

<b>Domain:</b> <i>Strand: Writing</i>		
<b>Cluster:</b> <i>Text Types and Purposes</i>		
<b>Standards:</b> 3.1 <i>Write opinion pieces on topics or texts, supporting a point of view with reasons.</i> <i>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</i> <i>b. Provide reasons that support the opinion.</i> <i>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</i> <i>d. Provide a concluding statement or section.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p><i>How do you use transitional words to help support and conclude your opinion?</i></p> <p><i>Why is it important to provide a good introduction and concluding statement to support your opinion?</i></p> <p><i>What is the purpose of a closing statement in writing? What are examples of good closing statements?</i></p>	<p><i>Transitions describe relationships between ideas.</i></p> <p><i>A strong argument is one that supported with clear reasons, details, and examples.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Debate a topic with a partner and create a list of pros/cons/reasons using a graphic organizer</i></li> <li>• <i>Create a word wall of transitional words</i></li> <li>• <i>Revisit topic or text to locate transitional words</i></li> <li>• <i>Model examples of opinion and persuasive writing through the use of mentor text i.e. Hey Little Ant by Philip Hoose</i></li> <li>• <i>Social Studies and current events all provide topics for students to express opinion and support that opinion with reasons and or facts.</i></li> </ul>
<b>Content Statements</b>		
Use linking words and phrases to connect opinion		

<p>and reasons. Provide reasons and write a concluding statement.</p>		
<p><b>Assessments</b></p>		<p><b><u>Teacher Resources</u></b></p>
<p><i>To show evidence of meeting this standard, students may: Play the role of a reporter and write a news article highlighting the pros and cons of the classroom debate.</i></p> <p><i>*Remember to use 21<sup>st</sup> Century themes</i></p>		<p><a href="#">Read Write Think</a> <a href="#">Teacher Resources</a> <a href="#">Graphic Organizers</a> <a href="#">21st Century Themes</a></p> <p><b><u>Reading Street 2013 Alignment</u></b>  <b>SE 1:</b> 265  <b>SE 2:</b> 44-45, 214-215  <b>TE 1:</b> SG•2, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9, WP•10  <b>TE 2:</b> SG•2, SG•7, SG•12, 256–257, 271e–271f, 299h, 299p–299q, SG•54, SG•59, SG•64  <b>TE 3:</b> SG•54, SG•55, SG•59, SG•64, SG•80  <b>TE 4:</b> 25e–25f, 35d–35e, 44–45, 45a, 45b–45c, 53d–53e, 53p–53q, SG•54, SG•55, SG•59, SG•64, WP•6–WP•7  <b>TE 5:</b> 195e–195f, 214–215, 215a, 215b–215c, 325e–325f, 339d–339e, 350–351, 351a, 352–353, 353a, 353b–353c, 359d–359e, WP•2–WP•3  <b>TE 6:</b> SG•6, SG•7, SG•11, SG•16</p>
<p><b>Equipment Needed</b></p>		
<p><b>Laptop, interactive white board, overhead projector, internet, portfolio, journals/notebooks</b></p> <p><b>NJ Model Curriculum Alignment 2013</b></p> <p><b><u>Unit 1</u></b>  13. 1a. Produce an organized piece of writing that introduces a topic or text.  14. 1b. Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion.  15. 1d. Produce an organized piece of writing that provides a concluding statement.  16. 1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p><b><u>Unit 2</u></b>  N/A</p> <p><b><u>Unit 3</u></b>  N/A</p>		<p><b><u>Writing 1.a.</u></b>  <b>SE 1:</b> 292-293  <b>SE 2:</b> 44-45, 214-215, 352-353  <b>TE 2:</b> 271e–271f, 281d–281e, 292–293, 293a, 299d–299e, 299p–299q  <b>TE 4:</b> 25e–25f, 35d–35e, 44–45, 45a, WP•2–WP•3, WP•4–WP•5  <b>TE 5:</b> 195e–195f, 214–215, 215a, 215b–215c, 325e–325f, 339d–339e, 352–353, 353a, 353b–353c, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7</p> <p><b><u>Writing 1.b.</u></b>  <b>SE 1:</b> 292-293  <b>SE 2:</b> 44-45, 214-215  <b>TE 2:</b> 256–257, 271e–271f, 281d–281e, 292–293, 293a, 293b–293c, 299d–299e, 299p–299q, SG•54, SG•59, SG•64  <b>TE 4:</b> 35d–35e, 44–45, 45a, 45b–45c, WP•2–WP•3  <b>TE 5:</b> 195e–195f, 205e, 214–215, 215a, 215b, 339d–339e, 352–353, 353a, 353b–353c, 359d–359e, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7, WP•8</p> <p><b><u>Writing 1.c.</u></b></p>

**Unit 4**

7. Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion.

**Unit 5**

N/A

**SE 2:** 44-45, 352-353

**TE 2:** 299d

**TE 3:** 437d

**TE 4:** 44-45, 53d-53e

**TE 5:** 352-353, 353a, WP•10

Writing 1.d.

**SE 2:** 44, 352

**TE 2:** 299d-299e

**TE 4:** 44-45, 45b, WP•2-WP•3, WP•4-WP•5, WP•6-WP•7

<b>Domain:</b> <i>Strand: Writing</i>		
<b>Cluster:</b> <i>Text Types and Purposes</i>		
<b>Standards:</b> W3.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</i> <i>a. Introduce a topic and group related information together; include illustrations when useful to aiding in comprehension</i> <i>b. Develop a topic with facts, definitions, and details</i> <i>c. Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information</i> <i>d. Provide a concluding statement or section</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p><i>How are illustrations a useful aid in comprehension?</i></p> <p><i>Why is it important to use precise language and vocabulary in writing informative or explanatory text?</i></p>	<p><i>Illustrations provide visual clues that engage and assist the reader in comprehending text.</i></p> <p><i>Using precise language and vocabulary assists the writer in connecting ideas and clearly conveying information.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Provide students with concluding statements and have students rewrite the conclusions to practice restating rather than repeating information</i></li> <li>• <i>Use illustrations to generate a list of vocabulary words</i></li> <li>• <i>Illustrate a partner's writing piece</i></li> <li>• <i>Model the use of graphic organizers to establish key details about a topic</i></li> </ul>
<b>Content Statements</b>		
<p><i>Distinguish between informative and explanatory text.</i></p> <p><i>Make connections between illustrations in text in order to comprehend information</i></p>		
<b>Assessments</b>		

<p><i>To show evidence of meeting this standard, students may: Students will write a piece of informative or explanatory text including topic, facts, and concluding statement.</i></p> <p><i>Students will complete a compare and contrast rubric based on their writing topic.</i></p> <p><i>*Remember to use 21<sup>st</sup> Century themes.</i></p>	<p style="text-align: center;"><b><u>Teacher Resources</u></b></p> <p>Read Write Think Graphic Organizers 21st Century Themes NJ State Rubric</p> <p><b><u>Reading Street 2013 Alignment</u></b>  <b>SE 1:</b> 152-153, 356-357, 494-495, 530-531  <b>SE 2:</b> 108-109, 174, 312, 454  <b>TE 1:</b> 55b, 152-153  <b>TE 2:</b> 290-291, 291a, 356-357, 357b-357c, 363d-363e, 363p-363q, WP•2-WP•3, WP•6, WP•7  <b>TE 3:</b> 403b, 409b, 443e-443f, 473e-473f, 485d-485e, 494-495, 495a, 495b-495c, 501d-501e, 501p-501q, 507e-507f, 517d-517e, 528-529, 530-531, 531a, 531b, 537d-537e, WP•2-WP•3, WP•4, WP•5  <b>TE 4:</b> SG•6, SG•11, SG•16, 91e-91f, 99d-99e, 106-107, 107a, 108-109, 109a, 109b-109c, 115b, 115d-115e, 115p-115q, SG•38, SG•43, SG•48, 140-141, 141a, 149n, 174-175  <b>TE 5:</b> 221b, 253b, 287b, 293e-293f, 303d-303e, 310-311, 311a, 312-313, 313a, 313b-313c, 359b  <b>TE 6:</b> 381d-381e, 386-387, 387a, 420-421, 421a, 427a, 435e-435f, 454-455, 455a, 455b-455c, 459b, 493b, 531b, UR•15, UR•45  <b><u>Writing 2.a.</u></b>  <b>SE 1:</b> 116, 152, 356, 460, 494, 530  <b>SE 2:</b> 108, 312, 454  <b>TE 1:</b> 105d-105e, 116-117, 117a, 139d-139e, 151c, 152-153, 153a, SG•61, SG•63  <b>TE 2:</b> 265b, 317d-317e, 329a, 339e-339f, 349d-349e, 356-357, 357b-357c, WP•4, WP•5  <b>TE 3:</b> 394-395, 395a, 443e-443f, 451d-451e, 460-461, 461a, 467p-467q, 473e-473f, 494-495, 495a, 495b-495c, 501b, 501d-501e, 507e-507f, 517d-517e, 529d, 530-531, 531b, 537b, 537d-537e, WP•4, WP•5, WP•6, WP•7, WP•10  <b>TE 4:</b> 76-77, 77a, 91e-91f, 99d-99e, 106-107, 107a, 108-109, 109a, 173c, 175b-175c  <b>TE 5:</b> 287b, 293e-293f, 312-313, 313a, SG•53  <b>TE 6:</b> 435e-435f, SG•48, 531b, UR•25, WP•6  <b><u>Writing 2.b.</u></b>  <b>SE 1:</b> 114, 116, 150, 184, 290, 326, 354, 356, 424, 458, 492, 494, 530  <b>SE 2:</b> 42, 76, 106, 108, 140, 172, 212, 246, 310, 312, 386, 420, 452, 454, 520</p>
<p><b>Equipment Needed</b></p>	
<p><b>Laptops, interactive white boards, internet, portfolio, overhead projector, journals/notebooks</b></p>	
<p><b>NJ Model Curriculum Alignment 2013</b></p>	
<p><b><u>Unit 1</u></b> N/A</p> <p><b><u>Unit 2</u></b>  16. 3.2a Introduce a topic and group related information together when writing.  17. 3.2a Include illustrations with writing when useful to aiding comprehension.  18. 3.2b Use facts, definitions, and details to help develop a topic within a piece of writing.  19. 3.2c Apply linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information in a writing piece.  20. 3.2d Provide closure to a writing piece with a strong concluding statement or section.</p> <p><b><u>Unit 3</u></b>  17. 3.2b Use facts, definitions, and details to help develop a</p>	

topic within a piece of writing.

18.3.2c Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.

19. 3.2d Provide closure to a writing piece with a strong concluding statement or section.

#### **Unit 4**

N/A

#### **Unit 5**

13. 3.2a Introduce a topic and group related information together when writing. Include illustrations when useful to aiding comprehension.

14. 3.2b Use facts, definitions, and details to help develop a topic within a piece of writing.

15. 3.2c Apply linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information in a writing piece.

16. 3.2d Provide closure to a writing piece with a strong concluding statement or section.

**TE 1:** 114–115, 116–117, 117a, 139d–139e

**TE 2:** 265b, 326–327, 339e–339f, 349d–349e, 354–355, 356–357, 357b–357c, 363d–363e, WP•4, WP•5, WP•6, WP•7

**TE 3:** 394–395, 395a, 403b, 409a–409b, 424–425, 443e–443f, 458–459, 461b–461c, SG•46, 473e–473f, 485d–485e, 494–495, 495a, 495b–495c, 501b, 507e–507f, 517d–517e, 530–531, 531a, 531b, 537d–537e, SG•77, WP•2–WP•3, WP•4, WP•5, WP•10

**TE 4:** 42–43, 76–77, 77a, 106–107, 107a, 108–109, 109a, 109b–109c, 140–141, 141a, 172–173

**TE 5:** 212–213, 237b, 246–247, 287b, 293e–293f, 303d–303e, 310–111, 312–313, 313a, 313b–313c, 319b, 319d–319e, 359b

**TE 6:** 371e–371f, 386–387, 445d–445e, 455b–455c, SG•44, SG•45, 493b, 531b, UR•15, UR•25, WP•4, WP•5

#### **Writing 2.c.**

**SE 1:** 530

**TE 2:** 339e–339f, 356–357, 363d–363e, WP•2, WP•6, WP•7

**TE 3:** 507e–507f, 530–531, 531b–531c, 537d–537e, WP•7, WP•8, WP•10

**TE 6:** 459d, UR•35, WP•7

#### **Writing 2.d.**

**SE 1:** 530

**TE 2:** WP•6

**TE 3:** 501d, 530–531, 531a, 537d, WP•8, WP•10

**TE 4:** 115d–115e

**TE 6:** 459d

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<b>Domain:</b> <i>Strand: Writing</i>		
<b>Cluster:</b> <i>Text Types and Purposes</i>		
<b>Standards:</b> W.3.3 <i>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i> <ol style="list-style-type: none"> <li><i>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</i></li> <li><i>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</i></li> <li><i>Use temporal words and phrases to signal event order.</i></li> <li><i>Provide a sense of closure.</i></li> </ol>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p><i>Why is the use of dialogue and descriptions of character actions, thoughts, and feelings important in writing narratives?</i></p> <p><i>How do effective writers organize a story?</i></p>	<p><i>Using dialogue and descriptions of character actions, thoughts, and feelings helps the writer develop experiences and show the response of characters to situations.</i></p> <p><i>Effective writers use temporal words and phrases to signal event order.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li><i>Students will use picture cards to order events.</i></li> <li><i>Students will exchange stories and invite partners to add details to improve drafts.</i></li> <li><i>In center activity students may use “story starters” and/or personal narrative organizers in interactive online tool for students from <a href="http://Scholastic.com">Scholastic.com</a></i></li> </ul>
<b>Content Statements</b>		
<p><i>A good story requires descriptive details and clear event sequencing.</i></p>		
<b>Assessments</b>		<b>Teacher Resources</b>
<p><i>To show evidence of meeting this standard, students may: Students will be given a set of illustrations. They will be asked to determine what sequence the illustrations belong in and write a story based on this order. Students will exchange and</i></p>		<p><a href="#">21st Century Thinking Skills</a>  <a href="#">Read Write Think</a>  <a href="#">Graphic Organizers</a>  <a href="#">Scholastic Story Map</a></p>

*compare stories. Students writing will be based on a trait writing rubric. \*Remember to use 21<sup>st</sup> Century Themes*

### Equipment Needed

**Laptops, overhead projectors, internet, portfolios, interactive white boards, journals/notebooks**

### NJ Model Curriculum Alignment 2013

#### Unit 1

17. 3.3a Produce a written narrative with an organized sequence of events.

18. 3.3c Use temporal words and phrases to establish a situation and introduce a narrator and/or characters when writing narrative.

19. 3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

20. 3.3d Provide a sense of closure to a written narrative based on real or imagined experiences or events.

#### Unit 2

21. 3.3a Establish a situation and introduce a narrator and/or characters within a piece of writing.

22. 3.3a Organize an event sequence that unfolds naturally in narrative writing.

23. 3.3b In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response to characters to situations.

24. 3.3c Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.

#### Reading Street 2013 Alignment

**SE 1:** 48, 80, 121, 186, 258, 396, 426

**SE 2:** 78, 142, 248, 282, 522

**TE 1:** 25e–25f, 37d–37e, 48–49, 49a, 49b–49c, 61e–61f, 71d–71e, 80–81, 81a, 81b–81c, 121a, 127e–127f, 159d–159e, SG•54, SG•59, SG•64, 165e–165f, 175d–175e, 186–187, 187a, 187b–187c, 193d–193e, 193p–193q, WP•6, WP•7, WP•10

**TE 2:** 237e–237f, 247d–247e, 258–259, 259a, 259b–259c, 265d–265e, SG•38, 361a, 363b

**TE 3:** 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q, 417d–417e, 426–427, 427a, 437d–437e, SG•22, SG•27, SG•32, 541a

**TE 4:** 59e–59f, 69d–69e, 78–79, 79a, SG•22, SG•27, SG•32, 121e–121f, 131d–131e, 142–143, 143a, 143b–143c

**TE 5:** 227e–227f, 237d–237e, 248–249, 249a, 249b–249c, 253d–253e, 253p–253q, 259e–259f, 271d–271e, 282–283, 283a, 283b–283c, 363a

**TE 6:** 399e–399f, 411d–411e, 423b–423c, 465e–465f, 477d–477e, 488–489, 489a, 489b–489c, SG•54, SG•59, SG•64, 499e–499f, 511d–511e, 522–523, 523a, 523b–523c, 531d–531e, 531p–531q

#### Writing 3.a.

**SE 1:** 48, 80, 87, 186, 258, 361, 396, 426

**SE 2:** 78, 83, 142, 174, 248, 488, 522

**TE 1:** 25e–25f, 37d–37e, 48–49, 49a, 61e–61f, 71d–71e, 80–81, 81a, 81b–81c, 86–87, 165e–165f, 175d–175e, 186–187, 187a, WP•2–WP•3, WP•4, WP•5

**TE 2:** 247d–247e, 258–259, 259a, SG•48, 360–361, 361a, 363b

**TE 3:** 375e–375f, 387b, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q, 409e–409f, 417d–417e, 426–427, 427a, 427b–427c

**TE 4:** 59e–59f, 69d–69e, 78–79, 79a, 82–83, 83a, 85d–85e, 85p–85q, 121e–121f, 131d–131e, 142–143, 143a, 143b–143c, 149d–149e, 155e–155f, 174–175, 175a

**TE 5:** 227e–227f, 237d–237e, 248–249, 249a, 253d, 271d–271e

**TE 6:** 411d–411e, 465e–465f, 477d–477e, 488–489, 499e–499f, 511d–511e, 522–523, 523a, 531d–531e

#### Writing 3.b.

**SE 1:** 80, 186, 258, 328, 396, 426,

**SE 2:** 78, 108, 488, 522

**TE 1:** 49b–49c, 80–81, 81a, 153b–153c, 159d–159e, 186–187, 187a, WP•6, WP•7

**TE 2:** 258–259, 259a, 265d–265e, SG•48, 305e–305f, 328–329, 329a

**TE 3:** 375e–375f, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e,

**Unit 3**

20. 3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**Unit 4**

8. 3.3a Establish a situation and introduce a narrator and/or characters within a piece of writing.

9. 3.3a Organize an event sequence that unfolds naturally in narrative writing.

10. 3.3b In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response to characters to situations.

11. 3.3c Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.

12. 3.3d Provide a sense of closure to a written narrative based on real or imagined experiences or events.

**Unit 5**

17. 3.3a Establish a situation and introduce a narrator and/or characters within a piece of writing.

18. 3.3a Organize an event sequence that unfolds naturally in narrative writing.

19. 3.3b In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response to characters to situations.

20. 3.3c Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.

21. 3.3d Provide a sense of closure to a written narrative based on real or imagined experiences or events.

403p–403q, 409e–409f, 426–427, 427b–427c

**TE 4:** 78–79, 79a, 79b–79c, 149d–149e

**TE 5:** 237d–237e, 248–249, 249a, 271e, 283b–283c

**TE 6:** 465e–465f, 488–489, 489a, 489b–489c, 493d–493e, 522–523, 523a, 523b–523c, 531d–531e

Writing 3.c.

**SE 2:** 174

**TE 2:** 247d–247e

**TE 3:** 375e–375f, 387d–387e, 396–397, 397a, 397b–397c, 403d–403e, 403p–403q

**TE 4:** 60a–60b, 85d–85e, 131d–131e, 143b–143c, 155e–155f, 167d–167e, 174–175, 175b–175c

**TE 5:** 227e–227f

Writing 3.d.

**SE 1:** 80, 87, 258

**SE 2:** 78, 522

**TE 1:** 61e–61f, 71d–71e, 80–81, 81a, 81b–81c, 86–87

**TE 2:** 258–259, 259a

**TE 3:** 417d–417e

**TE 4:** 53d, 69d–69e, 78–79, 82–83, 83a

**TE 6:** 531p–531q

<b>Domain:</b> <i>Writing</i>		
<b>Cluster:</b> <i>Grade 3 Production and Distribution of Writing</i>		
<b>Standards:</b> <i>W3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (Grade-specific expectations for writing types are defined in standards 1-3 above.)</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p><i>How does using the writing process help an author craft an effective piece of writing?</i></p> <p><i>What strategies can teachers use to teach students how to write opinion pieces, informative/explanatory text, narratives?</i></p> <p><i>How can teachers help third grade students develop the foundational skills of writing text that is organized and clear?</i></p>	<p><i>The writing process helps a writer effectively develop, organize and convey information clearly.</i></p> <p><i>Each year in their writing, students will demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they will address increasingly demanding content and sources.</i></p> <p><i>Opinion pieces can focus on a variety of topics covered by Social Study topics and may also include other content areas.</i></p> <p><i>Informative/explanatory texts can integrate a variety of topics, ideas and information through cross content areas including Social Studies, Science, and</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Use rubrics and checklists to analyze writing pieces to determine if expectations were met and to what degree</i></li> <li>• <i>Use graphic organizer to visually outline key components of a paragraph</i></li> <li>• <i>Generate comic strip frames to define plot and reinforce structure</i></li> <li>• <i>Students will create a paragraph “sandwich” which will organize key components of a paragraph.</i></li> </ul>
<b>Content Statements</b>		
<p><i>Purpose, development and organization of a story clearly conveys information.</i></p>		

	<p><i>technical subjects. Narratives help to develop real or imagined experiences or events in text.</i></p>	
<p><b>Assessments</b></p>	<p style="text-align: center;"><u><b>Teacher Resources</b></u></p>	
<p><i>To show evidence of meeting this standard, students may: Produce a writing piece on a topic of their own choice and engage in a peer editing session. *Remember to use 21<sup>st</sup> Century themes.</i></p>	<p><a href="#">21st Century Themes</a>  <a href="#">Daily Writing Tips</a>  <a href="#">Teacher Resources</a>  <a href="#">NJ State Rubrics</a>  <a href="#">Read Write Think</a>  <a href="#">Visual Cues</a></p>	
<p><b>Equipment Needed</b></p>		
<p><b>Laptops, overhead projector, interactive white board, internet, portfolio, journals/notebooks.</b></p>	<p style="text-align: center;"><u><b>Reading Street 2013 Alignment</b></u></p>	
<p><b>NJ Model Curriculum Alignment 2013</b></p>		
<p><b><u>Unit 1</u></b>  With guidance and support, write a piece demonstrating development and organization appropriate to task and purpose.</p> <p><b><u>Unit 2</u></b>  With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.</p> <p><b><u>Unit 3</u></b>  With guidance and support from adults, write using appropriate</p>	<p>SE 2: 422  <b>TE 1:</b> 37d–37e, 49a, 55p–55q, SG•2, SG•6, SG•7, 80–81, 81a, 95e–95f, 105d–105e, 114–115, 115a, 116–117, 117a, 117b–117c, 150–151, 151a, SG•54, SG•63, 175d–175e, 184–185, 185a, 186–187, 187a, SG•70, SG•75, SG•80  <b>TE 2:</b> 224–225, 225a, 231d–231e, 247d–247e, 281d–281e, 317d–317e, 326–327, 328–329, 329a, 329b–329c, 356–357, 357a, 363d–363e, 363p–363q  <b>TE 3:</b> 426–427, 427a, 451d–451e, 495b–495c, 537b, SG•70, SG•75, SG•80, WP•4, WP•5  <b>TE 4:</b> 35d–35e, 53b, SG•14, SG•15, 121e–121f, 131d–131e, 140–141, 141a, 142–143, 143a, 143b, 149d–149e, 174–175, 175a  <b>TE 5:</b> 205d–205e, 259e–259f, 271d–271e, 282–283, 283a, 287b, 303d–303e, 313b–313c, 319d–319e, 339d–339e, SG•54, SG•59, SG•64  <b>TE 6:</b> 388–389, 389a, 411d–411e, 422–423, 423a, 423b–423c, SG•21, SG•22, SG•27, SG•32, 477d–477e, 486–487, 487a, 489b–489c, 520–521, 521a, 531b, 531d–531e, 531p–531q, SG•69</p>	

grade 3 organizational structure to produce writing for a specific task and purpose.

**Unit 4**

With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.

**Unit 5**

With guidance and support from adults, write using development and organization appropriate to task and purpose.

<b>Domain:</b> <i>Writing</i>		
<b>Cluster:</b> <i>Grade3 Production and Distribution of Writing</i>		
<b>Standards:</b> <i>W3.5 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 up to and including grade 3 on pages 28 and 29).</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p><i>How can you develop and strengthen a writing piece.</i></p> <p><i>In what ways can third graders learn to plan, revise, and edit their own writing?</i></p> <p><i>What opportunities can teachers provide to their students to share and provide feedback to their peers on their writing pieces?</i></p>	<p><i>Good writing is developed and strengthened through planning, revising, and editing.</i></p> <p><i>Learning how to use feedback is a skill which can be applied across content areas.</i></p>	<ul style="list-style-type: none"> <li>• Create an interactive graphic organizer that enables students to organize and outline their ideas for an informational, definitional, or descriptive essay.</li> <li>• In center activity use <a href="#">3<sup>rd</sup> Grade Writing Tools</a> to plan, revise, and edit a piece of writing.</li> <li>• In small group setting create the "paragraph hamburger" is a writing organizer that visually outlines the key components of a paragraph or story. Topic sentence, detail sentences, and a closing sentence are the main elements of a good paragraph, and each one forms a different piece of the sandwich.</li> </ul>
<b>Content Statements</b>		
Students will learn how to develop and organize their written pieces for task purpose and targeted audiences.		



<b>Assessments</b>		<b><u>Teacher Resources</u></b>
<p><i>To show evidence of meeting this standard, students may: Use planning, writing, and editing to produce an effective piece of writing on an assigned topic. Finished products will be collected in a writing portfolio to showcase growth and progress. Students work will be assessed through third grade persuasive writing rubrics.</i></p> <p><i>*Be sure to use 21<sup>st</sup> Century Themes.</i></p>		<p>21st Century Thinking Skills Readtennessee.org NJ State Rubric</p> <p><b><u>Reading Street 2013 Alignment</u></b> <b>SE 1:</b> 224 <b>TE 1:</b> 25b, 25e–25f, 37d–37e, 47d, 55b, 55d–55e, 55p–55q, 79d, 89d–89e, 89p–89q, 95e–95f, 105d–105e, 116–117, 117a, 117b–117c, 121d–121e, 121p–121q, 159d–159e, 159p–159q, 165e–165f, 185d, 193p–193q, SG•79, WP•6, WP•7, WP•8, WP•9 <b>TE 2:</b> 205e–205f, 215d–215e, 223d, 224–225, 225a, 231p–231q, SG•12, 247d–247e, 257d, 259b–259c, 265d–265e, 265p–265q, 299d–299e, 299p–299q, 333d–333e, 333p–333q, 363d–363e, 363p–363q, WP•2–WP•3, WP•6, WP•7, WP•8, WP•9 <b>TE 3:</b> 375e–375f, 437d–437e, 437p–437q, 461b–461c, 467d–467e, 467p–467q, 501d–501e, 517d–517e, 537p–537q, WP•2–WP•3, WP•6, WP•7, WP•8, WP•9 <b>TE 4:</b> 35d–35e, 44–45, 45a, 45b–45c, 53d–53e, 53p–53q, 85p–85q, 115d–115e, 149e, 149p–149q, 175b–175c, 183p–183q, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9 <b>TE 5:</b> 213d, 221d–221e, 221p–221q, 247d, 253p–253q, 281d, 282–283, 283a, 287d–287e, 287p–287q, SG•38, SG•48, 303d–303e, 319d–319e, 319p–319q, 359d–359e, 359p–359q, WP•2–WP•3, WP•6, WP•7, WP•8, WP•9 <b>TE 6:</b> 393d–393e, 393p–393q, 429d–429e, 429p–429q, 459d–459e, 459p–459q, SG•39, SG•43, SG•48, 487d, 493d–493e, 493p–493q, 499e–499f, 511d–511e, 523b–523c, 531b, 531p–531q, WP•3, WP•7, WP•8</p>
<b>Equipment Needed</b>		
<b>Laptop, overhead projector, interactive whiteboard, internet, portfolios, journals/notebooks.</b>		
<b>NJ Model Curriculum Alignment 2013</b>		
<p><b><u>Unit 1</u></b> With guidance and support, recognize and apply the steps of the writing process (planning, revising, and editing) to develop and strengthen writing as needed.</p> <p><b><u>Unit 2</u></b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b><u>Unit 3</u></b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		

**Unit 4**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**Unit 5**

With guidance and support from peers and adults, develop, and strengthen writing as needed by planning, revising, and editing.

<b>Domain:</b> <i>Writing</i>		
<b>Cluster:</b> <i>Production and Distribution of Writing</i>		
<b>Standards:</b> <i>With guidance and support from adults use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<i>In what ways can technology be used to assist the writing process?</i>	<i>Technology allows for a neat, well organized, professional final product.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Students will use <a href="#">ReadWriteThink</a> tools to create magazines about famous people using a variety of genres and styles</i></li> <li>• <i>Create Buddy Venn Diagram using PhotoBooth and Kidspiration</i></li> <li>• <i>Engage in online keyboarding tutorial</i></li> </ul>
<b>Content Statements</b>		
Use technology skills to produce and publish writing.		
<b>Assessments</b>		<p><b>Teacher Resources</b>  <a href="#">Typing Tutorial</a>  <a href="#">21st Century Themes</a>  <a href="#">3rd Grade Writing Tools</a>  <a href="#">Elementary Keyboarding</a></p> <p><a href="#">Reading Street 2013 Alignment</a>  <b>SE 1:</b> 260  <b>TE 1:</b> 55b, 71b, SG•30, SG•31, 121b, SG•46, SG•47, 159b, SG•61, SG•63, 185c, 185d, 193b, WP•6, WP•7, WP•8, WP•9, WP•10</p>
<i>To show evidence of meeting this standard, students may:</i>		
Complete an original writing sample to publish and share using technology.		
<b>Equipment Needed</b>		

Laptop, overhead projector, interactive whiteboard, internet, portfolios, journals/notebooks.	<p><b>TE 2:</b> 231b, 260g–260h, 265b, 299b, WP•9, WP•10  <b>TE 3:</b> 403p–403q, 532g–532h, 534–535, 535a, WP•8, WP•9, WP•10  <b>TE 4:</b> 53b, SG•15, 144g–144h, 149b, WP•10  <b>TE 5:</b> 253b, 287b, 319b, 319p–319q, WP•9, WP•10  <b>TE 6:</b> 393b, 429b, 459b, 531b, WP•9, WP•10  <b>TE 1:</b> 25b, 25e–25f, 37d–37e, 47d, 55b, 55d–55e, 55p–55q, 79d, 89d–89e, 89p–89q, 95e–95f, 105d–105e, 116–117, 117a, 117b–117c, 121d–121e, 121p–121q, 159d–159e, 159p–159q, 165e–165f, 185d, 193p–193q, SG•79, WP•6, WP•7, WP•8, WP•9</p>
<b>NJ Model Curriculum 2013 Alignment</b>	
<p><b><u>Unit 1</u></b> N/A</p>	<p><b>TE 2:</b> 205e–205f, 215d–215e, 223d, 224–225, 225a, 231p–231q, SG•12, 247d–247e, 257d, 259b–259c, 265d–265e, 265p–265q, 299d–299e, 299p–299q, 333d–333e, 333p–333q, 363d–363e, 363p–363q, WP•2–WP•3, WP•6, WP•7, WP•8, WP•9</p>
<p><b><u>Unit 2</u></b> N/A</p>	<p><b>TE 3:</b> 375e–375f, 437d–437e, 437p–437q, 461b–461c, 467d–467e, 467p–467q, 501d–501e, 517d–517e, 537p–537q, WP•2–WP•3, WP•6, WP•7, WP•8, WP•9</p>
<p><b><u>Unit 3</u></b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills).</p>	<p><b>TE 4:</b> 35d–35e, 44–45, 45a, 45b–45c, 53d–53e, 53p–53q, 85p–85q, 115d–115e, 149e, 149p–149q, 175b–175c, 183p–183q, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9</p>
<p>With guidance and support from adults, use technology to interact and collaborate with others during writing.</p>	<p><b>TE 5:</b> 213d, 221d–221e, 221p–221q, 247d, 253p–253q, 281d, 282–283, 283a, 287d–287e, 287p–287q, SG•38, SG•48, 303d–303e, 319d–319e, 319p–319q, 359d–359e, 359p–359q, WP•2–WP•3, WP•6, WP•7, WP•8, WP•9</p>
<p><b><u>Unit 4</u></b> N/A</p>	<p><b>TE 6:</b> 393d–393e, 393p–393q, 429d–429e, 429p–429q, 459d–459e, 459p–459q, SG•39, SG•43, SG•48, 487d, 493d–493e, 493p–493q, 499e–499f, 511d–511e, 523b–523c, 531b, 531p–531q, WP•3, WP•7, WP•8</p>
<p><b><u>Unit 5</u></b> N/A</p>	



<b>Domain:</b> <i>Writing</i>		
<b>Cluster:</b> <i>Research to Build and Present Knowledge</i>		
<b>Standards:</b> Conduct short research projects that build knowledge about a topic.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p><i>How does conducting short research projects help build knowledge about a topic?</i></p> <p><i>What skills are involved in completing a research project that leads to better understanding of a topic?</i></p>	<p><i>Conducting short research projects helps build knowledge through investigation.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li><i>Engage in a variety of reading and writing outlining tools that allows students to organize up to five levels of information.</i></li> <li><i>In center activity create a printout assists students with generating meaningful questions about a topic and organizing their writing by using a structured guide while researching.</i></li> </ul>
<b>Content Statements</b>		
Students will understand the value of investigating a topic to build knowledge.		
<b>Assessments</b>		<b>Teacher Resources</b>
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Use a 3<sup>rd</sup> grade rubric which will show assessment of research questions, selection of sources, note-taking and keywords, sharing and presenting information, and listing sources.</i></p>		
<b>Equipment Needed</b>		
		<p><a href="#">NJ State Rubric</a>  <a href="#">3rd Grade Writing Tools</a>  <a href="#">ReadWriteThink</a></p>

<p><b>Laptop, overhead projector, interactive whiteboard, internet, portfolios, journals/notebooks.</b></p>	<p><b><u>Reading Street 2013 Alignment</u></b>  SE 1: 55, 231  <b>TE 1:</b> 55a, SG•12, SG•13, SG•14, SG•15, SG•16, 71b, 95b, SG•44, SG•45, SG•46, SG•47, 127b, 139b, 151d, 159b, 159n, 175b, 191a, SG•78, SG•79  <b>TE 2:</b> 205b, 215b, 230–231, 231a, SG•14, 237b, 247b, 257d, SG•30, SG•31, 271b, SG•44, 305b, SG•62,339b, 349b, 355d, SG•76  <b>TE 3:</b> 375b, 387b, 417b, 443b, 451b, 459c, 473b, 493c, 496g–496h, 499a, SG•60, SG•61, 507b, 517b  <b>TE 4:</b> 25b, 35b, 43d, 53b, SG•12, SG•14, 91b, 121b, 131b, 141d, 149n, SG•62, SG•63, 155b, SG•70, SG•71,SG•75, SG•80  <b>TE 5:</b> 195b, 205b, SG•6, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 227b, 237b, 247d, SG•28, SG•29, SG•30, SG•31, 259b, 271b, 281d,287b, SG•44, SG•45, SG•46, SG•47, 293b, 303b, 311d, SG•60, SG•61, 325b, SG•70, SG•75, SG•76, SG•77,SG•78, SG•79, SG•80  <b>TE 6:</b> 371b, 387d, SG•12, 399b, 421d, SG•29, 435b, 453d, SG•44, SG•45, SG•46, SG•47, 465b, 477b, 487d, SG•60, SG•61, 499b, 511b, SG•71, SG•76, SG•77, SG•78, SG•79, WP•2–WP•3</p>
<p><b>NJ Model Curriculum Alignment 2013</b></p>	
<p><b><u>Unit 1</u></b> N/A</p>	
<p><b><u>Unit 2</u></b> N/A</p>	
<p><b><u>Unit 3</u></b> Conduct short research projects that build knowledge about a topic when writing.</p>	
<p><b><u>Unit 4</u></b> N/A</p>	
<p><b><u>Unit 5</u></b> N/A</p>	

<b>Domain:</b> <i>Writing</i>		
<b>Cluster:</b> <i>Research to Build and Present Knowledge</i>		
<b>Standards:</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<i>What are some effective ways to take notes and organize information into categories when exploring print and digital sources?</i>	<i>Recalling information from experiences or print and digital sources is a part of the writing process that builds written communication skills.</i>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> <li>• <i>Create and use graphic organizers</i></li> <li>• <i>Brainstorm category labels and sort note cards into categories</i></li> <li>• <i>Develop focus questions for research</i></li> </ul>
<p><b>Content Statements</b></p> <p>Gather information by recalling experiences and deriving information from print and digital sources.</p>		
<b>Assessments</b>		<b>Teacher Resources</b>
<i>To show evidence of meeting this standard, students may: Write a descriptive report based on personal topic selection and mini research, and use notes to write a report.</i>		<p><u><a href="#">ReadWriteThink</a></u></p> <p>21<sup>st</sup> <u><a href="#">Century Thinking Skills</a></u></p> <p><u><a href="#">Note Taking</a></u></p>
*Remember to use 21 <sup>st</sup> Century Themes		
<b>Equipment Needed</b>		



<p><b>Internet, laptop, overhead projector, projector screen</b></p>	<p><b><u>Reading Street 2013 Alignment</u></b></p>
<p><b>NJ Model Curriculum Alignment 2013</b></p>	<p><b>SE 1:</b> 46, 78, 114, 150, 184, 222, 256, 290, 326, 354, 394, 424, 458, 492, 528  <b>SE 2:</b> 42, 76, 106, 172, 212, 246, 280, 310, 350, 386, 388, 420, 452, 486, 520  <b>TE 1:</b> 37b, 46–47, 55b, SG•13, 78–79, 89b, 105b, 114–115, 115d, 121b, SG•38, SG•43, SG•45, 127e–127f, 139b, 139d–139e, 150–151, 151d, 159b, 165b, 175b, 185d, 193b, WP•4, WP•5  <b>TE 2:</b> 215b, 222–223, SG•13, SG•15, 247b, 255–256, 281b, 290–291, 291c, 291d, 299b, SG•45, 317b, 326–327, 327d, 333b, SG•62, SG•63, 349b, 349d–349e, 354–355, 355c, 355d, 363b, SG•78  <b>TE 3:</b> 387b, 394–395, 395a, 403b, 417b, 424–425, 425a, 425d, 437b, SG•28, SG•29, SG•30, SG•31, 443b, 458–459, 459a, 459c, 459d, 467b, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 485b, 485d–485e, 492–493, 493a, 493c, 493d, 517b, 517d–517e, 528–529, 529d  <b>TE 4:</b> 25e–25f, 35b, 35d–35e, 42–43, 43d, 53b, 69b, 76–77, 77d, 85b, 107c, 107d, 115b, 121b, 131b, 131d–131e, 141d, 149b, SG•62, 167b, 172–173, 173a, 173d, 183b  <b>TE 5:</b> 205b, 212–213, 213a, 227b, 227e–227f, 237b, 246–247, 247a, SG•22, SG•23, SG•26, SG•27, SG•32, 271b, 287b, SG•39, SG•47, 303b, 310–311, 311c, 311d, SG•61, SG•62, 351c, 351d  <b>TE 6:</b> 371e–371f, 381b, 381d–381e, 386–387, 387d, 388–389, 389a, 389b–389c, 393d–393e, SG•12, SG•16, 411b, 420–421, 421d, 445b, 452–453, 453a, 453d, 477b, 486–487, 487d, 520–521, 521a, 521c, 521d, 531b, WP•2–WP•3, WP•4, WP•5</p>
<p><b><u>Unit 1</u></b> N/A</p> <p><b><u>Unit 2</u></b> N/A</p> <p><b><u>Unit 3</u></b> Recall information from experiences or gather information from print and digital sources when writing. Take brief notes on sources and sort evidence into provided categories in a writing piece.</p> <p><b><u>Unit 4</u></b> N/A</p> <p><b><u>Unit 5</u></b> N/A</p>	



<b>Domain:</b> <i>Writing</i>		
<b>Cluster:</b> <i>Research to Build and Present Knowledge</i>		
<b>Standards:</b> 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.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<i>How does writing routinely help improve effective written communication skills?</i>	<i>Writing routinely supports development of thinking along with a wider range of writing and higher levels of complexity.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Select a topic and respond in writer’s journal</i></li> <li>• <i>Generate a graphic organizer to develop a writing piece</i></li> <li>• <i>Engage in small group writing activity</i></li> </ul>
<b>Content Statements</b>		
Writing skills such as the ability to plan, revise, edit, and publish are essential to many types of writing across grade and content areas.		
<b>Assessments</b>		<b>Teacher Resources</b>
<i>To show evidence of meeting this standard, students may: Develop a writing piece based on a selected topic and place in writer’s portfolio to showcase progress and growth.</i>		<a href="#">ReadWriteThink</a> <a href="#">21st Thinking Skills</a>
<b>Equipment Needed</b>		<b>Reading Street 2013 Alignment</b>
Writer’s Notebook Graphic organizers		<b>SE 1:</b> 48, 80 <b>TE 1:</b> 25b, 25e–25f, 47d, 48–49, 49a, 53a, 55d–55e, 55p–55q, SG•6, SG•7, SG•12, SG•13, SG•16, 61b, 61e–61f, 78–79, 79a, 80–81, 81a, 89p–89q, 95e–95f, 105d–105e, 116–117, 117a, 121b, 121p–121q, 159n, 159p–159q, SG•54, 165b, 175d–175e, 187b–187c, 193d–193e, 193p–193q <b>TE 2:</b> 222–223, 223a, 237e–237f, 247d–247e, 256–257, 259b–259c, 265d–265e, 265p–265q, SG•30, 299b, 299p–299q, SG•37, 326–327, 328–329, 329a, 329b–329c, 333b, 333p–333q, 339e–339f, 356–357, 363p–363q, 367a, SG•79, UR•25, UR•35, UR•45, UR•55
<b>NJ Model Curriculum Alignment 2013</b>		
<b>Unit 1</b>		
N/A		

**Unit 2**

Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.

Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Unit 3**

N/A

**Unit 4**

Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.

Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Unit 5**

Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.

Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**TE 3:** 375b, 375e–375f, 403p–403q, 507e–507f, 517d–517e, 537b, 541a

**TE 4:** 42–43, 43a, 44–45, 45a, 45b–45c, 53d–53e, SG•6, SG•7, SG•14, SG•15, 140–141, 141a, 142–143, 143a, SG•59, 172–173, 173a, 183p–183q

**TE 5:** 195e–195f, 205d–205e, 219a, SG•5, SG•10, SG•11, 227b, 227e–227f, 248–249, 249a, 253b, 253d–253e, 253p–253q, SG•26, SG•27, 271d–271e, 283b–283c, 285a, 287b, 287d–287e, SG•38, SG•48, 310–311, 311a, 311d, 313b–313c, 319b, 319p–319q, SG•54, SG•59, 359p–359q, UR•15, UR•25, UR•35, UR•45, UR•55

**TE 6:** 393b, 393d–393e, SG•11, 421d, 422–423, 423a, 423b–423c, 429b, 429p–429q, 459p–459q, 493p–493q, 511d–511e, 520–521, 521a, 523b–523c, 531b, 531d–531e, 531p–531q, SG•69, SG•75, UR•35

