**

| x | Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | x | Civic Literacy | x | Health Literacy |

**21st Century Skills**

| x | Creativity and Innovation | x | Critical Thinking and Problem Solving | x | Communication and Collaboration | x | Information Literacy |
| x | Media Literacy | x | ICT Literacy | x | Life and Career Skills |

Interdisciplinary Connections:
- Social studies, science, math and health

Integration of Technology:

Equipment/materials needed:
- vocabulary words
- *Journeys* teacher edition
- Overhead projector and transparencies

Notes:
Differentiation
• Students can work with partners, using context clues can be a guided reading or other small group instructional activity.

Resources Provided
• Journeys reading series
• Vocabulary Workshop textbooks
• Content-area textbooks

<table>
<thead>
<tr>
<th>Types of Context Clues</th>
<th>Definition</th>
<th>Signal Words</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antonym or Contrast</td>
<td>Phrases or words that indicate opposite</td>
<td>But, in contrast, however, instead of,</td>
<td>Unlike his quiet and low key family, Brad</td>
</tr>
</tbody>
</table>

Vocabulary in Context

(created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.)
<table>
<thead>
<tr>
<th>Definition or Example Clue</th>
<th>unlike, yet</th>
<th>is <strong>garrulous</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sedentary individuals, <strong>people who are not very active</strong>, often have diminished health.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Knowledge</th>
<th>The meaning is derived from the experiences and background knowledge of the reader, use of common sense and logic.</th>
<th>Lourdes is always sucking up to the boss, even in front of others. That <strong>sycophant</strong> just doesn’t care what others think of her behavior.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Restatement or Synonym Clue</th>
<th>Another word or phrase with the same or a similar meaning is used.</th>
<th>In other words, that is, also known as, sometimes called, or The <strong>dromedary</strong>, commonly called a <strong>camel</strong>, stores fat in its hump.</th>
</tr>
</thead>
</table>

[http://www.montgomerycollege.edu/~steuben/vocabularycontext.htm](http://www.montgomerycollege.edu/~steuben/vocabularycontext.htm)
## Lesson 3 – Language: Vocabulary Grade 3

### Content Area: English Language Arts

**Lesson Title:** Acquiring Vocabulary Using Word Parts: Roots  
**Timeframe:** 5 + class periods

### Lesson Components

#### 21st Century Themes

<table>
<thead>
<tr>
<th>x</th>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>x</th>
<th>Civic Literacy</th>
<th>x</th>
<th>Health Literacy</th>
</tr>
</thead>
</table>

#### 21st Century Skills

<table>
<thead>
<tr>
<th>x</th>
<th>Creativity and Innovation</th>
<th>x</th>
<th>Critical Thinking and Problem Solving</th>
<th>x</th>
<th>Communication and Collaboration</th>
<th>x</th>
<th>Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>Media Literacy</td>
<td>x</td>
<td>ICT Literacy</td>
<td>x</td>
<td>Life and Career Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections:
- Social studies, science, math and health

### Integration of Technology:

### Equipment/materials needed:
- vocabulary words
- *Journeys* teacher edition
- Overhead projector and transparencies

### Notes:
“Knowing that words can be broken down into units of meaning is a powerful strategy for vocabulary development.” (Rasinski pg 21)
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students:</strong></td>
<td><strong>Lesson Sequence</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain to students that words are made of</td>
<td>Teacher observation &amp;</td>
</tr>
<tr>
<td></td>
<td>parts; these parts carry meaning. That is</td>
<td>anecdotal evidence</td>
</tr>
<tr>
<td></td>
<td>the definition of a root – a word part that</td>
<td>Student participation in</td>
</tr>
<tr>
<td></td>
<td>carries meaning (letters are also word parts,</td>
<td>class discussion</td>
</tr>
<tr>
<td></td>
<td>but they are just sounds, letters by</td>
<td>Student notebook</td>
</tr>
<tr>
<td></td>
<td>themselves carry no meaning).</td>
<td>worksheets</td>
</tr>
<tr>
<td></td>
<td>Compare a phoneme <em>(an)</em> with a root.</td>
<td>Vocabulary quizzes</td>
</tr>
<tr>
<td></td>
<td>Explain that <em>(an)</em> is just a sound and will</td>
<td></td>
</tr>
<tr>
<td></td>
<td>not help the student find the meaning of a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>word containing it. Give an example.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain that a root will give meaning to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the word it is in. Any word containing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>that same root will have related meanings.</td>
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<tr>
<td></td>
<td>These related words are called <em>cognates</em></td>
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</tr>
<tr>
<td></td>
<td>meaning “related in origin” <em>(co-</em> means</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“with”, <em>nat-</em> means “birth” or “origin”).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emphasize that a root carries both sound</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and meaning.</td>
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</tr>
<tr>
<td></td>
<td>Example: tell students that one of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>most common roots in English words is <em>mot</em>.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This is not a word in itself, but it has</td>
<td></td>
</tr>
<tr>
<td></td>
<td>meaning. <em>Mot</em> means “move”. Nearly all</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of the time it appears in a word, that word</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with have something to do with movement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>either literally or figuratively.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask students to think of <em>mot</em> words that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>have something to do with movement.</td>
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</tr>
<tr>
<td></td>
<td>Write them on the board (motor, motorcycle,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>locomotive, motion, promotion, commotion,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>remote). Highlight or underline the <em>mot</em></td>
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</tr>
<tr>
<td></td>
<td>root in each word and discuss the word’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>relation to movement.</td>
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</tr>
<tr>
<td></td>
<td>Students copy list and meanings in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>notebook.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Check for student understanding about the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>relationship between the root and these</td>
<td></td>
</tr>
<tr>
<td></td>
<td>familiar words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write other <em>mot</em> words on the board that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>are not connected literally with movement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(motivate, motives, emotions, demoted) to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>show the figurative meaning of motion in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>these words.</td>
<td></td>
</tr>
</tbody>
</table>

*Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.*
- Help students unlock the meaning of a word based on its root is to use the word in a sentence, then reword the sentence substituting the root’s meaning for the word. Example: “What motivated you to do that?” can be reworded as “What moved you to do that?”

- Another way is to define a word using the meaning of the root. Example: a self-motivated students is a “self-starter” who “moves” on her own to learn. Motives are forces that “move” us to do things.

- Explain to student that there are 3 kinds of roots – prefix, base, suffix. Remind students that roots are word parts that have meaning. Explain that prefixes appear before the base, and the suffix after the base. Explain that the base provides the essential or “base” meaning of the word.

- Write the following bases on the board with their meanings:
  - Tract = “pull, draw, or drag”
  - Duc, duct = “lead”
  - Port = “carry”
  - Dic, dict = “speak”
  - Voc, vok = “call”
  - Viv, vit = “life”
  - Sol, helio = “sun”
  - Dom = “house”
  - Terra = “land”
  - Aqua, hydro = “water”

- Write the following sentences on the board:
  - A tractor “pulls” farm equipment.
  - When we trace something, we make a drawing.
  - A duct “leads” heated air from the furnace to the rooms of the house.
  - A porter “carries” luggage
  - A portable television can be “carried” from room to room.
• have students underline the root and explain the connection between the italicized word and the meaning of the root
• **Prefixes** - when a prefix is attached to the base of a word, it can do one of 3 things:
  • Give the word direction
  • Negate a word
  • Intensify the meaning of a word
• Write the word *exit* on the board, ask students what the word means (to go “out”, “out of”)
  • Tell students that *ex* means “out of” in this word
  • *Ex* can also be intensifying, meaning “very”. The word *exhausted* – *ex* meaning “very”, and *haust* = “drain”) means “very tired”.
• Directional prefixes:
  • *At-, ad-* = “to, toward, add to”
  • *De-* = “down, off”
  • *Dis-* = “apart, in different directions”
  • *Con-* = “with, together”
  • *Ex-* = “out”
  • *Pro-* = “forward, ahead”
  • *Sub-* = “under, below”
  • *In-* = “in”
• Challenge students to figure out the meaning of the following words with the base *tract* (pull, draw, drag): *attraction, detracted, distracting, contract, extracts, protracted, subtract*
**Suffix** - Suffixes come at the end of a word and have meaning that can change. Suffixes mostly determine the part of speech of the word, and most have little effect on the meaning of the word.

- Some suffixes to know:
  - *-ology* = “the study of”
  - *-er* = “more”
  - *-est* = “most”
  - *-less* = “without, lacking”
  - *-able, -ible* = “can, able to”

### Differentiation
- The number of roots presented at one time can be varied.
- Students can discover new words at their own level.
- Students can work with partners.

### Resources Provided
- *Journeys* reading series
- *Vocabulary Workshop* textbooks
- Content-area textbooks
Lesson 4– Language: Vocabulary Grade 3

<table>
<thead>
<tr>
<th>Content Area: English Language Arts</th>
</tr>
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<tbody>
<tr>
<td><strong>Lesson Title:</strong> Acquiring Vocabulary Using Roots: Instructional Strategy – Divide and Conquer</td>
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</table>

**Lesson Components**

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### 21st Century Skills

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<td>x</td>
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**Interdisciplinary Connections:**
- Social studies, science, math and health

**Integration of Technology:**

**Equipment/materials needed:**
- vocabulary words
- *Journeys* teacher edition
- Overhead projector and transparencies

**Notes:**

“Knowing that words can be broken down into units of meaning is a powerful strategy for vocabulary development.” (Rasinski pg 21)

Begin the week with “meet the root”, then move to other instructional routines, one per day for 10-15 minutes. Make routines predictable.
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<td></td>
<td></td>
<td>anecdotal evidence</td>
</tr>
<tr>
<td></td>
<td>• Learn to use roots to derive meanings of</td>
<td>Student participation in</td>
</tr>
<tr>
<td></td>
<td>words</td>
<td>class discussion</td>
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<td></td>
<td>• learn to separate words into its parts</td>
<td>Student notebook</td>
</tr>
<tr>
<td></td>
<td>• focus attention on the new root by</td>
<td>worksheets</td>
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<tr>
<td></td>
<td>connecting it to what is familiar.</td>
<td>Vocabulary quizzes</td>
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<td></td>
<td>• the strategy of Divide and Conquer</td>
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<tr>
<td></td>
<td>(word dissection) helps students see the</td>
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<td></td>
<td>root in the context of the word, so they</td>
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<td></td>
<td>can learn to use the root and its meaning</td>
<td></td>
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<tr>
<td></td>
<td>to derive the meaning of the the word</td>
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<td></td>
<td>• create a short list (7 words) of words</td>
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<td></td>
<td>containing the “root of the week”. Write</td>
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<td></td>
<td>these words on the board or transparency.</td>
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<td></td>
<td>Example (based on Latin baes <em>stru</em>, <em>struct</em>,</td>
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<tr>
<td></td>
<td>meaning “build”):</td>
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<tr>
<td></td>
<td>o structure</td>
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<tr>
<td></td>
<td>o construct</td>
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</tr>
<tr>
<td></td>
<td>o construction</td>
<td></td>
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<tr>
<td></td>
<td>o obstruct</td>
<td></td>
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<tr>
<td></td>
<td>o deconstruct</td>
<td></td>
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<tr>
<td></td>
<td>o infrastructure</td>
<td></td>
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<tr>
<td></td>
<td>o reconstruct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• highlight or underline the base in each</td>
<td></td>
</tr>
<tr>
<td></td>
<td>word.</td>
<td></td>
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<tr>
<td></td>
<td>• activate background knowledge by reading</td>
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</tr>
<tr>
<td></td>
<td>the words and using them in phrases, or</td>
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</tr>
<tr>
<td></td>
<td>challenge students to think of phrases.</td>
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<tr>
<td></td>
<td>• Students talk about the words and what</td>
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</tr>
<tr>
<td></td>
<td>the meaning of the base might be.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Then ask students to define the prefixes</td>
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</tr>
<tr>
<td></td>
<td>and give a meaning for the words using</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the prefix meaning and the root meaning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• After discussing this words that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>literally have to do with building,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>introduce figurative use with the words</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>instruct</em>, <em>instructor</em>, <em>instruction</em>.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students should indicate that these words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>have to do with teaching. Ask students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>what teachers and teaching have to do</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with “build”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students practice this divide and conquer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>strategy on the in their notebooks. First</td>
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</tr>
<tr>
<td></td>
<td>students divide the word into parts, then</td>
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</tr>
<tr>
<td></td>
<td>define each part and “conquer” by writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a definition of the word based on its parts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eventually, students should be able to</td>
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</tr>
<tr>
<td></td>
<td>do this activity without teacher guidance.</td>
<td></td>
</tr>
</tbody>
</table>
**Differentiation**
- The number of roots presented at one time can be varied.
- Students can discover new words at their own level.
- Students can work with partners.

**Resources Provided**
- *Journeys* reading series
- *Vocabulary Workshop* textbooks
- Content-area textbooks
Lesson 5– Language: Vocabulary Grade 3
(back)

**Content Area:** English Language Arts

<table>
<thead>
<tr>
<th><strong>Lesson Title:</strong> Instructional Sequence: Compound Words</th>
<th><strong>Timeframe:</strong> 10-15 minutes one day per week</th>
</tr>
</thead>
</table>

**Lesson Components**

**21st Century Themes**

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

**21st Century Skills**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT Literacy
- Life and Career Skills

**Interdisciplinary Connections:**
- Social studies, science, math and health

**Integration of Technology:**

**Equipment/materials needed:**
- vocabulary words
- *Journeys* teacher edition
- Overhead projector and transparencies

**Notes:**

“Knowing that words can be broken down into units of meaning is a powerful strategy for vocabulary development.” (Rasinski pg 21)

Begin the week with “meet the root”, then move to other instructional routines, one per day for 10-15 minutes. Make routines predictable.

A quick review for grade 5 to get in the habit of looking at word parts.
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</tr>
</thead>
<tbody>
<tr>
<td>• The number of roots presented at one time can be varied.</td>
</tr>
<tr>
<td>• Students can discover new words at their own level.</td>
</tr>
<tr>
<td>• Students can work with partners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Journeys</em> reading series</td>
</tr>
<tr>
<td>• <em>Vocabulary Workshop</em> textbooks</td>
</tr>
<tr>
<td>• Content-area textbooks</td>
</tr>
</tbody>
</table>

- Compounds of word examples for the word *birthday*, ask “What do you call the day of your birth?” Repeat a few more times.

- Have students work with partners to create questions for the rest of the words. share
Lesson 6– Language: Vocabulary Grade 3

Content Area: English Language Arts

Lesson Title: Instructional Sequence: Negating Words with Prefixes

<table>
<thead>
<tr>
<th>Lesson Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>21st Century Themes</strong></td>
</tr>
<tr>
<td>x Global Awareness</td>
</tr>
<tr>
<td><strong>21st Century Skills</strong></td>
</tr>
<tr>
<td>x Creativity and Innovation</td>
</tr>
<tr>
<td>x Media Literacy</td>
</tr>
</tbody>
</table>

Interdisciplinary Connections:
- Social studies, science, math and health

Integration of Technology:

Equipment/materials needed:
- vocabulary words
- *Journeys* teacher edition
- Overhead projector and transparencies

Notes:
“Knowing that words can be broken down into units of meaning is a powerful strategy for vocabulary development.” (Rasinski pg 21)

Begin the week with “meet the root”, then move to other instructional routines, one per day for 10-15 minutes. Make routines predictable.

A quick review for grade 5.
### Goals/Objectives

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<thead>
<tr>
<th>Learning Activities/Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
</tr>
<tr>
<td>• Identify words that begin with negative prefixes (e.g., un- and in-).</td>
</tr>
<tr>
<td>• Learn to translate a prefix into its meaning and combine the meaning of the prefix with the rest of the word.</td>
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</tbody>
</table>

### Lesson Sequence

<table>
<thead>
<tr>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create a list of 7 words with the negative prefix un- (unwrap, unbutton, unzip, unhappy, unable, unhealthy, unclear). Write this list on the board.</td>
</tr>
<tr>
<td>• Model how to separate the prefix from the base by making a slash (un/wrap) or by writing the word as an equation (un + wrap = unwrap).</td>
</tr>
<tr>
<td>• Students turn and talk with a partner taking turns describing the words using “not” or “no” in their description. Example: “If my shirt is not buttoned, it is unbuttoned.”</td>
</tr>
<tr>
<td>• Create a list of words using the prefix in-, which means “not” (incorrect, incomplete, inaccurate, indefinite, inhuman, invisible). It is important for the words in this list to consist of a prefix and a word that students know well.</td>
</tr>
<tr>
<td>• Students detach the prefix from these words and turn and talk as with the un-words.</td>
</tr>
<tr>
<td>• Students record this exercise in their notebooks.</td>
</tr>
</tbody>
</table>

### Differentiation

- The number of roots presented at one time can be varied.
- Students can discover new words at their own level.
- Students can work with partners.

### Resources Provided

- *Journeys* reading series
- *Vocabulary Workshop* textbooks
- Content-area textbooks

### Resources Provided

- *Journeys* reading series
- *Vocabulary Workshop* textbooks
- Content-area textbooks

### Formative Assessment

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student notebook
- Vocabulary quizzes

### Differentiation

- The number of roots presented at one time can be varied.
- Students can discover new words at their own level.
- Students can work with partners.

### Resources Provided

- *Journeys* reading series
- *Vocabulary Workshop* textbooks
- Content-area textbooks
Lesson 7– Language: Vocabulary Grade 3

<table>
<thead>
<tr>
<th>Content Area: English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: Instructional Sequence: Other Prefixes</td>
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### Lesson Components

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<th>Civic Literacy</th>
<th>x</th>
<th>Health Literacy</th>
</tr>
</thead>
</table>

#### 21st Century Skills

<table>
<thead>
<tr>
<th>x</th>
<th>Creativity and Innovation</th>
<th>x</th>
<th>Critical Thinking and Problem Solving</th>
<th>x</th>
<th>Communication and Collaboration</th>
<th>x</th>
<th>Information Literacy</th>
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<tr>
<th>x</th>
<th>Media Literacy</th>
<th>x</th>
<th>ICT Literacy</th>
<th>x</th>
<th>Life and Career Skills</th>
</tr>
</thead>
</table>

#### Interdisciplinary Connections:

- Social studies, science, math and health

#### Integration of Technology:

- Equipment/materials needed:
  - vocabulary words
  - *Journeys* teacher edition
  - Overhead projector and transparencies

#### Notes:

“Knowing that words can be broken down into units of meaning is a powerful strategy for vocabulary development.” (Rasinski pg 21)

Begin the week with “meet the root”, then move to other instructional routines, one per day for 10-15 minutes. Make routines predictable.

The prefixes *pre-* and *re-* are quick review for grade 5, but this lesson can be used with any prefix.
## Differentiation
- The number of roots presented at one time can be varied.
- Students can discover new words at their own level.
- Students can work with partners.

## Resources Provided
- *Journeys* reading series
- *Vocabulary Workshop* textbooks
- Content-area textbooks

### Lesson Sequence
- Create a list of two-part words with the directional prefix *pre-* = "before" (presoak, preheat, preshrunk, prewashed, pregame).
- Write these words in simple phrases on the board:
  - Presoak laundry
  - Preheat the oven
  - Preshrunk jeans
  - Prewashed lettuce
  - Pregame show
- Read the phrases aloud and identify the target words. Students write the phrases in their notebook and separate the prefix from the rest of the word (e.g., pre/soak, or pre + soak = presoak).
- Ask students to turn and talk with a partner about these words using the "before" meaning of the prefix and use the target word in a sentence. Example: *Prewashed* lettuce has been washed "before" we buy it at the store. Students should write these sentences in their notebooks also.
- Repeat the procedure using words with the prefix *re-* = "back, again" (rewrite, redo, refills, rebuild, reruns).
- Ask students to talk about the words using “back” and “again” in their descriptions.

### Teacher Observation & Anecdotal Evidence
- Student participation in class discussion
- Student notebook
- Vocabulary quizzes
Lesson 8– Language: Vocabulary Grade 3

Content Area: English Language Arts

| Lesson Title: Instructional Sequence: Some Easy Suffixes | Timeframe: 10-15 minutes one day per week |

Lesson Components

21st Century Themes

<table>
<thead>
<tr>
<th>x Global Awareness</th>
<th>x Civic Literacy</th>
<th>x Health Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
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</table>

21st Century Skills

<table>
<thead>
<tr>
<th>x Creativity and Innovation</th>
<th>x Critical Thinking and Problem Solving</th>
<th>x Communication and Collaboration</th>
<th>x Information Literacy</th>
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<tbody>
<tr>
<td>Media Literacy</td>
<td>ICT Literacy</td>
<td>Life and Career Skills</td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections:

- Social studies, science, math and health

Integration of Technology:

Equipment/materials needed:
- vocabulary words
- *Journeys* teacher edition
- Overhead projector and transparencies

Notes:

“Knowing that words can be broken down into units of meaning is a powerful strategy for vocabulary development.” (Rasinski pg 21)

Begin the week with “meet the root”, then move to other instructional routines, one per day for 10-15 minutes. Make routines predictable.
### Goals/Objectives
- Learn to notice suffixes
- Learn the meaning of common suffixes
- Combine the meaning of the suffix with the meaning of the rest of the word
- Learn that they can change the meaning of the word by adding or removing suffixes.
- Learn that a word is made up of parts that have meaning
- Learn that they can figure out the meaning of a word by looking for parts.
- Learn that the same base can produce words of opposite meaning depending on what suffix is added

### Learning Activities/Instructional Strategies
#### Lesson Sequence
- Use the following suffixes for this lesson:
  - \( -er \) = “more”
  - \( -est \) = “most”
  - \( -ful \) = “full of”
  - \( -less \) = “without, lacking”
  - \( -able, -ible \) = “can, able to”
- teach \( -er, -est \) in the same lesson
- write the words small, tall, and smart on the board. Tell students that when we add the suffixes \( -er \) or \( -est \) to the word, we change the meaning of the word
- ask students to draw pictures of three things of varying sizes – small dog, another dog that is “more” small, and yet another that is “most” small. Students label their work “small dog”, “smaller dog”, “smallest dog”
- teach the suffixes \( -less \) and \( -ful \)
- together and have students create lists of antonyms. Example: careful/careless, harmful/harmless
- show students pictures that illustrate antonym pairs. Have children sketch some antonym pairs and label the pictures using words from the list

### Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student notebook
- Vocabulary quizzes
### 2009 New Jersey Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage students in word play. Using the suffix –able, ask students to create words and give the meaning. Example: a readable book: the book “can” be read. Students work with a partner.</td>
<td></td>
</tr>
</tbody>
</table>
| Students and partners can make up words using using the suffixes -able, -ible and use these words in sentences. Example: “My dog is unwalkable because he won’t wear his collar and leash: he “can not “ be walked (un = “not”, -able = “can”)
  |                                                                 |

### Differentiation
- The number of roots presented at one time can be varied.
- Students can discover new words at their own level.
- Students can work with partners.

### Resources Provided
- *Journeys* reading series
- *Vocabulary Workshop* textbooks
- Content-area textbooks
Lesson 9– Language: Vocabulary Grade 3

<table>
<thead>
<tr>
<th>Content Area: English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Title:</strong> Instructional Sequence: Bases – Literal and Figurative Meaning</td>
</tr>
<tr>
<td><strong>Timeframe:</strong> 10-15 minutes per day</td>
</tr>
</tbody>
</table>

**Lesson Components**

### 21st Century Themes

| x | Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | x | Civic Literacy | x | Health Literacy |

### 21st Century Skills

| x | Creativity and Innovation | Critical Thinking and Problem Solving | x | Communication and Collaboration | x | Information Literacy |
| x | Media Literacy | ICT Literacy | x | Life and Career Skills |

**Interdisciplinary Connections:**

- Social studies, science, math and health

**Integration of Technology:**

- **Equipment/materials needed:**
  - vocabulary words
  - *Journeys* teacher edition
  - Overhead projector and transparencies

**Notes:**

“Knowing that words can be broken down into units of meaning is a powerful strategy for vocabulary development.” (Rasinski pg 21)

Begin the week with “meet the root”, then move to other instructional routines, one per day for 10-15 minutes. Make routines predictable.
### Goals/Objectives
- Learn that bases provide the core meaning of a word
- Learn how to generate a word’s meaning from the meaning of the base plus the meanings of any prefixes, and suffixes.
- Learn to derive meaning of unfamiliar words by breaking words into parts
- Learn that all words that share a base have related meanings
- Word parts can be combined to create new words.

### Learning Activities/Instructional Strategies
**Lesson Sequence**

- Remind students that they have been focusing on studying prefixes and suffixes. Ask them to notice that those word parts do not give the essential meaning of the word. There is one more word part to study – the base. The base is the most important; it provides the word with its core or “basic” meaning.

  - Consider the bases
    - **audi, audit** = “hear, listen”
    - **vid, vis** = “see”

- Present students with the words **audible** (“can be heard”) and **visible** (“can be seen”). Challenge students to supply more words and their meanings. Point out that the literal meaning of the base provides the meaning of the word.

- Not all word meanings are literally provided by the base. Sometimes the meaning of the base is more abstract.

  - Consider the word **supervisor** (*super* = “over”, *vis* = “see”, *or* = “a person who”). Discuss the word with students and ask them to provide a working definition of **supervisor**. They will probably define it as “a person who looks over your work.” Lead students to connect the physical act of “seeing” with the act of “checking” or “reviewing”. Then help student break the word into its parts and give a meaning using the meaning of the parts.

### Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student notebook
- Vocabulary quizzes
• Try the same process with the word provide (pro- = “forward, ahead”, vid = “see”) so to provide is to “see ahead” and therefore plan.

• Help students see the difference between the literal and figurative “seeing” by presenting several phrases or sentences containing see:
  • Do you see my point?
  • Do you see the rainbow?
  • See to it . . .
  • See the pretty picture
  • Now I see what you mean.
  • Now I see a storm cloud.

• Ask students to work with partners to sort these into two categories: physical seeing and figurative seeing. Share

• Use another base cur(r), curs, cour(s) meaning “run” to compare literal and figurative uses.
  • A courier runs packages between places.
  • A racecourse is a place where cars, people, or horses “run”.
  • Cursive script refers to writing in which the letters “run” together.
  • An electric current “runs” through a wire.

• Challenge students to come up with other “run” words and identify them as literal or figurative meanings.

• Repeat with other bases

Differentiation
• The number of roots presented at one time can be varied.
• Students can discover new words at their own level.
• Students can work with partners.

Resources Provided
• Journeys reading series
• Vocabulary Workshop textbooks
• Content-area textbooks
Lesson 10 – Language: Vocabulary Grade 3

(back)

Content Area: English Language Arts

Lesson Title: Instructional Sequence: Compound Words

<table>
<thead>
<tr>
<th>21st Century Themes</th>
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</thead>
<tbody>
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<tr>
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<tr>
<td>Life and Career Skills</td>
</tr>
</tbody>
</table>

Interdisciplinary Connections:

• Social studies, science, math and health

Integration of Technology:

Equipment/materials needed:

• vocabulary words
• Journeys teacher edition
• Overhead projector and transparencies

Notes:

“Knowing that words can be broken down into units of meaning is a powerful strategy for vocabulary development.” (Rasinski pg 21)

Begin the week with “meet the root”, then move to other instructional routines, one per day for 10-15 minutes. Make routines predictable.
### Goals/Objectives

**Students:**
- Participate in different activities for vocabulary practice

### Learning Activities/Instructional Strategies

**Lesson Sequence**
- **Word Spokes**
  - select a root to work with
  - create web graphic organizer with a center circle and spokes extending from the circle
  - put a blank word spoke on a transparency.
  - Write the focus word part in the center circle. Ask students to generate 5 words with the word part for the spokes and describe the word using the word part meaning.
  - Write the words and meanings in the spokes
  - After the activity has been modeled, students can do this activity independently
- **Odd Word Out**
  - This activity asks students to choose which word does not belong and explain why.
  - Assemble sets of four words, three of which can be grouped together.
  - Ask students to identify the one that doesn’t belong and explain how the remaining words are similar.
  - Example: **precook ~ premixed ~ preheat ~ pre-test**
    - The odd word is *pre-test*; all others have to do with cooking
    - The odd word could be *premixed* because it is the only one with an *–ed* ending
    - The odd word could be *preheat* because it is the only long vowel sound.

### Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student notebook
- Vocabulary quizzes
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Theater</td>
<td>Give students a list of 10 words containing the root being studied.</td>
</tr>
<tr>
<td></td>
<td>With a partner, students select a word to pantomime while the rest of the class tries to guess the word.</td>
</tr>
<tr>
<td>Wordo</td>
<td>Vocabulary version of Bingo</td>
</tr>
<tr>
<td></td>
<td>Create a list of 9-16 words</td>
</tr>
<tr>
<td></td>
<td>Need a Wordo card for each student (3 x 3 or 4 x 4 squares)</td>
</tr>
<tr>
<td></td>
<td>Write the selected words on the board</td>
</tr>
<tr>
<td></td>
<td>Hand out Wordo cards. Students choose a free space and mark it with an X.</td>
</tr>
<tr>
<td></td>
<td>Students choose words from the board and write them in the remaining boxes.</td>
</tr>
<tr>
<td></td>
<td>Read a clue for the word. If students have that word on their card, they mark it. Students win when they have 4 Xs in a row.</td>
</tr>
<tr>
<td>20 Questions</td>
<td>One student chooses a word for the rest of the class to guess by asking questions. The student answering the questions can only give “yes” or “no” answers.</td>
</tr>
<tr>
<td>Root Word Riddles</td>
<td>Students create and figure out riddles with the same root</td>
</tr>
<tr>
<td></td>
<td>Review the meaning of the root. Read the list of words as a class. Ask students to explain what each word means using the meaning of the root</td>
</tr>
<tr>
<td></td>
<td>Practice making riddles</td>
</tr>
<tr>
<td></td>
<td>Choose a word and write out the first clue “I mean . . .””, then the second clue, then the third clue.</td>
</tr>
</tbody>
</table>
- Ask pairs of students to pick a word from the list and make their own riddle to share with the class
- Swap riddles and solve
- **Word Puzzles**
- **Cloze**
  - Select a text that is challenging. Identify several words that may be predicted from the content of the piece. Leave the first and last sentences intact. Omit several words from the passage.
  - Read the text to students. When you come to an omitted word, continue reading to the end of the sentence, then stop
  - Ask students to predict the meaning of the missing word. Have students describe the strategies used to determine the correct word.

**Differentiation**
- The number of roots presented at one time can be varied.
- Students can discover new words at their own level.
- Students can work with partners.

**Resources Provided**
- *Journeys* reading series
- *Vocabulary Workshop* textbooks
- Content-area textbooks
### Lesson 11– Language: Vocabulary Grade 3

**Content Area:** English Language Arts

**Lesson Title:** Building Word Awareness: Classroom Activities

**Timeframe:** 10-15 minutes one day per week

#### Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
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</thead>
<tbody>
<tr>
<td>x Global Awareness</td>
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</table>

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<tr>
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<tbody>
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<tr>
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<td>x ICT Literacy</td>
</tr>
</tbody>
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**Interdisciplinary Connections:**
- Social studies, science, math and health

**Integration of Technology:**

**Equipment/materials needed:**
- vocabulary words
- *Journeys* teacher edition
- Overhead projector and transparencies

**Notes:**
“Knowing that words can be broken down into units of meaning is a powerful strategy for vocabulary development.” (Rasinski pg 21)

Begin the week with “meet the root”, then move to other instructional routines, one per day for 10-15 minutes. Make routines predictable.
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Learning Activities/Instructional Strategies</th>
<th>Formative Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td><strong>Lesson Sequence</strong></td>
<td>• Teacher observation &amp;</td>
</tr>
<tr>
<td></td>
<td><strong>Root of the Week</strong></td>
<td>anecdotal evidence</td>
</tr>
<tr>
<td></td>
<td>• post a chart with the root of the week</td>
<td>• Student participation in</td>
</tr>
<tr>
<td></td>
<td>written at the top in bold letters</td>
<td>class discussion</td>
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<tr>
<td></td>
<td>• number each line</td>
<td>• Student notebook</td>
</tr>
<tr>
<td></td>
<td>• tell students that whenever they</td>
<td>• Vocabulary quizzes</td>
</tr>
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<td></td>
<td>discover a word with that root, they</td>
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<tr>
<td></td>
<td>should add it to the chart.</td>
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<td></td>
<td>• Students write the word, circle the word</td>
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<td></td>
<td>part, and write where the word was found.</td>
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<td></td>
<td>• Review the list at the end of the week</td>
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<tr>
<td></td>
<td><strong>Root Word of the Day</strong></td>
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<tr>
<td></td>
<td>• Each day of the week select a word</td>
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<td></td>
<td>containing the root currently being studied</td>
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<tr>
<td></td>
<td>this becomes the Word of the Day.</td>
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<td></td>
<td>• Challenge students to use the word as</td>
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<td></td>
<td>often as possible.</td>
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<td></td>
<td>• Each time students hear or see the word,</td>
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<td>they raise two fingers in the “V” for</td>
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<td></td>
<td>vocabulary sign</td>
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<td></td>
<td><strong>Realia and Children’s Literature</strong></td>
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<td></td>
<td>• Use real-life artifacts to illustrate</td>
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<td></td>
<td>words containing the root under study.</td>
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<td></td>
<td>Example: for the root –<em>graph, -gram</em></td>
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<td>bring in a photgraph, a biography, a</td>
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<tr>
<td></td>
<td>telegram etc.</td>
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<td></td>
<td>• Have students tell you what each item is,</td>
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<td></td>
<td>write the words on the board, have students</td>
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<td></td>
<td>identify the root and guess its meaning</td>
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<td></td>
<td>• Read aloud a picture book (*Snowflake</td>
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<td></td>
<td>Bentley*, a biography about a person who</td>
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<td></td>
<td>photographs snow) that contains words using</td>
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<td></td>
<td>the root under study</td>
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<td></td>
<td><strong>Writing an Exciting Story</strong></td>
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<tr>
<td></td>
<td>• Used to practice writing words with the</td>
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<tr>
<td></td>
<td>prefix <em>ex-</em></td>
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<tr>
<td></td>
<td>• Share an exciting story with students</td>
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<td></td>
<td>that you have written on a transparency:</td>
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<tr>
<td></td>
<td>read the story to the students, then reread</td>
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<tr>
<td></td>
<td>the story as a class</td>
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<tr>
<td></td>
<td>• Students pick out and discuss the</td>
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<td></td>
<td>different <em>ex-</em> words, write the words on</td>
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<td></td>
<td>chart paper</td>
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<td></td>
<td>• Discuss the story emphasizing how much</td>
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</tbody>
</table>
fun it was to write using words that were learned during the week

- Challenge students to select seven words from the list and write their own stories. Share.

**Authors and Illustrators**

- Students work with a partner to write a story using words with a focus root (every team does not have to use the same root).
- When the stories are finished, partners trade stories with another partner team.
- Each team reads the story and draws a picture to illustrate some part of it.
- Share illustrations

**Roots Day**

- Students compete in various activities on “Roots Day”
  - Either in teams or individually, students are challenged to create the greatest number of English words from a given root
  - Create a column of words and follow each word with the same number of blanks as roots in the word. Challenge students to give the meaning of the word based on its roots. Example: *quadruped* contains 2 roots, so there would be 2 blanks after the word, students would identify that *quadru* means “four”, and *ped* means “foot”
  - Students create flash cards of different roots and combine them to make new words.

**Cognate Connection**

- When introducing new vocabulary in the content areas, highlight roots and challenge students to define the word based on the meaning of its roots.
### Differentiation
- The number of roots presented at one time can be varied.
- Students can discover new words at their own level.
- Students can work with partners.

### Resources Provided
- *Journeys* reading series
- *Vocabulary Workshop* textbooks
- Content-area textbooks
Lesson 12– Language: Vocabulary Grade 3

Content Area: English Language Arts

Lesson Title: Word Comprehension  
Timeframe: ongoing

<table>
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<tr>
<th>Lesson Components</th>
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<tbody>
<tr>
<td><strong>21st Century Themes</strong></td>
</tr>
<tr>
<td>x Global Awareness</td>
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<td>x Media Literacy</td>
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Interdisciplinary Connections:
- Social studies, science, math and health

Integration of Technology:

Equipment/materials needed:
- vocabulary words
- *Journeys* teacher edition
- Overhead projector and transparencies
- Index cards

Notes:
“Knowing that words can be broken down into units of meaning is a powerful strategy for vocabulary development.” (Rasinski pg 21)

Begin the week with “meet the root”, then move to other instructional routines, one per day for 10-15 minutes. Make routines predictable.

Much of the information contained in this lesson is for teacher background. Students will discover relationships and principles through examples and discussing word meanings based on root meanings.
## Goals/Objectives
- Learn strategies to determine the meaning of words with prefixes
- Learn the essential meaning of a word is contained in the base
- Learn that prefixes have different spellings to make word pronunciation easier and more pleasant sounding
- Learn that bases have different spellings depending on the language of origin
- Learn to recognize words of Greek origin
- Learn to determine meaning of words with double prefixes

## Learning Activities/InSTRUCTIONAL STRATEGIES

### Lesson Sequence

#### Divide and Conquer
- Explain to students that although we read words from left to right, understanding the meaning of a word from its roots requires that students focus on the base first. Example: the word *contract* had the base *tract* meaning “pull, draw”. The prefix *con-* means “with, together”. If students try to define the word working left to right, they would get “with pull” as a definition. If they look at the base first, they would determine the meaning to be “draw or pull together.” When muscles *contract*, they “draw together”.
- List words using the same base on the board with different prefixes.
- Students divide the word into its semantic parts
- Help students find bases within the word and begin the definition of a word with the base.
- Ask students to add the meaning of the prefix after the meaning of the base is determined.
- Teach the process in a whole-group setting using think alouds

### Multiple Forms of Bases
- Write the bases *pon, pos, posit, pound* on the board. Explain that they all mean “put, place”. Ask students to talk about them noting interesting characteristics. They should notice that three of the bases have just one vowel (“o”) and the other “ou”. Explain that the base *pound* comes from French, so there has been some spelling change. Ask students to think about the words *opponent, pose, position, compound* and how they all have something to do with “put, place”.

## Formative Assessment Tasks
- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student notebook
- Vocabulary quizzes
- Latin bases with a single \( u \), change in the French to \( oi \) as in punг, punct (Latin for “pierce”) and poign. The word poignant is a cognate since poignant feelings are emotionally “piercing”.

- Words from Greek tend to be long and contain the letter \( o \) between roots. Greek-derived words often are found in medical and technical terminology. Example: electr-o-cardi-o-gram, dem-o-cracy. Students can look for the connecting \( o \) in long words, then divide and conquer.

- **Double Consonants Within a Word:**
  **Teaching Assimilation**

- Some prefixes have multiple forms: con- has the forms con-, com-, col-; ad- has the forms at-, al-, af-. All of these changes follow a recognizable pattern. This is called “assimilation.”

- Assimilation means that some consonants change and become like the consonant that follows it. The spelling change does not change the meaning of the prefix, it occurs to make the word easier to pronounce.

- Latin prefixes that end in consonants may change when attached to bases that begin with certain consonants.
  - Full assimilation occurs when the final \( n \)- of the prefix changes into the same consonant as the first letter of the base:
    i. con + lect = collect
    ii. con + motion = commotion
    iii. con + rect = correct
    iv. in + legal = illegal
    v. in + migrant = immigrant
  - when there is full assimilation, there is a doubling of the consonant near the beginning of the word.
Partial Assimilation – the final *n*- may change to an *m*- when placed before bases beginning with *b* or *p*. There is no doubling of the consonants.

1. *con* + *bine* = *combine*
2. *con* + *pose* = *compose*
3. *in* + *possible* = *impossible*

**Assimilation activities**

- Using the prefixes *con-* and *in-* as examples, list the following:
  - convention
  - conference
  - concur
  - inaudible
  - invisible
  - infinite

- As a class read the list of words, point out that the prefix is easily pronounced with the base, so no change is needed.

- Using the same two prefixes, present a list of words where the final *n*- of *con-* and *in-* become an *m-*:
  - impossible = *impossible*
  - important = *important*
  - conbine = *combine*
  - complicate = *complicate*
  - compose = *compose*

- Point out that the final *n*- changes to an *m*- to make the word easier to pronounce.

- Ask students to say the words in the column on the left, then say the words in the right column.

- Still using *con-* and *in-* present words that show full assimilation and the double consonant.
  - *inlegal* = illegal
  - *inresponsible* = irresponsible
  - *conloquial* = colloquial
  - *conrect* = correct

- Ask students to say each version of the word, noticing that it is easier to pronounce the assimilated word.

- Point out the doubled consonant reminding students that words with a double consonant near the beginning contain an assimilated prefix.
- Distribute small index cards to students. Students write *con-* on one card and *in-* on another card. On the rest of the cards students will write the following bases (one on each card):
  - *tract* = “pull, draw”
  - *pon, pos, posit, pound* = “put, place”
  - *mov, mot, mobil* = “move”
  - *grad, gress* = “step, go”
  - *lect* = “gather, pick”
  - *rect* = “straight”

- Students use the cards to create words. Students write the created words in their notebooks, then pronounce the words and decide whether the prefixes have to be assimilated or not.
- Students then write the word with the assimilated prefix. Share and discuss.

### Divide and Conquer Words With Two Prefixes

- Write the following words on the board:
  - *incorruptible* (*in-* and the assimilated *con-*)
  - *reconstruction* (*re-, con-*)
  - *misconstrue* (*mis, con-*)

- Tell students to identify and remove the first prefix. Using *reconstruction* as an example, students remove *re-*
- Ask students if the remainder of the word is recognizable. Students would look at *construction* and say that it is recognizable.
- Finally, students should apply the meaning of the first prefix to the rest of the word. *Reconstruction* = “to construct again”

- Double prefix words generally fall into two categories:
  - Negative forms of words students already know beginning with the prefixes *in-, mis-, de-.*
  - Forms of words they already know with the added idea of repetition that begin with the prefix *re-*.
### Differentiation
- The number of roots presented at one time can be varied.
- Students can discover new words at their own level.
- Students can work with partners.

### Resources Provided
- *Journeys* reading series
- *Vocabulary Workshop* textbooks
- Content-area textbooks
Lesson 13 – Language: Vocabulary Grade 3

<table>
<thead>
<tr>
<th>Content Area: English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Title:</strong> Digging into Dictionaries</td>
</tr>
</tbody>
</table>

### Lesson Components

#### 21st Century Themes

| x Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | x Civic Literacy | x Health Literacy |

#### 21st Century Skills

<table>
<thead>
<tr>
<th>x Creativity and Innovation</th>
<th>x Critical Thinking and Problem Solving</th>
<th>x Communication and Collaboration</th>
<th>x Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>x Media Literacy</td>
<td>x ICT Literacy</td>
<td>x Life and Career Skills</td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections:

- Social studies, science, math and health

### Integration of Technology:

### Equipment/materials needed:

- vocabulary words
- *Journeys* teacher edition
- Overhead projector and transparencies
- dictionaries

### Notes:
# Goals/Objectives

Students:
- Learn to use a dictionary to find word history and meanings of roots

# Learning Activities/Instructional Strategies

**Lesson Sequence**

*Use the dictionary to identify root of a word and the meaning of each part.*

- Introduce a base, *terr* ("earth") for example.
- Ask students to brainstorm words that contain the base.
- As they call out words write them on chart paper and ask them to explain what the word has to do with "earth, ground, or land." Examples:
  - *terrarium*: a container for frogs, turtles and plants that live on the ground
  - *terrain*: the earth we walk on; land
  - *terrace*: a patio we walk on like the ground itself
  - *territory*: the land (earth) that explorers investigate or that countries claim to own
  - *exterrestrial*: a creature from outside of Earth
- Students then check dictionaries to make sure they are correct

*Use the dictionary to explore the history of a word*

- Encourage students to find out the history of words they study
- One source is the Online Etymology Dictionary ([http://www.etymonline.com/](http://www.etymonline.com/))

*Use the dictionary to reinforce “cognate connections”*

- When students look up definitions for vocabulary words in the dictionary, they should also look up the word’s roots and their meaning, then create a list of words they know that share the same root

# Formative Assessment Tasks

- Teacher observation & anecdotal evidence
- Student participation in class discussion
- Student notebook
- Vocabulary quizzes
<table>
<thead>
<tr>
<th>Use the dictionary to identify false cognates</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have students look up the etymology of words they have brainstormed to check for accuracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use the dictionary to nurture word curiosity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Present students with a word or words to find their origin. Have students identify the roots and explain their meanings. Students also explain the relationship between the meaning of the root and the definition of the word.</td>
</tr>
<tr>
<td><a href="http://wordinfo.info/">http://wordinfo.info/</a></td>
</tr>
<tr>
<td><a href="http://www.onelook.com">http://www.onelook.com</a></td>
</tr>
</tbody>
</table>

**Differentiation**
- 

**Resources Provided**
- *Journeys* reading series
- *Vocabulary Workshop* textbooks
- Content-area textbooks
### Unit Overview Template

**Content Area:** English Language Arts (ELA)

**Unit Title:** Writing Grade 3

**Target Course/Grade Level:** 3

**Unit Summary**

Students will learn to write narratives, arguments (opinion), and explanatory pieces applying the conventions of standard English grammar, punctuation, and spelling. Students will be expected to support their writing with evidence from text and to create lists of sources. Students will be taught to create and use a writer’s notebook to store their observations of the world around them and select topics to write about from these observations.

Students will learn how to prepare for the NJASK and have time to practice under simulated testing conditions.

**Primary interdisciplinary connections:** Science, Social Studies, History, Health, Math

**21st century themes:**
- Global Awareness
- Financial, economic, business, and entrepreneurial literacy
- Civic literacy
- Health literacy
- Environmental literacy

**21st century skills:**
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Media Literacy
- Information Literacy
- Life and Career Skills


**Unit Rationale**

Arguments are used for many purposes – to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation of evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position is valid. In English Language Arts, students make claims about the meaning and worth of literary works. They defend their interpretations with evidence from the text they are writing about. In science, students make statements or present conclusions that answer questions or address problems. Although children in the intermediate grades are not able to produce fully logical arguments, they learn to provide examples, offer reasons for their assertions, and explain cause and effect. These expository structures are steps on the road to argument. In grades K-5, the term “opinion” is used to refer to this developing form of argument.

Informational/explanatory writing conveys information accurately. This kind of writing serves to increase...
the reader's knowledge of a subject, or to help readers better understand a procedure. This kind of writing addresses matters such as types, components, size, function, behavior, or how things work. To produce this kind of writing, students draw from what they already know and from primary and secondary sources. Informational/explanatory writing includes a wide array of genres, including scientific and historical reports, summaries, and workplace writing such as instructions. The aim of explanatory writing is to make the reader understand.

Narrative writing conveys experience, either real or imaginary and uses time as its deep structure. It can be used for many purposes, to inform, instruct, persuade, or entertain.

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**Learning Targets**

**Standards:**
The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

**Content Statements: College and Career Readiness (CCR) Standards**

**Text Types and Purposes**

* 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
* 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
* 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

* 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
* 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

* 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
* 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
* 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

* 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.3.1</td>
<td>Write opinion pieces on topics or texts, supporting a point of view with reasons.</td>
</tr>
<tr>
<td>W.3.1a</td>
<td>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</td>
</tr>
<tr>
<td>W.3.1b</td>
<td>Provide reasons that support the opinion.</td>
</tr>
<tr>
<td>W.3.1c</td>
<td>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</td>
</tr>
<tr>
<td>W.3.1d</td>
<td>Provide a concluding statement or section.</td>
</tr>
<tr>
<td>W.3.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
</tr>
<tr>
<td>W.3.2a</td>
<td>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</td>
</tr>
<tr>
<td>W.3.2b</td>
<td>Develop the topic with facts, definitions, and details.</td>
</tr>
<tr>
<td>W.3.2c</td>
<td>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</td>
</tr>
<tr>
<td>W.3.2d</td>
<td>Provide a concluding statement or section.</td>
</tr>
<tr>
<td>W.3.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
</tr>
<tr>
<td>W.3.3a</td>
<td>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
</tr>
<tr>
<td>W.3.3b</td>
<td>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</td>
</tr>
<tr>
<td>W.3.3c</td>
<td>Use temporal words and phrases to signal event order.</td>
</tr>
<tr>
<td>W.3.3d</td>
<td>Provide a sense of closure.</td>
</tr>
</tbody>
</table>
| W.3.4 | With guidance and support from adults, produce writing in which the development and
| W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| W.3.6 | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| W.3.7 | Conduct short research projects that build knowledge about a topic. |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| W.3.9 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**Unit Essential Questions**
- How does an author support his opinions?
- What is the purpose of informative/explanatory writing? How is that purpose achieved?
- How does an author tell a story?
- How does a writer share his work?
- How do we get the answers to what we wonder about?

**Unit Enduring Understandings**
- Authors support their opinions with reasons and information.
- The organizational structure of a written piece provides the framework for an author to support his point of view.
- The purpose of informative/explanatory writing is to convey ideas and information clearly.
- Text features (headings, illustrations, boldface words) help convey information.
- Facts, concrete details, facts, and definitions are used to provide the reader with information about a topic.
- Narratives tell a story by recounting events in chronological order.
- Dialogue and descriptions of actions, thoughts, and feelings add depth to the story and keep the reader engaged.
- There are different forms of writing, each with their own purpose. Choose the structure that best suits the task, audience, and purpose.
- Apply the writing process when developing a piece.
- Publish pieces in a variety of formats, including the internet.
- Building knowledge about a topic requires research.
- Taking notes on sources, sorting evidence into categories and recalling information builds knowledge about a topic.

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Unit Learning Targets

Students will be able to ... 

- write opinion pieces on topics or texts, supporting a point of view with reasons.
- introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- provide reasons that support the opinion.
- use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- provide a concluding statement or section.
- write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- develop the topic with facts, definitions, and details.
- use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- provide a concluding statement or section.
- write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- use temporal words and phrases to signal event order.
- provide a sense of closure.
- with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- conduct short research projects that build knowledge about a topic.
- recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Evidence of Learning

Summative Assessment (end of each marking period):
Summative assessments (Journeys unit tests 2, 3, 4, & 5) are given at the end of each marking period. The unit 1 test will be administered during the first week of school as a baseline assessment.

Equipment needed: see individual lessons

Teacher Resources:
Journeys, Houghton Mifflin Harcourt School Publishers
Journeys Weekly, Unit, and Benchmark Assessments L3
Journeys Practice Workbook L3
Unit Overview Template

Content Area: English Language Arts (ELA) - Language

Unit Title: Language Grade 3

Target Course/Grade Level: 3

Unit Summary
Students learn the grammar and usage of spoken and written standard English. They are also exposed to different dialects of English that writers often use to set characters in time and place. Students learn the conventions of standard English to make their writing and speaking more effective.

Students learn to acquire vocabulary through reading by using context clues, and analyze word parts (roots) to derive meaning. Students learn how to use a dictionary and thesaurus to improve and increase their vocabulary.

Students learn to use and interpret figurative language and recognize and explain the meaning of common idioms, adages and proverbs.

Students will learn how to prepare for the NJASK and have time to practice under simulated testing conditions.

Primary interdisciplinary connections: Science, Social Studies, History, Health, Math

21st century themes:
- Global Awareness
- Financial, economic, business, and entrepreneurial literacy
- Civic literacy
- Health literacy
- Environmental literacy

21st century skills:
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Media Literacy
- Information Literacy
- Life and Career Skills


Unit Rationale
To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand

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should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

### Learning Targets

**Standards:**

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

**Content Statements: College and Career Readiness (CCR) Standards**

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
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</thead>
<tbody>
<tr>
<td>L.3.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>L.3.1a</td>
<td>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</td>
</tr>
<tr>
<td>L.3.1b</td>
<td>Form and use regular and irregular plural nouns</td>
</tr>
<tr>
<td>L.3.1c</td>
<td>Use abstract nouns (e.g., childhood).</td>
</tr>
<tr>
<td>L.3.1d</td>
<td>Form and use regular and irregular verbs.</td>
</tr>
<tr>
<td>L.3.1e</td>
<td>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.3.1f</td>
<td>Ensure subject-verb and pronoun-antecedent agreement.</td>
</tr>
<tr>
<td>L.3.1g</td>
<td>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</td>
</tr>
<tr>
<td>L.3.1h</td>
<td>Use coordinating and subordinating conjunctions.</td>
</tr>
<tr>
<td>L.3.1i</td>
<td>Produce simple, compound, and complex sentences.</td>
</tr>
<tr>
<td>L.3.1</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>L.3.2a</td>
<td>Capitalize appropriate words in titles.</td>
</tr>
<tr>
<td>L.3.2b</td>
<td>Use commas in addresses.</td>
</tr>
<tr>
<td>L.3.2c</td>
<td>Use commas and quotation marks in dialogue.</td>
</tr>
<tr>
<td>L.3.2d</td>
<td>Form and use possessives.</td>
</tr>
<tr>
<td>L.3.2e</td>
<td>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</td>
</tr>
<tr>
<td>L.3.2f</td>
<td>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</td>
</tr>
<tr>
<td>L.3.2g</td>
<td>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</td>
</tr>
<tr>
<td>L.3.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td>L.3.3a</td>
<td>Choose words and phrases for effect.</td>
</tr>
<tr>
<td>L.3.3b</td>
<td>Recognize and observe differences between the conventions of spoken and written standard English.</td>
</tr>
<tr>
<td>L.3.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>L.3.4a</td>
<td>Use sentence-level context as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>L.3.4b</td>
<td>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</td>
</tr>
<tr>
<td>L.3.4c</td>
<td>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</td>
</tr>
<tr>
<td>L.3.4d</td>
<td>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</td>
</tr>
<tr>
<td>L.3.5</td>
<td>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</td>
</tr>
<tr>
<td>L.3.5a</td>
<td>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</td>
</tr>
<tr>
<td>L.3.5b</td>
<td>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</td>
</tr>
<tr>
<td>L.3.5c</td>
<td>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</td>
</tr>
</tbody>
</table>
| L.3.6    | Acquire and use accurately grade-appropriate conversational, general academic, and.
domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

<table>
<thead>
<tr>
<th>Unit Essential Questions</th>
<th>Unit Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How is the command of the conventions of standard spoken and written English grammar, punctuation, capitalization and spelling demonstrated?</td>
<td>• When writing or speaking, a command of the conventions of standard English grammar, capitalization, punctuation and spelling must be demonstrated.</td>
</tr>
<tr>
<td>• How does the knowledge of language and its conventions enhance meaning?</td>
<td>• When writing, speaking, reading, or listening the knowledge of language and its conventions are used to create meaning.</td>
</tr>
<tr>
<td>• How does a reader determine the meaning of unknown and multiple-meaning words and phrases when reading?</td>
<td>• The meaning of unknown or multiple-meaning words can be determined in many ways, depending upon the context of the reading or the word(s) themselves.</td>
</tr>
<tr>
<td>• How does understanding figurative language enhance meaning?</td>
<td>• Understanding figurative language, word relationships, and nuances in word meanings helps the reader, writer, speaker, or listener create meaning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to ...</td>
</tr>
<tr>
<td>• demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>• explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</td>
</tr>
<tr>
<td>• form and use regular and irregular plural nouns.</td>
</tr>
<tr>
<td>• use abstract nouns (e.g., childhood).</td>
</tr>
<tr>
<td>• form and use regular and irregular verbs.</td>
</tr>
<tr>
<td>• form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</td>
</tr>
<tr>
<td>• ensure subject-verb and pronoun-antecedent agreement.*</td>
</tr>
<tr>
<td>• form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</td>
</tr>
<tr>
<td>• use coordinating and subordinating conjunctions.</td>
</tr>
<tr>
<td>• produce simple, compound, and complex sentences.</td>
</tr>
<tr>
<td>• demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>• capitalize appropriate words in titles.</td>
</tr>
<tr>
<td>• use commas in addresses.</td>
</tr>
<tr>
<td>• use commas and quotation marks in dialogue.</td>
</tr>
<tr>
<td>• form and use possessives.</td>
</tr>
<tr>
<td>• use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</td>
</tr>
<tr>
<td>• use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable</td>
</tr>
</tbody>
</table>
patterns, ending rules, meaningful word parts) in writing words.

- consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- use knowledge of language and its conventions when writing, speaking, reading, or listening.
- choose words and phrases for effect.*
- recognize and observe differences between the conventions of spoken and written standard English.
- determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- use sentence-level context as a clue to the meaning of a word or phrase.
- determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)

Evidence of Learning

**Summative Assessment (end of each marking period):**

Summative assessments (*Journeys* unit tests 2, 3, 4, & 5) are given at the end of each marking period. The unit 1 test will be administered during the first week of school as a baseline assessment.

**Equipment needed: see individual lessons**

**Teacher Resources:**

*Journeys*, Houghton Mifflin Harcourt School Publishers  
*Journeys Weekly, Unit, and Benchmark Assessments L3*  
*Journeys Practice Workbook L3*
Appendix

Text and Graphic Features

Nonfiction Features that Help in Determining what is Important

1. **Fonts and effects:**
   - a. Titles
   - b. Headings
   - c. Bold print
   - d. Color print
   - e. Italics
   - f. Bullets
   - g. Captions
   - h. Labels

2. **Signal words and phrases:**
   - a. For example
   - b. For instance
   - c. In fact
   - d. In conclusion
   - e. Most important
   - f. But
   - g. Therefore
   - h. On the other hand
   - i. Such as

3. **Illustrations and photographs**

4. **Graphics**

5. **Text organizers**
   - a. Index
   - b. Preface
   - c. Table of contents
   - d. Glossary
   - e. Appendix

6. **Text structure**
   - a. Cause and effect
   - b. Problem and solution
   - c. Question and answer
   - d. Compare/contrast
   - e. Description and sequence
Student worksheet: Reading to Answer Specific Questions

Name ____________________________________________

Reading to Answer a Specific Question

Question:
_________________________________________________

1. Check index and list the key words and page numbers below:
   a. ______________________________________________
      ______
   b. ______________________________________________
      ______
   c. ______________________________________________
      ______

2. Check table of contents for helpful chapter titles and list below:
   a. ______________________________________________
      ______
   b. ______________________________________________
      ______
   c. ______________________________________________
      ______
3. Write summary of information (in your own words) below:
   a. __________________________________________
      __________________________________________
      __________________________________________
      __________________________________________
      __________________________________________
      __________________________________________

4. Write citation below:
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

Appendix

Student handout: Notes/Thinking

Name
__________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Notes</th>
<th>Thinking</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
Appendix

Thick & thin questions

By Doug Buehl

Any Questions?

Questioning is an integral part of our daily routines, and sometimes it may seem that we are constantly invited to pose our questions. We outline instructions for the babysitter: any questions? Our doctor describes procedures for taking a new medication: any questions? We purchase a new product and scan through the explanations for use: any questions? We are assigned a project to complete from our supervisor at work: any questions? We leave our spouse directions for assembling the evening meal: any questions?

And it goes on and on. Asking questions is our particularly human way of narrowing our understanding, of making sense. Asking questions is how we zig-zag our way between knowing and not knowing — questions are the way we navigate our personal learning.

Students would probably offer a dramatically different take on questions. For the most part, students perceive questioning as an “interrogation” by others: they are regularly confronted in school with the task of answering the queries of somebody else: a teacher, a textbook editor, an exam developer. Researchers argue that in many classrooms the balance between question-posing and question-responding is badly askew. As a result, students receive inadequate practice in generating their own questions about new learning, and instead they relegate their thinking to a superficial “looking for answers” rather than a thoughtful engagement with a text.

The Strategy

Question generating is by definition an essential characteristic of an inquiring mind. Students who are encouraged to pose their own questions about their learning are being treated like curious individuals who are attempting to personalize their understanding. They are also being prompted to engage in an ongoing attempt to make sense of new information and ideas.

Step 1: Historically, teachers have been urged to ask better questions during classroom activities. Many of us have been long familiar with Bloom’s Taxonomy of Educational Objectives, which provides a framework for teachers to guide students into increasingly more complex thinking during their learning. Bloom’s taxonomy begins with consideration of a literal recounting of new learning, and advances student thinking through translation and paraphrasing, interpretation, application of ideas, analysis, creative possibilities, and critical evaluation.

Certainly, teacher modeling of “good” questions is a vital classroom dynamic, as students began to develop sensitivity to the array of questions worth asking while learning. Yet researchers note that students receive a disproportionate diet of fact-level questions that involve primarily a literal, copy-the-answer-from-the-text response, and infrequent questions
that engage them in the deeper levels of thinking represented by Bloom’s upper levels. Students won’t consider “what if . . .,” “what does this mean . . .,” “why might this . . .” “what might be other . . .,” or “how should we regard . . .” types of questions as legitimate if they lack experiences digging deeper into new learning.

A particularly effective means of modeling more sophisticated questioning is the “think-aloud,” which features the teacher talking out loud about the thinking involved with understanding a text under study. The think-aloud displays how a proficient reader poses questions at a variety of levels while attempting to truly understand what an author may be saying. The emphasis during a think-aloud is to acclimate students to sophisticated questioning by showing them what it looks like rather than through developing questions that students themselves are expected to respond to with answers.

**Step 2:** Students need multiple opportunities to identify their own questions while learning. Classroom activities that prompt inquiring minds could appear in a variety of guises. For example, students could be asked to list five things “they are wondering about” while reading a passage. Each “I wonder . . .” could be written on a sticky note and affixed to the margin of a selection. Or students could be given a “think-mark” — a bookmark for the chapter with slots for their five questions. Another alternative is a graphic organizer, with five bubbles for their questions as they read. Or the “I wonder . . .” prompts could be integrated into a study guide for a passage.

Emphasize that proficient readers “track” their thinking as they read, and that one way to accomplish this task is to inventory the questions that surface during reading.

**Step 3:** Introduce the concept of “thick” and “thin” questions. We ask ourselves “thin” questions to clarify information and ideas. We ask ourselves “thick” questions to ponder more universal ideas, often which take us far beyond the text which started our thinking about a topic.

Model thick and thin questions that guide your understanding of a short text. For example, share a newspaper article on a topic such as the avian flu. As you read aloud, note to students thin questions that occur to you: What does the author say causes avian flu? How can it infect humans? What is worrying public health officials? Questions such as these are specific to the text and help guide you in clarifying the author’s message.

Also demonstrate thick questions related to this topic that begin to expand your thinking beyond the text: Why are governments apparently not very well prepared to meet epidemic threats like the avian flu? Are there really effective ways to protect ourselves? Will we someday experience a pandemic like the Spanish flu of 1918 when millions died? When are these public health warnings real, and when are they exaggerated? Will I, or someone close to me, be struck with a disease like the avian flu?

Sometimes thin questions target clarification of key vocabulary (what exactly is a “pandemic”?) or clarification of an important fact (what was the Spanish flu outbreak in 1918?). The author may provide a direct answer to some of your thin questions; you may have to infer the answers to other of your thin questions; and some thin questions may be
unanswered because the author is depending on the reader to access background knowledge to fill in the missing information. Underscore these different varieties of thin questions as you talk with students; some excellent thin questions will be unanswerable using the text alone, necessitating that other sources (such as a dictionary) will have to be consulted to clarify them.

Thick questions are often the ones we care most about, as we personalize our understandings and learning. Thick questions represent those upper layers of Bloom’s taxonomy, when we truly engage with new ideas. Thick questions lead to rich conversation, divergent viewpoints, and further exploration of ideas. Are people today becoming more at risk for dangerous diseases like the avian flu? Why might this be so? What can be done to diminish such risks? Are we likely to undertake these necessary steps? Why or why not? What can I personally do?

Step 4: Ask students to code their own questions as thick and thin as they think about their reading. Because thin questions are often easier to contemplate, structure the assignment so that both types must be practiced. For example, students may be expected to generate two thin questions that are especially necessary for clarifying understanding, and three thick questions that reflect deeper thinking about a topic or story.

Advantages

Questioning strategies facilitate a significant “role reversal” where students become the questioners themselves. Thick and thin questions cue students into adopting an inquiring mode as readers.

- Students realize that proficient readers ask themselves questions to clarify information and ideas in a text.
- Students recognize that thoughtful reading goes far beyond identifying information and details explicitly stated by an author
- Students gain essential practice with and feedback on becoming question-posers rather than merely question-responders.

Doug Buehl, teacher, Madison East High School
Wisconsin State Reading Association.
Reading Room archives
Posted November 18, 2005
Appendix

**Student Handout: 5 Senses Response Sheet**

Name____________________________________________

Title:_____________________________________________

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I see</td>
<td>I hear</td>
<td>I feel</td>
<td>I smell</td>
</tr>
</tbody>
</table>

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
**Student Handout: Using Context Clues**

Name ____________________________________________

<table>
<thead>
<tr>
<th>Word</th>
<th>Inferred Meaning</th>
<th>Clue</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I taste</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix

Student Handout: Prior Knowledge

Name ________________________________________

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
Research Topic: _____________________________________________

Prior Knowledge: List 5 facts that you already know about your topic

1. ________________________________________________________

2. ________________________________________________________

3. ________________________________________________________

4. ________________________________________________________

5. ________________________________________________________

Questions I have before I begin my research are . . .

1. ________________________________________________________

2. ________________________________________________________

3. ________________________________________________________
4. __________________________________________________________


5. __________________________________________________________


Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J. Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
Appendix

Student Handout: Five New Facts

Name ___________________________________________ Date __________________________

Five new facts about ______________________________ (research topic) that I learned from my research.

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

4. __________________________________________________________

5. __________________________________________________________

Sources I used for research:

1. __________________________________________________________
### Appendix

**Journeys Selection Organized by Genre – Grade 3:**
*(back to genre studies grade 3)*

<table>
<thead>
<tr>
<th>Genre</th>
<th>Selection Lesson Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fiction:</strong></td>
<td></td>
</tr>
<tr>
<td>Humorous Fiction</td>
<td>1, 6, 15, 16</td>
</tr>
<tr>
<td>Realistic Fiction</td>
<td>3, 9, 12, 24</td>
</tr>
<tr>
<td>Historical Fiction</td>
<td>4</td>
</tr>
<tr>
<td>Folk Tale</td>
<td>8</td>
</tr>
<tr>
<td>Fantasy</td>
<td>2, 19, 21, 23</td>
</tr>
<tr>
<td>Legend</td>
<td>13</td>
</tr>
<tr>
<td><strong>Nonfiction:</strong></td>
<td></td>
</tr>
<tr>
<td>Biography</td>
<td>5, 10, 11</td>
</tr>
<tr>
<td>Informational Text</td>
<td>7, 14, 17, 18, 20, 22, 25</td>
</tr>
<tr>
<td>Narrative Nonfiction</td>
<td></td>
</tr>
</tbody>
</table>
What is Project Read?

*Project Read* is a comprehensive language arts program designed to provide explicit instruction in a structured reading curriculum. The goal of the program is to help all students become thoughtful, purposeful, and independent readers. *Project Read* Curriculum may be implemented in the regular classroom, special education classes, and Title I classes. It may also be used as an intervention reading program for first through sixth graders or with adolescents and adults who struggle with reading or language learning. Whole or small group instruction is delivered by a classroom teacher, a special education teacher, or a reading teacher. Lessons are intended to occur daily within an extended block of time devoted to reading instruction. Emphasis is placed on systematic, direct instruction of concepts and skills supported and enhanced by a teaching approach that includes visual, kinesthetic, auditory and tactile strategies (VAKT), and the use of body language.

Florida Center for Reading Research

([http://www.fcrr.org/](http://www.fcrr.org/))