

THE SCHOOL DISTRICT OF PHILADELPHIA

2009

Core Curriculum

Modified

Planning and Scheduling Timeline
for Empowerment Schools

**Literacy –Third Grade
StoryTown**

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Instructional Strategy Supports
for the
Modified Planning and Scheduling Timeline
EMPOWERMENT SCHOOLS ONLY!
Grades K-8

This Instructional Strategy document will help you identify the key strategies that are referenced in the Modified Planning & Scheduling timeline, as you implement the Literacy Block.

Steps for the Introduction of a Strategy

- 1. Explain what the new strategy includes.*
- 2. Explain why this strategy is important.*
- 3. Model how to use this strategy in the context of a current meaningful unit or project.*
- 4. Model and explain when this strategy is useful in other situations.*
- 5. Provide guided practice with your students in the use of this strategy through several activities as you gradually release the responsibility of its use to the students.*
- 6. Provide learning situations in which your students can continue to use this strategy on an independent basis.*

Note: *Cycle 1 Strategies are in plain text.*
 Cycle 2 Strategies are in bold.

Main Idea: Teach, Think Aloud and model strategies that identify basic facts and main ideas in text.
Some specific strategies are:

Strategy	Description	Grade Level
2W Strategy (Who + What = Main Idea)	A strategy used to find the main idea. Students are reading for the who or what in the story.	Gr. K-8 Student Progress Record Book
Reciprocal Teaching	A dialogue between teachers and students for the purpose of constructing the meaning of a text. The idea is to teach students explicit ways to summarize ideas, ask questions, provide clarifications, and make predictions. The technique is appropriate for readers whose decoding skills are adequate, but who lag behind in comprehension	Gr. 6-8-G7
Think-Aloud	Teacher models aloud for students the thinking processes used when reading or writing. After reading and thinking aloud, or while writing in front of the students, the teacher leads a discussion about how certain conclusions were reached about what was read or about how something was written.	Gr. 1, 2, 4, 6-G6 Gr. 5-7-G9
Pizza Slice	Helps students to pull out main ideas and supporting details.	Gr. 6 – 8 – A58
Make Connections <i>Three Kinds of Connections</i>	A strategy used so every student has experiences, knowledge, opinions, or emotions to draw upon. Every child has schema-the sum total of our background knowledge and experience. The three connections include text-to-self, text-to-text, and text-to-world.	Gr. 1-A13 Gr. 2-A14 Gr. 6-8-A29
Most Important Word	Teachers use this strategy that forces students back into the text to think about the main idea of the text and then summarize the main idea into a single word.	Gr. 5-7-A14
Think-Pair-Share	A strategy used by teachers to allow students the opportunity to share their thinking with peers and help with comprehension skills.	Gr. 1, 2-A13
Five Finger Retelling	A strategy (graphic organizer) used to help with comprehension of a story.	Gr. 1,2-A27
Guided Discussion	Guided discussion promotes understanding and comprehension.	Gr. 2, 3- Pg.40

Characterization: *The method an author uses to reveal characters and their various personalities; the way in which an author presents a character in imaginative writing, as by description, by what the character says, thinks, and does, or by what other characters say, think, or do about the character.*
Some specific strategies are:

Strategy	Description	Grade Level
My Character and Me	A strategy used to teach students to make text to self-connections.	Gr. 2, 3, 6 –A30
If...Then	A strategy used to figure out how character affects plot.	Gr. 7-xxxiii Gr. 8-xxxiv
Somebody Wanted But So	Teachers help readers map out a story. The chart divides a story’s structure into four elements: the <i>Somebody</i> (character), what the <i>Somebody Wanted</i> (the character’s motivation), the <i>But</i> (conflict or barrier), and the <i>So</i> (the ending that results from the <i>Somebody</i> ’s actions).	Gr. 6-8 Reading Skills & Strategies Binder
Speech Bubbles	A strategy used to help students identify characters.	Gr. 4-Pg.34
Character Web	A strategy used to reveal characters and their various personalities.	Gr. 5-A38 Gr. 7-A40

Inferences: *Going beyond the words to make judgments about what is not there, but is implied in the text.*
Some specific strategies are:

Strategy	Description	Grade Level
It Says...I Say	A strategy used to interpret and compare narrative elements and to support inferences and conclusions.	Gr. 4-A6 Gr. 6-8-Reading Skills & Strategy Binder
Performance Task	A reading strategy that helps students draw conclusions, make inferences and comparisons and apply concepts of knowledge of literary elements.	Gr. 7 –Pg. 42
Sketch to Stretch	Working in small groups, students read a selection or hear it read aloud. Then, thinking about what they read, they draw a sketch of “what this story means to me.” Encourage students to find a way to represent the personal meaning they derive from the text rather than an exact depiction.	Gr. 3 – A33 Gr. 4 – G8

Imagery: Going beyond the words to make judgments about what is not there, but is implied in the text.
Some specific strategies are:

Strategy	Description	Grade Level
Guided Imagery	Teachers use this strategy that involves students' active imaginations. It is used to prepare students for reading or to deepen their understanding of what they have read. Students will describe what they see in their minds in relation to what they read.	Gr. 6-8- G4
Character Pop-Ups	A strategy that focuses on characterization that highlights characters' traits and emotions. Students can be creative with their Pop-Up Character Booklets.	Gr. 2, 3, 5- A3, A4
Quickwrite	A strategy used to capture thoughts, reactions and ideas throughout the theme.	Gr. 4 –A16
It Says...I Say	A strategy used to interpret and compare narrative elements and to support inferences and conclusions.	Gr. 4-A6 Gr 6-8 Reading Skills & Strategies Binder
Readers Theater	A dramatic interpretation of literature in which actors (students) read scripted parts.	Gr. 2-A10 Gr. 3-G5 Gr. 4-G7 Gr. 7-Pg.30

Theme: The general idea or insight about life that the written work reveals. A major idea broad enough to cover the entire scope of the literary work.
Some specific strategies are:

Strategy	Description	Grade Level
Quickwrite	A strategy used to capture thoughts, reactions and ideas throughout the theme.	Gr. 4 –A16
Making a Personal Connection	A strategy used to encourage students to see connections between their lives and a character's experiences.	Gr. 8-A13

Vocabulary: Identifying and correctly using words with literal and figurative meanings.
Some specific strategies are:

Strategy	Description	Grade Level
Frayer Model	Frayer Model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by defining the term, describing its essential characteristics, providing examples of the idea, and offering non-examples of the idea. This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples.	Gr. 5, 6-A7
Word Sorts	Word Sorts is a vocabulary development and word study activity in which words placed on cards are grouped according to designated categories.	Gr. 1-A17
Word Wall	Word walls may be used to accomplish different goals such as developing familiarity with word patterns and families, or for remembering high frequency words.	Gr. K, Gr. 2-G6
Brainstorm Web/Word Web	Refers to the thinking, preparing and mental jumpstarting that takes place before students start reading and/or writing.	Gr. 1, 3-A23
Word Journal	Students record words that they encounter in reading and listening. They may include informal notes, definitions, or other information that reminds students of their use or meaning.	Gr 6, G9

Constructed Response: A student generated response in which a student intertwines their ideas into a response that is directly related to an item.
Some specific strategies are:

Strategy	Description	Grade Level
TAG it a 3	A strategy used to answer constructed response questions. Turn the prompt into an opening statement. Answer the prompt. Give details, evidence & examples from the text to support your answer.	Gr. K-8 Student Progress Record Book
Quickwrite	A strategy used to capture thoughts, reactions and ideas throughout the theme.	Gr. 4 –A16

Summarizing Text: Taking larger sections of text and reducing them to the key ideas or main points.

Some specific strategies are:

Strategy	Description	Grade Level
Magnet Summary	A magnet summary is a brief statement that contains the essential ideas of a longer passage or selection.	Gr. 2, 3-A7 Gr. 4-A10 & A30 Gr. 8 –A12
Tri-Fold	A graphic organizer used to summarize a piece of literature.	Gr. 2-A12
Storyboard	A chronological set of pictures of key scenes in a text; similar to a film director’s storyboard.	Gr. 2-G5 Gr. 4-A25
WordSplash	A strategy used to summarize text by having students read and identify key terms in the passage.	Gr. 2-A18
Say Something	A strategy used by students as partners to summarize text.	Gr. 2 –A13
Buddy Reading	Buddy Reading is when children read together as partners.	Gr. 2- A3
List Group Label Strategy	A strategy that helps students to activate prior knowledge, then categorize information about a topic.	Gr. 2-A29
Story Map	A story map enhances students’ understanding of the story. It helps students anticipate the type of information they should look for as they read and strengthens their recall of story events.	Gr. 2-A35 Gr. 4, 5-A60 Gr. 6-A62
Reciprocal Teaching	A dialogue between teachers and students or students and students for the purpose of jointly constructing the meaning of a text. The idea is to teach students explicit ways to summarize ideas, ask questions, provide clarifications, and make predictions.	Gr. 6-G7
3*2*1	The 3*2*1 summarizer is used at the end of a class, a reading, a movie, etc. Students are asked to write down 3 things that really interested you, 2 things you’d like to know more about, and 1 idea you will write about.	Gr 3, A15, A22
REAP Technique	The REAP Technique helps students clarify and synthesize their thinking. Summarization is a part of this technique.	Gr 5, A19

Making Generalizations: A type of comprehension in which the important elements within a passage are related to one another so they can be combined into a principal, generalization or conclusion.

Some specific strategies are:

Strategy	Description	Grade Level
Generalization/Principle Pattern	A strategy (graphic organizer) used to help students make generalizations and give examples in a text.	Gr. 7-A52

Visualization: Picturing in one's mind what is happening in the text.

Some specific strategies are:

Strategy	Description	Grade Level
Charts, Webs & Other Graphic Organizers	Strategy used to help students visualize ideas about writing & reading.	Core Curriculum

Monitoring Comprehension: Checking for students' understanding of the text.

Strategy	Description	Grade Level
Sentence Starters/Frames	Provides students with sentence starters/frames from basic to more complex across all content areas for both oral language practice and writing tasks.	Gr. K-8 Access to Core Curriculum 3-67
Questioning the Author	A deliberate reading of a text with the intent of assessing validity and relevance. Students question the ideas in a text while they are reading (rather than after reading) as a means to help them construct meaning.	Gr. 2, G4
I Remember!	Students listen as the teacher reads. The student needs to remember information that they find interesting or believe to be important.	Gr. 2, A7
Strategies Good Readers Use Chart	Chart used to help readers learn new strategies.	Gr. 2. Pg. 24
Paraphrasing	Strategy used to help with comprehension.	Gr. 2, 32
Self monitoring	Strategy used to help with reading and comprehension.	Gr. K-8 Access to Core Curriculum 4-47
Retelling	Strategy used to help struggling readers recall what they read and retell it in a logical, coherent manner.	Gr. 6-8 Reading Skills & Strategies Binder
Guided Practice	Strategy used by a teacher to obtain accurate information about student learning so to adjust instruction immediately	Gr. K-8 Access to Core Curriculum 4-37
Learning Logs	This strategy provides a framework for teachers to focus on the most important ideas and concepts within their course content,	Gr. K-8, Access to Core Curriculum 4-22
Providing Contiguity	This strategy requires the teachers to be preplanned for each lesson.	Gr. K-8, Access to Core Curriculum 4-22

Writing: *The process of collecting ideas and organizing them into informational, narrative or persuasive text.*

Strategy	Description	Grade Level
Peer/self questioning	Strategy used during writers' workshop to model how to write with consistent focus and demonstrate how thinking takes place.	Gr. 2, Pg. 58
Strategies for reluctant writers	Strategy used for students who are reluctant to write.	Gr. K-8 Access to Core Curriculum 3-67, 3-68
Writing Process strategies	Strategies used for the Writing Process.	Gr. K-8 Access to Core Curriculum 3-66

Sequencing Events: *Organizing events in a selected text in order of occurrence.*

Strategy	Description	Grade Level
Strategy for Beginning, Middle, End of Story	This strategy helps students who are having difficulty with sequencing events.	Gr. K-8 Access to Core Curriculum 3-63, 64

Making Predictions: *Making a guess about what will happen next in a piece of literature.*

Strategy	Description	Grade Level
Cloze Activities	This term refers to a variety of sentence completion techniques in which words are strategically left out of a text so that readers supply the missing words using context only, or sometimes drawing upon word banks.	Gr. 2, G1

Distinguishing Fact & Opinion: *Students learn the difference between what can be proved vs. a belief.*

Strategy	Description	Grade Level
Fact & Opinion Response Cards	Students are actively engaged in learning process because they are responding to questions about fact/opinion that are posted on response cards.	Gr. K-8, Access to Core Curriculum 4-46

Student Conversation: Students' engaging in meaningful discussion about literature or writing.

Strategy	Description	Grade Level
Guided Discussion	Promotes understanding and comprehension within a social process. Students can demonstrate their understanding of the main idea and the role of character and setting. Students are in small groups thinking critically about the text.	Gr.2, 3- 40, 42, G2
Group Response	Strategy used to check for understanding.	Gr. K-8 Access to Core Curriculum 4- 24
Response Cards	Skill used to check for understanding/monitor comprehension. Students are given frequent opportunities for practice and response.	Gr. K-8 Access to Core Curriculum 4-31, 4-46-47
Think, Write, Pair, Share	This strategy allows students to think through their answers to questions before they are asked to respond. Then all have the opportunity to share their thinking with at least one other person, thereby increasing their sense of involvement.	Gr 3, A13
Instructional Conversations	Extended dialogues between teacher and students.	Gr. K-8 Access to Core Curriculum 1-22
Literature Study Circles	Students talk in depth about what they read.	Gr 6, G5

STORYTOWN GRADE 3

Cycle 2 Weeks 1 and 2

5 Days and 4 Days

October 26-November 6, 2009

This “road map” helps you to navigate the Planning & Scheduling Timeline and to access all of the resources in the Core Curriculum as you implement the 75 minute Literacy Block.

- Objectives:** Students will learn how to distinguish between fact and opinion.
 Students will learn how to monitor for meaning.
 Students will learn how to write in the informational mode for a variety of purposes.

Core Materials
Text: Harcourt StoryTown

Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p>Shared Reading</p>	<ul style="list-style-type: none"> Introduce and model the key learning objectives using the following: <p style="text-align: center;">Week 1</p> Introduce Theme 2 See p.T14-15 <i>The Babe and I</i> p. T44 <i>America’s National Pastime</i> p. T68 <li style="text-align: center;">Week 2 <i>Aero and Officer Mike</i> p. T144 <i>It’s About Dogs</i> p. T164 <p>Provide direct instruction to teach the following:</p> <ul style="list-style-type: none"> How to identify facts and opinions in texts. How to self-monitor for comprehension. When to reread to clarify understanding. 	<p>15 minutes</p>	<p style="text-align: center;">Weeks 1 and 2</p> <ul style="list-style-type: none"> Self-monitoring strategies. See <i>Access to the Core Curriculum</i> section 4 page 47. Guided practice. See <i>Access to the Core Curriculum</i> section 4 page 37. Fact and Opinion T-Chart. See p. T44 and Appendix p. A26 for samples. Think Aloud and model when to reread to clarify meaning. Model the 3*2*1 Strategy. See Appendix pp. A15 and A22. 	<ul style="list-style-type: none"> Monitor student discussions. Fact and Opinion Response Cards – See <i>Access to the Core Curriculum</i> section 4 page 46. 	<p>Students should understand that their writing work connects to the Shared Reading lesson that was modeled and used to teach the learning objectives. Writing includes formal and informal pieces as well as functional writing to complete a graphic organizer or brainstorm ideas.</p> <ul style="list-style-type: none"> Create a list of clue words that can help struggling students identify opinions such as <i>I think, I believe.</i> See Project Ideas from the Bag Ladies pp. 4-5. Work on the Theme Project. See p. T12-13. Work on creating classroom charts for synonyms, antonyms and multiple meaning words.
<p>Read Aloud 5 minutes</p>	<p style="text-align: center;"><i>Week 1 Use: <u>Pop’s Bridge</u> p.224 from the Read Aloud Anthology and <u>The Best Party</u> on Transparency R35.</i> <i>Week 2 Use: <u>Animals and Their Trainers</u> p.26 from the Read Aloud Anthology and <u>Officer Joe</u> on Transparency R45.</i></p> <p style="text-align: center;"><i>Read-Alouds can also occur outside of the Literacy Block. This requires planning and structure in order to connect student- learning objectives to Social Studies, Math, or Science.</i></p>				

Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p>Guided Reading: See 2 Groups Daily</p> <p>Independent Reading/ Sample Independent Learning Activities:</p> <ul style="list-style-type: none"> • Read & respond silently for 15-20 minutes. • Reread a section of the Shared Reading with a buddy. • Chart Facts/ Opinions found in guided or independent reading texts. • Work on writing assignments. 	<p>Support students as they demonstrate their ability to identify facts and opinions in a variety of text at their highest instructional reading level. See pages 7-10 and 35 in <i>Making Sense of the Literacy Curriculum</i>.</p> <p>“What are the other kids doing?”</p> <p><i>During Guided Reading students should complete a variety of focused learning activities that will support mastery of the intended learning objectives for the week. Independent Reading is a required and essential component of the Comprehensive Literacy Framework.</i></p>	<p>35 minutes</p> <p>Divide time between 2 groups Daily.</p>	<ul style="list-style-type: none"> • Use the same Fact and Opinion T-Chart as modeled in Shared Reading. • Highlight self-monitoring strategies used by the students during the lesson. 	<ul style="list-style-type: none"> • Monitor students’ oral and written responses. • Check completed independent work for evidence of mastery. • Questioning during oral reading. 	<ul style="list-style-type: none"> • Have students revisit the text online with eBook: “The Babe and I”. • Have small groups compile statements that are facts and opinions from other texts. Groups can challenge each other to distinguish between the facts and opinions.
<p>Writing</p> <ul style="list-style-type: none"> • Modeled • Shared/Interactive • Guided • Independent <p><i>During these two weeks, students will work in small groups, pairs, and individually to collect, organize and revise ideas for a character sketch and a How-To paragraph.</i></p>	<p>Week 1</p> <p>Students are learning how to write a character sketch to describe how someone looks, sounds and acts. Use examples from <i>The Babe and I</i> and <i>Pop’s Bridge</i>.</p> <p>Week 2</p> <p>Students are learning how to write a How-To paragraph.</p>	<p>20 minutes</p>	<p>Week 1</p> <ul style="list-style-type: none"> • Teaching Transparency LA12. See p. T37. • Add new synonyms and antonyms to the class charts to increase vocabulary and provide better word choices for the character sketches. • Modeling /guided practice See pp. T61, T77 and T89. <p>Week 2</p> <ul style="list-style-type: none"> • Teaching Transparency LA16. See p. T137. • Modeling /guided practice See pp. T157, T173 and T185. 	<ul style="list-style-type: none"> • Conference with small groups and individual students. • Look for use of new synonyms or antonyms in place of frequently used vocabulary. • Monitor peer conferencing sessions. 	<p>Week 1</p> <ul style="list-style-type: none"> • See ideas from Writing Literacy Center p. T27. • See ideas for sharing writing on p. T99. <p>Week 2</p> <ul style="list-style-type: none"> • See ideas from Writing Literacy Center p. T127. • See ideas for sharing writing on p. T195.

STORYTOWN GRADE 3

Cycle 2 Weeks 3 and 4

4 Days and 5 Days

November 9-20, 2009

This “road map” helps you to navigate the Planning & Scheduling Timeline and to access all of the resources in the Core Curriculum as you implement the 75 minute Literacy Block.

- Objectives:** Students will learn how to identify important details and the main idea.
 Students will learn how to summarize a text or passage.
 Students will learn how to write descriptive paragraphs and summaries.

Core Materials
Text: Harcourt StoryTown

Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p>Shared Reading</p>	<ul style="list-style-type: none"> Introduce and model the key learning objectives using the following: <p style="text-align: center;">Week 3</p> <i>How Animals Talk</i> p. T228 <i>Partners in the Wild</i> p. T250 <p style="text-align: center;">Week 4</p> <i>Stone Soup</i> p. T310 <i>The Legend of Johnny Appleseed</i> p. T332 Provide direct instruction to teach the following: <ul style="list-style-type: none"> How to distinguish between essential and nonessential information. How to use the important details to determine the main idea. How to summarize a text. 	<p>15 minutes</p>	<p style="text-align: center;">Weeks 3 and 4</p> <ul style="list-style-type: none"> Main idea graphic organizer. See examples on pp. T228-229. Think Aloud, modeling, and guided practice. Magnet Summary. See Appendix p. A7. Sketch to Stretch. See Appendix p. A33. Classroom T-chart of interesting vs. important details from the texts. 	<ul style="list-style-type: none"> Monitor students’ responses and interactions during Shared Reading. Engage students in meaningful conversation about text. Interesting Detail and Important Detail Response Cards. See <i>Access to the Core Curriculum</i> section 4 page 46. 	<p>Students should understand that their writing work connects to the Shared Reading lesson that was modeled and used to teach the learning objectives. Writing includes formal and informal pieces as well as functional writing to complete a graphic organizer or brainstorm ideas.</p> <ul style="list-style-type: none"> Some students may benefit from visualizing the most important details before summarizing. Use the Sketch to Stretch strategy.
<p>Read Aloud 5 minutes</p>	<p style="text-align: center;"><i>Week 3 Use: <u>Weird Friends</u> p. 28 in the Read Aloud Anthology and <u>Lion Hunt</u> on Transparency R53.</i> <i>Week 4 Use: <u>How Can You Make Gold?</u> p.32 in the Read Aloud Anthology.</i> <i>Read-Alouds can also occur outside of the Literacy Block. This requires planning and structure in order to connect student- learning objectives to Social Studies, Math, or Science.</i></p>				

Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p>Guided Reading: See 2 Groups Daily</p> <p>Independent Reading/ Sample Independent Learning Activities:</p> <ul style="list-style-type: none"> • Read silently for 15-20 minutes. • Complete a Magnet Summary for your book. • Work on a constructed response based on the Shared Reading using the TAG it a 3 strategy. • Work on your writing assignment or project. 	<p>Support students as they demonstrate their ability to identify the main idea and summarize important details in a variety of texts at their highest instructional reading level. See pages 7-10 and 35 in <i>Making Sense of the Literacy Curriculum</i>.</p> <p>“What are the other kids doing?”</p> <p><i>During Guided Reading students should complete a variety of focused learning activities that will support mastery of the intended learning objectives for the week. Independent Reading is a required and essential component of the Comprehensive Literacy Framework.</i></p>	<p>35 minutes</p> <p>Divide time between 2 groups Daily.</p>	<ul style="list-style-type: none"> • Use the same graphic organizer from Shared Reading for main idea. • Magnet Summary. • Guided Discussion. 	<ul style="list-style-type: none"> • Engage students in meaningful conversation about text. • Score the constructed response with the PA General Scoring Rubric. See Student Progress Record Book. 	<ul style="list-style-type: none"> • Research one of the animals from the Shared Reading selections. Make a chart to tell what the animal looks like, sounds like and how it acts in the wild. Share with the class.
<p>Writing</p> <ul style="list-style-type: none"> • Modeled • Shared/Interactive • Guided • Independent <p><i>Throughout the week, students will work in small groups, pairs, and individually to collect, organize and revise ideas for writing descriptive paragraphs and summaries.</i></p>	<p>Week 3</p> <p>Students are learning how to write descriptive paragraphs. Use examples from the Shared Reading and Read Aloud passages.</p> <p>Week 4</p> <p>Students are learning to write effective summaries. Use <i>Stone Soup</i> excerpts to model and guide practice.</p>	<p>20 minutes</p>	<p>Week 3</p> <ul style="list-style-type: none"> • Teaching Transparency LA16. See p. T221. • Synonyms/antonyms class charts to support better word choices in the character sketches. • Modeling /guided practice See pp. T221, T241, T257 and T267. • Small group and individual conferences. <p>Week 4</p> <ul style="list-style-type: none"> • Teaching Transparency LA20. See p. T303. • Modeling /guided practice See pp. T303, T323, T339, T351 and T361. • Teacher/Peer conferences. 	<ul style="list-style-type: none"> • Monitor student progress and assess need for additional support or instruction during guided practice and small group conferences. 	<ul style="list-style-type: none"> • Have students work with a partner to read, review and revise the descriptive passages. • Write animal riddles full of rich description. See p. T211. <p>Week 4</p> <ul style="list-style-type: none"> • Use the <i>Write a Summary</i> Literacy Center idea. See p. T293

STORYTOWN GRADE 3
Cycle 2 Week 5 8 Days
November 23- December 4, 2009

This “road map” helps you to navigate the Planning & Scheduling Timeline and to access all of the resources in the Core Curriculum as you implement the 75 minute Literacy Block.

- Objectives:** Students will learn how to identify facts and opinions.
 Students will learn how to summarize texts including the main idea and important details.
 Students will learn how to write in the informational mode.

Core Materials					
Text: Harcourt StoryTown					
Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
Shared Reading	<ul style="list-style-type: none"> • Introduce and model the key learning objectives using the following: <i>The Case of the Three Bears’ Breakfast</i> p. T385 <i>Reading a Science Textbook</i> p. T421 Provide direct instruction to teach the following: <ul style="list-style-type: none"> • How to identify facts and opinions. • How to distinguish between essential and nonessential information. • How to identify the main idea. • How to summarize a text. 	15 minutes	<ul style="list-style-type: none"> • Fact and Opinion T-Chart. See p. T44 and Appendix p. A26 for samples. • Main idea graphic organizer. See examples on pp. T228-229. • Think Aloud, modeling, and guided practice. • Magnet Summary. See Appendix p. A7. • Managing Readers’ Theater strategies are outlined on p. T385. • Model when and how to reread to clarify. 	<ul style="list-style-type: none"> • Monitor student discussions. • Fact and Opinion Response Cards – See <i>Access to the Core Curriculum</i> section 4 page 46. • Think/Pair/Share 	<p>Students should understand that their writing work connects to the Shared Reading lesson that was modeled and used to teach the learning objectives. Writing includes formal and informal pieces as well as functional writing to complete a graphic organizer or brainstorm ideas.</p> <ul style="list-style-type: none"> • Create a web with synonyms and antonyms related to the three bears. • Use the audio text of Readers’ Theater available on audio text grade 3, CD 2 <i>if available</i>. • Some students may benefit from using the Sketch to Stretch strategy prior to summarizing.
Read Aloud 5 minutes	<p style="text-align: center;"><i>Use: <u>Goldilocks and the Three Bears</u> p. 34 in the Read Aloud Anthology and <u>Officer Joe on Transparency</u> R45. See p. T379.</i></p> <p style="text-align: center;"><i>Read-Alouds can also occur outside of the Literacy Block. This requires planning and structure in order to connect student- learning objectives to Social Studies, Math, or Science.</i></p>				

Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p>Guided Reading: See 2 Groups Daily</p>	<p>Support students as they demonstrate their ability to identify facts/opinions, main ideas and important details in a variety of texts at their highest instructional reading level. See pages 7-10 and 35 in <i>Making Sense of the Literacy Curriculum</i>.</p> <p>Have students orally summarize parts or all of the text.</p> <p>“What are the other kids doing?”</p> <p><i>During Guided Reading students should complete a variety of focused learning activities that will support mastery of the intended learning objectives for the week. Independent Reading is a required and essential component of the Comprehensive Literacy Framework.</i></p>	<p>35 Minutes</p> <p>Divide time between 2 groups daily.</p>	<ul style="list-style-type: none"> Use the same Graphic Organizer from Shared Reading for main idea. Magnet Summary. 	<ul style="list-style-type: none"> Engage students in meaningful conversation about text. Monitor completed independent work. 	<ul style="list-style-type: none"> Technology extensions include use of the eBook: <i>The Case of the Three Bears’ Breakfast if available</i>. See <i>Listen to a Recording</i> Literacy Center on p. T376. Use the <i>Reading Log</i> Literacy Center on p. T 376.
<p>Independent Reading/ Sample Independent Learning Activities:</p> <ul style="list-style-type: none"> Read silently for 15 minutes. Work on a teacher made Word Sort related to the Shared Reading. Work on writing assignment. Practice for Readers’ Theater. 	<p>Writing</p> <ul style="list-style-type: none"> Modeled Shared/Interactive Guided Independent <p><i>Throughout the week, students will work in small groups, pairs, and individually to edit and revise their writing.</i></p>	<p>20 minutes</p>	<ul style="list-style-type: none"> Modeling and direct instruction. Provide mini-lessons to teach the writing process during the week. Model and provide guided practice. See pp. T395, T405, T427 and T 435. Conference with small groups of students. 	<ul style="list-style-type: none"> Monitor student progress and assess need for additional support or instruction during guided practice and small group conferences. See <i>Access to the Core Curriculum</i> section 3 page 68 for strategies for reluctant writers. 	<ul style="list-style-type: none"> Have students work with a partner to read, review and revise a piece of writing from this cycle.

STORYTOWN GRADE 3

Cycle 2 Week 6 5 Days

Week of December 7, 2009

This “road map” helps you to navigate the Planning & Scheduling Timeline and to access all of the resources in the Core Curriculum as you implement the 75 minute Literacy Block.

- Objectives:** Students will learn how to compare texts.
 Students will learn how to make connections to the theme.
 Students will learn how to revise, edit and publish a piece of writing.

Core Materials
Text: Harcourt StoryTown

Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p>Shared Reading</p>	<p>Use formal and informal data to determine additional skills to reteach/enrich.</p> <p>Introduce and model the key learning objectives using the following: <i>How Animals Talk</i> p. T228 <i>Partners in the Wild</i> p. T250</p> <p><i>Stone Soup</i> p. T310 <i>The Legend of Johnny Appleseed</i> p. T332</p> <p>Provide direct instruction to teach the following:</p> <ul style="list-style-type: none"> • How to compare characters and texts. • How to summarize using a Story Board and captions. • How to use important details to determine a main idea. 	<p>15 minutes</p>	<ul style="list-style-type: none"> • Reteach, review, accelerate, enhance understanding as needed based on your students’ data. • Model how to compare texts. See pp. T252-253 and T334-335. • Support students as they create <i>Story Boards</i> with captions to summarize major ideas and important details. • Think Aloud so students understand how the stories in this cycle are related to the theme: <i>Together We Can</i> 	<ul style="list-style-type: none"> • Monitor students’ responses and interactions during Shared Reading. • Engage students in meaningful conversation about text. 	<p>Students should understand that their writing work connects to the Shared Reading lesson that was modeled and used to teach the learning objectives. Writing includes formal and informal pieces as well as functional writing to complete a graphic organizer or brainstorm ideas.</p> <ul style="list-style-type: none"> • Complete and present the Theme Wrap-Up and Review. See pp. T440-T441.
<p>Read Aloud 5 minutes</p>	<p><i>Use: Alternative texts including poems, newspaper article or directions if needed to model the learning objectives and expand prior knowledge.</i></p> <p><i>Read-Alouds can also occur outside of the Literacy Block. This requires planning and structure in order to connect student- learning objectives to Social Studies, Math, or Science.</i></p>				

Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p>Guided Reading: See 2 Groups Daily</p> <p>Independent Reading/ Sample Independent Learning Activities:</p> <ul style="list-style-type: none"> • Read Silently for 15-20 minutes • Complete a Magnet Summary for your book. Be prepared to share your summary statement. • Work on a constructed response based on the Shared Reading using the TAG it a 3 strategy. 	<p>Support students as they demonstrate their ability to read and comprehend a variety of texts at their highest instructional reading level. See pages 7-10 and 35 in <i>Making Sense of the Literacy Curriculum</i>.</p> <p>Encourage students to orally summarize the main idea and important details.</p> <p>“What are the other kids doing?”</p> <p><i>During Guided Reading students should complete a variety of focused learning activities that will support mastery of the intended learning objectives for the week. Independent Reading is a required and essential component of the Comprehensive Literacy Framework.</i></p>	<p>35 minutes</p> <p>Divide time between 2 groups daily</p>	<ul style="list-style-type: none"> • Guided discussions. • Magnet Summary. • Main idea graphic organizer. 	<ul style="list-style-type: none"> • Engage students in meaningful conversation about text. • Check completed independent work. 	<ul style="list-style-type: none"> • Provide time for students to share and discuss their work with a partner or small group. • As needed, review/explain how to use the “TAG it a 3” Strategy for constructed responses (See Student Progress Record Book for more details).
<p>Writing</p> <ul style="list-style-type: none"> • Modeled • Shared/Interactive • Guided • Independent <p><i>Throughout the week, students will work in small groups, pairs, and individually to revise, edit and publish one of their writing pieces from this cycle.</i></p>	<p>Students are taking a piece of writing through the writing process.</p> <p>Use ideas from p. T415 to support students as they prepare to publish and present a piece of writing.</p>	<p>20 minutes</p>	<ul style="list-style-type: none"> • Model and provide direct instruction and mini-lessons as needed. • Model and provide guided practice. See pp. T415, T427 and T435. • Conference with small groups of students. 	<ul style="list-style-type: none"> • Students will present their finished piece to the class using some of the ideas outlined on pp. T415, T427 and T435. 	<ul style="list-style-type: none"> • Have students work with a partner to read, review and revise their descriptive paragraphs. • See <i>Access to the Core Curriculum</i> section 3 page 68 for strategies for reluctant writers and section 3 page 66 for writing accommodations.