

CASD English Language Arts 3rd Grade Curriculum Map

Reading, Writing, Speaking and Listening

6/3/2016

Chambersburg Area School District

Key Reading Comprehension Strategies to be used throughout the year:

- ***Monitoring-*** tracking comprehension and using repair strategies as needed to keep meaning on track.
- ***Inferring-*** drawing conclusions using information from the text along with prior knowledge.
- ***Questioning-*** asking and seeking answers to who, what, when, where, why, and how questions.
- ***Visualizing-*** mentally representing the text events.
- ***Deciding what's important-*** using reader purpose to determine important ideas and themes.
- ***Summarizing-*** rethinking key ideas and details.

Phonics, Word Recognition, and Vocabulary

This standard supports students in learning to recognize and identify written words and apply spelling patterns in writing. **MP #1 - #4**

CC.1.1.3.D – Know and apply grade-level phonics and word analysis skills in decoding words.

Academic Vocabulary: decoding, prefixes, suffixes, base word, syllables, vowels, blends, digraphs, plural, homophone, multisyllabic, meaning, spelling patterns, strategies, phonics, irregular, accuracy, fluently

Objectives “The students will”

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllabic words.
- Read grade-appropriate irregularly spelled words.

Guiding Questions and Prompts

- How does the prefix/suffix change the meaning of the word?
- What would make sense/ sound right/ look right?
- If you know the word ____ then you know the word ____.
- What do you know in the word that can help you figure it out?
- How would you break this word into syllables?
- How could you sort these words? (prefixes / suffixes / spelling patterns / base words / homophones / plurals / etc.)

Possible Tasks

- Use the *Developmental Word Knowledge Inventory* to identify areas of strength and need. Differentiate instruction using *Sitton* lessons, the word work portion of guided reading, and literacy work stations. Students apply these strategies to reading and writing.
- Analyze running records to identify decoding deficiencies. Teach reading strategies during guided reading to address the decoding deficiencies. Students apply these strategies during guided and independent reading.
- Students add words missed in the Sitton posttest to personal dictionaries.
- Use sorts in *Words Their Way* for differentiated word work.

Materials / Assessments / Recommended Titles

- *Sitton Spelling* (Sitton)
- *Developmental Word Knowledge Inventory* (Richardson)
- *Next Step Guided Reading Assessment* (Richardson)
- *Secret Stories*
- *Phonics Dance*
- *Snap It Up* (phonics card game)
- Running records

Phonics, Word Recognition, and Vocabulary

These standards support students in determining and interpreting the meanings of key words and phrases in texts in an effort to develop a word consciousness –an awareness of and an interest in learning and using new words. **MP #1 - #4**

CC.1.2.3.F/CC.1.3.3.F - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

CC.1.2.3.J/CC.1.3.3.J - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.2.3.K/CC.1.3.3.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Academic Vocabulary: affix, prefix, suffix, Greek/Latin stems, literal, nonliteral, idiom, context clues, base words (root words), figurative language, literary devices, shades of meaning, synonyms, antonyms, dictionary, thesaurus, guide words, multiple meaning words, homophones, conversational words, academic words, domain specific words, phrases, spatial and temporal relationships, clarify

Objectives “The students will”

- Use context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- Determine the meaning of general academic and domain-specific words and phrases used in a text.
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- Distinguish shades of meaning among related words (e.g., *knew, believed, suspected, heard, wondered*).

Guiding Questions and Prompts

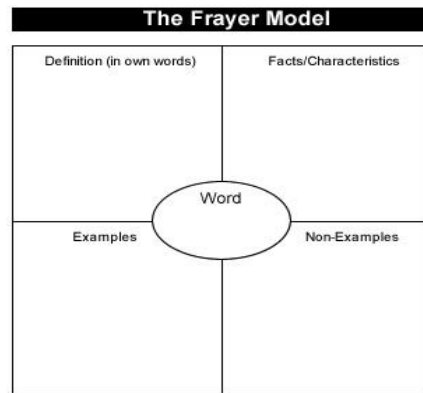
- How can you use the surrounding sentences, photos, and or/ captions to figure out what a word or phrase means?
- Do I recognize any of the word parts?
- Should I check the dictionary/ glossary?
- How does the prefix/suffix change the meaning of the word?
- How can I use words I do know to figure out the meaning of words I don't know?
- Did the author use a synonym to help define the topic-specific word?
- What does the author's word choice make you think of?
- What is the difference between the literal and nonliteral meaning of this word or phrase (idioms)?
- What is the relationship between the words ____ & ____ ?

Possible Tasks

- Use Sitton mini lesson to teach prefixes/suffixes/roots. Refer to the Sitton timeline in the ELA binder. Create an anchor chart of common affixes. Students can collect words to add to the anchor chart during independent reading.
- Students create a prefix/suffix flip book that can be added to throughout the year.
- *Common Core Lesson Book*: Making Big Words (pg. 353), Vocabulary Learning Strategies (pg. 212), Graphic Organizers (pg. 210 & 211), Rate Knowledge of Vocabulary Word (pg. 215), Word Illustrations (pg. 214)
- Teach and model vocabulary strategies. Create an on-going anchor chart with vocabulary strategies. (ex. highlighter tape, synonyms, Frayer model, word lists, etc.)
- Use the mentor text *Donovan's Word Jar* (Monalisa DeGross) to inspire students to be a notice of words throughout the school year.

Start a word jar in your classroom to collect words like in the book.

- Teach students motions associated with the meanings of Greek and Latin roots to help them understand unknown vocabulary words. This could include cheers, chants, and videos of the meanings. Students will find examples in text where they have used this new knowledge to understand unknown words.
- Students read texts that contain idioms and illustrate both the literal and nonliteral meaning of an idiom, as well as explain in writing what it means.
- Use Message Time Plus to teach idioms. Students find them and explain the literal/nonliteral meaning. As an extension, play charades using idioms.
- Beach Ball Activity: Write prefixes and suffixes on the ball; stand in a circle; throw the beach ball to students; whatever affix their hand lands on, they say the meaning and a word using the affix.
- Use a paint strip, temperature gauge, or plot line to teach shades of meaning among related words.
- Take pictures of students showing a character trait. Sort pictures based on shades of meaning. You can also create an anchor chart that shows character trait synonyms.
- Use a pocket chart or flower garden to show shades of meaning among related words. This will help students swap “worn out” words for writing. Students will revise their own writing specifically for word choice.
- Read and write poetry paying attention to literary devices. Discuss how the literary device adds meaning to the poem.
- For multiple meaning words, students draw pictures with definitions of each meaning of the word/s. Students will then write sentences that use the multiple meaning words in context.
- Create a domain specific or book specific word chart (Diller) *Growing Independent Learners* (pg. 273).
- Teach dictionary and thesaurus skills that students apply to reading and writing.
- Teacher models and students use a Frayer vocabulary graphic organizer to gain a deeper understanding of words.



Materials / Assessment / Recommended Titles • <i>Sitton</i> • Amelia Bedelia books, <i>It's Raining Cats and Dogs</i> (Barton), <i>The King Who Rained</i> (Gwynne), <i>I'm Not Hanging Noodles On Your Ears and Other Intriguing Idioms from Around the Word</i> (Jag Bhalla), <i>There's A Frog in My Throat</i> (Loreen Leedy) • <i>See the Yak Yak</i> (Charles Ghigna), <i>Dear Deer</i> (Gene Barretta) • Interactive Notebooks • Scholastic Idiom Dictionary • FCRR binder activities • Wordle.net • Houghton Mifflin • Frayer graphic organizer • Exit tickets using vocabulary strategies • Student products from possible tasks above	Teaching Note: Vocabulary should be taught every marking period in all content areas. The goal is for students to learn how to recognize and use vocabulary words to determine meaning independently.
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Reading Informational Text and Literature: Range of Reading, Fluency

These standards support students in reading and comprehending informational text and literature considered to be within an appropriate range of complexity for their grade level. **MP #1 - #4**

CC.1.2.3.L – Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.3.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.1.3.E Read with accuracy and fluency to support comprehension.

Academic Vocabulary: accuracy, rate, expression, intonation, phrasing, fluency, context, monitor, self-correct, text complexity, understanding, close reading

Objectives “The students will”

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Guiding Questions and Prompts

- Our purpose for reading today is ____.
- Does that make sense/ sound right/ look right?
- Let’s stop and check for understanding.
- If what you read doesn’t make sense, go back and reread.
- Are you reading at a good rate? (not too fast or slow)
- How can you use punctuation/ phrasing/ inflection to improve your fluency?
- Listen to how your reading sounds. Can you make it sound like this (teacher models)?

Possible Tasks

- Students should receive guided reading instruction at their instructional reading level in an effort to reach the end of the year reading level benchmark (Level P).
- Teacher models and students use the Stop, Think, Paraphrase strategy to monitor for understanding while reading.
- Teacher models and students use comprehension strategies in whole group, guided reading, and independent reading.

Key Reading Comprehension Strategies to be used throughout the year:

- **Monitoring-** tracking comprehension and using repair strategies as needed to keep meaning on track.
- **Inferring-** drawing conclusions using information from the text along with prior knowledge.
- **Questioning-** asking and seeking answers to who, what, when, where, why, and how questions.
- **Visualizing-** mentally representing the text events.
- **Deciding what’s important-** using reader purpose to determine important ideas and themes.
- **Summarizing-** rethinking key ideas and details.

(Refer to comprehension newsletters for additional strategies and information.)

- Model retelling and higher order questioning using Jan Richardson’s *Next Step Guided Reading Assessment*.
- Students will read independently with accountability by participating in the workshop share time and discussions, as well as writing responses to text and completing reading logs.
- In a shared reading setting, teach and model decoding reading strategies, monitoring, and fluency (rate and expression). Create an anchor chart throughout the year on decoding reading strategies and fluency. Students apply this learning during guided and independent reading.

Materials / Assessments / Recommended Titles

- *Next Step Guided Reading Assessment* (Richardson)
- Running records including a comprehension check (questions and retelling rubric)
- Students record their reading to self-assess fluency
- Students read to one and other to rate and give specific feedback on each other’s fluency using a rubric (“I give you a ____ because ____.”)

Teaching Note

To become fluent, readers need three central competencies:

- a large store of automatically recognized words
- effective strategies for analyzing unfamiliar words
- the understanding that the purpose of reading is to make meaning (Nathan and Stanovich, 1991).

Reading Informational Text and Literature: Key Ideas and Details, Text Analysis

This standard supports students in constructing deeper meaning of text. They ask and answer questions about the text to determine what the text says explicitly and make logical inferences.

MP #1, spiral through #2 - #4

CC.1.2.3.B/CC.1.3.3.B - Ask and answer questions about the text and make inferences from text; refer to text to support responses.

Academic Vocabulary: infer/inference/inferring, cite evidence, support, clarify, generalization, schema, refer, text

Objectives “The students will”

- Read closely to ask questions about the text before, during and after reading.
- Read closely to answer questions about the text before, during and after reading.
- Make logical inferences while they read based on text evidence.

Guiding Questions and Prompts

- Think about what you read and create your own questions about an important idea in this text.
- Ask and answer questions as you read to clarify your understanding.
- What evidence from the text supports your answer?
- What can we infer about ____? How do we know this?
- Tell me more about your thinking.
- What does this probably mean? What evidence in the text supports that?

Possible Tasks

- Use an IRA to model and teach how to ask and answer questions before, during, and after reading. Complete an anchor chart during the instruction. During independent reading, students will ask and answer questions before, during, and after reading self-selected text. (These are student generated questions designed to encourage deeper comprehension of text. Students should mark in the text where they asked and answered the questions.)
- Model making inferences during an IRA using the sentence stem, *I can infer _____ because _____*. Students will use the same sentence stem to think pair share, write exit ticket responses, and mark text during independent reading.
- Create an anchor chart with the class of question stems to promote higher order questioning in the classroom. (*The Common Core Lesson Book*, Owocki, pg. 162)
- Thick vs. Thin Questions (*Growing Independent Learners*, Diller, pg. 129) – Create an anchor chart that shows the difference between thick and thin questions. Examples of thick and thin questions can be collected on post-it notes during whole group lessons, guided reading, and independent practice to demonstrate understanding.
- Use an IRA and create an inference anchor chart that shows the connection between text evidence, schema, and personal thinking that is necessary for making inferences.
- Question Maker Activity (*Growing Independent Learners*, Diller, pg. 130)

• Interactive Journals (<i>The Common Core Lesson Book</i>, Owocki, pg. 15) • Stop and Chat (<i>The Common Core Lesson Book</i>, Owocki pg. 16) • Jan Richardson's inference lesson (pg. 231-238) in <i>The Next Step in Guided Reading</i> • Use the information gathering activity (<i>The Common Core Lesson Book</i>, pg. 168, Owocki) to gather information while reading closely to answer questions related to science and social studies. • Provide multiple opportunities for students to ask and answer 5 W questions & prove their answers. • Students use close reading strategies to ask and answer questions while reading (write in margins or on post-it notes). • Teacher models and students use the RACE strategy (or something similar) to answer questions orally and in writing. (Restate the question, Answer the question, Cite your evidence, Explain your thinking)	
Materials / Assessments / Recommended Titles • True Flix • Scholastic News, Time for Kids • Storyworks • Biographies (<i>Martin's Big Words</i>) • Magic Treehouse books (fiction/nonfiction pairs) • Riddles – students write • Exit tickets / whiteboards to ask questions, answer questions, and prove their answers, make inferences and provide evidence. • Students use highlighters and/or sticky notes to prove their answers in text. • Students use the RACE strategy to answer questions orally and in writing. • Students use Thinkmarks while reading to check for understanding.	Teaching Note Students must use what they know (schema) plus what's in the text and illustrations/text features to make inferences.

Reading Informational Text: Key Ideas and Details, Main Idea

This standard supports students in understanding how key details are connected to main ideas to better understand the author's message. This will prepare students for summarizing informational text in 4th grade. **MP #1, spiral through #2 - #4**

CC.1.2.3.A - Determine the main idea of a text; recount the key details and explain how they support the main idea.

Academic Vocabulary: determine, recount, topic, main idea, key details, supporting details, explain, sequence, evidence, text features, informational text, nonfiction

Objectives "The students will"

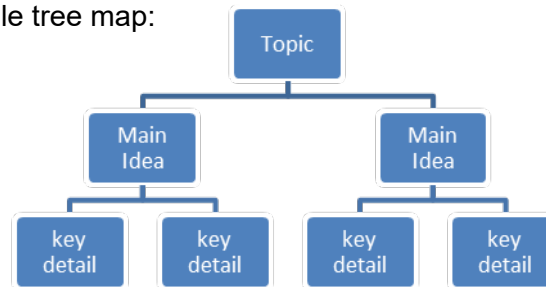
- Determine the main idea of a text.
- Recount the key details and explain how they support the main idea.

Guiding Questions and Prompts

- What is the main idea in this text/section/paragraph/page, etc.?
- What is this text/section mostly about?
- What is another good title/heading?
- How do the key details support the main idea?
- Which details best support the main idea? Why?
- Recount the text including the main idea and explain how the key details support the main idea.

Possible Tasks

- Model with grade level text using a tree map (topic, main ideas, key details) graphic organizer (Diller, pg. 118) to show how a topic is broken down into main ideas that are supported by key details. Students will use this graphic organizer with guided support and independently. Possible tree map:



- Students use the completed tree map to write a recount that includes an explanation of how the key details support the main idea. You could move this activity to a literacy work station.
- Read aloud with an anchor chart to show students how to color code the topic, main idea, and details. Students help you determine the placement of the items on the chart.

- Model oral, then written recounting based on information in a graphic organizer. It will be necessary to scaffold students throughout the year to get to the end goal. (ex: difference between topic and main idea, adding key details, determine what is essential vs. nonessential, recounting, etc.) Student can record their oral retelling on an iPad, and then use that to write their written recount.
- Create a 4 square with the main idea in the middle and the details in the corners. Use the 4 square graphic organizer to write a recount.
- Create a song/chant for recounting.
- Puzzle Pieces – Each piece is a detail, put together to get the big picture (main idea).
- Use a mentor text with many headings, subheadings, chapter titles, and/or captions. Students rename them to show understanding of main idea.
- Post-its/Reader's Notebook – to record information during independent reading on main idea, key details, recounting using the S-T-P method (stop, think, paraphrase)

Materials / Assessments / Recommended Titles

- Scholastic News; Storyworks
- True Flix
- Scholastic Short Reads
- Read Works
- Science and Social Studies texts
- Newsela.org
- Exit slips – main idea, key details, recount (cite evidence), explain how key details support
- Students write a recount based on a guided reading book or passage.
- Students write about the main idea with key details (supporting evidence) from the text; students explain how the details support the main idea.

Teaching Note

Be sure that students are not confusing the topic with the main idea. The topic of the text tells what the text is about in a word or phrase (e.g., trees, community helpers). The main idea is stated as a sentence that sums up the gist of the whole text or section and tells what the author is trying to convey as his or her message (e.g., Snakes hunt in many ways.). (Diller, 2016)

Reading Informational Text: Key Ideas and Details, Text Analysis

This standard supports students in analyzing connections and relationships among individuals, ideas, or events described within a text. **MP #2, spiral through #3 - #4**

CC.1.2.3.C - Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

Academic Vocabulary: sequence, cause/effect, chronological order, evidence, text structure, signal words

Objectives “The students will”

- Explain how a series of events is connected within a text, using language that pertains to time, sequence, and cause/effect.
- Explain how concepts are connected within a text, using language that pertains to time, sequence, and cause/effect.
- Explain how steps in a procedure are connected within a text, using language that pertains to time, sequence, and cause/effect.

Guiding Questions and Prompts

- How do these individuals/events/ideas connect with or influence one another?
- What caused this change or event? What are the effects?
- Does the text outline steps in a process? How does it help you understand the text?
- Does the author use language and key words that identify time, sequence, or cause/effect? How can you use that language to explain the connection?

Possible Tasks

- Use text (e.g., biographies, recipes, how to's etc.) that is a good example of connections and relationships among individuals, events, or ideas. While reading, ask preplanned questions to guide students in thinking through the connections in the text. Put the answers to these questions on sticky notes. After reading, have the students help you by manipulating the sticky notes on a graphic organizer to map out the connections in the text. Add or delete sticky notes for better clarity as needed. Students can do this task in groups or pairs and eventually by themselves.
- Using their completed graphic organizer, students will explain in writing how the events, concepts, or steps in a procedure are connected in the text using language that pertains to time, sequence, or cause/effect.
- Create a signal word anchor chart for cause/effect and sequence. Model how to identify signal words and phrases to determine the text structure. Students work with passages and highlight signal words, and then analyze the connections in the text.
- Model with text and use the graphic organizers in *The Common Core Lesson Book* (Owocki) on pages 195-197 & 227. Students should use these for guided and independent practice.
- Use short reads to build background knowledge and introduce the concept of time, sequence, and cause/effect.

Materials / Assessments / Recommended Titles

- Lakeshore Cause/Effect Cards
- Magic Tree House *Twisters and Other Terrible Storms*
- Biographies
- Storyworks

Teaching Note

For this standard, consider using content-area text that is a good example of connections and relationships among individuals, events, or ideas. (e.g., connection between individuals, relationships in science, consequences from human actions, sequence of events leading to a key event in history)

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| <ul style="list-style-type: none">• Read Works• <i>The Common Core Lesson Book</i> (Owocki) graphic organizers pgs. 195-197 & Connections Chart page 205. Students should use the completed charts to explain the connection in the text.• Students use exit tickets, post-its in text, or reader's notebooks to find examples of cause/effect, sequence, and time relationships in text. Students explain how the relationships are connected.• Dialogue Letter – Students write to the teacher about a book they've read during the week. They should include examples of cause/effect, sequence, and time relationships in text, as well as explain how the relationships are connected. | |
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Reading Informational Text: Craft and Structure, Point of View

This standard supports students in understanding that texts are created for particular purposes and written from a particular point of view. **MP #2, spiral through #3 - #4**

CC.1.2.3.D - Explain the point of view of the author.

Academic Vocabulary: point of view, 1st person, 3rd person, narrator, biography, autobiography, pronouns

Objective “The students will”

- Explain the point of view of the author.

Guiding Questions and Prompts

- Why do you think the author wrote this text?
- How do you think the author feels about this topic/issue? Do you feel the same?
- What evidence or examples does the author provide?
- Do you think issues/people are fairly portrayed in this text? Why?
- Let’s discuss how our points of view are similar or different than that of the author?

Possible Tasks

- Create an anchor chart with the 1st and 3rd person pronouns.
- Guided practice in retelling about real life topics in 1st person and 3rd person points of view.
- Use a text that will generate discussion about the author’s perspective on the issue/topic. Read in a shared setting and use the guiding questions and prompts above to distinguish the students’ point of view from that of the author. Use a Venn diagram or two-column notes to chart students’ POV and text POV.
- Follow the previous task by having students prepare to discuss and defend whether or not their perspective is the same or has changed as a result of reading the text. Students will engage effectively in a collaborative discussion building on others’ ideas and expressing their own clearly.
- *The Common Core Lesson Book* (Owocki): Book Talks (pg. 251& 254), Letters From Authors (pg. 265), Informational Interviews (pg. 256), The Narrated Illustration (pg. 257), The Perspective Writing (pg. 257)

Materials / Assessments / Recommended Titles

- *The Story of Ruby Bridges* (narrated illustration), *The Story of Rosa Parks*, *Faithful Elephants*, *Letting Swift River Go*, *Almost Gone* (perspective writing)
- SAS website
- Thecurriculumcorner.com
- Lakeshore Point of View Task Cards
- Dialogue Letters

Teaching Note

Students should learn how to evaluate text and think critically about its content based on the point of view from which the text is written. (Owocki, 2012)

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| <ul style="list-style-type: none">• Exit tickets – What is the author’s point of view and how do you know? OR other guiding questions from above• Student products from possible tasks | |
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Reading Informational Text: Craft and Structure, Text Structure

This standard supports students in learning how to use text features to better navigate and comprehend informational text. This standard goes beyond identifying text features; students should use the information in text features to better comprehend the text. **MP #3, spiral through #4**

CC.1.2.3.E - Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to locate and interpret information.

Academic Vocabulary: text features, heading, subheading, graphic, graph, chart, table, diagram, table of contents, label, index, glossary, font, italics, bold print, search tools, key words, sidebar, hyperlink, icon

Objective “The students will”

- Use text features and search tools to locate and interpret information.

Guiding Questions and Prompts

- Let’s preview the text features of this book/website. What text features do you see? What are they for? How can they help you?
- How did the (text feature) help you locate key details/information?
- How does the author help the reader with unknown words in this text?
- The author includes the (text feature) to _____.

Possible Tasks

- Create an anchor chart on how to use search tools and text features to locate information. Found in *Growing Independent Learners* (pg. 111).
- Make a three column anchor chart with the headings: What text features do you see?/What are they for?/How can they help you? Use an informational text to model how to attend to text features while reading. Complete the anchor chart throughout the reading of the text.
- Do a text feature scavenger hunt with post-it notes using any informational text. Explain how the text feature aided in comprehension.
- During guided reading, students map text by using a highlighter or underlining different text features by color with the teacher and group first, then independently. They must be able to explain how the feature was useful in aiding comprehension.
- Provide a news article written for students in grade 3 that has been cut apart by text feature (headings, sidebars, key words, charts, etc.). Partners work together to assemble the article and use the sentence stem (*The author most likely used the text feature _____ to _____.*) as they discuss the purpose of each feature in the article and interpret the information.
- To introduce digital text features, review search engines, practice searching using key words and evaluating results.

Materials / Assessments / Recommended Titles

- *Save Water* (Kay Barnharm), *Things That Go!* (James Buckley, Jr.), *Amelia Earhart* (Caroline

Teaching Note

By the end of third grade, students should be using text features efficiently to find information. In fourth grade, the focus shifts from text features to text structures or how informational text is organized. (Diller, 2016)

Crosson Gilpin), <i>Fantastic Frogs</i> (Penelope Arlon), <i>A Den is a Bed for a Bear</i> (Becky Baines) • Use any <i>Magic Treehouse</i> fact finder or resource guide • <i>Scholastic News</i> (good for sidebars) • <i>Eye Openers</i> • Kidtopia.info • I keep bookmarks.com • Trueflix & Bookflix • Science & Social Studies texts • Lakeshore task cards on text features • Exit tickets (ex: What text feature would you add to help you understand the article better? What text feature does the author use most effectively and why?) • During independent reading, students mark text features with post-its. In a reader's notebook, students explain its purpose. • Students create their own text features to enhance a text for better understanding. • Students add text features to their own informational writing. Students are assessed with a rubric. • Students use an informational text gathering grid to compile information from multiple sources (online & text) to inform their writing.	
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Reading Informational Text: Integration of Knowledge and Ideas, Diverse Media

This standard supports students in using information gained from the visual features in text (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text. This standard goes beyond identifying text features; students should use the information in text features to better comprehend the text.

MP #3, spiral through #4

CC.1.2.3.G - Use information gained from text features (e.g., illustrations, maps, photographs) to demonstrate understanding of a text.

Academic Vocabulary: text features, caption, map, illustration, photograph

Objective “The students will”

- Use information gained from text features to demonstrate understanding of the text.

Guiding Questions and Prompts

- What does this illustration/map/photograph tell us? How does it give us an even better understanding than the text alone can give?
- Recount the text using both what you read and what you learned from the illustrations/maps/photographs.
- The author includes a (map/illustration/photograph) to _____.
- The (map/illustration/photograph) best supports which idea from this section?

Possible Tasks

- Students will examine an image in the text closely. Using the questions: What does this illustration/map/photograph tell us? *and* How does it give us an even better understanding than the text alone can give?, students will write a caption that adds precise meaning to the illustration/map/photograph.
- In a shared reading setting, read text with the illustrations/maps/photographs covered. Read it again with the text features revealed. Discuss what new information was acquired due to the text features and how it aided students’ understanding of the text.
- Model how to use illustrations/photographs/maps to answer questions whose answers cannot be found in the text alone.
- Jigsaw Activity – Assign each group a text feature in a text. The group has to determine the purpose and information gleaned from their assigned text feature. Each group teaches the class about their text feature. Utilize guiding questions above.
- Read aloud an informational text. Students will draw an illustration or map that gives the reader a better understanding than the text alone can give.
- Use a T-chart with the headings: Information without text features vs. Information with text features. Students work in partners and read an informational text that has the text features covered. They chart the information gained from reading the text in the first column. Next, uncover the text features, reread, and complete the other side of the T-

chart. Students draw conclusions based on the T-chart.

Materials / Assessments / Recommended Titles

- NewsELA
- *Read Works*
- *Eye Openers*
- Newsomatic App
- Science and Social Studies mentor texts
- Rubric for students to self-assess their understanding of text features and their purpose
- Students create their own text feature to enhance the meaning of the text
- Exit tickets using the guiding questions above
- Products from possible tasks above

Reading Informational Text: Integration of Knowledge and Ideas, Evaluating Arguments

This standard supports students in learning to identify the reasons and evidence an author gives to support the key points made in a text. **MP #3, spiral through #4**

CC.1.2.3.H - Describe how an author connects sentences and paragraphs in a text to support particular points.

Academic Vocabulary: author's purpose, author's viewpoint, point of view, opinion, evidence, tone, structure, organization (cause/effect, problem/solution, question/answer, compare/contrast, sequential/chronological, description), paragraph

Objective "The students will"

- Describe how an author connects sentences and paragraphs in a text to support particular points.

Guiding Questions and Prompts

- What is the key point the author is making? What reasons or details does the author give to support this point?
- Let's evaluate whether the reasons adequately support the key point made in the text. Is the evidence relevant or irrelevant? How do you know?
- How did the author organize the reasons/details in the text to support the key point? Why do you think he/she chose to organize the reasons/details in that manner?

Possible Tasks

- Use a shared text in which the author has a strong opinion. Model how to determine the key point the author is making and the reasons or evidence to support the key point. Write the key point & reasons/evidence on cards. Discuss which reasons/evidence is relevant/irrelevant and add/delete as necessary. Arrange the cards with the key point at the top and reasons/evidence organized based on the text structure the author uses to present his/her point. Use this information to determine whether or not the author's reasons are adequate. If not, discuss other reasons that could have been included.
- Students read a text in which the author has a strong opinion. After reading, students create a representation on a large piece of paper that includes the key point with the evidence/reasons organized based on the structure of the text. Students should include an evaluation of the effectiveness of the author's reasons/evidence.
- Evaluate a text's structure and identify the reasons given on a topic. Debate the pros/cons given and evaluate the effectiveness of the author.
- The Common Core Lesson Book* (pg. 277) – Lay it Out & Flap Book

Materials / Assessments / Recommended Titles

- Storyworks* debates
- Read Works*
- Houghton Mifflin: *Bessie Coleman Daring Stunt Pilot*

Teaching Note

This standard prepares students to evaluate the arguments that the author makes and the sufficiency of their evidence. In turn, this helps students learn how to develop and evaluate their own opinions with support. (Owocki, 2012)

• Exit ticket – use guiding questions from above • Products from tasks above	Students will need to be familiar with text structures in order to evaluate the effectiveness of the author's use of a text structure to support his/her point.
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Reading Informational Text: Integration of Knowledge and Ideas, Analysis Across Texts

This standard supports students in learning how to compare, contrast, and integrate information across texts. **MP #4**

CC.1.2.3.1 - Compare and contrast the most important points and key details presented in two texts on the same topic.

Academic Vocabulary: compare (similarities), contrast (differences), points, key details, connections, topic

Objective “The students will”

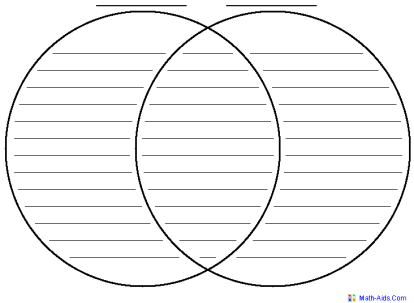
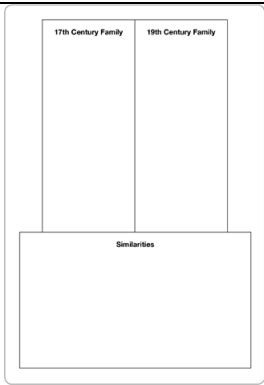
- Compare and contrast the most important points and key details presented in two texts on the same topic.

Guiding Questions and Prompts

- What are the important points/key details in both texts? How are they similar and different? Let’s compare and contrast them.
- Which text gave more information about _____?
- Are the important points/key details from both texts more similar or different? How do you know? What can you conclude about the topic based on this information?
- What do you think is the most important similarity/difference between the two texts? Why?
- When speaking or writing about the points/key details in these texts, what signal words should we use to indicate if we are comparing or contrasting?

Possible Tasks

- Have students read two different texts on the same topic and take notes in a two-column format, drawing arrows and lines to connect the information that is the same. Students should use the information to draw conclusions (e.g., Are the important points/key details from both texts more similar or different? How do you know?, What do you think is the most important similarity/difference between the two texts? Why?).
- Students read two different texts on the same topic and complete a compare/contrast graphic organizer (e.g., Venn, top hat) being sure to include the most important key points/details. Students use the graphic organizer to write a written response to one of the guiding questions/prompts above.

Name : _____ Venn Diagram 			Your Thoughts . . .
• <i>Growing Independent Learners</i> (pg. 137) – sample anchor charts for comparing and contrasting informational text on the same topic • <i>The Common Core Lesson Book</i> (pg. 284-286) – graphic organizers for comparing two texts on the same topic • <i>The Common Core Lesson Book</i> (pg. 290) – Text Link Talk • Students take information from two texts to create their own book on a topic.			
Materials / Assessments / Recommended Titles • <i>Growing Independent Learners</i> (pg. 136) – list of mentor text pairs on the same topic • Exit ticket – use guiding questions from above • Students compare/contrast two texts on the same topic giving a specific number of details. • Student products from possible tasks above		Teaching Note Identifying similarities and differences is not the end of the comparison process. Students must be able to use the information to draw conclusions, extend their thinking, and put their learning to use in a meaningful way. (Silver, Dewing, Perini 2012)	

Reading Literature: Key Ideas and Details, Theme

This standard supports students in learning how to recount stories including the central message, lesson, or moral. Students need to show an understanding of how the author conveyed the central message, lesson, or moral through details in the text. **MP #1, spiral through #2 - #4**

CC.1.3.3.A - Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. [Recount poems, dramas, and stories (RL 3.2)]

Academic Vocabulary: central message, lesson, moral, determine, explain, convey, literary text, recount, story elements (setting, characters, problem, solution/resolution, events), cite evidence

Objectives “The students will”

- Recount poems, dramas, and stories.
- Determine the central message, lesson, or moral in literary text.
- Explain how the central message, lesson, or moral is conveyed in the text.

Guiding Questions and Prompts

- Where and when is the setting? Who are the characters?
- What is the problem in ____? What steps are taken (beg., middle, end) to solve the problem (resolution/solution)?
- What problem/goal/challenge does the main character face? What does the character do about that?
- What do you think the character is going to learn from his/her experiences?
- What is the central message/lesson/moral? How did the author build the central message/lesson/moral in the text? What details support that?
- Recount the poem/drama/story.

Possible Tasks

- Model how to complete a story map that includes setting, characters, main events, problem, solution and central message/lesson/moral. Then, model how to recount in writing using the story map. After guided practice, students should move to independence with this task.
- Create a three column anchor chart with the headings: *Book Title; Central Message, Lesson, or Moral; How it is conveyed in text*. Throughout the year, add to this anchor chart after reading literature with a strong central message/lesson/moral. Students can do this in their Reader’s Notebooks and/or complete exit tickets based on whole group/guided/independent reading.
- Sketch to Stretch (*The Common Core Lesson Book*, Owocki, pg. 33) – After listening to or reading a story, students will sketch an image to represent their interpretation of the central message. They meet in small groups to share their images which will allow for member of the group to interpret each other’s sketches.
- Use fractured fairy tales to compare/contrast story elements. Students should be able to write about the story elements and central message/lesson/moral. They should provide text evidence and explain how it supports the central message/lesson/moral.
- Create conversation cards (*Growing Independent Learners*, Diller, pg. 75) to guide talk about the central message /lesson/moral. Model using the cards in whole group lessons, small group, and independent practice.
- Save the Last Word for the Artist (*The Common Core Lesson Book* Owocki, pg. 33)

Students use Recap or an iPad to record their recounting of the text (story, drama, poem). They can use the recording to take the oral recount to writing.	
Materials / Assessments / Recommended Titles - Houghton Mifflin: trickster tales, fractured fairy tales - Narrative poems - Dramas - Gerald McDermott books <i>Mr. Peabody's Apples, Why Mosquitoes Buzz in People's Ears, Thank You, Mr. Falker, The Hundred Dresses, Mufaro's Beautiful Daughters, Tops and Bottoms</i> - Readworks.org - Readwritethink.org - Plickers.com (QR code formative assessment) - Exit/Entrance questions to assess understanding of determining central message with evidence and explanation - Students write a recount that includes story elements and the central message/lesson/moral. - Students write about the central message/lesson/moral in a story with supporting evidence from the story. Students must explain how the evidence supports the central message/lesson/moral.	Teaching Notes - A recount should include the setting, characters, problem & solution/resolution (events from B, M, E), and the central message/lesson/moral of a story, narrative poem, or drama. This will prepare students for summarizing in fourth grade. - The central message/lesson/moral is more than a topic. For example: <i>friendship</i> is a topic; <i>Friends help each other in times of need</i> is a central message - It is important that students can determine the central message/lesson/moral with supporting text evidence, as well as explain how that evidence supports the central message/lesson/moral.

Reading Literature: Key Ideas and Details, Literary Elements

This standard supports students in considering characters and events and how they interact and develop over the course of a text. **MP #2, spiral through #3 - #4**

CC.1.3.3.C - Describe characters (e.g., feelings, traits, motivations) in a story and explain how their actions contribute to the sequence of events.

Academic Vocabulary: describe, sequence, actions, traits, feelings, motivations, cause/effect, predicting, drawing conclusions, character, events

Objectives “The students will”

- Describe characters (e.g., feelings, traits, motivations) in a story.
- Explain how the characters’ actions contribute to the sequence of events in a story.

Guiding Questions and Prompts

- How would you describe the characters feelings/traits/motivations at this point in the story? What evidence from the text supports that?
- What traits stand out the most for that character? Why?
- What can you conclude about this character?
- How do you predict the character will respond to this problem/challenge? What makes you predict that?
- What motivates the character to do _____?
- How does _____ influence the next event in the story?

Possible Tasks

- During a read aloud (picture book, novel), track a character’s feelings throughout the story based on evidence from the text. After reading most or the entire story, use the list to determine a character’s trait/s. Use guiding questions and prompts above to have students respond in writing.
- While reading, think aloud about how the character drives the plot. Teach students how to pause at major shifts throughout the story. Complete a four column graphic organizer that shows: 1. significant event, 2. character’s reaction to the event, 3. character’s motivation, 4. evidence from the text. After guided practice, students should move this activity to independence.
- Create a timeline of events in a story. Think about how the character’s feelings connect to the events on the timeline and how their actions contributed to the sequence of events. On the timeline, add pictures to show the character’s feelings with the corresponding events. Use guiding questions and prompts above to discuss the character and/or respond in writing.
- *The Common Core Lesson Book* (Owocki) Story Sequence Chart, Story Wheel, Feelings Map, Character Sketch (pgs. 50-52)
- Use a 4 square organizer and the acronym FAST. Put the character trait in the middle, with the following in each box: Feelings, Actions, Says, Thinks. Use the completed 4 square organizer to draw conclusions about the character.

Materials / Assessments / Recommended Titles

- *My Rotten Redheaded Older Brother*, *Amazing Grace*, *Spoon*, *Cliffhanger*

Teaching Notes

- *Story* means a narration of events told through the text types of story, drama, or poem.

• Narrative poems, dramas • Students use the FAST graphic organizer, character timeline, etc. to write about the character's traits/motivations/feelings and how their actions contribute to the sequence of events. • Students complete exit tickets using the possible tasks and/or guided questions above.	• <u>Feeling</u> – how the character feels (nervous) / <u>Trait</u> – a characteristic of that person (bossy)
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Reading Literature: Craft and Structure, Point of View

This standard supports students in considering the ways in which point of view affect content and style. Student must consider who is telling the story and how this might affect the way events are described.

MP #2, spiral through #3 - #4

CC.1.3.3.D - Explain the point of view of the author, including the difference between first- and third-person narrations.

Academic Vocabulary: point of view, 1st person, 3rd person, narrator, author, pronoun & antecedent, perspective, dialogue, author's purpose, cite evidence

Objective "The students will"

- Explain the point of view of the author.

Guiding Questions and Prompts

- Who is telling this story? Is it written in first person or third person? How do you know?
- Who does the author have telling the story? Why do you think the author chose this narrator?
- Whose perspective are we seeing? What are other points of view someone might have about the problem/goal?
- How might another character describe this part differently?
- Do you agree with this narrator's views? Explain.

Possible Tasks

- Create an anchor chart with the class explaining the difference between first and third person point of view. Include the key pronouns used to determine POV. Students can use the following sentence stems when discussing POV during shared/guided/independent reading: *This part of the story is being told in ____ person. Text evidence that show this is ____.*
- Students respond in writing using a guided question/prompt above based on a text read in shared, guided, or independent reading.
- Read fractured fairy tales from different points of view. Flip the point of view and discuss how the story changes as a result of the point of view changing. Extension: Students can write their own fractured fairy tale.
- Use a picture from a magazine and write either from 1st or 3rd person point of view. Teacher models and students write a paragraph using the picture.
- Give students either a 1st or 3rd person POV paragraph. Students will transfer it to the opposite POV.
- *The Common Lesson Book* (Owocki) Narrated Illustrations (pg. 110)
- *Growing Independent Learners* (Diller) (pg. 95) Students discriminate between their own point of view and those of the characters. They hold up an N card (narrator) or C card (character) to show who is talking while listening to a read aloud. You can extend this activity by using the graphic organizer on pg. 95.

Materials / Assessment / Recommended Titles • <i>The Three Little Pigs, The True Story of the Three Little Pigs</i> • <i>Little Red Riding Hood, The Wolf's Story</i> • <i>Voices in the Park</i> • Students write a fractured fairy tale from a particular character's point of view. • Students write a paragraph using a picture from a magazine in 1st or 3rd person POV. • Exit tickets – students identify the POV and explain how they know it is 1st or 3rd person POV and/or answer guiding questions above • Student products from possible tasks above	Teaching Notes <u>Point of view</u> – the position of the narrator in relation to the story (including the difference between first and third person) <u>First person point of view</u> – the narrator is a character in the story (using pronouns: I, me, my, mine, our, ours, we, us) <u>Third person point of view</u> - the narrator is not part of the story (using pronouns: he, her, him, she, his, hers, they, them, their)
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Reading Literature: Craft and Structure, Text Structure

This standard supports students in learning to use the literary structure of stories, dramas, and poetry to support meaning making. **MP #3, spiral through #4**

CC.1.3.3.E - Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.

Academic Vocabulary: chapter, scene, stanza, sequence, plot structure, describe, successive, section

Objectives “The students will”

- Refer to parts of text when writing or speaking about a text using such terms as chapter, scene, and stanza.
- Describe how each successive part (chapter, scene, stanza) builds upon earlier sections.

Guiding Questions and Prompts

- Let’s write down the big idea from each chapter/scene/stanza. This will help us understand how the author organized the whole story/drama/poem.
- Why do you think the author organized the ideas this way? Explain.
- Why do you think the poet chose this format? Explain.
- Could any of these chapters/scenes/stanzas be switched without altering the meaning of the book/drama/poem? Why or why not?
- How does the organization of the chapters/scenes/stanzas relate to the plot structure? Explain.

Possible Tasks

- After each chapter/scene/stanza, determine the big idea and record it on a graphic organizer (plot chart) that shows how successive parts build on earlier ones. Use guiding questions and prompts to discuss and/or respond in writing.
- Using a shared text under the document camera, have students highlight a stanza, part of a scene or story and explain how it builds on the previous stanza, part of a scene, or story. Use guiding questions and prompts to discuss and/or respond in writing.
- Use a chapter book to chart the big idea in each chapter (building block graphic organizer) and discuss the order/impact of the events to the overall plot. Make predictions as the plot unfolds. This can also be done with poetry and dramas.
- Using a wordless picture book, write a class chapter book that includes chapter titles and content that describes how each chapter builds upon the other to formulate the plot. This could be done as a poem or drama, too.
- Using the book *The Mysteries of Harris Burdick* (VanAlsburg), select a picture and write a narrative that includes a series of events that build upon the other to formulate the plot.
- *The Common Core Lesson Book* (pg. 90) – Collaborative Sequencing: create a new chapter title and explain your thinking.
- Matchbook Chapter Summaries – Use a file folder, students will create a small flap for each chapter. On the outside is a picture of the big idea from the chapter, inside in a summary of the chapter. This could be done for a poem or drama, too.

Materials / Assessments / Recommended Titles

- *Chocolate Fever, Balto, Stone Fox, Charlotte’s Web, Sarah Plain and Tall, Herbie Jones and the Class Gift*
- Wordless picture books: *Tuesday* (Wiesner), *Journey* (Becker),

Teaching Note

Students need to have a firm understanding of the elements of stories, dramas, and poetry to be successful with this standard.

<i>Pancakes for Breakfast</i> (DePaola) • Narrative poetry • Dramas • Writing activities from the possible tasks can be used as assessments • Exit ticket (ex. How did the big idea in this chapter/scene/stanza build upon the previous chapter/scene/stanza?) • Matchbook Chapter Summaries	
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Reading Literature: Integration of Knowledge and Ideas, Sources of Information

This standard supports students in learning that all parts of a text (words and illustrations) are used to make meaning. **MP #3, spiral through #4**

CC.1.3.3.G - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Academic Vocabulary: mood, setting, tone, illustrations, conveyed, depicts, emphasize, character, setting, illustrator, plot, figurative language, aspect

Objective "The students will"

- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

Guiding Questions and Prompts

- How does the illustration help create the mood?
- How does the illustration relate to what the author tells us about the characters/setting/mood?
- What stands out in the illustration? Why do you think the artist did this?
- Which illustrations best depict the setting/characters/mood? Explain.
- Would you add or change anything in this illustration? Why?

Possible Tasks

- Create an anchor that uses known pictures from text/s to generate a list of moods. (a picture of a storm = fear)
- Explicitly teach the term mood. Read aloud excerpts from stories that provide palpable example of mood. Challenge students to describe the mood and cite specific words or phrases as evidence of mood. Follow this with examining the illustrations that go along with the text in terms of color, emphasis of objects in the picture, size of the illustration, etc. Discuss or respond in writing using the guiding questions/prompts above. (You may also cover the illustrations, describe the mood, and then reveal the text.)
- Have students evaluate illustrations in a text using the prompt *Which illustrations best depict the setting/characters/mood? Explain.* Students should mark the illustrations in the text and explain in writing why they chose those illustrations.

Materials / Assessments / Recommended Titles

- *Cliffhanger, Thunder Cake, Owl Moon, Unspoken* (Cole)
- Chris VanAllsburg books, Patricia Polacco books
- Poetry
- After listening to or reading a part of a story, students illustrate the mood and explain the mood with evidence.
- Students write a descriptive paragraph based on an illustration.
- Completed tasks from above
- Exit tickets using prompts above

Teaching Note

Mood - a feeling a reader gets from a story or illustration

Reading Literature: Integration of Knowledge and Ideas, Text Analysis

This standard supports students in comparing, contrasting, and integrating information from stories written by the same author about the same or similar characters. **MP #4**

CC.1.3.3.H - Compare and contrast the themes, settings, and plots of stories (stories, dramas, or poems) written by the same author about the same or similar characters.

Academic Vocabulary: compare(similarities), contrast (differences), scene, setting(time, place, environment), plot, characters, author

Objectives “The students will”

- Compare and contrast the setting and plots of stories, dramas, or poems written by the same author about the same or similar characters.
- Compare and contrast the themes of stories, dramas, or poems written by the same author about the same or similar characters.

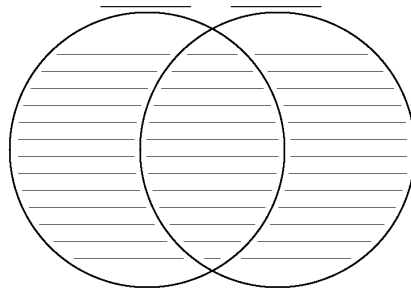
Guiding Questions and Prompts

- What is similar/different about settings/characters/events/themes in these two stories?
- What major problem or goal do the two main characters face? How are these similar/different?
- How do other characters respond to these characters? Do you notice similarities in the way the two characters are treated?
- How do the themes of these two stories connect?
- Are these stories more similar or different? Cite evidence.

Possible Tasks

- Create an anchor chart that includes signal/key words for compare/contrast and sentence starters.
- Read aloud two books written *by the same author with the same character*. After reading each book, record on a comparison anchor chart (e.g., Venn, top hat) the theme, setting, and plot. Use the guiding questions and prompts above to analyze and draw conclusions about the two texts. Students discuss and respond in writing.

Name : _____ **Venn Diagram**



© Math-Aids.Com

17th Century Family	19th Century Family	Your Thoughts ...

- Engage in an author study of books written *by the same author that have the same character*. Use the Venn diagram or top hat organizer from above to analyze and explain how they are similar and different – cite evidence. Use guiding questions and prompts from above to draw conclusions.

Materials / Assessments / Recommended Titles • <i>Clementine, Cam Jansen, Horrible Harry, Amber Brown</i> • Patricia Polacco books with the same characters • Magic Treehouse books • Completed student tasks from above • Exit tickets using the guiding questions above	Teaching Note Identifying similarities and differences is not the end of the comparison process. Students must be able to use the information to draw conclusions, extend their thinking, and put their learning to use in a meaningful way. (Silver, Dewing, Perini 2012)
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Speaking and Listening: Comprehension and Collaboration

These standards support students as they present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. **MP #1, #2, #3, #4**

CC.1.5.3.A - Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.3.B - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

CC.1.5.3.C - Ask and answer questions about information from a speaker, offering appropriate detail.

CC.1.5.3.G - Demonstrate command of the conventions of Standard English when speaking, based on Grade 3 level and content.

Academic Vocabulary: enunciation, volume, clear/concise, topic, eye contact, elaborate, face the speaker, clarification/clarify, collaboration, main idea, supporting details, appropriate

Objectives "The students will"

- Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- Ask and answer questions about information from a speaker, offering appropriate detail.
- Demonstrate command of the conventions of Standard English when speaking, based on Grade 3 level and content.

Guiding Questions and Prompts

- How can you prepare for this discussion or collaboration?
- What are the rules for this discussion or collaboration?
- What questions can you contribute?
- Explain your own ideas and understanding.
- What is the main idea and details of the text read aloud?
- What was the speaker's main message?
- What questions can you ask or answer about the information presented by the speaker?
- Does that sound right? We use Standard English when we speak?

Possible Tasks

- As a class, create anchor charts to establish rituals and expectations for classroom discussion (whole group, small group, partnerships). Accountable Talk Anchor chart – *Growing Independent Learners* (pg. 247)
- Use the stop and chat strategy during read alouds, presentations, or visual media to discuss the details and how they help determine the main idea and supporting details.
- As a class, create an anchor chart to establish turn and talk procedures. (ex: face the speaker, one person speaks at a time, etc.)
- Utilize a Socratic Seminar to discuss text.
- Use hand signals for class discussions. You can search for or create your own signals for things like "I'd like to add to..." "I have a question." "I need clarification on..." "I agree..." "I don't agree..." "This is off topic...", etc.

Materials / Assessments / Recommended Titles

- Students self-assess and self-monitor using a rubric
- *My Mouth is A Volcano!* (Julia Cook), *Interrupting Chicken* (David Ezra Stein)

Teaching Note

Students should speak using Standard English in complete sentences with appropriate volume.

Speaking and Listening: Presentation

These standards support students as they present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. **MP #1, #2, #3, #4**

CC.1.5.3.D - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.E - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.3.F - 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.

CC.1.5.3.G - Demonstrate command of the conventions of Standard English when speaking, based on Grade 3 level and content.

Academic Vocabulary: topic, recount, experience, relevant, descriptive details, adequate volume, appropriate pacing, clear pronunciation, engaging, fluid reading, understandable pace, visual displays, emphasize, enhance

Objectives “The students will”

- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 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.
- Demonstrate command of the conventions of Standard English when speaking, based on Grade 3 level and content.

Guiding Questions and Prompts

- What topic are you speaking about? What facts and details should you include?
- Does the story you are telling have a beginning, middle, and end?
- Add more descriptive details.
- Let’s restate the question to answer in complete sentences and use academic vocabulary.
- Have you practiced reading your story or poem?
- Do you need to add visual displays to make my presentation better?
- Are you reading clearly and at a pace that is understandable for the listener?
- Does that sound right? We use Standard English when we speak?

Possible Tasks

- Before writing a narrative piece, have students retell the experience with appropriate facts and details with a partner.
- Expect students to consistently speak in complete sentences using academic vocabulary during discussions, presentations, and when answering questions.
- Use the TAG strategy to teach students how to put the language from the question in the answer orally.

Materials / Assessments / Recommended Titles

- Adobe Voice, Voki, Blabberize.com, Recap
- Student Presentation rubric

Teaching Note

Students should speak using Standard English in complete sentences with appropriate volume.

Conventions of Standard English

An understanding of language is essential for effective communication. Third grade students must have command of the grammar and usage of spoken and written Standard English. **Model these components of the English language as you model writing. In addition, encourage these behaviors in your students' speaking and writing.**

C.C.1.4.3.F, R, L- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.

GRAMMAR AND USAGE:

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., *childhood*).
- Form and use regular and irregular verbs.
- Form and use the simple verb tenses (e.g., *I walked; I walk; I will walk*).
- Ensure subject-verb and pronoun-antecedent agreement.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.

CAPITALIZATION, PUNCTUATION, AND SPELLING:

- Capitalize appropriate words in titles.
- Use commas in addresses.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

KNOWLEDGE OF LANGUAGE:

- Choose words and phrases for effect.

Writing Process

An understanding of the writing process using the writing workshop model is essential for writing instruction. This process will need to be modeled, practiced, and supported. The parts of the writing process are:

1. Prewriting (Brainstorming & Planning)
2. Drafting
3. Revising
4. Editing
5. Publishing

Writing instruction is taught through the workshop model. This workshop consists of:

- Mini-lesson (includes modeling writing)
- Work Time
- Sharing

Resources for Teaching Writing:

- *Trait Crate; Using Picture Books to Teach Writing; 6+1 Traits of Writing: Grades 3 and Up* (Culham)
- *Craft Lessons; Nonfiction Craft Lessons* (Fletcher)
- *The Common Core Writing Book* (Owocki)
- *Marvelous Mini Lessons for Teaching Beginning Writing: K-3* (Jamison Rog)

Writing- Narrative

These standards support students in writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **MP #1, #2, #3, #4**

CC.1.4.3.M – Write narratives to develop real or imagined experiences or events.

CC.1.4.3.N - Establish a situation and introduce a narrator and/or characters. (focus)

CC.1.4.3.O- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.(content)

CC.1.4.3.P- Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.(organization)

CC.1.4.3.Q- Choose words and phrases for effect. (style)

CC.1.4.3.R- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. (conventions)

CC.1.4.3.T- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CC.1.4.3.U- With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CC.1.4.3.W- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.4.3.X- 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 discipline-specific tasks, purposes, and audiences.

Academic Vocabulary: narrative, experiences, fiction, hook/bold beginning, setting, situation, character, problem, resolution/excellent ending, dialogue, adjectives/descriptive details, focus/small moment, failure to solve problem, solution to problem, closure, narrator, sequence, transitions, temporal words, brainstorm, draft, revise, edit, publish, share

How to teach these standards:

- **Writing Checklists:** Use the PSSA Writer’s Checklists for each mode with students as a guide.
- **Exemplars and mentor texts:** Use exemplars and mentor texts. Show high and med examples so students can detect what’s better about the high work. Use **shared reading** to read exemplars or examples. Based on exemplars and mentor texts, the class builds anchor charts about good narrative writing then, sets 1-2 writing goals for themselves.
- **Direct Instruction:** Use direct instruction to briefly explain a new concept or skill.
- **Model and Think Aloud:** *Every lesson* should have the teacher **model and think aloud** as you plan, draft, revise and edit.
- **Small Bites:** Use a small section of a mentor text or your own writing as a model of *how-to* do what is expected that day. *Less is better*. Each lesson should have one **primary literacy objective**.
- **Short and Precise Directions:** Give short, precise directions with clear expectations of what students are to try that day in their writing.
- **Scaffold:** Use anchor charts and other helps such as exemplars, scored work, word walls, interactive notebooks, thesauruses, etc. to support writers and build toward independence.
- **Coaching Conferences or Small Groups:**
 - Ask questions that allow students to share their thinking aloud
 - Cue them as to what strategy to try

- Model again if needed or refer to an exemplar or your own writing
- Give feedback-focus on their goal or where they are stuck. Focus feedback to a praise and a push.
- Attribute when they are successful in the objective or meeting their goal.
- **Sharing:** a chance to attribute success to students as they explain their thinking to the class. This helps other students construct meaning about how to meet the lesson objective.

Mini-lessons: 80% Craft (*focus, content, organization, style*), 20% Conventions of the English Language

Objectives “The student will”

- Write narratives to develop real or imagined experiences or events.

Focus

- Establish a situation.
- Introduce a narrator and/or characters.

Content

- Recall information from experiences.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Organization

- Organize an event sequence that unfolds naturally.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

Style

- Choose words and phrases for effect.

Conventions

- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.

Writing Process

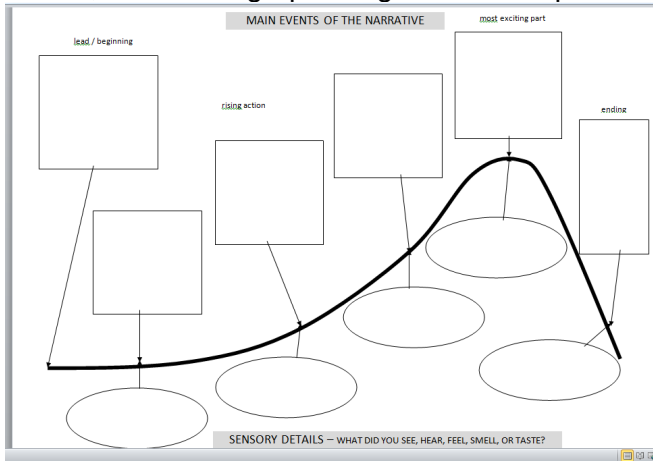
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range discipline-specific tasks, purposes, and audiences.

Guiding Questions and Prompts

- What is your purpose for writing? Who is your audience?
- How can you establish the situation and sequence the events in your writing?
- Who is telling the story?
- How can you use description to develop events or show character views?
- What words can you use to create a picture in the reader’s mind?
- How can you use dialogue to develop events or show character’s views?
- What words can you use to show event order?
- How can you close this piece?
- Let’s revise for stronger _____.
- What words can you replace to make your writing come alive?
- What sentences can you combine to make your writing stronger?
- Use a writing checklist to revise and edit.
- Use editing marks when you proofread your writing.
- Reread your writing to fix _____.

Possible Mini Lessons

- What is a Narrative (Anchor Chart) : Personal (Small Moment) & Fiction (Made Up Story)
- Teach the difference between real experiences (personal narratives, memoirs, etc.) and imagined experiences; students brainstorm lists of experiences in their writer's notebook.
- Model writing an imaginative story in front of your class; students help you with making up characters, settings, events, dialogue, details, etc. Use a graphic organizer to map the story structure.



- Focus Mini Lesson Ideas: watermelon vs. seed, inverted triangle
- Content Mini Lesson Ideas: Show Not Tell anchor chart, Sensory Details anchor chart, Developing Characters anchor chart (What are the characters' failed attempts at solving the problem? How does the character solve the problem?)
- Teach dialogue using the book *Interrupting Chicken* (David Ezra Stein)
- Organization Mini Lesson Ideas: Create a Hooks and Endings (I hope..., I wish..., I learned...)Anchor Chart, Sequencing a Story, temporal words
- Style Mini Lesson Ideas: Show Not Tell anchor chart (descriptive details)
- Evaluate exemplars for all traits of narrative writing and

Possible Student Tasks in Writing

- Brainstorm Watermelon vs. Seed Ideas
- Personal Narrative
- Memoir of a _____
- Use a sensory detail graphic organizer to add to writing
- Practice showing – not telling- emotions with a partner
- Cartoon strips with speech bubbles (dialogue)
- Fractured Folktale/Fairy Tale

Possible Student Tasks in Math

- Write real or imaginative story problems.

Possible Student Tasks in Social Studies

- Write a narrative from the perspective of an Early American Settler or Native American.

Possible Student Tasks in Science

- Write an imaginative story about living things within an ecosystem that illustrates how they live and interact within their ecosystem.

students can select goals based on what they notice in the exemplar/s.	
Materials / Assessments / Recommended Titles • <i>Memoirs of a Hamster</i> (Devin Scillian); <i>Memoirs of a Goldfish</i> (Devin Scillian) • <i>A Moment in Time</i> (Jennifer Butenas); <i>Thank You, Mr. Falker</i> (Patricia Polacco); <i>Owl Moon</i> (Jane Yolen) • <i>Rollercoaster</i> (Marla Frazee) for teaching focus • <i>Nugget and Fang</i> (Tammi Sauer) for teaching a made up story • <i>The Homerun</i> • Fractured folktales/fairy tales • Students use a standard's based narrative rubric to self-assess; teacher uses the same rubric to assess • Apps & Websites for Publishing: Adobe Voice, Voki, Story Creator, Write About This, Blabberize.com	Teaching Note C.C.1.4.3.R- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. (conventions)

Writing- Informative/Explanatory Writing

These standards support students in writing informational texts to examine and convey ideas and information clearly and accurately. **MP #1, #2, #3, #4**

CC.1.4.3.A- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.B- Identify and introduce the topic. (focus)

CC.1.4.3.C- Develop the topic with facts, definitions, details, and illustrations, as appropriate. (content)

CC.1.4.3.D- Create an organizational structure that includes information grouped and connected logically with a concluding statement or section(organization)

CC.1.4.3.E- Choose words and phrases for effect (style)

CC.1.4.3.F- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling (conventions)

CC.1.4.3.T- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CC.1.4.3.U- With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CC.1.4.3.V – Conduct short research projects that build knowledge about a topic.

CC.1.4.3.W- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.4.3.X- 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 discipline-specific tasks, purposes, and audiences.

Academic Vocabulary: nonfiction, facts, text features, content, focus, paragraph, topic sentence, details, definitions, illustrations, resources, informative, explanatory, organizational structure, connected logically, concluding statement, plagiarism, examine, convey, research, evidence, brainstorm, draft, revise, edit, publish, share

How to teach these standards:

- **Writing Checklists:** Use the PSSA Writer's Checklists for each mode with students as a guide.
- **Exemplars and mentor texts:** Use exemplars and mentor texts. Show high and med examples so students can detect what's better about the high work. Use **shared reading** to read exemplars or examples. Based on exemplars and mentor texts, the class builds anchor charts about good narrative writing then, sets 1-2 writing goals for themselves.
- **Direct Instruction:** Use direct instruction to briefly explain a new concept or skill.
- **Model and Think Aloud:** *Every lesson* should have the teacher **model and think aloud** as you plan, draft, revise and edit.
- **Small Bites:** Use a small section of a mentor text or your own writing as a model of *how-to* do what is expected that day. *Less is better.* Each lesson should have one **primary literacy objective**.
- **Short and Precise Directions:** Give short, precise directions with clear expectations of what students are to try that day in their writing.
- **Scaffold:** Use anchor charts and other helps such as exemplars, scored work, word walls, interactive notebooks, thesauruses, etc. to support writers and build toward independence.
- **Coaching Conferences or Small Groups:**
 - Ask questions that allow students to share their thinking aloud

- Cue them as to what strategy to try
- Model again if needed or refer to an exemplar or your own writing
- Give feedback-focus on their goal or where they are stuck. Focus feedback to a praise and a push.
- Attribute when they are successful in the objective or meeting their goal.
- **Sharing:** a chance to attribute success to students as they explain their thinking to the class. This helps other students construct meaning about how to meet the lesson objective.

Mini-lessons: 80% Craft (*focus, content, organization, style*), 20% Conventions of the English Language

Objectives “The student will”

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Conduct short research projects that build knowledge about a topic.

Focus

- Identify and introduce the topic.

Content

- Develop the topic with facts, definitions, details, and illustrations, as appropriate.
- Gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Organization

- Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
- Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

Style

- Choose words and phrases for effect.

Conventions

- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.

Writing Process

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Guiding Questions and Prompts

- What is your purpose for writing? Who is your audience?
- How can you introduce the topic? How can you hook the reader?
- How can you develop the topic with facts, definitions, details, quotations, or other information?
- How can you organize this piece? What text features could you use?
- How can you use transition words to organize your information?
- Are there places where the sequence is not clear?
- How can you conclude your writing?
- Let’s revise for stronger _____.
- What words can you replace to make your writing come alive?
- What sentences can you combine to make your writing stronger?
- Use a writing checklist to revise and edit.
- Use editing marks when you proofread your writing.
- Reread your writing to fix _____.

• 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 discipline-specific tasks, purposes, and audiences.	
Possible Mini Lessons • Use informational mentor texts to show how authors narrow and organize their topics, and how they add illustrations and captions to give additional information about the topic. Students use sticky notes to identify text features in books and discuss how the information is useful. • Use informational mentor texts to show various ways authors introduce and conclude informational writing. With students, create anchor charts on informational leads and informational closure techniques for students to reference while writing. • Use informational mentor texts to show how to research facts and change into own words. Teach the difference between facts and opinions. • Model how to organize information writing into paragraphs that include an introduction with a hook, a middle with information, and a closing that wraps up the information. This should include a clear main idea with supporting details and transitions. • Teach students how to use technology to research/publish: Good Websites vs. Bad Websites for Research Anchor Chart: Good = Pebble Go, Scholastic Bad = Wikipedia (Are websites valid? Information has to be on more than one website.)	Possible Student Tasks in Writing • Write to give new students information about the ____ procedure in our classroom. • How to..... book (write step by step instructions using a topic sentence, variety of transitions, specific verbs, and a fun concluding sentence) • Oral presentation with supporting visuals • All About ____ Book / All About ____ Website Possible Student Tasks in Math • Write to compare geometric shapes and their attributes. Possible Student Tasks in Social Studies • Write a news report about a natural disaster and its impact on a community. Possible Student Tasks in Science • Design a postcard that depicts a common landform in PA that includes information about how it was formed and how it has changed over time. • Write a lab report.
Materials / Assessments / Recommended Titles • <i>What Do You Do With a Tail Like This?</i>; <i>Bones</i>; <i>Biggest, Strongest, Fastest</i> (Steve Jenkins) • <i>A Drop of Water: A Book of Science and Wonder</i> (Walter Wick); <i>All the Water in the World</i> (George Ella Lyon) • <i>Throw Your Tooth on the Roof</i> (Selby Beeler)	Teaching Note C.C.1.4.3.R- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. (conventions)

• Biographies • Pebble Go, Scholastic • Students read their How to..... book to a partner for them to complete the action to show if there is enough detail / clear directions • Students and teacher use standards based rubrics to asses informational writing	
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Writing- Opinion/Argumentative

These standards support students in writing opinions to support claims about topics or texts using valid reasoning and relevant, sufficient evidence. **MP #1, #2, #3, #4**

CC.1.4.3.G- Write opinion pieces on familiar topics or texts.

CC.1.4.3.H- Introduce the topic and state an opinion on the topic.(focus)

CC.1.4.3.I- Support an opinion with reasons.(content)

CC.1.4.3.J- Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.(organization)

CC.1.4.3.K- Use a variety of words and sentence types to appeal to the audience.(style)

CC.1.4.3.L- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling (conventions)

CC.1.4.3.T- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CC.1.4.3.U- With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CC.1.4.3.V – Conduct short research projects that build knowledge about a topic.

CC.1.4.3.W- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.4.3.X- 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 discipline-specific tasks, purposes, and audiences.

Academic Vocabulary: opinion, persuade, argument, convince, reasons, examples, support, purpose, topic and concluding statement, introductory phrases, hook, advertisement, reviews (book/movie), organizational structure, logical order, familiar, audience, appeal, brainstorm, draft, revise, edit, publish, share

How to teach these standards:

- **Writing Checklists:** Use the PSSA Writer's Checklists for each mode with students as a guide.
- **Exemplars and mentor texts:** Use exemplars and mentor texts. Show high and med examples so students can detect what's better about the high work. Use **shared reading** to read exemplars or examples. Based on exemplars and mentor texts, the class builds anchor charts about good narrative writing then, sets 1-2 writing goals for themselves.
- **Direct Instruction:** Use direct instruction to briefly explain a new concept or skill.
- **Model and Think Aloud:** *Every lesson* should have the teacher **model and think aloud** as you plan, draft, revise and edit.
- **Small Bites:** Use a small section of a mentor text or your own writing as a model of *how-to* do what is expected that day. *Less is better*. Each lesson should have one **primary literacy objective**.
- **Short and Precise Directions:** Give short, precise directions with clear expectations of what students are to try that day in their writing.
- **Scaffold:** Use anchor charts and other helps such as exemplars, scored work, word walls, interactive notebooks, thesauruses, etc. to support writers and build toward independence.
- **Coaching Conferences or Small Groups:**
 - Ask questions that allow students to share their thinking aloud

- Cue them as to what strategy to try
- Model again if needed or refer to an exemplar or your own writing
- Give feedback-focus on their goal or where they are stuck. Focus feedback to a praise and a push.
- Attribute when they are successful in the objective or meeting their goal.
- **Sharing:** a chance to attribute success to students as they explain their thinking to the class. This helps other students construct meaning about how to meet the lesson objective.

Mini-lessons: 80% Craft (*focus, content, organization, style*), 20% Conventions of the English Language

Objectives “The students will”

- Write opinion pieces on familiar topics or texts.
- Conduct short research projects that build knowledge about a topic.

Focus

- Introduce the topic and state an opinion on the topic.

Content

- Support an opinion with reasons.
- Gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Organization

- Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
- Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect an opinion and reasons.

Style

- Use a variety of words and sentence types to appeal to the audience.

Conventions

- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.

Writing Process

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or

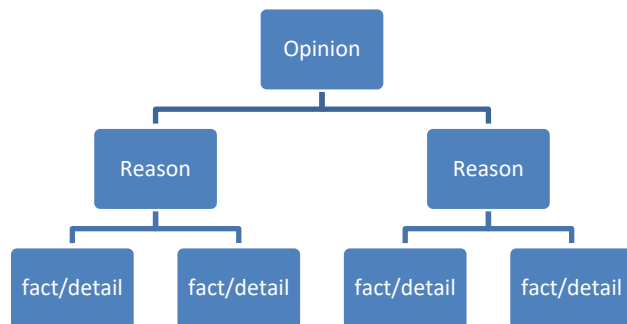
Guiding Questions and Prompts

- What is your purpose for writing? Who is your audience?
- How can you introduce your writing by drawing the reader toward your opinion?
- What reasons will you use to support your opinion? What evidence will you use?
- What key words and phrases can you use to support your opinion?
- How will you organize your writing, including transition words?
- How will you conclude your opinion piece to move the reader?
- What words can you replace to make your writing more convincing?
- What sentences can you combine to make your writing stronger?
- Use a writing checklist to revise and edit.
- Use editing marks when you proofread your writing.
- Reread your writing to fix _____.

a day or two) for a range discipline-specific tasks, purposes, and audiences.

Possible Mini Lessons

- Use mentor texts with opinions about topics of interest to your class. Discuss how opinion writing is different from narrative and informational writing. Create an opinion writing anchor chart with the class that includes the key components of opinion writing.
- Use a graphic organizer to model outlining an opinion on a topic that includes: 1. Opinion statement 2. Reasons 3. Facts and details to support the reasons.



(Add as many reasons and fact/details as needed to support the opinion.)

- OREO Anchor Chart:

O/Opinion (topic):

In my opinion....., I think....., I would recommend....

R/Reasons:

E/Examples:

O/Opinion (conclusion):

This is why I think....., These are the reasons why.....
This is why you should.....

Possible Student Tasks in Writing

- Write a book review about a favorite book and give reasons why others should read it. Write other kinds of reviews (restaurant, movie, product, game reviews).
- Write to express your opinion about a character in a book you read. What trait best describes that character and why?
- Write a commercial to persuade the audience to buy your product. Perform the commercial.

Possible Student Tasks in Math

- If you could create a new coin, what would be the denomination and why? Who would you put on your coin and why?

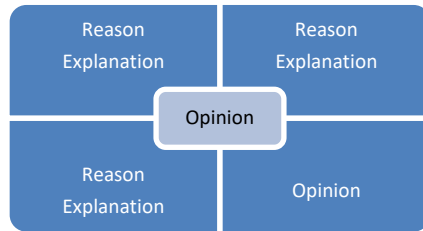
Possible Student Tasks in Social Studies

- Choose a school rule in which you disagree? Write an opinion letter to the principal to convince him/her to change this rule.

Possible Student Tasks in Science

- Write an opinion piece about the difference between recycling and conserving and why it is important to conserve our natural resources.

- Use a 4 square graphic organizer with the OREO strategy:



- Use a topic of a book to form an opinion – *Hey Little Ant*, (Should the ant get squished or not?) *I Wanna Iguana*, (Write a letter to your parents convincing them to let you have a ____.) *A Fine, Fine, School* (Write a letter to the principal on why we should not have school all year. Write about your favorite part of the school day.)
- View commercials as examples of persuasion. While viewing listen for persuasive language to use in writing.

Materials / Assessment / Recommended Titles

- *The Perfect Pet* (Margie Palatini); *Earrings!* (Viorst); *Spoon* (Amy Krouse Rosenthal)
- *Time for Kids*; *Scholastic News*
- Students and teacher use standards based rubric to assess opinion writing

Teaching Note

C.C.1.4.3.R- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. (conventions)

Writing – Response to Literature / Informational Text

This standard supports students in using literature or informational text to respond in writing. They should go beyond describing or repeating the information in the text. Instead, they should analyze the information in the text and write about it in an insightful way. **MP #1, #2, #3, #4**

C.C.1.4.3.S – Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

Academic Vocabulary: evidence, analysis, reflection, research, literature, informational text, key words, topic, brainstorm, organization, word choice, revise, edit, close reading, annotating

Objectives “The students will”

- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

Guiding Questions and Prompts

- What is this question asking you to write about? What are the key words in the question?
- What is the topic or text you are writing about? What evidence can you find in the literary or informational text(s) to support your claim(s)?
- Brainstorm how you will respond to this question.
- How can you introduce your writing by using the key words in the question and your evidence?
- How does the evidence support your analysis, reflection, or findings?
- Explain how the evidence supports the point you are making?
- How can you best organize your writing according to what the question is asking?
- Reread your writing to revise and edit.

Possible Tasks

- Teacher models and students use close reading and annotating to assist with understanding complex text. (Fisher & Frey recommend using four annotation marks: circle words or phrases you don't know, underline key details, ? write questions in the margins, ! write surprises in the margins)
- Teacher models and students use the R.A.C.E. strategy (or something similar) for responding to literature in writing using a shared text. (**R**estate the question, **A**nsWER the question, **C**ite your evidence, **E**xplain your thinking)
- Throughout the year, model the writing process that students need to follow so that they can successfully respond in writing to answer questions about text using evidence and elaboration. This should be done as a gradual release throughout the entire year with the ultimate goal being that students can complete the task on their own. Utilize guiding questions and prompts on the curriculum maps to help you create standards based text dependent questions that students will respond to in writing.

Materials / Assessments / Recommended Titles • Create short answer response questions using the Guiding Questions/Prompts on curriculum maps. • Use PSSA short answer response exemplars to examine qualities of written responses that score a 3, 2, 1, or 0. • Score written responses to literature/informational text using the PSSA <i>3-Point Short-Answer Scoring Guideline</i>.	Teaching Note C.C.1.4.3.R- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. (conventions)
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