

ELA Lesson Plan

3rd Grade Teachers	Grade: 3rd Grade	Date(s): Week: 1 and 2 Q:4
Lesson Focus: Story Reading and Multiple meaning words		
<p>Big Idea 1: Big Idea 1, Quarter 4: Students will use context clues, glossaries, or dictionaries to determine the meaning of unfamiliar words.</p> <p>Essential Question: How can we use context clues to determine meanings of unfamiliar words? How can using context clues be useful during independent reading?</p>		
Materials/Resources	Essential Vocabulary	
<p>Teacher/Student: DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets ces & Links to Technology http://superteacherworksheets.com/analogies.html analogy worksheets for students Houghton Mifflin Third Grade English, Tools and Tips, Using a Dictionary, p. H16 Houghton Mifflin Third Grade Spelling and Vocabulary, How to Use a Dictionary, p. 286 Houghton Mifflin Third Grade Spelling and Vocabulary, Using the Thesaurus, pp. 256–263</p>	<p>Key Vocabulary: glossary, dictionary, reference, digital, icon, Google search</p> <p>Reading Strategies: Predict/ Infer, Phonics/Decoding and Monitor/ Clarify and Question, Evaluate and Summarize</p> <p>English: Multiple meaning words</p>	
Learning Experience(s)		
<p>Gradual Release of Responsibility:</p> <ul style="list-style-type: none"> ➤ Modeled ➤ Shared ➤ Guided Practice ➤ Independent 	<p>Reading</p> <p>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.</p> <p>I Can Statement(s): I Can Read Fluently, Accurately and With Expression. RF.3.4</p> <p>Instructional Plan:</p> <p>Day 1-5</p> <ul style="list-style-type: none"> • Activator: Teacher will review with students what good readers do when they read. Focus on the following concept: reading fluently, accurately and with expression 	

	<ul style="list-style-type: none"> • 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).
<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> ➤ Modeled ➤ Shared ➤ Guided Practice ➤ Independent 	<p style="text-align: center;">Language</p> <p>3.L.4a and d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: a) Use sentence-level context as a clue to the meaning of a word or phrase; d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>I can statement(s):</p> <p>I can use clues in sentences to help me understand new words. L.3.4</p> <p>I can use print and computer dictionaries to help me find the meanings of new words. L.3.4</p> <p>Materials: Common Core sheets, Houghton Mifflin English text, online supplement resources.</p> <p>Instructional Plan: Day 1-5: Teacher will provide students with worksheets or material resources. Teacher will explain and discuss multiple meaning words. Students will be given practice and activities.</p> <p>(EL, SIOP, SPED, Marzano)</p> <p>Provide anchor charts or posters as a visual resource for reminding students how to clarify unknown words (3.L.4a). Example:</p> <ol style="list-style-type: none"> 1. Use sentences around the unknown word as a clue. 2. Use illustrations provided. 3. Use word parts (prefixes, suffixes, roots). 4. Use glossary in the back of the book.

	<p style="text-align: center;">5. Use a dictionary</p> <p>Play “Alphabetizing Rodeo”: Students create lists of 5 or more words (e.g., spelling words, vocabulary words) to trade with peers. The words are to be placed in alphabetical order. Students would need to provide a correct answer sheet with their list. The amount of time to correctly complete the activity is the score. Lowest score wins. Rules (rubrics) can be established (e.g., lists contain all the same initial letter or first two letters) (3.L.4d).</p> <ul style="list-style-type: none"> • 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: <p>Guided Practice: Students may whisper read to partners or do whole group read aloud to <u>selected story or writing</u> then discuss questions while you actively monitor for participation and understanding.</p> <ul style="list-style-type: none"> • Monitor and guide students thru the different activities. • 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. <p>Formative Assessment: Monitor students work, participation, and discussion throughout lesson.</p> <ul style="list-style-type: none"> • a. graphic organizer b. read aloud c. question and answer in small group or whole group d. notebook e. journal <p>Closure: Focus question: How can we use context clues to determine meanings of unfamiliar words? How can using context clues be useful during independent reading?</p>
<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> X Modeled ➤ Shared ➤ Guided Practice X Independent 	<p style="text-align: center;">Writing</p> <p>Standards:</p> <p>I Can Statement: I can write to tell a story. W.3.3</p> <p>Instructional Plan:</p>

<p>Gradual Release of Responsibility:</p> <ul style="list-style-type: none"> ➤ Modeled ➤ Shared ➤ Guided Practice ➤ Independent 	<p>Speaking & Listening</p> <p>Standards:</p> <p>I Can Statement(s):</p> <p>Instructional Plan:</p>
<p>Closing/Summarizing Strategy</p>	<p>Ticket out the door: Students will state aloud their understanding of the lesson for that day.</p>

Differentiation Strategies

Extension	Intervention	Language Development
<ul style="list-style-type: none"> • Students will read grade-level prose and poetry orally with accuracy and prosody (4.RF.4b). • Students will write narratives using dialogue, transitional words to sequence events, and sensory details to convey experiences precisely (4.W.3b-d). 	<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> <p>Students may look through story to review, work with a peer, and /or simplify amount of work to be given.</p> <ul style="list-style-type: none"> • 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 (<i>character map</i>) <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>	<ul style="list-style-type: none"> • Students have used context at the sentence level as a clue to the meaning of a word or phrase (2.L.4a). • They also have used word meaning clues from common compound words (2.L.4d). • Students have categorized words according to their use (e.g., foods that are <i>spicy</i> or <i>juicy</i>) (2.L.5a, 2.L.5b). They have distinguished shades of meaning between closely related verbs and adjectives (e.g., toss, throw, hurl; thin, slender, skinny).

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: 1 and 2 Q:4
Lesson Focus: Story Reading and Multiple meaning words		
<p>Big Idea 1: Big Idea 1, Quarter 4: Students will use context clues, glossaries, or dictionaries to determine the meaning of unfamiliar words.</p> <p>Essential Question: How can we use context clues to determine meanings of unfamiliar words? How can using context clues be useful during independent reading?</p>		
Materials/Resources	Essential Vocabulary	
<p>Teacher/Student: DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets ces & Links to Technology http://superteacherworksheets.com/analogies.html analogy worksheets for students Houghton Mifflin Third Grade English, Tools and Tips, Using a Dictionary, p. H16 Houghton Mifflin Third Grade Spelling and Vocabulary, How to Use a Dictionary, p. 286 Houghton Mifflin Third Grade Spelling and Vocabulary, Using the Thesaurus, pp. 256–263</p>	<p>Key Vocabulary: glossary, dictionary, reference, digital, icon, Google search</p> <p>Reading Strategies: Predict/ Infer, Phonics/Decoding and Monitor/ Clarify and Question, Evaluate and Summarize</p> <p>English: Multiple meaning words</p>	
Learning Experience(s)		
<p>Gradual Release of Responsibility:</p> <ul style="list-style-type: none"> ➤ Modeled ➤ Shared ➤ Guided Practice ➤ Independent 	<p>Reading</p> <p>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.</p> <p>I Can Statement(s): I Can Read Fluently, Accurately and With Expression. RF.3.4</p> <p>Instructional Plan:</p> <p>Day 1-5</p> <ul style="list-style-type: none"> • Activator: Teacher will review with students what good readers do when they read. Focus on the following concept: reading fluently, accurately and with expression 	

	<ul style="list-style-type: none"> • 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).
<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> ➤ Modeled ➤ Shared ➤ Guided Practice ➤ Independent 	<p style="text-align: center;">Language</p> <p>3.L.4a and d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: a) Use sentence-level context as a clue to the meaning of a word or phrase; d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>I can statement(s):</p> <p>I can use clues in sentences to help me understand new words. L.3.4</p> <p>I can use print and computer dictionaries to help me find the meanings of new words. L.3.4</p> <p>Materials: Common Core sheets, Houghton Mifflin English text, online supplement resources.</p> <p>Instructional Plan: Day 1-5: Teacher will provide students with worksheets or material resources. Teacher will explain and discuss multiple meaning words. Students will be given practice and activities.</p> <p>(EL, SIOP, SPED, Marzano)</p> <p>Provide anchor charts or posters as a visual resource for reminding students how to clarify unknown words (3.L.4a). Example:</p> <ol style="list-style-type: none"> 1. Use sentences around the unknown word as a clue. 2. Use illustrations provided. 3. Use word parts (prefixes, suffixes, roots). 4. Use glossary in the back of the book.

	<p style="text-align: center;">5. Use a dictionary</p> <p>Play “Alphabetizing Rodeo”: Students create lists of 5 or more words (e.g., spelling words, vocabulary words) to trade with peers. The words are to be placed in alphabetical order. Students would need to provide a correct answer sheet with their list. The amount of time to correctly complete the activity is the score. Lowest score wins. Rules (rubrics) can be established (e.g., lists contain all the same initial letter or first two letters) (3.L.4d).</p> <ul style="list-style-type: none"> • 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: <p>Guided Practice: Students may whisper read to partners or do whole group read aloud to <u>selected story or writing</u> then discuss questions while you actively monitor for participation and understanding.</p> <ul style="list-style-type: none"> • Monitor and guide students thru the different activities. • 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. <p>Formative Assessment: Monitor students work, participation, and discussion throughout lesson.</p> <ul style="list-style-type: none"> • a. graphic organizer b. read aloud c. question and answer in small group or whole group d. notebook e. journal <p>Closure: Focus question: How can we use context clues to determine meanings of unfamiliar words? How can using context clues be useful during independent reading?</p>
<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> X Modeled ➤ Shared ➤ Guided Practice X Independent 	<p style="text-align: center;">Writing</p> <p>Standards:</p> <p>I Can Statement: I can write to tell a story. W.3.3</p> <p>Instructional Plan:</p>

<p>Gradual Release of Responsibility:</p> <ul style="list-style-type: none"> ➤ Modeled ➤ Shared ➤ Guided Practice ➤ Independent 	<p>Speaking & Listening</p> <p>Standards:</p> <p>I Can Statement(s):</p> <p>Instructional Plan:</p>
<p>Closing/Summarizing Strategy</p>	<p>Ticket out the door: Students will state aloud their understanding of the lesson for that day.</p>

Differentiation Strategies

Extension	Intervention	Language Development
<ul style="list-style-type: none"> • Students will read grade-level prose and poetry orally with accuracy and prosody (4.RF.4b). • Students will write narratives using dialogue, transitional words to sequence events, and sensory details to convey experiences precisely (4.W.3b-d). 	<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> <p>Students may look through story to review, work with a peer, and /or simplify amount of work to be given.</p> <ul style="list-style-type: none"> • 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 (<i>character map</i>) <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>	<ul style="list-style-type: none"> • Students have used context at the sentence level as a clue to the meaning of a word or phrase (2.L.4a). • They also have used word meaning clues from common compound words (2.L.4d). • Students have categorized words according to their use (e.g., foods that are <i>spicy</i> or <i>juicy</i>) (2.L.5a, 2.L.5b). They have distinguished shades of meaning between closely related verbs and adjectives (e.g., toss, throw, hurl; thin, slender, skinny).

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?)

Content: ELA	Grade/Course: 3rd	Timeline: week 3
<p>Standards: 3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3.)</p> <p>Big Idea 2: Students will create different genres by transforming ideas into a finished publication using a writing process.</p>		<p>Lesson Objective(s): Elements of the Standard(s) – What’s the meaning?</p> <p>Students are polishing their different writings (e.g., opinion, informational, narrative) to bring to publication. They may have had different assignments throughout the year that they’ve collected to now further develop, edit, and revise (3.W.4).</p> <p>Students can compare and contrast major points presented in texts on the same topic, selecting the information that they want to incorporate into their research (3.RI.9).</p> <p>Then with established classroom systems for students to work in pairs or small groups, students can peer review papers providing feedback for revisions that will strengthen their writing (3.W.5).</p>
<p>Vocabulary:</p> <p>Key Vocabulary genre, topic, plot, peer review, reflect, revise, publish, publication, writing process</p>		<p>Focus Question(s):</p> <p>Essential Question:</p> <p>What are some examples of different genres of writing? How might authors collect/organize their thoughts when writing a book? What important steps are involved in the “writing process”?</p>

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> Students have participated in similar writing but with substantial guidance and support from adults (2.W.4, 2.W5, 2.W.6, 2.W.7). <p>Anticipatory Set: Day 1-5 Provide a prompt for discussions between students as partners, as whole group with questions, or as a journal entry. Provide students with sentences to edit. Reread an excerpt from a previous story and find clues and hints behind meaning of words.</p> <p>Instruction and Strategies:</p>

Days 1-5

(EL, SIOP, SPED, Marzano)

Display anchor charts or posters with examples of the writing process for students to reference. As they work on each stage/step of the itemized writing process with their paper, they can clip (clothes pin with their name on it) their name on the stage that they are working on. This will be a visual reminder to you where each student is working (3.W.4, 3.W.5).

Have students draw cards that indicate what type of genre they will provide (3.W.4, 3.W.7).

Provide modeling (completing while thinking aloud) for using a T-chart to compare and contrast major points provided in two texts on the same topic (3.RI.9).

Guided Practice:

Students may whisper read to partners or do whole group read aloud to selected story or writing then discuss questions while you actively monitor for participation and understanding.

Monitor and guide students thru the different activities.

Formative Assessment:

Monitor students work, participation, and discussion throughout lesson.

a. graphic organizer b. read aloud c. question and answer in small group or whole group d. notebook e. journal

Closure: Focus question:

What are some examples of different genres of writing?

How might authors collect/organize their thoughts when writing a book?

What important steps are involved in the “writing process”?

Independent Practice:

Worksheet, graphic organizers, notebook assignment

Accommodations/Modifications:

Students may look through story to review, work with a peer, and /or simplify amount of work to be given.

Resources (Textbook and Supplemental): 3rd grade supplemental stories, RM4 text, RWD texts, Common Core resources, etc.

<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, Getting Started, The Writing Process, pp. 7–27

Houghton Mifflin Third Grade English, U.7–U.12 (different genre of writing)

Houghton Mifflin Third Grade English, Tools and Tips, Computers and the Writing Process, pp. H35–H38

Reflection:

Content: ELA	Grade/Course: 3rd	Timeline: week 5
<p>Standards: 3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Big Idea 2: Students will create different genres by transforming ideas into a finished publication using a writing process.</p>	<p>Lesson Objective(s): Elements of the Standard(s) – What’s the meaning? Students are polishing their different writings (e.g., opinion, informational, narrative) to bring to publication. Students will need to have methods for taking notes from sources and be able to organize the information into categories (3.W.8). The peer-review teams will focus on 1 or 2 elements at a time (e.g., subject-verb agreement, transitional words, spelling, or overused words). Have students working on their projects over extended time so that they are able to research and reflect before revisions. Collecting writing projects over the year will provide students with a variety of products to develop (3.W.10).</p>	
<p>Vocabulary: Key Vocabulary genre, topic, plot, peer review, reflect, revise, publish, publication, writing process</p>	<p>Focus Question(s): Essential Question: What are some examples of different genres of writing? How might authors collect/organize their thoughts when writing a book? What important steps are involved in the “writing process”?</p>	

<p>Description of Lesson (Including Instructional Strategies): Prior Learning: <ul style="list-style-type: none"> • Students have participated in similar writing but with substantial guidance and support from adults (2.W.4, 2.W.5, 2.W.6, 2.W.7). • Students have previously recalled information from sources to answer a question (2.W.8). Anticipatory Set: Day 1-5 Provide a prompt for discussions between students as partners, as whole group with questions, or as a journal entry. Provide students with sentences to edit. Reread an excerpt from a previous story and find clues and hints behind meaning of words.</p>

Instruction and Strategies:

Days 1-5

(EL, SIOP, SPED, Marzano)

Display different graphic organizers with examples of their purpose (e.g., cause and effect, sequence, problem/solution, main idea and supporting details) as a means for students taking notes from different sources as they research their topic (3.W.8).

Have students in pairs or small groups take notes on peer presentations. Have them share and compare their information for accuracy (3.W.8).

Have students collect their writing in a notebook over the course of the year to show growth and development (3.W.10).

Have students draw 3 cards that indicate genre, purpose, and audience in which they will compose a writing piece (3.W.10). For example: Genre: invitation; Purpose: Thanksgiving dinner; Audience: to the farmer from the turkey

Guided Practice:

Students may whisper read to partners or do whole group read aloud to selected story or writing then discuss questions while you actively monitor for participation and understanding.

Monitor and guide students thru the different activities.

Formative Assessment:

Monitor students work, participation, and discussion throughout lesson.

a. graphic organizer b. read aloud c. question and answer in small group or whole group d. notebook e. journal

Closure: Focus question:

What are some examples of different genres of writing?

How might authors collect/organize their thoughts when writing a book?

What important steps are involved in the “writing process”?

Independent Practice:

Worksheet, graphic organizers, notebook assignment

Accommodations/Modifications:

Students may look through story to review, work with a peer, and /or simplify amount of work to be given.

Resources (Textbook and Supplemental): 3rd grade supplemental stories, RM4 text, RWD texts, Common Core resources, etc.

[http://www.corestandards.org/ELA-Literacy Appendix B:](http://www.corestandards.org/ELA-Literacy/Appendix%20B) grade-level reading text suggestions

[http://www.corestandards.org/ELA-Literacy Appendix C:](http://www.corestandards.org/ELA-Literacy/Appendix%20C) grade-level writing samples with annotation

Houghton Mifflin Third Grade English, Getting Started, The Writing Process, pp. 7–27

Houghton Mifflin Third Grade English, U.7–U.12 (different genre of writing)

Houghton Mifflin Third Grade English, Tools and Tips, Computers and the Writing Process, pp. H35–H38

Reflection:

Content: ELA	Grade/Course: 3rd	Timeline: week 6
<p>Standards: 3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence). Big Idea 3: . Students will compare and contrast different literary elements written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>Lesson Objective(s): Elements of the Standard(s) – What’s the meaning? Students will compare and contrast elements in stories written by the same author. Many teachers refer to this as an “author study.” Using graphic organizers will visually support students as they describe the different elements (3.RL.9, 3.RL.10). When reading informational text, students will be able to describe the structure based on the connection between sentences and paragraphs (e.g., comparison, cause/effect, sequence) (3.RI.8).</p>	
<p>Vocabulary: Key Vocabulary author study, text structure, self-correct, root word, affixes</p>	<p>Focus Question(s): Essential Question: What are similarities and differences between genre types? How are context clues used throughout different genres? What are different styles of writing?</p>	

<p>Description of Lesson (Including Instructional Strategies): Prior Learning: • Students have compared and contrasted two or more versions of the same story by different authors (2.RL.9). They have also been exposed to different genres of literature and poetry (2.RL.10). Anticipatory Set: Day 1-5 Provide a prompt for discussions between students as partners, as whole group with questions, or as a journal entry. Provide students with sentences to edit. Reread an excerpt from a previous story and find clues and hints behind meaning of words. Instruction and Strategies: Days 1-5</p>

(EL, SIOP, SPED, Marzano)

Provide a table in which students can complete as they read different stories by the same author. This can be divided into small groups, each reading one of the stories and sharing their findings (3.RL.9, 3.RL.10). The whole class can discuss the completed table.

Author:	Theme	Setting	Characters	conflict
Story One:				
Story Two:				
Story Three:				

Students in pairs or small groups continue to read stories, dramas, and poetry with their peers (3.RL.10). Changing groupings freshens up the motivation in reading.

Students in pairs or small groups will draw cards from 3 different piles (e.g., Prefixes, Suffixes, Root Word) to make new words. They will write the new words in their writing journal, highlighting the prefix in one color, the root word in another color, and the suffix in a third color.

Guided Practice:

Students may whisper read to partners or do whole group read aloud to selected story or writing then discuss questions while you actively monitor for participation and understanding. Monitor and guide students thru the different activities.

Formative Assessment:

Monitor students work, participation, and discussion throughout lesson.

- a. graphic organizer
- b. read aloud
- c. question and answer in small group or whole group
- d. notebook
- e. journal

Closure: Focus question:

- What are similarities and differences between genre types?
- How are context clues used throughout different genres?
- What are different styles of writing?

Independent Practice:

Worksheet, graphic organizers, notebook assignment

Accommodations/Modifications:

Students may look through story to review, work with a peer, and /or simplify amount of work to be given.

Resources (Textbook and Supplemental): 3rd grade supplemental stories, RM4 text, RWD texts, Common Core resources, etc.

<http://www.corestandards.org/ELA-Literacy> Appendix B: grade-level reading text suggestions

Houghton Mifflin Third Grade Reading, Theme 4, Read and Compare, pp. 100, 252

Houghton Mifflin Third Grade Reading, Theme 5, Focus on Genre: Fairytales, Cinderella, and Yeh-Shen: A Cinderella Story from China, pp. 270–

294

Houghton Mifflin Third Grade Reading, Theme 6, Ramon Quimby, Age 8 and Henry and Ramona, pp. 370–399 (compare stories by same author)

Reflection:

Content: ELA	Grade/Course: 3rd	Timeline: week 8
<p>Standards: 3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. when appropriate to emphasize or enhance certain facts or details. 3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.) Big Idea 4: Students will create oral presentations from their own writing and research.</p>	<p>Lesson Objective(s): Elements of the Standard(s) – What’s the meaning? Students will be orally presenting topics clearly using descriptive details or facts using complete sentences (3.SL. 4, 3.SL.6). These presentations can include material or topics from grade-level history, social studies, science, and technical texts as well (3.RI.10).</p>	
<p>Vocabulary: Key Vocabulary presenting, norms, pacing, posture, volume, audio recording</p>	<p>Focus Question(s): Essential Question: How does a speaker best address an audience? What is the role of a listener in an oral presentation? How are oral presentations important in our society?</p>	

<p>Description of Lesson (Including Instructional Strategies): Prior Learning: <ul style="list-style-type: none"> • Students have told stories or recounted experiences with facts and details using complete sentences (2.SL.4, 2.SL.6). Anticipatory Set: Day 1-5 Provide a prompt for discussions between students as partners, as whole group with questions, or as a journal entry. Provide students with sentences to edit. Instruction and Strategies: Days 1-5 (EL, SIOP, SPED, Marzano) Students in pairs or small groups create posters on ‘norms’ or students’ behaviors as listeners during an oral presentation. The class can vote to display the one or two posters that best represent the feeling of the class. These norms will be reviewed prior to any oral presentation (3.SL.4). Students in pairs or small groups can experiment with background music as they read a poem. Feedback from a listener(s) is important to selecting and creating the appropriate mood (3.SL.5).</p>

Students in pairs or small groups can audiotape reading stories or reports for students who may be absent (3.SL.5).

Students rehearse oral presentations in pairs or small groups. Each listener can provide feedback for a different focus (e.g., pacing, complete sentences, visual displays, volume, or clarity). Procedures for constructive feedback need to be displayed (3.SL.4, 3.SL.6).

Guided Practice:

Students may whisper read to partners or do whole group read aloud to selected story or writing then discuss questions while you actively monitor for participation and understanding. Monitor and guide students thru the different activities.

Formative Assessment:

Monitor students work, participation, and discussion throughout lesson.

a. graphic organizer b. read aloud c. question and answer in small group or whole group d. notebook e. journal

Closure: Focus question:

How does a speaker best address an audience?

What is the role of a listener in an oral presentation?

How are oral presentations important in our society?

Independent Practice:

Worksheet, graphic organizers, notebook assignment

Accommodations/Modifications:

Students may look through story to review, work with a peer, and /or simplify amount of work to be given.

Resources (Textbook and Supplemental): 3rd grade supplemental stories, RM4 text, RWD texts, Common Core resources, etc.

[http://www.corestandards.org/ELA-Literacy Appendix B:](http://www.corestandards.org/ELA-Literacy/Appendix%20B/) grade-level reading text suggestions

Houghton Mifflin Third Grade English, Tools and Tips, Using Visuals and Making an Electronic Multimedia Project, pp. H24, H41

Reflection:

Content: ELA	Grade/Course: 3rd	Timeline: week 9
<p>Standards: 3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace? add visual displays when appropriate to emphasize or enhance certain facts or details. 3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. See grade 3 Big Idea 4: Students will create oral presentations from their own writing and research.</p>	<p>Lesson Objective(s): Elements of the Standard(s) – What’s the meaning? Students will be orally presenting topics clearly using descriptive details or facts using complete sentences (3.SL. 4, 3.SL.6). With established procedures for working in pairs or small groups, students can practice presenting (e.g., volume, pacing, and clarity) or provide feedback (3.SL.4). They will also provide a presentation in which they include audio recordings and visual displays to enhance certain facts or details (3.SL.5).</p>	
<p>Vocabulary: Key Vocabulary presenting, norms, pacing, posture, volume, audio recording</p>	<p>Focus Question(s): Essential Question: How does a speaker best address an audience? What is the role of a listener in an oral presentation? How are oral presentations important in our society?</p>	

<p>Description of Lesson (Including Instructional Strategies): Prior Learning: <ul style="list-style-type: none"> • Students have told stories or recounted experiences with facts and details using complete sentences (2.SL.4, 2.SL.6). • Students created audio recordings of stories or poems and included drawings to clarify ideas or feelings (2.SL.5). Anticipatory Set: Day 1-5 Provide a prompt for discussions between students as partners, as whole group with questions, or as a journal entry. Provide students with sentences to edit. Instruction and Strategies: Days 1-5 (EL, SIOP, SPED, Marzano)</p>

Students in pairs or small groups create posters on ‘norms’ or students’ behaviors as listeners during an oral presentation. The class can vote to display the one or two posters that best represent the feeling of the class.

These norms will be reviewed prior to any oral presentation (3.SL.4).

Students in pairs or small groups can experiment with background music as they read a poem. Feedback from a listener(s) is important to selecting and creating the appropriate mood (3.SL.5).

Students in pairs or small groups can audiotape reading stories or reports for students who may be absent (3.SL.5).

Students rehearse oral presentations in pairs or small groups. Each listener can provide feedback for a different focus (e.g., pacing, complete sentences, visual displays, volume, or clarity). Procedures for constructive feedback need to be displayed (3.SL.4, 3.SL.6).

Guided Practice:

Students may whisper read to partners or do whole group read aloud to selected story or writing then discuss questions while you actively monitor for participation and understanding.

Monitor and guide students thru the different activities.

Formative Assessment:

Monitor students work, participation, and discussion throughout lesson.

a. graphic organizer b. read aloud c. question and answer in small group or whole group d. notebook e. journal

Closure: Focus question:

How does a speaker best address an audience?

What is the role of a listener in an oral presentation?

How are oral presentations important in our society?

Independent Practice:

Worksheet, graphic organizers, notebook assignment

Accommodations/Modifications:

Students may look through story to review, work with a peer, and /or simplify amount of work to be given.

Resources (Textbook and Supplemental): 3rd grade supplemental stories, RM4 text, RWD texts, Common Core resources, etc.

[http://www.corestandards.org/ELA-Literacy Appendix B:](http://www.corestandards.org/ELA-Literacy/Appendix%20B) grade-level reading text suggestions

Houghton Mifflin Third Grade English, Tools and Tips, Using Visuals and Making an Electronic Multimedia Project, pp. H24, H41

Reflection:

Content: ELA	Grade/Course: 3rd	Timeline: Weeks 6 and 7
<p>Standards: 3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence). Big Idea 3: . Students will compare and contrast different literary elements written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>Lesson Objective(s): Elements of the Standard(s) – What’s the meaning? Students will compare and contrast elements in stories written by the same author. Many teachers refer to this as an “author study.” Using graphic organizers will visually support students as they describe the different elements (3.RL.9, 3.RL.10). When reading informational text, students will be able to describe the structure based on the connection between sentences and paragraphs (e.g., comparison, cause/effect, sequence) (3.RI.8).</p>	
<p>Vocabulary: Key Vocabulary author study, text structure, self-correct, root word, affixes</p>	<p>Focus Question(s): Essential Question: What are similarities and differences between genre types? How are context clues used throughout different genres? What are different styles of writing?</p>	

<p>Description of Lesson (Including Instructional Strategies): Prior Learning: • Students have compared and contrasted two or more versions of the same story by different authors (2.RL.9). They have also been exposed to different genres of literature and poetry (2.RL.10). Anticipatory Set: Day 1-5 Provide a prompt for discussions between students as partners, as whole group with questions, or as a journal entry. Provide students with sentences to edit. Reread an excerpt from a previous story and find clues and hints behind meaning of words. Instruction and Strategies: Days 1-5</p>

(EL, SIOP, SPED, Marzano)

Provide a table in which students can complete as they read different stories by the same author. This can be divided into small groups, each reading one of the stories and sharing their findings (3.RL.9, 3.RL.10). The whole class can discuss the completed table.

Author:	Theme	Setting	Characters	conflict
Story One:				
Story Two:				
Story Three:				

Students in pairs or small groups continue to read stories, dramas, and poetry with their peers (3.RL.10). Changing groupings freshens up the motivation in reading.

Students in pairs or small groups will draw cards from 3 different piles (e.g., Prefixes, Suffixes, Root Word) to make new words. They will write the new words in their writing journal, highlighting the prefix in one color, the root word in another color, and the suffix in a third color.

Guided Practice:

Students may whisper read to partners or do whole group read aloud to selected story or writing then discuss questions while you actively monitor for participation and understanding. Monitor and guide students thru the different activities.

Formative Assessment:

Monitor students work, participation, and discussion throughout lesson.

- a. graphic organizer
- b. read aloud
- c. question and answer in small group or whole group
- d. notebook
- e. journal

Closure: Focus question:

What are similarities and differences between genre types?

How are context clues used throughout different genres?

What are different styles of writing?

Independent Practice:

Worksheet, graphic organizers, notebook assignment

Accommodations/Modifications:

Students may look through story to review, work with a peer, and /or simplify amount of work to be given.

Resources (Textbook and Supplemental): 3rd grade supplemental stories, RM4 text, RWD texts, Common Core resources, etc.

<http://www.corestandards.org/ELA-Literacy> Appendix B: grade-level reading text suggestions

Houghton Mifflin Third Grade Reading, Theme 4, Read and Compare, pp. 100, 252

Houghton Mifflin Third Grade Reading, Theme 5, Focus on Genre: Fairytales, Cinderella, and Yeh-Shen: A Cinderella Story from China, pp. 270–

294

Houghton Mifflin Third Grade Reading, Theme 6, Ramon Quimby, Age 8 and Henry and Ramona, pp. 370–399 (compare stories by same author)

Reflection: