**LA**

Standards:  
Grammar: ELAGSE3 L.1 a  
Writing: ELAGSE3W.4

**Reading**

Standards:  
ELAGSE3 RL.1  
ELAGSE3 RL.3  
ELAGSE3 RI 5

**EQ’s:**
I can identify and use action verbs correctly sentences.  
I can plan, revise, edit, and publish my writing with the help of peers and adults. I can write a narrative paper.

**Concepts:**  
Action Verbs  
Narrative Writing  
Letter Writing

**Concepts:**  
Elements of Nonfiction

**Assessments**
Spelling Pretest/Test  
Grammar Class Grade  
Anecdotal Notes  
Teacher Observations

**Assessments**
Cold Read Test  
Fluency Checks  
Anecdotal Notes  
Teacher Observations

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### Reading Centers/Tiered Lessons

#### Director’s Table

**First Group: AL**
- Off the Bat! (Lexile 910)
  - Work questions using RACE to answer the questions
  - Novel Study – Circus Mirandus

**Second Group: BL**
- Bats! – (Lexile 410)
  - Work problems using RACE to answer the questions
  - Novel Study – Dragon For Sale

**Third Group: OL**
- Bats! – (Lexile 680)
  - Work problems using RACE to answer the questions
  - Novel Study – Amber Brown is Not a Crayon

**Fourth Group: OL**
- Bats! – (Lexile 680)
  - Work problems using RACE to answer the questions
  - Novel Study – The Bad Dad List

**Lights Table 1**
- Verb Scoot

**Camera Table 4**
- Text Features Skill Game

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**Action:**  
Technology
- Edmodo Reading Post  
- PowerPoint Independent Reading  
- Type to Learn  
- Accelerate Reading Test

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**CORE CONTENT AREA**

**GA STANDARD (GSE)**  
ELAGSE3 RL.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**ESSENTIAL QUESTIONS**
Student-friendly language (“I can” statements) to inform students of what they will be able to do after the lesson.

**STUDENT ASSESSMENTS**
Pre-assessments, interim assessments and post-assessments: Formative and Summative

**CURRICULUM**
Instructional resources are selected to support student learning based upon the standard.

A variety of resources or different texts may be used for individual and/or groups of students based upon the ability/achievement levels of the students if the resources align appropriately to the lesson standard.

**TEACHING/INSTRUCTIONAL PRACTICES**
Lessons should be engaging and meet students where they are based upon their pre-assessment data.

Lessons are differentiated based upon student ability and achievement.

Activities are designed around the learning and for increasing student understanding and achievement on the standard.