

## ELA Lesson Plan

<b>Teacher: L. Fajardo</b>	<b>Grade: 3<sup>rd</sup> Grade</b>	<b>Date(s):</b> Week 1: Quarter 1
<b>Unit Title:</b> First week of school; Introductions		<b>Corresponding Unit Task:</b>
<b>Essential Question(s):</b> Why is it important to have all the different parts in a sentence in the correct order?		
<b>Materials/Resources</b>		<b>Essential Vocabulary</b>
<p><b>Teacher/Student:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.havefunteaching.com">http://www.havefunteaching.com</a> Key word: <b>phonics</b></li> <li>• <a href="http://www.education.com/worksheets">http://www.education.com/worksheets</a> free worksheets for phonics</li> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix C: grade-level writing samples with annotation</li> <li>• Houghton Mifflin Third Grade English, pp. H14–H15 (Prefixes and Suffixes)</li> <li>• Houghton Mifflin Third Grade English, U.2, U.3, U.4, U.6 (Nouns, Verbs, Adjectives and Adverbs, Pronouns)</li> <li>• Houghton Mifflin Third Grade English, Getting Started, The Writing Process, pp.7–27</li> <li>• Houghton Mifflin Third Grade English, U.1, (Writing sentences), pp. 32–47</li> <li>• Houghton Mifflin Third Grade English, U.9, (Writing a Research Report) pp. 319–325</li> <li>• Houghton Mifflin Third Grade Spelling and Vocabulary, U. 27, U.28, U.29, pp.174–191 (Prefixes and Suffixes)</li> <li>• Houghton Mifflin Third Grade Spelling and</li> </ul>		<p><b>Key Vocabulary:</b> Multisyllabic, prefix, suffix, Latin, derivational suffix, pronouns, adjectives, adverbs, abstract nouns, transitional words/ linking words, collaborate</p> <p><b>Reading Strategies:</b> Predict/ Infer, Phonics/Decoding and Monitor/ Clarify and Question, Evaluate and Summarize</p>

Vocabulary, Student Handbook, pp.253–254 (Writer’s Resources)

- Houghton Mifflin Third Grade Reading, Theme 4, Writing Model: A Research Report, pp.40–43
- SRA Spelling Mastery
- Common Core Supplements

### Learning Experience(s)

#### Gradual Release of Responsibility:

- X Modeled
- X Shared
- X Guided Practice
- Independent

#### Reading

##### Standards:

**3.RF.3a-d** a.) Know and apply grade-level phonics and word analysis skills in decoding words; b.) Identify and know the meaning of the most common prefixes and derivational suffixes; c.) Decode words with common Latin suffixes; d.) Decode multi-syllable words; Read grade-appropriate irregularly spelled words

##### I Can Statement(s):

I can analyze words and use phonics to help me read third grade words.

##### Instructional Plan:

- **Activator:**
  - Day1: Teacher will discuss with students what good readers do when they read. Students will brainstorm of what they do that helps them read.
  - Teacher will distribute or display reading strategy guide to students.
  - Review each strategy.
- **Modeled:**
  - Day 2: Teacher will read aloud with students The Rule. Teacher will model and explain the different strategies used as they are reading. Introduce the strategy: Predict/ Infer. Teacher will read aloud with students The Rule.
- **Shared:** Students will respond to each strategy in their practice books page 1 and 2. Students will write what they think will

	<p>happen in the story and share in small or large group setting.</p> <ul style="list-style-type: none"> <li>• <b>Guided:</b> Students will model the different strategies with each other with assistance from teacher.</li> <li>• <b>Modeled:</b></li> <li>• Day 3: Introduce the strategy: Phonics/Decoding and Monitor/ Clarify and Question. Teacher will read aloud with students <u>The Rule</u>.</li> <li>• <b>Shared:</b> Students will respond to this strategy in their practice books page 3, 4, and 5.</li> <li>• <b>Guided:</b> Students will write the steps of the strategy and discuss the decoding steps. Students will think about why the boy in the story might think the mushrooms look like a forest.</li> <li>• <b>Modeled:</b></li> <li>• Day 4: Introduce the strategy: Evaluate and Summarize. Teacher will read aloud with students <u>The Rule</u>.</li> <li>• <b>Shared:</b> Students will respond to this strategy in their practice books page 6 and 7.</li> <li>• <b>Guided:</b> Students will discuss and model the strategies.</li> </ul>
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<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>➤ Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>➤ Independent</li> </ul>	<p style="text-align: center;"><b>Language</b></p> <p><b>Language</b>  <b>3.L.1a-d</b> Demonstrate command of conventions of standard English grammar usage</p> <p><b>I can statement(s):</b>  I can explain how nouns, pronouns, verbs, adjectives, and adverbs work in different sentences.</p> <p><b>Materials:</b> Common Core sheets, Houghton Mifflin English text</p> <p><b>Instructional Plan:</b>  Day 1-4:  Teacher will provide students with worksheets or material resources. Teacher will explain and discuss the different components. Students will be given time to discuss and work on the different parts of the sentence.</p>
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<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>X Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>X Independent</li> </ul>	<p style="text-align: center;"><b>Writing</b></p> <p><b>Standards:</b>  <b><u>3.W.2c</u></b> Write informative/Explanatory texts to examine a topic and convey ideas and information clearly: use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within Categories of information.</p> <p><b>I Can Statement:</b> I can write to inform and explain ideas.</p> <p><b>Instructional Plan:</b></p> <p>Day 1-4</p> <p>Students will use the graphic organizer to write an informative or explanatory text about a chosen topic. Students will then publish their findings in by writing a newspaper article on the topic.</p>
<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>➤ Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>➤ Independent</li> </ul>	<p style="text-align: center;"><b>Speaking &amp; Listening</b></p> <p><b>Standards:</b>  <b><u>3.SL.1A</u></b> Engage effectively in a range of collaborative discussions ( one-on-one, in groups, &amp; teacher led) with diverse partners on grade 3 topics &amp; texts, building on others’ ideas &amp; expressing their own clearly: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation &amp; other information known about the topic to explore ideas under discussion.</p> <p><b>I Can Statement(s):</b> I can effectively participate in discussions.</p> <p><b>Instructional Plan:</b></p> <p>Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>Use the sentence starters to ask questions to check for understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>

<b>Closing/Summarizing Strategy</b>	<b>Ticket out the door:</b> Students will use a sticky note to identify a strategy they will use for reading and explain why is it important to know the parts of speech?

**Differentiation Strategies**

<b>Extension</b>	<b>Intervention</b>	<b>Language Development</b>
<p>Prepare a digital presentation, skit, or role play the habits and strategies that good readers, writers, speakers, and listeners use. Provide tips and advice that will help all students reflect on developing good habits.</p>	<p><i>Implement any of the applicable instructional strategies from the “benchmarks or short term objectives” section for annual goals addressing literacy from each identified student’s IEP.</i></p> <p><i>Observe and implement the “general education program accommodations” on each identified student’s IEP.</i></p> <ul style="list-style-type: none"> <li>• Teacher or Peer: Model good reading, writing, speaking, and listening strategies for small groups of students</li> <li>• Provide a list of examples and non-examples for students to organize</li> <li>• Use a graphic organizer</li> <li>• Provide a model/exemplar of acceptable work (<i>character map</i>)</li> </ul> <p>Struggling readers will need review/intervention for grade</p>	<ul style="list-style-type: none"> <li>• Focus on one part of speech at a time. (e.g., nouns, adjectives, adverbs, verbs). Provide students with text in which they highlight the part of speech that is being emphasized for identification (3.RF.3).</li> <li>• When highlighting parts of speech that modify (e.g., adjectives-nouns, adverbs-verbs, and adjectives) or replace (e.g., pronouns), have students highlight the word and then draw an arrow to the word it is replacing or modifying (3.RF.3).</li> <li>• Provide cards each written with a different common prefix.</li> </ul>

level phonics and word analysis skills for decoding. Offer re-teaching for syllabication patterns and morphology to assist with the reading of unfamiliar multisyllabic words in context and out of context.

Students work in pairs or small groups. A student draws a card and students in the group write as many words as they can with that prefix in their writing journal or notebook. Students should share responses with each other to maximize the resource. They can also illustrate the word before and after a prefix has been added (3.RF.3).

- Provide cards with derivational suffixes. Students work in pairs or small groups. A student draws a card and students in the group write as many words with the derivational suffix as they can in their writing journal. Students should share with each other to maximize the resource (3.RF.3).
- Display a word bank chart and anchor chart of linking or transitional words and phrases for students to use while they are writing (3.W.2).

		<ul style="list-style-type: none"><li>• Have students highlight transitional words/linking words and phrases that connect ideas in a text (3.W.2).</li><li>• Arrange seating charts for students to work in pairs or small groups. Allow the teams of students to create a poster of norms to follow when they are collaborating (3.SL.1).</li></ul>
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**Assessment(s) & Reflection**

**Assessment(s):** Q & A ( Oral & Writing)

Story Reading

Writing Activities/prompts

Think, Pair, Share

Quiz

**Teacher Reflection:** (Next steps?)

## ELA Lesson Plan

<b>Teacher: L. Fajardo</b>	<b>Grade: 3<sup>rd</sup> Grade</b>	<b>Date(s):</b> Week 2: Quarter 1
<b>Unit Title:</b> First week of school; Introductions		<b>Corresponding Unit Task:</b>
<b>Essential Question(s):</b> Why is it important to have all the different parts in a sentence in the correct order?		
<b>Materials/Resources</b>		<b>Essential Vocabulary</b>
<p><b>Teacher/Student:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.havefunteaching.com">http://www.havefunteaching.com</a> Key word: <b>phonics</b></li> <li>• <a href="http://www.education.com/worksheets">http://www.education.com/worksheets</a> free worksheets for phonics</li> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix C: grade-level writing samples with annotation</li> <li>• Houghton Mifflin Third Grade English, pp. H14–H15 (Prefixes and Suffixes)</li> <li>• Houghton Mifflin Third Grade English, U.2, U.3, U.4, U.6 (Nouns, Verbs, Adjectives and Adverbs, Pronouns)</li> <li>• Houghton Mifflin Third Grade English, Getting Started, The Writing Process, pp.7–27</li> <li>• Houghton Mifflin Third Grade English, U.1, (Writing sentences), pp. 32–47</li> <li>• Houghton Mifflin Third Grade English, U.9, (Writing a Research Report) pp. 319–325</li> <li>• Houghton Mifflin Third Grade Spelling and Vocabulary, U. 27, U.28, U.29, pp.174–191 (Prefixes and Suffixes)</li> <li>• Houghton Mifflin Third Grade Spelling and</li> </ul>		<p><b>Key Vocabulary:</b> Multisyllabic, prefix, suffix, Latin, derivational suffix, pronouns, adjectives, adverbs, abstract nouns, transitional words/ linking words, collaborate</p> <p><b>Reading Strategies:</b> Predict/ Infer, Phonics/Decoding and Monitor/ Clarify and Question, Evaluate and Summarize</p>



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### Learning Experience(s)

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#### Reading

##### Standards:

**3.RF.3a-d** a.) Know and apply grade-level phonics and word analysis skills in decoding words; b.) Identify and know the meaning of the most common prefixes and derivational suffixes; c.) Decode words with common Latin suffixes; d.) Decode multi-syllable words; Read grade-appropriate irregularly spelled words

##### I Can Statement(s):

I can analyze words and use phonics to help me read third grade words.

##### Instructional Plan:

- **Activator:**
- Day1: Teacher will discuss with students what good readers do when they read. Students will brainstorm of what they do that helps them read.
- Teacher will distribute or display reading strategies to students.
- Review each strategy. (Predict/ Infer, Phonics/Decoding, Monitor/ Clarify, Question, Evaluate and Summarize)
- **Modeled:**
- Day 2: Teacher will read aloud with students a story. Teacher will model and explain the different strategies used as they are reading.
- **Shared:** Students will write or discuss their interpretation of how to use each of the writing strategies in small or large group setting.

- **Guided:** Students will model the different strategies with each other with assistance from teacher.
- **Activator:**
- Day 3: Review the strategies. Let students know that the strategy we will be focusing on this week will be Phonics and Decoding.
- **Modeled:**
- Explain to students that one of the methods under that strategy will be to identify how many syllables a word has.
- Syllable – how a word is naturally divided when it is pronounced.
- Write a sample of words on board and model how to divide words based on syllables.
- **Shared:** Give students set of words to identify syllables. (Common Core worksheet pages 140-144)
- **Guided:** Students will explain the results of the activity.
- **Activator:**
- Day4: Introduce Prefixes and Suffixes.
- Prefix- an affix placed before the stem of a word.
- Suffix- an affix placed after the stem of the word.
- Give examples.
- **Modeled:**
- Write a sample of words on board and model how to identify if a stem word has a prefix or suffix.
- **Shared:** Explain to students that they will be identifying the meanings of prefixes. Distribute the Barnyard Prefix words and explain the directions to students. (Common Core pages 145-158)
- **Guided:** Discuss the results of the activity with students.
- **Activator:**
- Day 5: Review the different methods under the strategy of Decoding and Phonics.
- Next method is suffix.
- **Modeled:**
- Write a sample of words on board and model how to identify a suffix.
- **Shared**
- Explain to students that they will be identifying the meanings of suffixes. Distribute the Suffix Match and explain the directions to students. (Common Core pages 159-173)

	<ul style="list-style-type: none"> <li>• <b>Guided:</b> Discuss the results of the activity with students.</li> </ul>
<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>➤ Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>➤ Independent</li> </ul>	<p style="text-align: center;"><b>Language</b></p> <p><b>Language</b>  <b>3.L.1a-d</b> Demonstrate command of conventions of standard English grammar usage  <b>I can statement(s):</b>  I can explain how nouns work in different sentences.</p> <p><b>Materials:</b> Common Core sheets, Houghton Mifflin English text</p> <p><b>Instructional Plan:</b>  Day 1-4:  Teacher will provide students with worksheets or material resources. Teacher will explain and discuss nouns as one of the parts of speech. Students will be given practice and activities with nouns.</p>
<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>X Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>X Independent</li> </ul>	<p style="text-align: center;"><b>Writing</b></p> <p><b>Standards:</b>  <b>3.W.2c</b> Write informative/Explanatory texts to examine a topic and convey ideas and information clearly: use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within Categories of information.</p> <p><b>I Can Statement:</b> I can write to inform and explain ideas.</p> <p><b>Instructional Plan:</b>  Day 1-4  Students will discuss and write their thoughts about a given topic in their journal. Students may share their writings with a partner or whole group.</p>

<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>➤ Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>➤ Independent</li> </ul>	<p><b>Speaking &amp; Listening</b></p> <p><b>Standards:</b>  <b>3.SL.1A</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, &amp; teacher led) with diverse partners on grade 3 topics &amp; texts, building on others’ ideas &amp; expressing their own clearly: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation &amp; other information known about the topic to explore ideas under discussion.  <b>I Can Statement(s):</b> I can effectively participate in discussions.</p> <p><b>Instructional Plan:</b>  Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>Use the sentence starters to ask questions to check for understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>
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<p><b>Closing/Summarizing Strategy</b></p>	<p><b>Ticket out the door:</b> Students will use a sticky note to write their thoughts about what they had learned about Phonics and Decoding. Students will write their meaning of a noun.</p>
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**Differentiation Strategies**

Extension	Intervention	Language Development
<p>Prepare a skit, or role play the habits and strategies that good readers, writers, speakers, and listeners use. Provide tips and advice that will help all students reflect on developing good habits.</p>	<p><i>Implement any of the applicable instructional strategies from the “benchmarks or short term objectives” section for annual goals addressing literacy from each identified student’s IEP.</i></p> <p><i>Observe and implement the “general education program accommodations” on each identified student’s IEP.</i></p>	<ul style="list-style-type: none"> <li>• Focus on one part of speech at a time. (e.g., nouns, adjectives, adverbs, verbs). Provide students with text in which they highlight the part of speech that is being emphasized for identification (3.RF.3).</li> <li>• When highlighting parts of</li> </ul>

- Teacher or Peer: Model good reading, writing, speaking, and listening strategies for small groups of students
- Provide a list of examples and non-examples for students to organize
- Use a graphic organizer
- Provide a model/exemplar of acceptable work (*character map*)

Struggling readers will need review/intervention for grade level phonics and word analysis skills for decoding. Offer re-teaching for syllabication patterns and morphology to assist with the reading of unfamiliar multisyllabic words in context and out of context.

speech that modify (e.g., adjectives-nouns, adverbs-verbs, and adjectives) or replace (e.g., pronouns), have students highlight the word and then draw an arrow to the word it is replacing or modifying (3.RF.3).

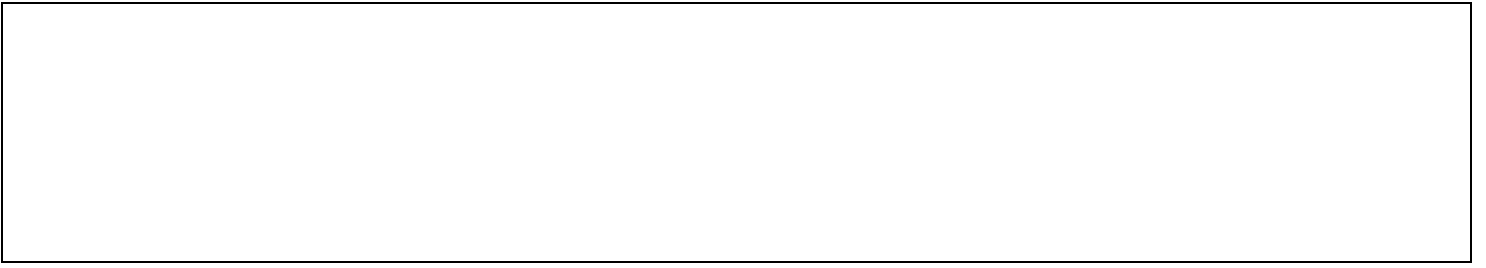
- Provide cards each written with a different common prefix. Students work in pairs or small groups. A student draws a card and students in the group write as many words as they can with that prefix in their writing journal or notebook. Students should share responses with each other to maximize the resource. They can also illustrate the word before and after a prefix has been added (3.RF.3).
- Provide cards with derivational suffixes. Students work in pairs or small groups. A student draws a card and students in the group write as many words with the derivational suffix as

		<p>they can in their writing journal. Students should share with each other to maximize the resource (3.RF.3).</p> <ul style="list-style-type: none"> <li>• Display a word bank chart and anchor chart of linking or transitional words and phrases for students to use while they are writing (3.W.2).</li> <li>• Have students highlight transitional words/linking words and phrases that connect ideas in a text (3.W.2).</li> <li>• Arrange seating charts for students to work in pairs or small groups. Allow the teams of students to create a poster of norms to follow when they are collaborating (3.SL.1).</li> </ul>
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**Assessment(s) & Reflection**

**Assessment(s):** Q & A ( Oral & Writing)  
 Story Reading  
 Writing Activities/prompts  
 Think, Pair, Share  
 Quiz

**Teacher Reflection:** (Next steps?)



## ELA Lesson Plan

<b>Teacher:</b> L. Fajardo		<b>Grade:</b> 3 <sup>rd</sup> Grade		<b>Date(s):</b> Week 4: Quarter 1	
<b>Unit Title:</b> Stories and Nouns			<b>Corresponding Unit Task:</b>		
<p><b>Big Idea 2:</b> Students will understand how an author uses characters in fictional text ( i. e., fables, folktales, &amp; myths) to contributes to events &amp; deliver a central message.</p> <p><b>Essential Questions:</b> How do we determine an author’s central message? What type of evidence can be used to determine an author’s central message?</p>					
<b>Materials/Resources</b>			<b>Essential Vocabulary</b>		
<p><b>Teacher/Student:</b>  <b>Resources &amp; Links to Technology</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix B: grade-level reading text suggestions</li> <li>• <a href="http://www.kidskonnnect.com/343-figurative-language.html">http://www.kidskonnnect.com/343-figurative-language.html</a> (information regarding figurative language)</li> <li>• Houghton Mifflin Third Grade English, U.7, U.8 (Narrative Writing) pp. 250–317</li> <li>• Houghton Mifflin Third Grade English, Tools and Tips, p. H11 (Similes)</li> <li>• Houghton Mifflin Third Grade Spelling and Vocabulary, (Writer’s Resources) pp. 253–254</li> <li>• Houghton Mifflin Third Grade English, Getting Started, The Writing Process, pp. 7–27</li> <li>• SRA Spelling Mastery</li> <li>• Common Core Supplements</li> <li>• Direct Instruction Reading Program</li> </ul>			<p>Key Vocabulary: Theme, moral, passage, traits, characters, literal, nonliteral language, central message , <b>nouns</b></p>		
<b>Learning Experience(s)</b>					
<b>Gradual Release of Responsibility:</b>		<b>Reading</b>			
		<b>Standards:</b>			



<ul style="list-style-type: none"> <li>➤ Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>➤ Independent</li> </ul>	<p><b>3.RL.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>3.RL.2</b> Recount stories, including fables folktales &amp; myths from diverse cultures; determine the central message, lesson or moral, &amp; explain how it is conveyed through key details on the text.</p> <p><b>I Can Statement(s):</b> I can ask and answer questions to show that I understand the stories that I am reading.</p> <p><b>Instructional Plan:</b></p> <ul style="list-style-type: none"> <li>• <b>Activator:</b></li> <li>• Day1:</li> <li>• Introduce Direct Instruction Program</li> <li>• <b>Modeled:</b></li> <li>• Day 1: Teacher will follow script</li> <li>• <b>Shared:</b> Students will answer questions in complete sentences.</li> <li>• <b>Guided:</b> Teacher will guide students thru reading program and assessment resources.</li> <li>• <b>Activator:</b></li> </ul> <p><b>Day 2-4: Students will recall the story from previous day.</b></p> <ul style="list-style-type: none"> <li>• <b>Modeled:</b></li> <li>• Teacher will follow script and actively monitor students throughout program.</li> <li>• <b>Shared:</b></li> <li>• Students will answer questions in complete sentences.</li> <li>• <b>Guided:</b></li> <li>• Teacher will guide students thru reading program and assessment resources.</li> </ul>
<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>➤ Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>➤ Independent</li> </ul>	<p style="text-align: center;"><b>Language</b></p> <p><b>Language</b> <b>3.L.1a-d</b> Demonstrate command of conventions of standard English grammar usage</p> <p><b>I can statement(s):</b> I can explain how nouns work in different sentences.</p> <p><b>Materials:</b> Common Core sheets, Houghton Mifflin English text, online supplement resources.</p> <p><b>Instructional Plan:</b></p>

	<p>Day 1-5: Teacher will provide students with worksheets or material resources. Teacher will explain and discuss nouns as one of the parts of speech. Students will be given practice and activities with nouns.</p> <ul style="list-style-type: none"> <li>• <b>Activator:</b></li> <li>• Day1: Teacher will introduce singular and plural nouns.</li> <li>• Day 2: Teacher will review and introduce more singular and plural nouns.</li> <li>• Day3: Teacher will introduce singular possessive nouns and plural possessive nouns.</li> <li>• Day 4: Review nouns unit.</li> <li>• Day 5: Study with a partner for 10 minutes.</li> <li>• <b>Modeled:</b></li> <li>• Day 1: Teacher will show students items in classroom that are nouns. As a group, students will discuss the singular and plural forms for each item then label each for its singular form and plural form.</li> <li>• Day 2-3 Teacher will show students samples of sentences with singular and plural nouns.</li> <li>• Day 4: Teacher will provide students with a check up to review noun skills.</li> <li>• Day 5: Teacher will read quiz directions out to students.</li> <li>• <b>Shared:</b></li> <li>• <b>Day 1-4:</b> Students will practice writing verbs in sentences with a partner and/ or individually.</li> <li>• <b>Guided:</b></li> <li>• Day1-4: Teacher will have students share their sentences or answers to class. Students will correct sentences as a group.</li> <li>• Day5: Quiz day. Teacher will actively monitor students throughout quiz.</li> </ul>
<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>X Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>X Independent</li> </ul>	<p style="text-align: center;"><b>Writing</b></p> <p><b>Standards:</b> <b><u>3.W.2c</u></b> Write informative/Explanatory texts to examine a topic and convey ideas and information clearly: use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within Categories of information.</p> <p><b>I Can Statement:</b> I can write to inform and explain ideas.</p>

	<p><b>Instructional Plan:</b></p> <p>Day 1-5</p> <p>Students will discuss and write their thoughts about a given topic in their journal. Students may share their writings with a partner or whole group.</p> <ul style="list-style-type: none"> <li>• In journals, have the students use the following linking words and/ or phrases: also, another, and, more, but.</li> </ul>	
<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>➤ Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>➤ Independent</li> </ul>	<p style="text-align: center;"><b>Speaking &amp; Listening</b></p> <p><b>Standards:</b>  <b><u>3.SL.1d</u></b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, &amp; teacher-led) with diverse partners on grade 3 topics &amp; texts, building on others’ ideas &amp; expressing their own clearly: Explain their own ideas and understanding in light of the discussion.</p> <p><b>I Can Statement(s):</b> I can effectively participate in discussions.</p> <p><b>Instructional Plan:</b>  Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>Use the sentence starters to ask questions to check for understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	
<p><b>Closing/Summarizing Strategy</b></p>	<p><b>Ticket out the door:</b> Students will use a sticky note to write a sentence with correct use of nouns.</p>	
<p style="text-align: center;"><b>Differentiation Strategies</b></p>		
<p style="text-align: center;"><b>Extension</b></p>	<p style="text-align: center;"><b>Intervention</b></p>	<p style="text-align: center;"><b>Language Development</b></p>
<ul style="list-style-type: none"> <li>• Students will refer to details</li> </ul>	<p><i>Implement any of the</i></p>	<p>Students have asked,</p>

<p>found directly in text when explaining themes, drawing inferences, or summarizing the text (4.RL.1, 4.RL.2).</p> <p>They will be able to describe characters, setting, or events using specific details from text. Vocabulary development will include comprehending terms by making connections to significant characters found in mythology (e.g., Herculean) (4.RL.3).</p> <ul style="list-style-type: none"> <li>• Students will be able to draw conclusions from ideas expressed in collaborative discussions (5.SL.1d).</li> </ul>	<p><i>applicable instructional strategies from the “benchmarks or short term objectives” section for annual goals addressing literacy from each identified student’s IEP.</i></p> <p><i>Observe and implement the “general education program accommodations” on each identified student’s IEP.</i></p> <ul style="list-style-type: none"> <li>• Teacher or Peer: Model good reading, writing, speaking, and listening strategies for small groups of students</li> <li>• Provide a list of examples and non-examples for students to organize</li> <li>• Use a graphic organizer</li> <li>• Provide a model/exemplar of acceptable work (<i>character map</i>)</li> </ul> <p>Struggling readers will need review/intervention for grade level phonics and word analysis skills for decoding. Offer re-teaching for syllabication patterns and morphology to assist with the reading of unfamiliar multisyllabic words in context and out of context.</p>	<p>answered, and recounted stories using clarify strategies (e.g., who, what, why, where, when, how). They determined central messages or themes and described how characters responded to major events or challenges. They analyzed how words or phrases</p> <ul style="list-style-type: none"> <li>• Focus on one part of speech at a time. (e.g., nouns, adjectives, adverbs, verbs). Provide students with text in which they highlight the part of speech that is being emphasized for identification (3.RF.3).</li> <li>• Establish a routine of asking questions about a text that has been read by students, but in order to answer the question they must have their finger on the print. Example: “Point in the passage when the main character decides to change.” Have students share and assist each other before calling on an individual (3.RL.1,</li> </ul>
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3.RL.2, 3.RL.3).

- Students collect nonliteral phrases found in text and illustrate a literal translation (e.g., raining cats and dogs, airhead, run like the wind). This collection can be displayed in the room or collected in journals and notebooks (3.RL.4).
- Students create a list of positive feedback responses (e.g., I liked how you explained that, illustrations really helped) to use with peers. This list will be displayed while students are sharing ideas regarding a given topic (3.SL.1).
- Model (demonstrate completing while thinking aloud) how to use graphic organizers to display information from narrative text (e.g., flow chart- sequence

of events, word web-character traits, cause and effect-conflict resolution). After modeling with explanation on the first few stories, students will be able to complete in pairs or small groups with minimum support (3.RL.1, 3.RL.2, 3.RL.3).

- Display a word bank chart and anchor chart of linking or transitional words and phrases for students to use while they are writing (3.W.2).
- Have students highlight transitional words/linking words and phrases that connect ideas in a text (3.W.2).
- Arrange seating charts for students to work in pairs or small groups. Allow the teams of students to create a poster of norms to follow when they are collaborating (3.SL.1).

**Assessment(s) & Reflection**

**Assessment(s):** Q & A ( Oral & Writing)

Story Reading

Writing Activities/prompts

Think, Pair, Share

Quiz, Test

**Teacher Reflection:** (Next steps?)

## ELA Lesson Plan

<b>Teacher:</b> L. Fajardo	<b>Grade:</b> 3 <sup>rd</sup> Grade	<b>Date(s):</b> Week 5: Quarter 1
<b>Lesson Title:</b> Characters and Verbs		
<p><b>Big Idea 2:</b> Students will understand how an author uses characters in fictional text ( i. e., fables, folktales, &amp; myths) to contributes to events &amp; deliver a central message.</p> <p><b>Essential Questions:</b> How do we determine an author’s central message? What type of evidence can be used to determine an author’s central message?</p>		
<b>Materials/Resources</b>		<b>Essential Vocabulary</b>
<p><b>Teacher/Student:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix B: grade-level reading text suggestions</li> <li>• <a href="http://www.kidskonnnect.com/343-figurative-language.html">http://www.kidskonnnect.com/343-figurative-language.html</a> (information regarding figurative language)</li> <li>• Houghton Mifflin Third Grade English, U.7, U.8 (Narrative Writing) pp. 250–317</li> <li>• Houghton Mifflin Third Grade English, Tools and Tips, p. H11 (Similes)</li> <li>• Houghton Mifflin Third Grade Spelling and Vocabulary, (Writer’s Resources) pp. 253–254</li> <li>• Houghton Mifflin Third Grade English, Getting Started, The Writing Process, pp. 7–27</li> <li>• SRA Spelling Mastery</li> <li>• Common Core Supplements</li> <li>• Direct Instruction Reading Program</li> </ul>		<p>Key Vocabulary: theme, moral, passage, traits, characters, literal, nonliteral language, central message</p> <p>Reading Strategies: Predict/ Infer, Phonics/Decoding and Monitor/ Clarify and Question, Evaluate and Summarize</p> <p>English: Verbs</p>
<b>Learning Experience(s)</b>		
<b><u>Gradual Release of Responsibility:</u></b>	<b>Standards:</b> Reading	



- Modeled
- Shared
- Guided Practice
- Independent

- 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- 3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**I Can Statement(s):**

I can describe characters in stories and explain how their actions affect the story. RL.3.3

I can figure out what an author really means by the words and phrases that are written. RL.3.4

**Instructional Plan:**

- **Activator:**
- Day1: Teacher will review with students what good readers do when they read.
- Introduce the following concepts: characters and author’s message. Let student’s know to keep those 2 concepts in mind throughout the lesson.
- Introduce Direct Instruction Lesson
- **Modeled:**
- Day 1: Teacher will follow script
- **Shared:** Students will answer questions in complete sentences.
- **Guided:** Teacher will guide students thru reading program and assessment resources.
- Teacher will then ask students to reflect on the characters of the story and what they thought the author’s message was in the story.
- **Activator:**
- Day 2-5: Students will recall the story from previous day.
- **Modeled:**
- Teacher will brainstorm ideas about the characters of the story. Then show students how to put those ideas into sentences. Last, explain thought process of what author’s message might be based on characters.
- Teacher will then follow DI script and actively monitor students throughout program.
- **Shared:**
- Students will answer questions in complete sentences.

	<ul style="list-style-type: none"> <li>● <b>Guided:</b></li> <li>● Teacher will guide students thru reading program and assessment resources.</li> <li>● Day 5: Students will create a character graphic organizer on a story they choose from that week. At the bottom, they may summarize the author’s message in a paragraph or one sentence.</li> </ul>
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<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>➤ Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>➤ Independent</li> </ul>	<p style="text-align: center;"><b>Language</b></p> <p><b>Language</b>  <b>3.L.1a-d</b> Demonstrate command of conventions of standard English grammar usage</p> <p><b>I can statement(s):</b>  I can explain how verbs work in different sentences.</p> <p><b>Materials:</b> Common Core sheets, Houghton Mifflin English text, online supplement resources.</p> <p><b>Instructional Plan:</b>  Day 1-5:  Teacher will provide students with worksheets or material resources. Teacher will explain and discuss verbs as one of the parts of speech. Students will be given practice and activities with verbs.</p> <ul style="list-style-type: none"> <li>● <b>Activator:</b></li> <li>● Day1: Teacher will introduce verbs.</li> <li>● Day 2-3: Teacher will review and introduce more verbs.</li> <li>● Day 4: Review verbs unit.</li> <li>● Day 5: Study with a partner for 10 minutes.</li> <li>● <b>Modeled:</b></li> <li>● Day 1: Teacher will model verbs to students.</li> <li>● Day 2-3 Teacher will show students samples of sentences with verbs.</li> <li>● Day 4: Teacher will provide students with a check up to review verb skills.</li> <li>● Day 5: Teacher will read test directions out to students.</li> <li>● <b>Shared:</b></li> <li>● <b>Day 1-4:</b> Students will practice writing verbs in sentences with a partner and/ or individually.</li> <li>● <b>Guided:</b></li> <li>● Day1-4: Teacher will have students share their sentences or</li> </ul>
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	<p>answers to class. Students will correct sentences as a group.</p> <ul style="list-style-type: none"> <li>• Day5: Test day. Teacher will actively monitor students throughout testing.</li> </ul>
<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>X Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>X Independent</li> </ul>	<p style="text-align: center;"><b>Writing</b></p> <p><b>Standards:</b>  <b>3.W.2c</b> Write informative/Explanatory texts to examine a topic and convey ideas and information clearly: use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within Categories of information.</p> <p><b>I Can Statement:</b> I can write to inform and explain ideas.</p> <p><b>Instructional Plan:</b></p> <p>Day 1-5</p> <p>Students will discuss and write their thoughts about a given topic in their journal. Students may share their writings with a partner or whole group.</p> <ul style="list-style-type: none"> <li>• In journals, have the students use the following linking words and/ or phrases: also, another, and, more, but.</li> <li>• Have students focus on a favorite character from any medium. They may explain, describe, or reflect on the character’s actions and/ or personality.</li> </ul>
<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>➤ Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>➤ Independent</li> </ul>	<p style="text-align: center;"><b>Speaking &amp; Listening</b></p> <p><b>Standards:</b>  <b>3.SL.1d</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly: Explain their own ideas and understanding in light of the discussion.</p> <p><b>I Can Statement(s):</b> I can effectively participate in discussions.</p> <p><b>Instructional Plan:</b></p>

	<p>Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Use the sentence starters to ask questions to check for understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>
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<b>Closing/Summarizing Strategy</b>	<b>Ticket out the door:</b> (English) Students will use a sticky note to write a sentence with correct use of verbs. (Reading) Students may write a sentence about a character in the story of their lesson.
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**Differentiation Strategies**

<b>Extension</b>	<b>Intervention</b>	<b>Language Development</b>
<p>Prepare a skit, or role play the habits and strategies that good readers, writers, speakers, and listeners use. Provide tips and advice that will help all students reflect on developing good habits.</p> <ul style="list-style-type: none"> <li>• They will be able to describe characters, setting, or events using specific details from text.</li> </ul> <p>Vocabulary development will include comprehending terms by making connections</p>	<p><i>Implement any of the applicable instructional strategies from the "benchmarks or short term objectives" section for annual goals addressing literacy from each identified student's IEP.</i></p> <p><i>Observe and implement the "general education program accommodations" on each identified student's IEP.</i></p> <ul style="list-style-type: none"> <li>• Teacher or Peer: Model good reading, writing, speaking, and listening strategies for small groups of students</li> <li>• Provide a list of examples and non-examples for students to organize</li> <li>• Use a graphic organizer</li> <li>• Provide a model/exemplar</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on one part of speech at a time. (e.g., nouns, adjectives, adverbs, verbs). Provide students with text in which they highlight the part of speech that is being emphasized for identification (3.RF.3).</li> <li>• When highlighting parts of speech that modify (e.g., adjectives-nouns, adverbs-verbs, and adjectives) or replace (e.g., pronouns), have students highlight the word and then draw an arrow to the word it is replacing or</li> </ul>

of acceptable work  
(*character map*)

Struggling readers will need review/intervention for grade level phonics and word analysis skills for decoding. Offer re-teaching for syllabication patterns and morphology to assist with the reading of unfamiliar multisyllabic words in context and out of context.

modifying (3.RF.3).

- Establish a routine of asking questions about a text that has been read by students, but in order to answer the question they must have their finger on the print. Example: "Point in the passage when the main character decides to change." Have students share and assist each other before calling on an individual (3.RL.1, 3.RL.2, 3.RL.3).
- Students collect nonliteral phrases found in text and illustrate a literal translation (e.g., raining cats and dogs, airhead, run like the wind). This collection can be displayed in the room or collected in journals and notebooks (3.RL.4).
- Students create a list of positive feedback responses (e.g., I

liked how you explained that, illustrations really helped) to use with peers. This list will be displayed while students are sharing ideas regarding a given topic (3.SL.1).

- Model (demonstrate completing while thinking aloud) how to use graphic organizers to display information from narrative text (e.g., flow chart- sequence of events, word web- character traits, cause and effect- conflict resolution). After modeling with explanation on the first few stories, students will be able to complete in pairs or small groups with minimum support (3.RL.1, 3.RL.2, 3.RL.3).
- Display a word bank chart and anchor chart of linking or transitional words and phrases for students to use while they are writing

		<p>(3.W.2).</p> <ul style="list-style-type: none"> <li>• Have students highlight transitional words/linking words and phrases that connect ideas in a text (3.W.2).</li> <li>• Arrange seating charts for students to work in pairs or small groups. Allow the teams of students to create a poster of norms to follow when they are collaborating (3.SL.1).</li> </ul>
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**Assessment(s) & Reflection**

**Assessment(s):** Q & A ( Oral & Writing)  
 Story Reading  
 Graphic Organizer  
 Writing Activities/prompts  
 Think, Pair, Share  
 Quiz, Test

**Teacher Reflection:** (Next steps?)

## ELA Lesson Plan

<b>Teacher: L. Fajardo</b>	<b>Grade: 3<sup>rd</sup> Grade</b>	<b>Date(s):</b> Week 6: Quarter 1
<b>Lesson Title: Persuasive vs. Opinion writing</b>		
<p><b>Big Idea 3:</b> Students will write an essay to support an opinion on a given topic, using proper sentence mechanics.</p> <p><b>Essential Question(s):</b> How does punctuation change how we read a passage? What strategies can be used to support an opinion?</p>		
<b>Materials/Resources</b>		<b>Essential Vocabulary</b>
<p><b>Teacher/Student:</b> <b>Resources &amp; Links to Technology</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix A: information regarding opinion and persuasive writing instruction, pp.23–25</li> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix B: grade-level reading text suggestions</li> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix C: grade-level writing samples with annotation</li> <li>• <a href="http://literacy4life.wikispaces.com/Persuasive+Writing">http://literacy4life.wikispaces.com/Persuasive+Writing</a> persuasive writing instruction</li> <li>• <a href="http://esl.about.com">http://esl.about.com</a> key word: <b>Possessive-Nouns</b></li> <li>• <a href="http://www.education.com/worksheets">http://www.education.com/worksheets</a> free worksheets for grammar conventions</li> <li>• Houghton Mifflin Third Grade English, U. 12, Writing to Persuade, pp. 422–444</li> <li>• Houghton Mifflin Third Grade English, Section 3, Opinion Paragraphs, pp.383–410</li> <li>• Houghton Mifflin Third Grade English, U. 2, Nouns, pp.</li> </ul>		<p>Key Vocabulary: bandwagon, argumentative, merit, support, rationale, image, appeal, tactic</p> <p>Reading Strategies: Predict/Infer, Phonics/Decoding and Monitor/ Clarify and Question, Evaluate and Summarize</p> <p>English: Verbs in the past, present and future, Verb be, helping verbs, irregular verbs, contractions with not, and exact verbs</p>



74–77 (possessive nouns) , U.3. Verbs pp. 98-122.

- Houghton Mifflin Third Grade Reading, Theme 6, Writing Model, pp. 338–339 (Writing Persuasive Essay)
- SRA Spelling Mastery
- Common Core Supplements
- Direct Instruction Reading Program

### Learning Experience(s)

#### Gradual Release of Responsibility:

- Modeled
- Shared
- Guided Practice
- Independent

#### Reading

\* **Aimsweb testing will be taking place this week, so the lesson is tentative.**

#### Standards:

- 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

#### I Can Statement(s):

I can describe characters in stories and explain how their actions affect the story. RL.3.3

#### Instructional Plan:

- **Activator:**
- Day1: Teacher will review with students what good readers do when they read.
- Review the following concepts: characters and author’s message. Let student’s know to keep those 2 concepts in mind throughout the lesson.
- Introduce Direct Instruction Lesson
- **Modeled:**
- Day 1: Teacher will follow script
- **Shared:** Students will answer questions in complete sentences.
- **Guided:** Teacher will guide students thru reading program and assessment resources.
- Teacher will then ask students to reflect on the characters of the story and what they thought the author’s message was in the story.
- **Activator:**

- Day 2-5: Students will recall the story from previous day.
- **Modeled:**
- Teacher will brainstorm ideas about the characters of the story. Then show students how to put those ideas into sentences. Last, explain thought process of what author’s message might be based on characters.
- Teacher will then follow DI script and actively monitor students throughout program.
- **Shared:**
- Students will answer questions in complete sentences.
- **Guided:**
- Teacher will guide students thru reading program and assessment resources.
- Day 5: Students will create a character graphic organizer on a story they choose from that week. At the bottom, they may summarize the author’s message in a paragraph or one sentence.

**Gradual Release of Responsibility:**

- Modeled
- Shared
- Guided Practice
- Independent

**Language**

**Language**

**3.L.1a-d** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a) Capitalize appropriate words in titles; b) Use commas in addresses; c) Use commas and quotations marks in dialogue; d) Form and use of possessives and verbs.

**I can statement(s):**

I can explain how verbs work in different sentences.

**Materials:** Common Core sheets, Houghton Mifflin English text, online supplement resources.

**Instructional Plan:**

Day 1-5:  
Teacher will provide students with worksheets or

material resources. Teacher will explain and discuss verbs as one of the parts of speech. Students will be given practice and activities with verbs.

- **Activator:**
- Day1: Teacher will introduce spelling and sentence mechanics.
- Day 2-3: Teacher will review and introduce more sentence mechanics.
- Day 4: Review verbs lesson.
- Day 5: Study with a partner for 10 minutes.
- **Modeled:**
- Day 1: Teacher will model sentence mechanics to students.
- Day 2-3 Teacher will show students samples of sentences with verbs and possessive nouns.
- Day 4: Teacher will provide students with a check up to review skills.
- Day 5: Teacher will read quiz directions out to students.
- **Shared:**
- **Day 1-4:** Students will practice writing sentence mechanics in sentences with a partner and/ or individually.
- **Guided:**
- Day1-4: Teacher will have students share their sentences or answers to class. Students will correct sentences as a group.
- Day5: Quiz day. Teacher will actively monitor students throughout testing.

**Gradual Release of Responsibility:**

- X Modeled
- Shared
- Guided Practice
- X Independent

**Writing**

**Standards:**

3.W.1a 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.

**I Can Statement:** I can write to share my opinion.

## **Instructional Plan:**

Day 1-5

Day1: Introduce strategies of persuasion- bandwagon, image appeal and fear factor. Give examples of each. Introduce persuasive and opinion writing samples to students.

Day2: Students will reflect and discuss their thoughts about previous day's lesson on persuasive strategies and opinion writing. Students can compare and contrast the differences between persuasive writing and opinion writing.

Day3: Most effective advertisements use three different strategies of persuasion. Show samples of products and have students analyze what strategy was used. They will write opinion pieces in which they introduce a topic, state their opinion, and supply a list of supporting reasons. Model to students how to write an opinion piece based on group discussion.

Day4: Have students reflect on what product/s they favor and what type of strategy was used to promote the product/s. Then have students choose a product to write a persuasive piece. In their writing, they need to indicate what strategy was used.

Day5: Students may present their writing aloud.

\*If time permits or if student would like to expand, student may create model product or draw product to present along with writing. They may also create a slogan or short ditty.

<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>➤ Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>➤ Independent</li> </ul>	<p style="text-align: center;"><b>Speaking &amp; Listening</b></p> <p><b>Standards:</b> 3.SL.1d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly: Explain their own ideas and understanding in light of the discussion.</p> <p><b>I Can Statement(s):</b> I can effectively participate in discussions.</p> <p><b>Instructional Plan:</b> Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Use the sentence starters to ask questions to check for understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>
<p><b>Closing/Summarizing Strategy</b></p>	<p><b>Ticket out the door:</b> (English) Students will reflect on a persuasive strategy they will use in their writing.</p>

**Differentiation Strategies**

<b>Extension</b>	<b>Intervention</b>	<b>Language Development</b>
<p>Students will write opinion pieces on grade-level topics in which ideas are logically grouped and supported by facts and details (4.W.1, 5.W.1). They will be linked using grade-level words, phrases, and clauses (e.g., for instance, in order to, consequently, specifically) with a</p>	<p><i>Implement any of the applicable instructional strategies from the "benchmarks or short term objectives" section for annual goals addressing literacy from each identified</i></p>	<ul style="list-style-type: none"> <li>• Students have written opinion pieces in which they introduced a grade 2- level</li> </ul>

<p>concluding statement or section. Their writing piece will include conventions such as using commas before coordinating conjunctions in a compound sentence, using underlining, quotation marks, or italics to indicate titles of works (4.L.2a-d, 5.L.2a-d).</p> <ul style="list-style-type: none"> <li>• Have students in pairs or small groups use question prompts to discuss different advertisements found in magazines (e.g., what strategies are used in the advertisement? How many strategies are used?) (3.W.1).</li> <li>• Have students create notebooks collecting examples of strategies for persuasion (e.g., image factor, research, fear factor, bandwagon) (3.W.1).</li> <li>• Students in pairs or small groups create posters advertising an upcoming school event (e.g., parent’s night, open house, student council election) using two or three strategies.</li> <li>• Students in pairs or small groups write a response to an issue provided in a grade-appropriate newsletter (e.g., weekly reader, social studies) (3.W.1).</li> <li>• Students use pages from ‘easy readers’ (possibly from grade 2 or 1) to rewrite by inserting dialogue using commas and quotation marks</li> </ul>	<p><i>student’s IEP.</i></p> <p><i>Observe and implement the “general education accommodations” on each identified student’s IEP.</i></p> <ul style="list-style-type: none"> <li>• Teacher or Peer: Model good reading, writing, speaking, and listening strategies for small groups of students</li> <li>• Provide a list of examples and non-examples for students to organize</li> <li>• Use a graphic organizer</li> <li>• Provide a model/exemplar of acceptable work (<i>character map</i>)</li> </ul> <p>Struggling readers will need review/intervention for grade level phonics and word analysis skills for decoding. Offer re-teaching for syllabication patterns and morphology to assist with the reading of unfamiliar multisyllabic words in context and out of context.</p>	<p>topic, stated an opinion, supplied supporting reasons using linking words (e.g., because, and, also), and provided a concluding statement (2.W.1).</p> <ul style="list-style-type: none"> <li>• Their writing demonstrated conventions such as capitalization, commas, and apostrophes to form contractions or possessives (2.L.2a-d).</li> <li>• Students create a list of positive feedback responses (e.g., I liked how you explained that, illustrations really helped) to use with peers. This list will be displayed</li> </ul>
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<p>(3.L.2c).</p> <ul style="list-style-type: none"> <li>• Students use pages from 'easy readers' (possibly from grade 2 or 1) to write summaries using possessive nouns and pronouns (3.L.2d).</li> <li>• Provide and post daily sentences in which students in pairs or small groups correct conventions (3.L.2a-d).</li> </ul>		<p>while students are sharing ideas regarding a given topic (3.SL.1).</p> <ul style="list-style-type: none"> <li>• Arrange seating charts for students to work in pairs or small groups. Allow the teams of students to create a poster of norms to follow when they are collaborating (3.SL.1).</li> </ul>
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**Assessment(s) & Reflection**

**Assessment(s):** Q & A ( Oral & Writing)

Story Reading

Graphic Organizer

Writing Activities/prompts

Think, Pair, Share

Quiz, Test

**Teacher Reflection:** (Next steps?)





## ELA Lesson Plan

<b>Teacher:</b> L. Fajardo	<b>Grade:</b> 3 <sup>rd</sup> Grade	<b>Date(s):</b> Week 8: Quarter 1
<b>Lesson Title:</b> Biographies		
<p><b>Big Idea 4:</b> Students will write a biography of a famous person that includes complex sentence structures.</p> <p><b>Essential Question(s):</b> What structure is needed in writing a biography? What elements of a biography can influence the reader?</p>		
<b>Materials/Resources</b>		<b>Essential Vocabulary</b>
<p><b>Teacher/Student:</b>  <b>Resources &amp; Links to Technology</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.eduplace.com/kids/hmss">www.eduplace.com/kids/hmss</a> grade level-appropriate biographies</li> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix B: grade-level reading text suggestions—biographies</li> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix C: grade-level writing samples with annotation</li> <li>• <a href="http://www.havefunteaching.com">www.havefunteaching.com</a> key word: <b>conjunctions</b></li> <li>• Houghton Mifflin Third Grade Reading, Focus on Genre, Biographies, pp. 120–147</li> <li>• Houghton Mifflin Third Grade English, U.3. Verbs pp. 98-122.</li> <li>• SRA Spelling Mastery</li> </ul>		<p>Key Vocabulary: coordinating conjunctions, subordinating conjunctions, comparative adjectives, superlative adjectives, subject-verb agreement, influence, biography</p> <p>English: Verbs in the past, present and future, Verb be, helping verbs, irregular verbs, contractions with not, and exact verbs</p>

<ul style="list-style-type: none"> <li>• Common Core Supplements</li> <li>• Direct Instruction Reading Program</li> </ul>	
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**Learning Experience(s)**

<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>➤ Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>➤ Independent</li> </ul>	<p style="text-align: center;"><b>Reading</b></p> <p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> </ul> <p><b>I Can Statement(s):</b> I can describe characters in stories and explain how their actions affect the story. RL.3.3</p> <p><b>Instructional Plan:</b></p> <ul style="list-style-type: none"> <li>• <b>Activator:</b></li> <li>• Day1-5: Introduce Direct Instruction Lesson</li> <li>• <b>Modeled:</b></li> <li>• Day 1-5: Teacher will follow script</li> <li>• <b>Shared:</b> Students will answer questions in complete sentences. Students will reflect on the characters of the story and their actions. ( Character story board, story reflection paper, etc.)</li> <li>• <b>Guided:</b> Teacher will guide students thru reading program and assessment resources.</li> </ul>
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<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>➤ Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>➤ Independent</li> </ul>	<p style="text-align: center;"><b>Language</b></p> <p><b>Language</b> 3.L.1e-h</p> <p>Demonstrate command of conventions of standard English grammar and usage when writing or speaking: e) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses; f) Ensure subject-verb and pronoun-antecedent agreement; g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; h) Use coordinating and subordinating conjunctions.</p> <p><b>I can statement(s):</b> I can explain how verbs work in different sentences.</p>
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	<p><b>Materials:</b> Common Core sheets, Houghton Mifflin English text, online supplement resources.</p> <p><b>Instructional Plan:</b>  Day 1-5:  Teacher will provide students with worksheets or material resources. Teacher will explain and discuss verbs as one of the parts of speech. Students will be given practice and activities with verbs.</p> <ul style="list-style-type: none"> <li>• <b>Activator:</b> <ul style="list-style-type: none"> <li>• Day1: Teacher will introduce spelling and sentence mechanics.</li> <li>• Day 2-3: Teacher will review and introduce more sentence mechanics.</li> <li>• Day 4: Review verbs lesson.</li> <li>• Day 5: Study with a partner for 10 minutes.</li> </ul> </li> <li>• <b>Modeled:</b> <ul style="list-style-type: none"> <li>• Day 1: Teacher will model sentence mechanics to students.</li> <li>• Day 2-3 Teacher will show students samples of sentences with verbs and possessive nouns.</li> <li>• Day 4: Teacher will provide students with a check up to review skills.</li> <li>• Day 5: Teacher will read test directions out to students.</li> </ul> </li> <li>• <b>Shared:</b> <ul style="list-style-type: none"> <li>• <b>Day 1-4:</b> Students will practice writing sentence mechanics in sentences with a partner and/ or individually.</li> </ul> </li> <li>• <b>Guided:</b> <ul style="list-style-type: none"> <li>• Day1-4: Teacher will have students share their sentences or answers to class. Students will correct sentences as a group.</li> <li>• Day5: Test day. Teacher will actively monitor students throughout testing.</li> </ul> </li> </ul>
<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>X Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>X Independent</li> </ul>	<p style="text-align: center;"><b>Writing</b></p> <p><b>Standards:</b>  <i>3.W.2a-b</i></p> <p><i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly: a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension; b) develop the topic with facts,</i></p>

*definitions and details.*

**I Can Statement:** I can write to inform and explain ideas. W.3.2

**Instructional Plan:**

Day 1-5

Day1: Introduce key vocabulary words and give examples of biographies.

Day2: Students will reflect and discuss their thoughts about previous day's lesson on biographies.

Day3: Show samples of biographies to students. Model to students how to write a biography piece.

Day4: Students will choose a famous person to write about. They will brainstorm ideas of what they would like to write about. They will provide a topic sentence.

Day5: Students will write a roughdraft of their biography.

**Gradual Release of Responsibility:**

- Modeled
- Shared
- Guided Practice
- Independent

**Speaking & Listening**

**Standards:**

3.SL.1d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly: Explain their own ideas and understanding in light of the discussion.

**I Can Statement(s):** I can effectively participate in discussions.

**Instructional Plan:**

Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Use the sentence starters to ask questions to check for understanding of information presented, stay on topic, and link their comments to the remarks of others.

<b>Closing/Summarizing Strategy</b>	<b>Ticket out the door:</b> (English) Students will write their thoughts about their writing?

**Differentiation Strategies**

<b>Extension</b>	<b>Intervention</b>	<b>Language Development</b>
<ul style="list-style-type: none"> <li>• Students can work in pairs or small groups to complete a character web (listing adjectives and phrases from text) focusing on the person of a biography (3.SL.1, 3.L.1g).</li> <li>• Systems are established by which students conduct writing peer reviews. They can focus on one skill at a time. For example: Check for just subject and verb agreement on the paper. Check for comparative and superlative adjectives and adverbs (S.SL.1, 3.L.1).</li> <li>• Students can categorize biographies according to distinctive traits (e.g., artistic, courageous,</li> </ul>	<p><i>Implement any of the applicable instructional strategies from the “benchmarks or short term objectives” section for annual goals addressing literacy from each identified student’s IEP.</i></p> <p><i>Observe and implement the “general education program accommodations” on each identified student’s IEP.</i></p> <ul style="list-style-type: none"> <li>• Teacher or Peer: Model good reading, writing, speaking, and listening strategies for small groups of students</li> <li>• Provide a list of examples and non-examples for students to organize</li> <li>• Use a graphic organizer</li> <li>• Provide a model/exemplar of acceptable work (<i>character map</i>)</li> </ul> <p>Struggling readers will need review/intervention for grade level phonics and word</p>	<ul style="list-style-type: none"> <li>• Students have written text in which they introduced a grade-appropriate topic, used facts and definitions to develop points, and provided a concluding statement (2.W.2).</li> <li>• Their writing included using adjectives, adverbs, reflexive pronouns, and past tense of irregular verbs (2.L.1).</li> <li>• Students create a list of positive feedback responses (e.g., I liked how you explained that, illustrations really helped) to use with peers. This list will be displayed while</li> </ul>

<p>leadership).</p> <ul style="list-style-type: none"> <li>• Students work in pairs or small groups to provide a list of elements in a read biography that may influence readers. The lists from the groups are shared with the whole class to discuss similarities across the group.</li> </ul>	<p>analysis skills for decoding. Offer re-teaching for syllabication patterns and morphology to assist with the reading of unfamiliar multisyllabic words in context and out of context.</p>	<p>students are sharing ideas regarding a given topic (3.SL.1).</p> <ul style="list-style-type: none"> <li>• Arrange seating charts for students to work in pairs or small groups. Allow the teams of students to create a poster of norms to follow when they are collaborating (3.SL.1).</li> </ul>
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**Assessment(s) & Reflection**

**Assessment(s):** Q & A ( Oral & Writing)  
 Story Reading  
 Graphic Organizer  
 Writing Activities/prompts  
 Think, Pair, Share  
 Quiz, Test

**Teacher Reflection:** (Next steps?)

## ELA Lesson Plan

<b>Teacher:</b> L. Fajardo	<b>Grade:</b> 3 <sup>rd</sup> Grade	<b>Date(s):</b> Week 9: Quarter 1
<b>Lesson Title:</b> Biographies		
<p><b>Big Idea 4:</b> Students will write a biography of a famous person that includes complex sentence structures.</p> <p><b>Essential Question(s):</b> What structure is needed in writing a biography? What elements of a biography can influence the reader?</p>		
<b>Materials/Resources</b>		<b>Essential Vocabulary</b>
<p><b>Teacher/Student:</b>  <b>Resources &amp; Links to Technology</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.eduplace.com/kids/hmss">www.eduplace.com/kids/hmss</a> grade level-appropriate biographies</li> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix B: grade-level reading text suggestions—biographies</li> <li>• <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix C: grade-level writing samples with annotation</li> <li>• <a href="http://www.havefunteaching.com">www.havefunteaching.com</a> key word: <b>conjunctions</b></li> <li>• Houghton Mifflin Third Grade Reading, Focus on Genre, Biographies, pp. 120–147</li> <li>• Houghton Mifflin Third Grade English, U.3. Verbs pp. 98-122.</li> <li>• SRA Spelling Mastery</li> </ul>		<p>Key Vocabulary: coordinating conjunctions, subordinating conjunctions, comparative adjectives, superlative adjectives, subject-verb agreement, influence, biography</p> <p>English: Verbs in the past, present and future, Verb be, helping verbs, irregular verbs, contractions with not, and exact verbs</p>

<ul style="list-style-type: none"> <li>• Common Core Supplements</li> <li>• Direct Instruction Reading Program</li> </ul>	
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**Learning Experience(s)**

<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>➤ Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>➤ Independent</li> </ul>	<p style="text-align: center;"><b>Reading</b></p> <p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> </ul> <p><b>I Can Statement(s):</b> I can describe characters in stories and explain how their actions affect the story. RL.3.3</p> <p><b>Instructional Plan:</b></p> <ul style="list-style-type: none"> <li>• <b>Activator:</b></li> <li>• Day1-5: Introduce Direct Instruction Lesson</li> <li>• <b>Modeled:</b></li> <li>• Day 1-5: Teacher will follow script</li> <li>• <b>Shared:</b> Students will answer questions in complete sentences. Students will reflect on the characters of the story and their actions. ( Character story board, story reflection paper, etc.)</li> <li>• <b>Guided:</b> Teacher will guide students thru reading program and assessment resources.</li> </ul>
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<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>➤ Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>➤ Independent</li> </ul>	<p style="text-align: center;"><b>Language</b></p> <p><b>Language</b> 3.L.1e-h</p> <p>Demonstrate command of conventions of standard English grammar and usage when writing or speaking: e) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses; f) Ensure subject-verb and pronoun-antecedent agreement; g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; h) Use coordinating and subordinating conjunctions.</p> <p><b>I can statement(s):</b> I can explain how verbs work in different sentences.</p>
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	<p><b>Materials:</b> Common Core sheets, Houghton Mifflin English text, online supplement resources.</p> <p><b>Instructional Plan:</b>  Day 1-5:  Teacher will provide students with worksheets or material resources. Teacher will explain and discuss verbs as one of the parts of speech. Students will be given practice and activities with verbs.</p> <ul style="list-style-type: none"> <li>● <b>Activator:</b> <ul style="list-style-type: none"> <li>● Day1: Teacher will introduce spelling and sentence mechanics.</li> <li>● Day 2-3: Teacher will review and introduce more sentence mechanics.</li> <li>● Day 4: Review verbs lesson.</li> <li>● Day 5: Study with a partner for 10 minutes.</li> </ul> </li> <li>● <b>Modeled:</b> <ul style="list-style-type: none"> <li>● Day 1: Teacher will model sentence mechanics to students.</li> <li>● Day 2-3 Teacher will show students samples of sentences with verbs and possessive nouns.</li> <li>● Day 4: Teacher will provide students with a check up to review skills.</li> <li>● Day 5: Teacher will read test directions out to students.</li> </ul> </li> <li>● <b>Shared:</b> <ul style="list-style-type: none"> <li>● <b>Day 1-4:</b> Students will practice writing sentence mechanics in sentences with a partner and/ or individually.</li> </ul> </li> <li>● <b>Guided:</b> <ul style="list-style-type: none"> <li>● Day1-4: Teacher will have students share their sentences or answers to class. Students will correct sentences as a group.</li> <li>● Day5: Test day. Teacher will actively monitor students throughout testing.</li> </ul> </li> </ul>
<p><b><u>Gradual Release of Responsibility:</u></b></p> <ul style="list-style-type: none"> <li>X Modeled</li> <li>➤ Shared</li> <li>➤ Guided Practice</li> <li>X Independent</li> </ul>	<p style="text-align: center;"><b>Writing</b></p> <p><b>Standards:</b>  <i>3.W.2a-b</i></p> <p><i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly: a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension; b) develop the topic with facts,</i></p>

*definitions and details.*

**I Can Statement:** I can write to inform and explain ideas. W.3.2

**Instructional Plan:**

Day 1-5

Day1: Introduce key vocabulary words and give examples of biographies.

Day2: Students will reflect and discuss their thoughts about previous day's lesson on biographies.

Day3: Show samples of biographies to students. Model to students how to write a biography piece.

Day4: Students will choose a famous person to write about. They will brainstorm ideas of what they would like to write about. They will provide a topic sentence.

Day5: Students will write a roughdraft of their biography.

**Gradual Release of Responsibility:**

- Modeled
- Shared
- Guided Practice
- Independent

**Speaking & Listening**

**Standards:**

3.SL.1d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly: Explain their own ideas and understanding in light of the discussion.

**I Can Statement(s):** I can effectively participate in discussions.

**Instructional Plan:**

Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Use the sentence starters to ask questions to check for understanding of information presented, stay on topic, and link their comments to the remarks of others.

<b>Closing/Summarizing Strategy</b>	<b>Ticket out the door:</b> (English) Students will write their thoughts about their writing?

**Differentiation Strategies**

<b>Extension</b>	<b>Intervention</b>	<b>Language Development</b>
<ul style="list-style-type: none"> <li>• Students can work in pairs or small groups to complete a character web (listing adjectives and phrases from text) focusing on the person of a biography (3.SL.1, 3.L.1g).</li> <li>• Systems are established by which students conduct writing peer reviews. They can focus on one skill at a time. For example: Check for just subject and verb agreement on the paper. Check for comparative and superlative adjectives and adverbs (S.SL.1, 3.L.1).</li> <li>• Students can categorize biographies according to distinctive traits (e.g., artistic, courageous,</li> </ul>	<p><i>Implement any of the applicable instructional strategies from the “benchmarks or short term objectives” section for annual goals addressing literacy from each identified student’s IEP.</i></p> <p><i>Observe and implement the “general education program accommodations” on each identified student’s IEP.</i></p> <ul style="list-style-type: none"> <li>• Teacher or Peer: Model good reading, writing, speaking, and listening strategies for small groups of students</li> <li>• Provide a list of examples and non-examples for students to organize</li> <li>• Use a graphic organizer</li> <li>• Provide a model/exemplar of acceptable work (<i>character map</i>)</li> </ul> <p>Struggling readers will need review/intervention for grade level phonics and word</p>	<ul style="list-style-type: none"> <li>• Students have written text in which they introduced a grade-appropriate topic, used facts and definitions to develop points, and provided a concluding statement (2.W.2).</li> <li>• Their writing included using adjectives, adverbs, reflexive pronouns, and past tense of irregular verbs (2.L.1).</li> <li>• Students create a list of positive feedback responses (e.g., I liked how you explained that, illustrations really helped) to use with peers. This list will be displayed while</li> </ul>

<p>leadership).</p> <ul style="list-style-type: none"> <li>• Students work in pairs or small groups to provide a list of elements in a read biography that may influence readers. The lists from the groups are shared with the whole class to discuss similarities across the group.</li> </ul>	<p>analysis skills for decoding. Offer re-teaching for syllabication patterns and morphology to assist with the reading of unfamiliar multisyllabic words in context and out of context.</p>	<p>students are sharing ideas regarding a given topic (3.SL.1).</p> <ul style="list-style-type: none"> <li>• Arrange seating charts for students to work in pairs or small groups. Allow the teams of students to create a poster of norms to follow when they are collaborating (3.SL.1).</li> </ul>
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**Assessment(s) & Reflection**

**Assessment(s):** Q & A ( Oral & Writing)  
 Story Reading  
 Graphic Organizer  
 Writing Activities/prompts  
 Think, Pair, Share  
 Quiz, Test

**Teacher Reflection:** (Next steps?)