

**ORANGE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
OFFICE OF ENGLISH LANGUAGE ARTS**

Third Grade

PARCC Aligned Curriculum Guide



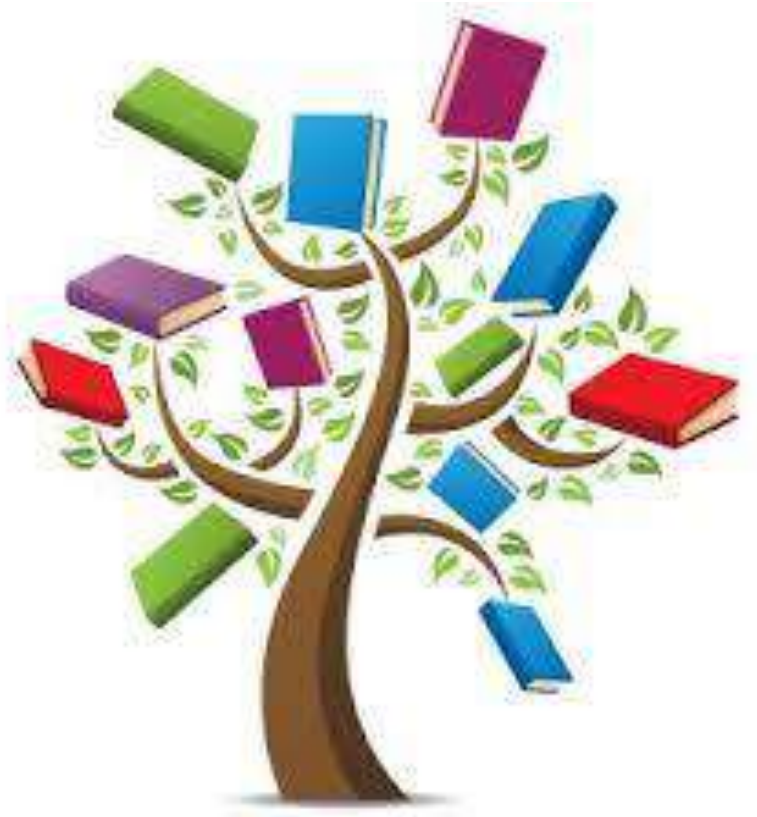
Unit 2

School Year 2015-2016

Grade 3 Unit Plan

Unit 2

Unit planning provides you with a sense of direction and organization that helps the teacher and the class to achieve significant academic gains within a particular time period. “It encourages alignment between teaching practice and three interrelated goals – **Acquisition** (of knowledge and skills), **Meaning Making** (understanding of “big ideas”) and **Transfer of learning.**” –Wiggins and McTighe



Grade	3
Unit	2
Unit Theme	Determination: Never Give Up
Unit Focus	<p>Students will be reading various fiction, non-fiction, and informational texts inclusive of the theme "Determination: Never Give Up." In each of the texts, students will encounter characters and people that had a desire and passion to accomplish something. In each of the texts, the characters and people are faced with challenges preventing them to accomplish their goal. Students will see how the characters and real life people faced these challenges in order to create something phenomenal in the end.</p> <p>Using these texts, students will study real life people in ways that will build critical thinking skills. Students will concentrate on determining the main idea and supporting details of various texts with a concentration on the development of the events over the course of time. Additionally, students will also pay close attention to text features in order to obtain more information as it applies to the big idea of the text. Students will also pay close attention to an author's text organization as it relates to key ideas in, and main purposes of, paragraphs or brief sections of the text. Understanding text structure will help students analyze the structure of the text and its effect on meaning. Using what they find from the paragraphs/sections within the text, students will determine connections using language that pertains to time, sequence or cause and effect. Students will be exposed to various texts that will allow them to learn new things by comparing and contrasting. By analyzing textual events, text organization, and text features, students will weave together sophisticated ideas and events and grasp the increasing complexity within multiple texts.</p>

Grade Level Standards

The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task (Common Core State Standards adopted 2010).

Focus Standards

Reading: Informational

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing

W.3.2 Write informative / explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, and verbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- k. Produce simple, compound, and complex sentences
- h. Use coordinating and subordinating conjunctions.

L.3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- c. Use commas and quotation marks in dialogue.
- e. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6 Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Reading Foundations

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text

- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and *expression* on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

Pacing

Marking Period 2: November 13, 2015-January 28, 2016

Essential Questions

What do **readers** do when they do not understand everything in a text?

How do **readers** construct meaning from text?

How do I figure out a **word** I do not know?

Why do readers need to pay attention to a writer's choice of **words**?

How do good **writers** express themselves? How does process shape the writer's product?

How do **writers** develop a well written product?

How can **discussion** increase our knowledge and understanding of an idea(s)?

How do **speakers** express their thoughts and feelings?

Enduring Understandings

Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.

Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.

Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.

Words powerfully affect meaning.

Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.

Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

Oral discussion helps to build connections to others and create opportunities for making learning concrete.

Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

LEARNING OUTCOMES

Student Goals:

To show proficiency, I will:

- Demonstrate independence
- Identify main idea and details in informational text to help understand the author's message
- Use various strategies to understand the meaning of unfamiliar words, such as context clues, Latin & Greek prefixes/suffixes, root words, etc.
- Study the organization of texts to determine connections using language that pertains to time, sequence, cause and effect, etc.
- Use text features and search tools to locate relevant information to enhance interpretation of the text
- Compare and contrast texts on the same topic in order to identify patterns and make connections for deeper understanding
- Produce writing appropriate to task, purpose, and audience
- Use a variety of strategies before, during, and after reading to construct, monitor, and confirm meaning, including
- Use reading strategies such as predicting, asking and answering text-dependent questions, inferring, summarize,
- Support reasons with evidence in order to understand and critically analyze the text.
- Use speaking and listening to interact with others for the purposes of contributing to a class discussion
- Use academic vocabulary when
 1. sharing and explaining ideas, viewpoints, and opinions,
 2. adjusting thinking/beliefs,
 3. solving problems
 4. completing tasks
 5. presenting ideas and information
 6. recounting experiences

Assessments (See *terms* for definitions)

Screening	Formative	Summative	Authentic
<ul style="list-style-type: none"> Running Records Unit Pretest On Demand Writing 	<ul style="list-style-type: none"> Mid Unit Check-Point Exit Tickets Anecdotal Notes Talk Moves Quiz Quick-Writes Concept Map Think-Pair-Share 	<ul style="list-style-type: none"> End of Unit Tests Open-Ended Responses to Literature Published Writing Pieces On-Demand Writing 	<p>(Students are to select <u>one</u> activity of <u>their choice</u>).</p> <ul style="list-style-type: none"> Create a timeline about someone you have studied. Choose two events from the time line and produce a piece of writing that explains what

- Use of Individual Whiteboards
- Summaries & Reflections
- Text Dependent Questions (TDQs)

the events tell about the person and how those events shaped the world. You can write an essay, a poem, a song, a play, etc.

- Create a PowerPoint, Prezi, iMovie, iBook, or digital book about a person you studied. Use textual evidence
- Create an interview between you and a person you studied. Be sure to answer the questions based on the person's point of view using textual evidence.
- Create your own invention. Explain why this invention is so important and how it will help people.

Integrated Standards

Reading: Literature (incorporate during interactive read alouds)

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Writing (incorporate during responses to texts)

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide concluding statement or section.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and Expressing their own clearly.

- a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

- a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Sample Reader's Workshop Schedule

Reader's Workshop with Mini Lesson (45 minutes)		Reader's Workshop with Interactive Read Aloud (45 minutes)	
Mini Lesson: Connection Teaching Point Active engagement Link	<u>10 minutes</u>	Interactive Read Aloud	<u>20 minutes</u>
Independent Reading: Students read at the independent level using the strategies they have learned to work towards their individual goal . <u>Student role:</u> stop and jot, and or writing in reader's notebooks. <u>Teacher Role:</u> Reading conferences, guided reading and or small group instruction.	<u>30 minutes</u>	Independent Reading	<u>20 minutes</u>
Share: Brief review of lesson, set up for tomorrow or share from student work.	<u>5 minutes</u>	Share	<u>5 minutes</u>

Reading Materials	Pacing	Strategies *teach through interactive read aloud or mini lesson	Student Assessment/Evidence/Research
Extended MENTOR Text (1) <i>(Grade appropriate novels Including but not limited to the list below)</i> Who Is Louis Braille, Margaret Frith	November 13-November 25 (9 days) Unit 2 Pre-Assessment <i>Main idea and Supporting</i>	Choose 2-3 per week from the choices below: -One Text, Multiple Ideas pg. 222 -Notice What Repeats pg. 223	Unit 2 Pre-Assessment Stop and Jots Reader's Notebook Entries Book Logs

<p>Reading Level, Lexile level 780 Who Is Milton Hershey, James Buckley Reading Level R</p> <p>Short MENTOR Texts OR Interactive Read Alouds (5-9) Literature & Non-Fiction (3-5)</p> <p>Chicken Sunday, Patricia Polacco Reading Level N</p> <p>Where the Wild Things Are, Maurice Sendak Reading Level Q</p> <p>The Patchwork Path: A Quilt Map to Freedom, Bettye Stroud Reading Level O</p> <p>Amelia's Road, Linda Altman Reading Level Q</p> <p>Uncle Jed's Barbershop, Margaret Mitchell Reading Level O</p> <p>Tashi and the Tibetan Flower Cure, Naomi Rose (level NA)</p> <p>The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art, Barb Rosenstock Reading Level Q</p> <p>Velma Gratch and the Way Cool Butterfly, Alan Madison Reading Level L</p> <p>Mistakes That Worked, Charlotte Jones Reading Level T</p> <p>Pop's Bridge, Eve Bunting Reading Level N <i>(Informational Texts include biographies & autobiographies, books about history, social studies, science, the arts, technical texts—directions, forms—and information displayed in graphs, charts, maps, etc.)</i></p> <p>Science (1-2)</p> <p>National Geographic Readers: Cats vs. Dogs, Reading Level N</p> <p>The Golden Gate Bridge, Jeffery Zuehlke</p>	<p><i>Details</i></p> <hr/> <p>November 30-December 4 (5 days) <i>Text Features</i></p> <hr/> <p>December 7-December 18 (10 days) <i>Text Structure (time, sequence, cause & effect)</i></p> <hr/> <p>December 21-23 (2 ½ days) <i>Vocabulary</i></p>	<p>-Topic/Subtopic/Details pg. 224 -Boxes and Bullets pg.226 -Paraphrase Chunks...pg. 228 -Why Does the Story Matter? Pg. 236 -What? So What? Pg. 237 -Consistently Ask, "How Do I know?" pg. 255</p> <hr/> <p><i>Choose 2-3 from the choices below:</i> <u>Text Features</u> (Jan. 4-12) -Cover Up Then Zoom In pg. 275 -Get More From Pictures pg. 278 -Diagram Show and Tell pg. 282 -Why A Visual? Pg. 283 -Maps pg. 288 -Graphic Graphs pg. 295</p> <hr/> <p>Introduce Description, Cause & Effect, Compare and Contrast, and Sequence Structures: -Description: (see main idea and details strategies-you can repeat a strategy or choose another one) -Cause & Effect: Click Here! -Compare & Contrast: pg. 264 -Sequence: page 235 <i>After each structure has been taught, teach students how to identify each structure in texts:</i> -Consider Structure pgs. 240-241</p> <hr/> <p><i>These strategies can also be taught throughout the unit:</i> -Infer to Figure It Out pg. 310 -Context + Clues = Clarity pg. 314</p>	<p>Responses to Informational Texts Daily Reading Conferences</p> <hr/> <p>Stop and Jots Reader's Notebook Entries Book Logs Responses to Texts Daily Reading Conferences</p> <hr/> <p>Stop and Jots Reader's Notebook Entries Book Logs Responses to Texts Daily Reading Conferences Mid-Checkpoint Assessment(December 18)</p> <hr/> <p>Stop and Jots Reader's Notebook Entries Book Logs Responses to Texts</p>
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<p>Reading Level O Storyworks articles <u>Social Studies (1-2)</u> A Lesson for Martin Luther King Jr. , Denise Lewis Patrick Reading Level, K Roberto Clemente , Dorling Kindersley Readers Reading Level P Storyworks articles</p> <p><u>Language</u> If You Were a Suffix , Marcie Aboff If You Were a Prefix , Marcie Aboff If You Were a Contraction , Trisha S. Shaskan Words, Words, Words by Janet Allen Bringing Words to Life by Isabel Beck</p>	<p>-----</p> <p>January 4-12 (7 days) <i>Preparing to Compare and Contrast</i> <i>Begin Administering Running Records</i></p> <p>-----</p> <p>January 13-22 (7 days) <i>Compare & Contrast (Writing about Reading)</i> <i>Unit 2 Post Assessment</i></p> <p>-----</p> <p>January 25-28 (4 days)</p>	<p>-It's Right There in the Sentence! pg. 318 -Use a Reference and Explain it pg. 319 -Find Similarities (and Differences) - Within Groups pg. 320 -Insert a Synonym pg. 302 -Look to Text Features pg. 305</p> <p>-----</p> <p><i>Before students can compare and contrast texts, they first need to analyze each text separately (choose 2 each week)</i> -Note Taking Helps to Understand Nonfiction pg. 364 -Code a Text pg. 260 -Important Versus Interesting pg. 262 -What Can I Do with a Sticky Note? Pg. 360</p> <p>-----</p> <p><i>Once students have taken notes and/or coded two texts separately, have them choose a big idea to write a response to informational text (Choose ONE):</i> -Compare Books For New Ideas pg. 371 -Idea Connections pg. 376</p> <p>-----</p> <p>Reflect and Reteach using the same</p>	<p>Daily Reading Conferences</p> <p>-----</p> <p>Stop and Jots Reader's Notebook Entries Book Logs Responses to Texts Daily Reading Conferences/Running Records</p> <p>-----</p> <p>Stop and Jots Reader's Notebook Entries Book Logs Responses to Texts Daily Reading Conferences/Running Records Administer Unit 2 Post Assessment</p> <p>-----</p> <p>Stop and Jots Reader's Notebook Entries</p>
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	Reflect & Reteach	strategies during independent reading and reading conferences	Book Logs Responses to Texts Daily Reading Conferences/Running Records Running Records Due 1/28
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Sample Writer's Workshop Schedule (45 minutes)

Mini Lesson: Connection Teaching Point Active Engagement Link	<u>10 minutes</u>
Independent Practice: Students work alone or with their writing partner, applying strategies learned to their own writing. Here, students will be at different stages of the writing process. The teacher's role is the facilitator...circulating the room, monitoring, encouraging, conferring, and providing help as needed. The teacher can confer with individual students or small groups. Peer conferring may also take place.	<u>25 minutes</u>
Share: Brief review of lesson, set up for tomorrow or students share work.	<u>10 minutes</u>

Writing Materials	Pacing	Strategies	Student Assessment/Evidence
Text <u>Lucy Calkins Units of Study-Information: Unit 2-Bends I, II, III</u> <u>Writing Pathways</u> <u>If...Then...Curriculum</u> Genre Informational (4) <ul style="list-style-type: none"> two reflective of the writing process two on demand 	November 13 <i>Administer On demand Writing (TELL STUDENTS ABOUT THE PROMPT ON NOVEMBER 12)</i>	<u>On Demand Writing:</u> (page 128 in Writing Pathways) <i>"Think of a topic that you've studied or that you know a lot about. Tomorrow, you will have 45 minutes to write an informational (or all about) text that teaches others interesting and important information and ideas about that topic. If you want to find and use</i>	On demand writing

<p>Responses to Informational text</p> <p>Sample Informative Topics (Response to Informational Text)</p> <ul style="list-style-type: none"> Animals [basic facts, animal babies, interaction with others, and habitats, endangered] <i>Explain the reasons elephants are endangered.</i> Biographies –<i>Explain what makes George Washington a good leader.</i> Historical Events Author Study Compare and Contrast Essays <p>Suggestions for Integrating Opinion and Narrative Writing during Reader’s Workshop</p> <p>Sample Opinion Essay Topics (Response to Texts)</p> <ul style="list-style-type: none"> A response to informational text (i.e./ <u>In the text, Who is Louise Braille</u>, what lesson do you think Louise learned growing up blind?) <i>Storyworks</i> debates <p>Sample Narrative Topics</p> <p>For ideas, students can use:</p> <ul style="list-style-type: none"> heart maps writing territories writer’s notebooks 	<p>-----</p> <p>Week of November 16 (5 ½ days) <i>Unit 2: The Art of Information Writing Bend I</i></p> <p>-----</p> <p>Week of November 23 (2 ½ days) <i>Unit 2: The Art of Information Writing Grammar</i></p> <p>-----</p> <p>Week of November 30 (5 days) <i>Unit 2: The Art of Information Writing Bend I</i></p>	<p><i>information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. Please keep in mind that you’ll have only 45 minutes to complete this. You will only have this one period, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about information writing.”</i></p> <p><u>“In your writing, make sure you:</u></p> <p>-Write an introduction</p> <p>-Elaborate with a variety of information</p> <p>-Organize your writing</p> <p>-Use transition words</p> <p>-Write a conclusion”</p> <p>-----</p> <p>Sessions 1 & 2</p> <p>-----</p> <p>Your mini lessons will focus on language standards reflective of your students’ needs (model with your own writing)</p> <p>-----</p> <p>Session 3 (model one structure each day and have students practice the structure. On the day after the last structure has been modeled, have students choose which structure they want to use</p>	<p>-----</p> <p>Writer’s Workshop</p> <p>Independent writing</p> <p>Shared writing</p> <p>On demand writing</p> <p>Writer’s Notebook entries</p> <p>Reflection</p> <p>Responses to Texts</p>
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**Week of December 7
(5 days)**

*Unit 2: The Art of
Information Writing
Bends I & II*

**Week of December 14
(5 days)**

*Unit 2: The Art of
Information Writing
Bends II*

**Week of December 21
(2 ½ days)**

*Unit 2: The Art of
Information Writing
Bends II & Editing*

**Week of January 4
(5 days)**

*Unit 2: The Art of
Information Writing
Bends II & III*

**Week of January 11
(5 days)**

*Unit 2: The Art of
Information Writing
Bends III*

**Week of January 19
(4 days)**

*Unit 2: The Art of
Information Writing
Bends III*

and begin drafting.

Sessions 5, 6, 7

Sessions 8 & 9

Session 10 (Revising &
Editing)

Sessions 11, 12 (split 12 into 2
sessions making the share activity a
separate mini lesson on
metaphors)

Sessions 13 (revising), 14 (adding
text features), 15 (editing)

Session 16 (editing)
Begin publishing

Week of January 25

*Publish
Celebrate
Portfolios
On Demand Writing*

Finish Publishing
Class Publishing Party (refer to
Session 21)
Choosing Pieces from your Writing
Folder to Place in Your Portfolio
Reflecting on Your Writing
Administer a second on demand
writing using the same prompt

Type of Assessment	Rubric	Student Sample	Student Strengths	Student Goals
Running Record	Scoring the Running Record	Sample Running Record	-Looks at beginnings of words -Uses all three cueing systems	-Teach strategies to help read the whole word: <i>Slow down and think, "Does that make sense?; Does it sound right?; Does it look right?" Check the beginning and end of the word.</i>
Fluency Record	Oral Reading Rates Rubric	Fluency Record	-Reads in two word phrases -Pauses at punctuations	-Teach strategies to assist with phrasing: Rereading, scooping more than 2 words at a time, read with a partner, let your eyes preview what's coming next.
Book Logs	N/A	Book Log	-chooses books that are a good fit, and in a variety of genres -reads at an appropriate page per minute rate (3/4 of a	-teach to read when she is done, stop at a place that's good for the book, not when the timer goes off -focus on reading one

			page per minute) -reads for about 60 minutes per day -reads at home and at schools -reads an appropriate level	book until completion before starting another
Engagement Inventories	N/A	Engagement Inventory	-Has strategies to get started reading -Can sustain reading for long periods of time -Jots about her reading to hold onto ideas	-Is she switching to a new book in the midst of another chapter book? If so, perhaps working to sustain on one book the entire time.
Stop & Jot	Character Continuum	Stop & Jot	-named what was in the text and pictures	-teach to think about the character's feelings and emotions.
Notebook Entry/Writing About Reading	PARCC Literary Analysis Task Rubric (scroll to bottom of page)	Notebook Entry	-Makes interpretations -Uses social issues a way to make interpretations -empathizes with characters -uses words to describe characters -provide some text evidence	-develop interpretations that are less obvious -see character in a complex way -analyze secondary characters -use more precise language when analyzing characters --provide more detailed text evidence
Anecdotal Notes	N/A	Teacher Sample	-stop & jots	-Teach to think about

			-book log updated -growth in reading stamina	why the character is saying and or doing certain things (character motivation)
Differentiation	Literacy Centers	Graphic Organizers	Teacher Think-Alouds	Double Entry Journals
	Scaffolded Questions	Guided Reading	Modeling	Role Playing
	Tiered Lessons	Question Stems	Exemplars	Text Coding
	Flip Books	Comprehension Bookmarks	Vocabulary Maps	Written Conversations
	Cubing & Think Dots	Choices (by intelligences)		
Technology	Roberto Clemente http://www.scholastic.com/browse/subarticle.jsp?id=4786 http://mrnussbaum.com/roberto-clemente/ https://www.youtube.com/watch?v=pbltQjK0Bo#t=116 Roberto Clemente (3,000th Hit) https://www.youtube.com/watch?v=XsmqqPxb_xM#t=10 Golden Gate Bridge http://www.history.com/this-day-in-history/golden-gate-bridge-is-born http://www.travelchannel.com/video/tour-the-golden-gate-bridge-11321 http://www.history.com/topics/san-francisco/videos/deconstructing-history-golden-gate-bridge Building of the Golden Gate Bridge http://www.youtube.com/watch?v=FKU1PTyHtbM Thomas Edison http://worldhistoryproject.org/topics/thomas-edison (Timeline with pictures) http://www.softschools.com/timelines/thomas_edison_timeline/24/ (Time line) http://americanhistory.si.edu/lighting/scripts/s19t.htm (Timeline of inventions) http://www.nps.gov/edis/forkids/a-brief-biography-of-thomas-edison.htm (biography) http://www.kidcyber.com.au/topics/edison.htm (biography) http://mrnussbaum.com/thomas-edison-printable-biography/ (biography) http://www.history.com/shows/america-the-story-of-us/videos/thomas-edison#thomas-edison (video) http://www.youtube.com/watch?v=VVL8ptff7yl (cartoon video)			

18

	<p>Inventions/Inventors http://www.timeforkids.com/photos-video/video/best-inventions-2013-134411(Top 5 new inventions from TFK 2013) http://www.youtube.com/watch?v=ggUI20GR7Fw (George Washington Carver) http://video.about.com/inventors/Profile-of-James-Naismith.htm (James Naismith)</p> <p>Chicken Sunday by Patricia Polacco http://www.youtube.com/watch?v=Og1DcDSvf9U http://www.patriciapolacco.com/books/chicken_sundy/c_sunday_index.html</p> <p>Monarch Butterfly http://www.enchantedlearning.com/subjects/butterfly/species/Monarch.shtml http://www.readwritethink.org/classroom-resources/calendar-activities/monarch-butterflies-begin-their-20279.html#classroom-activity http://www.uky.edu/Ag/CritterFiles/casefile/insects/butterflies/monarch/monarch.htm http://www.youtube.com/watch?v=WdfuVcwcQs (video-life cycle & Migration)</p>	
Resources	<p><u>Teacher Resources</u></p> <p>https://www.readworks.org/lessons/grade3/theme/lesson-1 “The Solution to Reading Comprehension” Lessons, Units, Reading Passages, Question Sets, etc. www.achievethecore.org Sample lessons, Student Writing Samples, Assessment Questions, Curricular Tools, Differentiation Strategies and Professional Development. www.thinkcentral.com JOURNEYS Companion Website. Provides all of JOURNEYS materials including TE, Student Editions, Reproducibles, Leveled Readers, Assessments, Interactive Whiteboard Lessons, etc. www.tech4learning.com Tools to Engage, Create and Share. Useful Technology Extension Ideas for JOURNEYS. http://exchange.smarttech.com/search.html SMART notebook lessons http://www.learner.org/jnorth/tm/InstrucStrat9.html</p>	<p><u>Student Resources</u></p> <p>www.spellingcity.com Activities, games, skill building based on grade-level words or teacher/school added. www.brainpop.com Quizzes, games, activities on curricular content http://www.eduplace.com/graphicorganizer Graphic organizers to structure writing projects, to help in problem solving, decision making, studying, planning research and brainstorming www.studyisland.com Students can complete online assignments, review lessons and play games based on specific skills/standards addressing the Common Core. www.thinkcentral.com JOURNEYS Companion Website. Provides all of JOURNEYS materials including TE, Student Editions, Reproducibles, Leveled Readers, Assessments, Interactive Whiteboard Lessons, etc. www.funbrain.com</p>

	<p>A sampling of stories, pictures, slideshows, and video clips from nature, just for kids!</p> <p>www.corestandards.org</p> <p>Grade level standards, book lists, writing exemplars</p> <p>http://hil.troy.k12.mi.us/staff/bnewingham/myweb3/</p> <p>Beth Newingham's classroom website complete with teacher resources, lesson ideas, etc.</p> <p>www.readingandwritingproject.com</p> <p>Teachers College Reading and Writing Project provides resources such as reading & writing assessments, word study, professional development opportunities, etc.</p> <p>www.k12reader.com</p> <p>Reading Instruction Worksheets, Powepoints and PDF's supporting balanced literacy, Grammar Reference, Phonemic Awareness & Phonics, Reading Comprehension, Sentence Types, Sight Words.</p> <p>www.thewritesource.com</p> <p>Writing topics, Student Models, Publish It!, Research Links, etc.</p> <p>http://worldbookonline.com/wb/products?ed=all&gr=Welcome+Orange+Twp+School+District</p> <p>Offers an encyclopedia, dictionary, atlas, homework help, study aids, and curriculum guides.</p> <p>http://www.proquestk12.com/productinfo.shtml</p> <p>Offers a complete lineup of classroom- and library-focused, subscription-based research tools. Many of these education solutions offer elementary, middle, and high schools content that is reading level-linked (lexiled), supports 21st-century information literacy, and helps differentiate instruction across all K-12 curriculum areas.</p>	<p>Reading activities and games for kids.</p> <p>www.abcya.com</p> <p>Reading games for Grades K-5.</p> <p>http://www.kidzsearch.com/</p> <p>The #1 Kids' Safe Search Engine-Powered by Google.</p> <p>http://kids.nationalgeographic.com/</p> <p>National Geographic Kids—Information, games and videos for children.</p> <p>http://www.timeforkids.com/homework-helper</p> <p>Time for Kids Homework Helper</p>
Skills and Definitions	<p style="text-align: center;"><u>PARCC TERMS</u></p> <p>Performance-Based Assessments (PBA): Performance-based assessment is an alternative that is designed to encompass a better overall representation of student progress to gather a demonstration of the scope of knowledge a student has on a subject rather than simply testing the accuracy of their response on a selection of questions.</p> <p>Literary Analysis Task (LAT): This task will ask students to carefully consider literature worthy of close study and compose an analytic</p>	

essay.

Research Simulation Task (RST): In this task, students will analyze an informational topic presented through several articles or multimedia stimuli. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write two analytic essays.

Narrative Task (NT): In this task, students may be asked to write a story, detail a scientific process, write a historical account of important figures, or describe an account of events, scenes or objects, for example.

Evidence-Based Selected Response (EBSR): a traditional selected-response question with a second selected-response question that asks students to provide textual evidence that supports the answer they provided to the first questions.

Technology-Enhanced Constructed Response (TECR): this item uses technology to capture student comprehension of texts in authentic ways.

Prose-Constructed Response (PCR): this item asks students to create an extended and complex written response.

OTHER TERMS

Formative Assessment: **Formative:** a process used by teachers and students during instruction that provides explicit feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Formative assessment is a method of continually evaluating students' academic needs and development within the classroom and precedes local benchmark assessments and state-mandated summative assessments.

3 Types of Formative Assessments:

1. **"In the Moment"** (those that happen during a lesson)
2. **"planned-for-interaction"** (those decided before instruction)
3. **"curriculum-embedded"** (embedded in the curriculum and used to gather data at significant points during the learning process).

Summative Assessment: cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met. (State-mandated assessments, District benchmark or interim assessments, End-of-unit or -chapter tests)

Authentic Assessment: refers to assessment tasks that requires students to demonstrate their knowledge, skills, and strategies by creating a response or a product (conducting research and writing a report, developing a character analysis, debating a character's motives, creating a mobile of important information they learned, dramatizing a favorite story, drawing and writing about a story, conducting research and writing a report, developing a character analysis, debating a character's motives, creating a mobile of important information they learned, dramatizing a favorite story, drawing and writing about a story).

reading strategies: purposeful, cognitive actions that students take when they are reading to help them construct and maintain meaning. Reading successfully goes well beyond fluency and word recognition and relies heavily upon comprehension of text.

- **monitor:** is the ability of a reader to be aware, while reading, whether a text is making sense or not.
- **using and creating schema:** making connections between the new and the know, building and activating background knowledge
- **asking questions:** generating questions before, during, and after reading that lead you deeper into the text.
- **determining importance:** deciding what matters most, what is worth remembering

	<ul style="list-style-type: none"> • making inferences: to figure out something the author does not say. • using sensory and emotional images: creating mental images to deepen and stretch meaning • synthesizing: creating an evolution of meaning by combining understanding with knowledge from other texts/sources <p>drawing conclusions: a smart "guess" about something the author does not say (be sure to define guess to your students)</p> <p>text structure: how the information within a written text is organized.</p> <p>reader's point of view: an opinion the reader has about the overall story and/or about specifics in the story: the setting, the characters, and the plot; To use personal experiences and background knowledge to make connections with the text.</p> <p>author's point of view: the author's purpose for writing the story and the message/lesson/moral the author wants the reader to receive (including first and third person).</p> <p>character's point of view: the character's opinion and perspective of the plot, setting, and other characters in a story.</p> <p>main or central idea: an important idea about the topic</p> <p>supporting detail: a fact or example that tells about a main idea</p> <p>lesson: something that is learned</p> <p>theme: the lesson or message of a story</p> <p>evidence: evidence comes from within the text itself, not from the reader's opinion or experience.</p> <p>critically analyze: to study the parts of something</p> <p>evaluate: to think carefully about something</p>
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Evaluation/Reflection	<p><u>Module Reflections</u> (Please submit your responses in Google Classroom. A questionnaire will be uploaded for you to complete.)</p> <p>When thinking about your practice:</p> <ul style="list-style-type: none"> • What worked? • What do you think could have been done more effectively in your lessons and instruction? • What do I need to learn more about? • What resources were helpful?