ELA Lesson Plan

3rd Grade Teachers	Grade: 3rd Grade	Date(s): Week:1 Q: 3

Lesson Focus: Reading and Comprehension

Big Idea 1: Students will be able to ask and answer clarifying questions to support comprehension.
Essential Question: How do clarifying questions help a reader?

Materials/Resources	Essential Vocabulary
Teacher/Student: DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading suggestions Houghton Mifflin Third Grade English, Getting Started, Speaking, Listening and Viewing, pp. 1–6 Houghton Mifflin Third Grade English, Similes, p. H11 • Houghton Mifflin Third Grade Reading, How to Use the SQRR Plan, p. 36 • Direct Instruction Reading Program	Key Vocabulary: quote, site, literal, nonliteral, domain-specific, academic vocabulary, prosody, expression, text Reading Strategies**:** Predict/ Infer, Phonics/Decoding and Monitor/ Clarify and Question, Evaluate and Summarize English: Adjectives

Learning Experience(s)

Gradual Release of Responsibility:

- Modeled
- Shared
- Guided Practice
- Independent

Reading

Standards:
3.RL.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

I Can Statement(s):

I can ask and answer questions to show that I understand the stories that I am reading.

I can find the answers to specific questions within the stories that I read.

Instructional Plan:
Day 1-5

- 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, computer brain). This

	collection can be displayed in the room or collected in journals and notebooks (3.RL.4, 3.L.5a). • Students can insert nonliteral phrases (metaphors and similes) in easy readers (from grades 1 or 2) to create explicit descriptions of characters or events (3.RL.4, 3.L.3a, 3.L.5a). • **Activator**: Teacher will review with students what good readers do when they read. Focus on the following concept: Story Comprehension • Introduce Direct Instruction Lesson • **Modeled**: Teacher will follow script • **Shared**: Students will answer questions in complete sentences. • **Guided:** Teacher will guide students thru reading program and assessment resources.
Gradual Release of Responsibility: ➢ Modeled ➢ Shared ➢ Guided Practice ➢ Independent	**Language** **Language** 3.L.3a-b Use knowledge of language and its conventions when writing, speaking, reading, or listening: a) Choose words and phrases for effect; b) Recognize and observe differences between spoken and written standard English. **I can statement(s):** I can choose interesting words and phrases to help others understand my meaning better. **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 types of sentences and the use of adjectives. Students will be given practice and activities with various types of sentences and adjectives. • **Activator**: • Day1: Teacher will introduce spelling and sentence mechanics. • Day 2-3: Teacher will review and introduce more sentence mechanics. • Day 4: Review sentence 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. • Day 4: Teacher will provide students with a check up to review skills. • Day 5: Teacher will read quiz/test 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/Test day. Teacher will actively monitor students throughout testing.
Gradual Release of Responsibility: X Modeled ➢ Shared ➢ Guided Practice X Independent	**Writing** **Standards:** 3.W.1b-d Write opinion pieces on topics or texts, supporting a point of view with reasons: b) Provide reasons that support the opinion; c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons; d) Provide a concluding statement or section. **I Can Statement**: I can write to share my opinion. **Instructional Plan**: Day 1-5 • Display writing sample and expectations for informational writing (3.W.1). Example: Introduce topic and opinion or claim. Use a minimum of 2 strategies (e.g., research, image, bandwagon, fear factor) to support your claim. Use transitional or temporal words to connect supporting ideas. Create charts, graphs, or illustrations to clarify the writing. Provide a concluding statement. • Day1: Give examples of opinion writing. • Day2: Students will reflect and discuss their thoughts about their writing. • Day3: • Model (demonstrate while thinking aloud) how to create a concluding statement by extracting elements from the introduction and the body of content to summarize into a final statement (3.W.1d). • Display anchor chart or poster of how to create a concluding statement as a visual reminder (3.W.1d). • They will write opinion pieces in which they introduce a topic, state their facts, and

	supply a list of supporting reasons. • Day4: Have students reflect on a topic then write an opinion piece. Proofread writing or have students edit each other's papers. • Peer-review teams are instructed to identify and tally the number of simple and complex sentences in students' writing pieces. They should not see all simple sentences (too choppy) or all complex sentences (too confusing). As students examine other writing pieces, they will gain recognition that smooth writing/reading requires a blend of simple and complex sentences (3.L.1i). • Day5: Students may present their writing aloud. *If time permits or if student would like to expand, student may create a model or prop that supports their writing. They may also create a slogan or short ditty.
Gradual Release of Responsibility: ➢ Modeled ➢ Shared ➢ Guided Practice ➢ Independent	**Speaking & Listening** **Standards:** 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **I Can Statement(s):** I can ask and answer questions about information I hear from another speaker. **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. • Students will work in pairs or small groups to ask and answers questions to each other based on an oral presentation from a peer (3.SL.3).
Closing/Summarizing Strategy	**Ticket out the door:** Students will state aloud their understanding of the lesson for that day.

Differentiation Strategies		
Extension	**Intervention**	**Language Development**

Students will write opinion pieces on grade-level topics in which ideas are logically grouped and supported by facts and details. They will be linked using grade-level words, phrases, and clauses (e.g., for instance, in order to, consequently, specifically) and provide a concluding statement or section (4.W.1, 5.W.1). Students will refer to details found directly in text when explaining themes, identifying reasons, drawing inferences, or summarizing from text or information from a speaker (4.RL.1, 4.RL.2, 4.SL.4). • Students will be able to read grade-level informational text, determine two or more main ideas, and quote accurately from text explaining how a main idea is supported by details (4.RI.1-3, 5.RI.1). • Students will determine whether they are writing, speaking, reading, or listening; which situations where informal or formal English is appropriate; to select which specific words or phrases convey ideas; and choose punctuation to provide an effect (4.L.3). • Students will use vocabulary that indicates precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) (4.SL.6).	*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.* *Observe and implement the "general education program accommodations" on each identified student's IEP.* • 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.	• Students have written opinion pieces in which they introduced a grade 2- level topic, stated a fact, supplied supporting reasons using linking words (e.g., because, and, also), and provided a concluding statement (2.W.1). • Their writing demonstrated conventions such as capitalization, commas, and apostrophes to form contractions or possessives (2.L.2a-d). • 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). • 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
Graphic Organizer
Writing Activities/prompts
Think, Pair, Share
Quiz, Test

Teacher Reflection: (Next steps?)

ELA Lesson Plan

3rd Grade Teachers	Grade: 3rd Grade	Date(s): Week:2 Q: 3

Lesson Focus: Nonliteral and Literal Phrases

Big Idea 1: Students will be able to ask and answer clarifying questions to support comprehension.
Essential Question: How do clarifying questions help a reader?

Materials/Resources	Essential Vocabulary
Teacher/Student: DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading suggestions Houghton Mifflin Third Grade English, Getting Started, Speaking, Listening and Viewing, pp. 1–6 Houghton Mifflin Third Grade English, Similes, p. H11 • Houghton Mifflin Third Grade Reading, How to Use the SQRR Plan, p. 36 • Direct Instruction Reading Program	Key Vocabulary: Reading Strategies**:** Predict/ Infer, Phonics/Decoding and Monitor/ Clarify and Question, Evaluate and Summarize English: Adjectives/ Adverbs

Learning Experience(s)

Gradual Release of Responsibility:

- Modeled
- Shared
- Guided Practice
- Independent

Reading

Standards:
3.RF.4a Read with sufficient accuracy and fluency to support comprehension: Read on-level text with purpose and understanding.

I Can Statement(s): RF.3.4

I Can Read Fluently, Accurately and With Expression.

Instructional Plan:
Day 1-5

- 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, computer brain). This collection can be displayed in the room or collected in journals and

	notebooks (3.RL.4, 3.L.5a). • **Activator**: Teacher will review with students what good readers do when they read. Focus on the following concept: nonliteral and literal meanings • Introduce Direct Instruction Lesson • **Modeled**: Teacher will follow script • **Shared**: Students will answer questions in complete sentences. • **Guided:** Teacher will guide students thru reading program and assessment resources.
Gradual Release of Responsibility: ➢ Modeled ➢ Shared ➢ Guided Practice ➢ Independent	**Language** **Language** 3.L.5a Demonstrate understanding of word relationships and nuances in word meanings: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). **I can statement(s):** L.3.5 I can understand figurative language. I can find real life connections between words and their use (e.g., describe people who are friendly or helpful). I can figure out the small differences in meaning with related words that tell about how people feel or how they are acting (e.g., knew, believed, suspected, heard, wondered). **Materials**: Common Core sheets, Houghton Mifflin English text, online supplement resources. **Instructional Plan**: Day 1-5: • Students collect nonliteral phrases found in text and illustrate a literal translation (e.g., raining cats and dogs, airhead, run like the wind, computer brain). This collection can be displayed in the room or collected in journals and notebooks (3.RL.4, 3.L.5a). • Students can insert nonliteral phrases (metaphors and similes) in easy readers (from grades 1 or 2) to create explicit descriptions of characters or events (3.RL.4, 3.L.3a, 3.L.5a). Provide a T-chart in which students with guidance from adults complete a list of conventions comparing printed language and spoken language (3.L.3b). Teacher will provide students with worksheets or material resources. Teacher will explain and discuss literal and nonliteral phrases. Students will be given practice and activities. • **Activator**:

	• Day1: Teacher will introduce spelling and literal and non literal phrases. • Day 2-3: Teacher will review literal and non literal phrases. • Day 4: Review of lesson. • Day 5: Study with a partner for 10 minutes. • **Modeled**: • Day 1: Teacher will model to students. • Day 2-3 Teacher will show students samples of sentences. • Day 4: Teacher will provide students with a check up to review skills. • Day 5: Teacher will read quiz/test directions out to students. • **Shared**: • **Day 1**-4: Students will locate literal and nonliteral phrases in readings with a partner and/ or individually. • **Guided:** • Day1-4: Teacher will have students share their findings to class. Students will discuss and interpret the phrases as a group. • Day5: Quiz/Test day. Teacher will actively monitor students throughout testing.
Gradual Release of Responsibility: X Modeled ➢ Shared ➢ Guided Practice X Independent	**Writing** **Standards:** **I Can Statement**: I can write to share my opinion. **Instructional Plan**:
Gradual Release of Responsibility: ➢ Modeled ➢ Shared ➢ Guided Practice ➢ Independent	**Speaking & Listening** **Standards:** **I Can Statement(s):** I can ask and answer questions about information I hear from another speaker. **Instructional Plan:**
Closing/Summarizing Strategy	**Ticket out the door:** Students will state aloud their understanding of the lesson for that day.

Differentiation Strategies		
Extension	**Intervention**	**Language Development**
Students will refer to details found directly in text when explaining themes, identifying reasons,	*Implement any of the applicable instructional strategies from the "benchmarks or short term*	• Their writing demonstrated conventions such as capitalization, commas, and

drawing inferences, or summarizing from text or information from a speaker (4.RL.1, 4.RL.2, 4.SL.4). • Students will determine whether they are writing, speaking, reading, or listening; which situations where informal or formal English is appropriate; to select which specific words or phrases convey ideas; and choose punctuation to provide an effect (4.L.3).	*objectives" section for annual goals addressing literacy from each identified student's IEP.* *Observe and implement the "general education program accommodations" on each identified student's IEP.* • 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.	apostrophes to form contractions or possessives (2.L.2a-d). • 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). • 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
Graphic Organizer
Writing Activities/prompts
Think, Pair, Share
Quiz, Test

Teacher Reflection: (Next steps?)

ELA Lesson Plan

3rd Grade Teachers	Grade: 3rd Grade	Date(s): Week 4
Lesson Focus: Nonliteral and Literal Phrases		

Big Idea 1: Students will be able to ask and answer clarifying questions to support comprehension.
Essential Question: How do clarifying questions help a reader?

Materials/Resources	Essential Vocabulary
Teacher/Student: DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading suggestions Houghton Mifflin Third Grade English, Getting Started, Speaking, Listening and Viewing, pp. 1–6 Houghton Mifflin Third Grade English, Similes, p. H11 • Houghton Mifflin Third Grade Reading, How to Use the SQRR Plan, p. 36 • Direct Instruction Reading Program	Key Vocabulary: Reading Strategies**:** Predict/ Infer, Phonics/Decoding and Monitor/ Clarify and Question, Evaluate and Summarize English: Adjectives/ Adverbs

Learning Experience(s)

Gradual Release of Responsibility:

- Modeled
- Shared
- Guided Practice
- Independent

Reading

Standards:
3.RF.4a Read with sufficient accuracy and fluency to support comprehension: Read on-level text with purpose and understanding.

I Can Statement(s): RF.3.4

I Can Read Fluently, Accurately and With Expression.

Instructional Plan:
Day 1-5

- 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, computer brain). This collection can be displayed in the room or collected in journals and

	notebooks (3.RL.4, 3.L.5a). • **Activator**: Teacher will review with students what good readers do when they read. Focus on the following concept: nonliteral and literal meanings • Introduce Direct Instruction Lesson • **Modeled**: Teacher will follow script • **Shared**: Students will answer questions in complete sentences. • **Guided:** Teacher will guide students thru reading program and assessment resources.
Gradual Release of Responsibility: ➢ Modeled ➢ Shared ➢ Guided Practice ➢ Independent	**Language** **Language** 3.L.5a Demonstrate understanding of word relationships and nuances in word meanings: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). **I can statement(s):** L.3.5 I can understand figurative language. I can find real life connections between words and their use (e.g., describe people who are friendly or helpful). I can figure out the small differences in meaning with related words that tell about how people feel or how they are acting (e.g., knew, believed, suspected, heard, wondered). **Materials**: Common Core sheets, Houghton Mifflin English text, online supplement resources. **Instructional Plan**: Day 1-5: • Students collect nonliteral phrases found in text and illustrate a literal translation (e.g., raining cats and dogs, airhead, run like the wind, computer brain). This collection can be displayed in the room or collected in journals and notebooks (3.RL.4, 3.L.5a). • Students can insert nonliteral phrases (metaphors and similes) in easy readers (from grades 1 or 2) to create explicit descriptions of characters or events (3.RL.4, 3.L.3a, 3.L.5a). Provide a T-chart in which students with guidance from adults complete a list of conventions comparing printed language and spoken language (3.L.3b). Teacher will provide students with worksheets or material resources. Teacher will explain and discuss literal and nonliteral phrases. Students will be given practice and activities. • **Activator**:

	• Day1: Teacher will introduce spelling and literal and non literal phrases. • Day 2-3: Teacher will review literal and non literal phrases. • Day 4: Review of lesson. • Day 5: Study with a partner for 10 minutes. • **Modeled**: • Day 1: Teacher will model to students. • Day 2-3 Teacher will show students samples of sentences. • Day 4: Teacher will provide students with a check up to review skills. • Day 5: Teacher will read quiz/test directions out to students. • **Shared**: • **Day 1**-4: Students will locate literal and nonliteral phrases in readings with a partner and/ or individually. • **Guided:** • Day1-4: Teacher will have students share their findings to class. Students will discuss and interpret the phrases as a group. • Day5: Quiz/Test day. Teacher will actively monitor students throughout testing.
Gradual Release of Responsibility: X Modeled ➢ Shared ➢ Guided Practice X Independent	**Writing** **Standards:** **I Can Statement**: I can write to share my opinion. **Instructional Plan**:
Gradual Release of Responsibility: ➢ Modeled ➢ Shared ➢ Guided Practice ➢ Independent	**Speaking & Listening** **Standards:** **I Can Statement(s):** I can ask and answer questions about information I hear from another speaker. **Instructional Plan:**
Closing/Summarizing Strategy	**Ticket out the door:** Students will state aloud their understanding of the lesson for that day.

Differentiation Strategies		
Extension	**Intervention**	**Language Development**
Students will refer to details found directly in text when explaining themes, identifying reasons,	*Implement any of the applicable instructional strategies from the "benchmarks or short term*	• Their writing demonstrated conventions such as capitalization, commas, and

drawing inferences, or summarizing from text or information from a speaker (4.RL.1, 4.RL.2, 4.SL.4). • Students will determine whether they are writing, speaking, reading, or listening; which situations where informal or formal English is appropriate; to select which specific words or phrases convey ideas; and choose punctuation to provide an effect (4.L.3).	*objectives" section for annual goals addressing literacy from each identified student's IEP.* *Observe and implement the "general education program accommodations" on each identified student's IEP.* • 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.	apostrophes to form contractions or possessives (2.L.2a-d). • 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). • 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
Graphic Organizer
Writing Activities/prompts
Think, Pair, Share
Quiz, Test

Teacher Reflection: (Next steps?)

ELA Lesson Plan

3rd Grade Teachers	Grade: 3rd Grade	Date(s): Week 5
Lesson Focus: Nonliteral and Literal Phrases		

Big Idea 1: Students will be able to ask and answer clarifying questions to support comprehension.
Essential Question: How do clarifying questions help a reader?

Materials/Resources	Essential Vocabulary
Teacher/Student: DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading suggestions Houghton Mifflin Third Grade English, Getting Started, Speaking, Listening and Viewing, pp. 1–6 Houghton Mifflin Third Grade English, Similes, p. H11 • Houghton Mifflin Third Grade Reading, How to Use the SQRR Plan, p. 36 • Direct Instruction Reading Program	Key Vocabulary: Figurative knowledge Reading Strategies**:** Predict/ Infer, Phonics/Decoding and Monitor/ Clarify and Question, Evaluate and Summarize English: Pronouns

Learning Experience(s)

Gradual Release of Responsibility:

- Modeled
- Shared
- Guided Practice
- Independent

Reading

Standards:
3.RF.4a Read with sufficient accuracy and fluency to support comprehension: Read on-level text with purpose and understanding.

I Can Statement(s): RF.3.4

I Can Read Fluently, Accurately and With Expression.

Instructional Plan:
Day 1-5

- 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, computer brain). This collection can be displayed in the room or collected in journals and

	notebooks (3.RL.4, 3.L.5a). • **Activator**: Teacher will review with students what good readers do when they read. Focus on the following concept: nonliteral and literal meanings • Introduce Direct Instruction Lesson • **Modeled**: Teacher will follow script • **Shared**: Students will answer questions in complete sentences. • **Guided:** Teacher will guide students thru reading program and assessment resources.
Gradual Release of Responsibility: ➢ Modeled ➢ Shared ➢ Guided Practice ➢ Independent	**Language** **Language** 3.L.5a Demonstrate understanding of word relationships and nuances in word meanings: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). **I can statement(s):** L.3.5 I can understand figurative language. I can find real life connections between words and their use (e.g., describe people who are friendly or helpful). I can figure out the small differences in meaning with related words that tell about how people feel or how they are acting (e.g., knew, believed, suspected, heard, wondered). **Materials**: Common Core sheets, Houghton Mifflin English text, online supplement resources. **Instructional Plan**: Day 1-5: • Students collect nonliteral phrases found in text and illustrate a literal translation (e.g., raining cats and dogs, airhead, run like the wind, computer brain). This collection can be displayed in the room or collected in journals and notebooks (3.RL.4, 3.L.5a). • Students can insert nonliteral phrases (metaphors and similes) in easy readers (from grades 1 or 2) to create explicit descriptions of characters or events (3.RL.4, 3.L.3a, 3.L.5a). Provide a T-chart in which students with guidance from adults complete a list of conventions comparing printed language and spoken language (3.L.3b). Teacher will provide students with worksheets or material resources. Teacher will explain and discuss literal and nonliteral phrases. Students will be given practice and activities. • **Activator**:

	• Day1: Teacher will introduce spelling and literal and non literal phrases. • Day 2-3: Teacher will review literal and non literal phrases. • Day 4: Review of lesson. • Day 5: Study with a partner for 10 minutes. • **Modeled**: • Day 1: Teacher will model to students. • Day 2-3 Teacher will show students samples of sentences. • Day 4: Teacher will provide students with a check up to review skills. • Day 5: Teacher will read quiz/test directions out to students. • **Shared**: • **Day 1**-4: Students will locate literal and nonliteral phrases in readings with a partner and/ or individually. • **Guided:** • Day1-4: Teacher will have students share their findings to class. Students will discuss and interpret the phrases as a group. • Day5: Quiz/Test day. Teacher will actively monitor students throughout testing.
Gradual Release of Responsibility: X Modeled ➢ Shared ➢ Guided Practice X Independent	**Writing** **Standards:** **I Can Statement**: I can write to share my opinion. **Instructional Plan**:
Gradual Release of Responsibility: ➢ Modeled ➢ Shared ➢ Guided Practice ➢ Independent	**Speaking & Listening** **Standards:** **I Can Statement(s):** I can ask and answer questions about information I hear from another speaker. **Instructional Plan:**
Closing/Summarizing Strategy	**Ticket out the door:** Students will state aloud their understanding of the lesson for that day.

Differentiation Strategies		
Extension	**Intervention**	**Language Development**
Students will refer to details found directly in text when explaining themes, identifying reasons,	*Implement any of the applicable instructional strategies from the "benchmarks or short term*	• Their writing demonstrated conventions such as capitalization, commas, and

drawing inferences, or summarizing from text or information from a speaker (4.RL.1, 4.RL.2, 4.SL.4). • Students will determine whether they are writing, speaking, reading, or listening; which situations where informal or formal English is appropriate; to select which specific words or phrases convey ideas; and choose punctuation to provide an effect (4.L.3).	*objectives" section for annual goals addressing literacy from each identified student's IEP.* *Observe and implement the "general education program accommodations" on each identified student's IEP.* • 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.	apostrophes to form contractions or possessives (2.L.2a-d). • 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). • 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
Graphic Organizer
Writing Activities/prompts
Think, Pair, Share
Quiz, Test

Teacher Reflection: (Next steps?)

ELA Lesson Plan

3rd Grade Teachers	Grade: 3rd Grade	Date(s): Week:6 Q: 3

Lesson Focus: Story elements

Big Idea 3: Students will be able to distinguish different points of view (character's, author's, narrator's) found in different literary genres.

Essential Questions: How would a story change if told from a different point of view? How does an author get his/her point across to the reader?

Materials/Resources	Essential Vocabulary
Teacher/Student: DI Materials • http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading text suggestions • Harcourt Third Grade Horizon, Chapter 8, Determine Point of View in Pictures, pp. 266–267 • Houghton Mifflin Third Grade English, U.11, Opinion, pp.420–421 (Finding the viewpoint in pictures) • Houghton Mifflin Third Grade Reading, Theme 1, Theme 4, How to Read a Poem, pp. 118, 196 • Houghton Mifflin Third Grade Reading, Theme 1, Focus on Genre: Poetry, pp. 138–150 • Houghton Mifflin 3rd Grade Reading, Pronouns	Key Vocabulary: poem, play, stanza, chapter, scene, sequence, related, perspective, point of view Reading Strategies**:** Predict/ Infer, Phonics/Decoding and Monitor/ Clarify and Question, Evaluate and Summarize English: Pronouns

Learning Experience(s)

Gradual Release of Responsibility:	Reading
➢ Modeled ➢ Shared ➢ Guided Practice ➢ Independent	**Standards:** • 3.RL.5 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. • 3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.

	I Can Statement(s): I can write and talk about fiction by using the words for the different parts (e.g., chapter, scene, stanza). RL.3.5 I can describe how new parts of fiction build on previous parts. RL.3.5 I can tell the difference between what I think and what the author or characters might think. RL.3.6 **Instructional Plan:** **Day 1-5** • **Activator**: Teacher will review with students what good readers do when they read. Focus on the following concept: Parts of story and point of view • Introduce Direct Instruction Lesson • **Modeled**: Teacher will follow script • **Shared**: Students will answer questions in complete sentences. • **Guided:** Teacher will guide students thru reading program and assessment resources. • Students in pairs or small groups will complete a graphic organizer depicting the structure of a play, poem, song, or chapter book, providing a paraphrase of each part (chapter, scene, stanza) 3.RL.5. • Students in pairs or small groups complete a graphic organizer for writing ideas of perspective. They will list common nouns and then list different perspectives for viewing that noun (3.RL.6). (See example in table grid.) This grid can be used later for writing exercises (3.W.3). • Students locate the words or phrases in text that provide the clues for determining who is telling the story (3.RL.6). • Students may read aloud in pairs or small groups and change their voice depending on the character who is speaking (3.RL.6).
Gradual Release of Responsibility: ➢ Modeled ➢ Shared ➢ Guided Practice ➢ Independent	**Language** **Language** 3.L.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking: a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions, in particular sentences; b) Form and use regular and irregular plural nouns; c) Use abstract nouns (e.g., childhood); d) Form and use regular and irregular verbs. **I can statement(s):** I can explain how pronouns work in different sentences. L.3.1 **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 pronouns. Students will be given practice and activities. • **Activator**: • Day1: Teacher will introduce spelling and pronouns. • Day 2-3: Teacher will review pronoun lesson. • Day 4: Review of lesson. • Day 5: Study with a partner for 10 minutes. • **Modeled**: • Day 1: Teacher will model to students. • Day 2-3 Teacher will show students samples of sentences. • Day 4: Teacher will provide students with a check up to review skills. • Day 5: Teacher will read quiz/test directions out to students. • **Shared**: • **Day 1**-4: Students will locate pronouns in readings with a partner and/ or individually. • **Guided:** • Day1-4: Teacher will have students share their findings to class. Students will discuss and interpret the phrases as a group. • Day5: Quiz/Test day. Teacher will actively monitor students throughout testing.
Gradual Release of Responsibility: X Modeled ➢ Shared ➢ Guided Practice X Independent	**Writing** **Standards:** **I Can Statement**: I can write to share my opinion. **Instructional Plan**:
Gradual Release of Responsibility: ➢ Modeled ➢ Shared ➢ Guided Practice ➢ Independent	**Speaking & Listening** **Standards:** 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **I Can Statement(s):** I can ask and answer questions about information I hear from another speaker. **Instructional Plan:**

Closing/Summarizing Strategy	**Ticket out the door:** Students will state aloud their understanding of the lesson for that day.

Differentiation Strategies

Extension	Intervention	Language Development
• Students will explain in writing or speaking the major differences between poems, drama, and prose based on structural elements (4.RL5). • Students will compare and contrast the point of view from which stories are narrated (e.g., firsthand and third-person accounts) (4.RL.6).	*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.* *Observe and implement the "general education program accommodations" on each identified student's IEP.* • 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.	• Students have described the structure of a story line: beginning introduces the characters and setting, middle develops the conflict or climax, and the end provides the resolution (2.RL.5). • Students have acknowledged difference in point of view of characters and used information from illustrations to describe characters, setting, or elements of the plot (2.RL.6, 2.RL.7). •

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

3rd Grade Teachers	Grade: 3rd Grade	Date(s): Week:7 Q: 3

Lesson Focus: Story reading and writing

Big Idea 4: Students will be able to create and present expressive and/or interpretive writing.

Essential Questions: How can a writer use "temporal" words to create a clear sequence of events? What are ways to keep readers engaged in writing? What are ways to keep audiences engaged in oral presentations?

Materials/Resources	Essential Vocabulary
Teacher/Student: DI Materials • http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading text suggestions • http://www.corestandards.org/ELA-Literacy Appendix C: grade-level writing samples with annotation • Houghton Mifflin Third Grade English, U.8, Writing a Story, pp. 287–307. • Houghton Mifflin Third Grade Reading, Theme 1, How to Read a Poem, pp. 96 • Houghton Mifflin Third Grade Reading, Theme 1, Focus on Genre: Poetry, pp. 138–150. • Houghton Mifflin 3rd Grade Reading, Pronouns	Key Vocabulary: dialogue, transitional, closure, prose, poetry, meter, rhyme Reading Strategies**:** Predict/ Infer, Phonics/Decoding and Monitor/ Clarify and Question, Evaluate and Summarize English: Pronouns

Learning Experience(s)

Gradual Release of Responsibility:

- Modeled
- Shared
- Guided Practice
- Independent

Reading

Standards:

3.RF.4b Read with sufficient accuracy and fluency to support comprehension: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

I Can Statement(s):

I Can Read Fluently, Accurately and With Expression. RF.3.4

	Instructional Plan: **Day 1-5** • **Activator**: Teacher will review with students what good readers do when they read. Focus on the following concept: reading fluently, accurately and with expression • Introduce Direct Instruction Lesson • **Modeled**: Teacher will follow script • **Shared**: Students will answer questions in complete sentences. • **Guided:** Teacher will guide students thru reading program and assessment resources. • Have students present grade-level poetry or prose in pairs or small groups (3.RF.4b). Students may include their own illustration to enhance their presentation. Listeners may provide feedback (3.SL.1).
Gradual Release of Responsibility: ➢ Modeled ➢ Shared ➢ Guided Practice ➢ Independent	**Language** **Language** **I can statement(s):** I can explain how pronouns work in different sentences. L.3.1 **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 pronouns. Students will be given practice and activities. • **Activator**: • Day1: Teacher will introduce spelling and pronouns. • Day 2-3: Teacher will review pronoun lesson. • Day 4: Review of lesson. • Day 5: Study with a partner for 10 minutes. • **Modeled**: • Day 1: Teacher will model to students. • Day 2-3 Teacher will show students samples of sentences. • Day 4: Teacher will provide students with a check up to review skills. • Day 5: Teacher will read quiz/test directions out to students. • **Shared**: • **Day 1**-4: Students will locate pronouns in readings with a partner and/ or individually. • **Guided:** • Day1-4: Teacher will have students share their findings to class. Students will discuss and interpret the phrases as a group. • Day5: Quiz/Test day. Teacher will actively monitor students throughout testing.

Gradual Release of Responsibility: X Modeled ➢ Shared ➢ Guided Practice X Independent	**Writing** **Standards:** 3.W.3b-d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: b) Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations; c) Use temporal words and phrases to signal event order; d) Provide a sense of closure. **I Can Statement**: I can write to tell a story. W.3.3 **Instructional Plan**: • Display anchor chart or poster with list of temporal or transitional words for students to use in their writing (3.W.3c). • Have students work in pairs or small groups to highlight temporal or transitional words found in text (3.W.3c). • Use pages from simple 'early readers' for students to revise inserting dialogue and description of actions (3.W.3b). • Display an anchor chart with examples of different closures (e.g., circular, emotional, unfinished business, summary) (3.W.3d). • Display an anchor chart or poster as visual support for the conventions in using dialogue (e.g., capitals, commas, quotation marks) (3.W. 3b).
Gradual Release of Responsibility: ➢ Modeled ➢ Shared ➢ Guided Practice ➢ Independent	**Speaking & Listening** **Standards:** **I Can Statement(s):** **Instructional Plan:**
Closing/Summarizing Strategy	**Ticket out the door:** Students will state aloud their understanding of the lesson for that day.

Differentiation Strategies		
Extension	**Intervention**	**Language Development**
• Students will read grade-level prose and poetry orally with accuracy and prosody (4.RF.4b). • Students will write narratives	*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.*	Students are familiar with reading on-level text with purpose and understanding. They have had experienced reading orally with accuracy, appropriate rate, and

using dialogue, transitional words to sequence events, and sensory details to convey experiences precisely (4.W.3b-d).	*Observe and implement the "general education program accommodations" on each identified student's IEP.* • 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.	expression (2.RF.4a, b).

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

3rd Grade Teachers	Grade: 3rd Grade	Date(s): Week:8 Q: 3

Lesson Focus: Story reading and writing

Big Idea 4: Students will be able to create and present expressive and/or interpretive writing.

Essential Questions: How can a writer use "temporal" words to create a clear sequence of events? What are ways to keep readers engaged in writing? What are ways to keep audiences engaged in oral presentations?

Materials/Resources	Essential Vocabulary
Teacher/Student: DI Materials • http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading text suggestions • http://www.corestandards.org/ELA-Literacy Appendix C: grade-level writing samples with annotation • Houghton Mifflin Third Grade English, U.8, Writing a Story, pp. 287–307. • Houghton Mifflin Third Grade Reading, Theme 1, How to Read a Poem, pp. 96 • Houghton Mifflin Third Grade Reading, Theme 1, Focus on Genre: Poetry, pp. 138–150. • Houghton Mifflin 3rd Grade Reading, Pronouns	Key Vocabulary: dialogue, transitional, closure, prose, poetry, meter, rhyme Reading Strategies**:** Predict/ Infer, Phonics/Decoding and Monitor/ Clarify and Question, Evaluate and Summarize English: Pronouns

Learning Experience(s)

Gradual Release of Responsibility:

- Modeled
- Shared
- Guided Practice
- Independent

Reading

Standards:

3.RF.4b Read with sufficient accuracy and fluency to support comprehension: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

I Can Statement(s):

I Can Read Fluently, Accurately and With Expression. RF.3.4

	Instructional Plan: **Day 1-5** • **Activator**: Teacher will review with students what good readers do when they read. Focus on the following concept: reading fluently, accurately and with expression • Introduce Direct Instruction Lesson • **Modeled**: Teacher will follow script • **Shared**: Students will answer questions in complete sentences. • **Guided:** Teacher will guide students thru reading program and assessment resources. • Have students present grade-level poetry or prose in pairs or small groups (3.RF.4b). Students may include their own illustration to enhance their presentation. Listeners may provide feedback (3.SL.1).
Gradual Release of Responsibility: ➢ Modeled ➢ Shared ➢ Guided Practice ➢ Independent	**Language** **Language** **I can statement(s):** I can explain how pronouns work in different sentences. L.3.1 **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 pronouns. Students will be given practice and activities. • **Activator**: • Day1: Teacher will introduce spelling and pronouns. • Day 2-3: Teacher will review pronoun lesson. • Day 4: Review of lesson. • Day 5: Study with a partner for 10 minutes. • **Modeled**: • Day 1: Teacher will model to students. • Day 2-3 Teacher will show students samples of sentences. • Day 4: Teacher will provide students with a check up to review skills. • Day 5: Teacher will read quiz/test directions out to students. • **Shared**: • **Day 1**-4: Students will locate pronouns in readings with a partner and/ or individually. • **Guided:** • Day1-4: Teacher will have students share their findings to class. Students will discuss and interpret the phrases as a group. • Day5: Quiz/Test day. Teacher will actively monitor students throughout testing.

Gradual Release of Responsibility: X Modeled ➢ Shared ➢ Guided Practice X Independent	**Writing** **Standards:** 3.W.3b-d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: b) Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations; c) Use temporal words and phrases to signal event order; d) Provide a sense of closure. **I Can Statement**: I can write to tell a story. W.3.3 **Instructional Plan**: • Display anchor chart or poster with list of temporal or transitional words for students to use in their writing (3.W.3c). • Have students work in pairs or small groups to highlight temporal or transitional words found in text (3.W.3c). • Use pages from simple 'early readers' for students to revise inserting dialogue and description of actions (3.W.3b). • Display an anchor chart with examples of different closures (e.g., circular, emotional, unfinished business, summary) (3.W.3d). • Display an anchor chart or poster as visual support for the conventions in using dialogue (e.g., capitals, commas, quotation marks) (3.W. 3b).
Gradual Release of Responsibility: ➢ Modeled ➢ Shared ➢ Guided Practice ➢ Independent	**Speaking & Listening** **Standards:** **I Can Statement(s):** **Instructional Plan:**
Closing/Summarizing Strategy	**Ticket out the door:** Students will state aloud their understanding of the lesson for that day.

Differentiation Strategies		
Extension	**Intervention**	**Language Development**
• Students will read grade-level prose and poetry orally with accuracy and prosody (4.RF.4b). • Students will write narratives	*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.*	Students are familiar with reading on-level text with purpose and understanding. They have had experienced reading orally with accuracy, appropriate rate, and

using dialogue, transitional words to sequence events, and sensory details to convey experiences precisely (4.W.3b-d).	*Observe and implement the "general education program accommodations" on each identified student's IEP.* • 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.	expression (2.RF.4a, b).

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

3rd Grade Teachers	Grade: 3rd Grade	Date(s): Week:9 Q: 3

Lesson Focus: Story reading and writing

Big Idea 4: Students will be able to create and present expressive and/or interpretive writing.

Essential Questions: How can a writer use "temporal" words to create a clear sequence of events? What are ways to keep readers engaged in writing? What are ways to keep audiences engaged in oral presentations?

Materials/Resources	Essential Vocabulary
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Learning Experience(s)

Gradual Release of Responsibility:

- Modeled
- Shared
- Guided Practice
- Independent

Reading

Standards:

3.RF.4b Read with sufficient accuracy and fluency to support comprehension: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

I Can Statement(s):

I Can Read Fluently, Accurately and With Expression. RF.3.4

	Instructional Plan: **Day 1-5** • **Activator**: Teacher will review with students what good readers do when they read. Focus on the following concept: reading fluently, accurately and with expression • Introduce Direct Instruction Lesson • **Modeled**: Teacher will follow script • **Shared**: Students will answer questions in complete sentences. • **Guided:** Teacher will guide students thru reading program and assessment resources. • Have students present grade-level poetry or prose in pairs or small groups (3.RF.4b). Students may include their own illustration to enhance their presentation. Listeners may provide feedback (3.SL.1).
Gradual Release of Responsibility: ➢ Modeled ➢ Shared ➢ Guided Practice ➢ Independent	**Language** **Language** **I can statement(s):** I can explain how pronouns work in different sentences. L.3.1 **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 pronouns. Students will be given practice and activities. • **Activator**: • Day1: Teacher will introduce spelling and pronouns. • Day 2-3: Teacher will review pronoun lesson. • Day 4: Review of lesson. • Day 5: Study with a partner for 10 minutes. • **Modeled**: • Day 1: Teacher will model to students. • Day 2-3 Teacher will show students samples of sentences. • Day 4: Teacher will provide students with a check up to review skills. • Day 5: Teacher will read quiz/test directions out to students. • **Shared**: • **Day 1**-4: Students will locate pronouns in readings with a partner and/ or individually. • **Guided:** • Day1-4: Teacher will have students share their findings to class. Students will discuss and interpret the phrases as a group. • Day5: Quiz/Test day. Teacher will actively monitor students throughout testing.

Gradual Release of Responsibility: X Modeled ➢ Shared ➢ Guided Practice X Independent	**Writing** **Standards:** 3.W.3b-d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: b) Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations; c) Use temporal words and phrases to signal event order; d) Provide a sense of closure. **I Can Statement**: I can write to tell a story. W.3.3 **Instructional Plan**: • Display anchor chart or poster with list of temporal or transitional words for students to use in their writing (3.W.3c). • Have students work in pairs or small groups to highlight temporal or transitional words found in text (3.W.3c). • Use pages from simple 'early readers' for students to revise inserting dialogue and description of actions (3.W.3b). • Display an anchor chart with examples of different closures (e.g., circular, emotional, unfinished business, summary) (3.W.3d). • Display an anchor chart or poster as visual support for the conventions in using dialogue (e.g., capitals, commas, quotation marks) (3.W. 3b).
Gradual Release of Responsibility: ➢ Modeled ➢ Shared ➢ Guided Practice ➢ Independent	**Speaking & Listening** **Standards:** **I Can Statement(s):** **Instructional Plan:**
Closing/Summarizing Strategy	**Ticket out the door:** Students will state aloud their understanding of the lesson for that day.

Differentiation Strategies		
Extension	**Intervention**	**Language Development**
• Students will read grade-level prose and poetry orally with accuracy and prosody (4.RF.4b). • Students will write narratives	*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.*	Students are familiar with reading on-level text with purpose and understanding. They have had experienced reading orally with accuracy, appropriate rate, and

using dialogue, transitional words to sequence events, and sensory details to convey experiences precisely (4.W.3b-d).	*Observe and implement the "general education program accommodations" on each identified student's IEP.* • 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.	expression (2.RF.4a, b).

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?)