

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.*

Instructional Focus:

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, 7, 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- Pg.40

Instructional Focus:

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's</i> actions).	See 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

Instructional Focus:

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-A8
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. 4 – G8

Instructional Focus:

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. 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
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

Instructional Focus:

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

Instructional Focus:

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-G6

Instructional Focus:

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.	Student Progress Record Book
Quickwrite	A strategy used to capture thoughts, reactions and ideas throughout the theme.	Gr. 4 –A16

Instructional Focus:

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-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

Instructional Focus:

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

StoryTown GRADE 3
Cycle 1 Weeks 4 and 5
5 Days and 4 Days
Weeks of October 5 - October 16, 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 to analyze text organization to derive meaning from text.
Students will learn to write in the informational mode.

Core Materials					
Texts: Harcourt StoryTown and Read Aloud Anthology					
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: Week 4 <i>Schools Around the World</i> p. T225 <i>Keys to the Universe</i> p. T247 <i>Connections</i> pp. T248-249 Week 5 <i>Ellen Ochoa, Astronaut</i> p.T307 <i>What’s In the News</i> p.T329 • Provide direct instruction to teach the following: • Types of informational text features. • How to use text organizational features to locate information. • How to record new information using the 3-2-1 graphic organizer. See Core Curriculum p. 34 and pp. A15 and A22. 	15 minutes	Model how to identify and use text organization effectively in Week 4: <ul style="list-style-type: none"> • Model using transparency GO3 on p. T224. • Use comprehension graphic organizer on p. T225 to record text features and information. In Week 5: <ul style="list-style-type: none"> • Model using Transparency GO4 on p. T306. • Use comprehension graphic organizer on p. T307. Begin an interactive <i>Class Chart</i> to record text feature with student friendly definitions and visual representations when possible.	Week 4 <ul style="list-style-type: none"> • Monitor students’ completed chart on <i>Practice Book</i>, page 21 as homework if available. • Monitor students’ responses and interactions during Shared Reading. • Engage students in meaningful conversation about text. Week 5 <ul style="list-style-type: none"> • Monitor understanding with completed chart on <i>Practice Book</i> page 29 as homework if available. • Engage students in meaningful conversation about texts. 	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. <ul style="list-style-type: none"> • To build a robust vocabulary, have students be like Word Detectives, collecting interesting words throughout the cycle. Have them share their findings in small groups. Encourage students to incorporate some of their new words into their informational writing. See p. T304.

Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p>Read Aloud 5 minutes</p>	<p><i>Use: During Week 4-<u>A One Room School</u> p. 12 in the Read-Aloud Anthology and <u>A New School</u> on p. T265. During Week 5- <u>Reaching for the Moon</u> p. 14 in the Read-Aloud Anthology.</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.</p>				
<p>Guided Reading Group 1</p>	<p>Support students as they demonstrate their ability to identify and use text features to derive meaning 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>20 minutes</p>	<ul style="list-style-type: none"> Use the same graphic organizer as in the whole group Shared Reading lesson. 	<ul style="list-style-type: none"> After reading, have students complete a 3-2-1 graphic organizer to record learning from any informational text they read in guided or independent reading. See pp. A15 and A22. Encourage them to talk about how they used text features to access the information. 	<ul style="list-style-type: none"> Have students brainstorm and record descriptive words and phrases for the character from their Pocket Character. This will help them connect their mental images to written words and phrases. The teacher should model and provide a sample Pocket Character with descriptive words or phrases. Have students write thought bubbles for a favorite character in the Shared Reading story. See Core Curriculum p. 42. *Provide time for students to share and discuss their work with a partner or small group.
<p>Independent Reading/ Sample Independent Learning Activities:</p> <ul style="list-style-type: none"> Read Silently for 15-20 minutes Reread a section of Shared reading. Work on a constructed response using the TAG it a 3 strategy. 	<p>“What are the other kids doing?” <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>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 informational paragraphs including a biography.</i></p>	<ul style="list-style-type: none"> Use Transparency LA8- See p. T217 Use Transparency LA2- See p. T37 Students are learning how to write informational paragraphs. Use examples from <i>Schools Around the World</i> to show how writers help readers derive meaning from informational text. During week 5, show students how a biography is a special type of informational text. Use examples from <i>Ellen Ochoa, Astronaut</i> to teach the content of a biography. 	<p>20 minutes</p>	<ul style="list-style-type: none"> Modeling and Direct Instruction using Teaching Transparencies Provide mini-lessons to teach the writing process during the two weeks. Model and provided guided practice on how to prewrite, draft and revise a descriptive paragraph. Refer to TE guide for detailed information. Conference with small groups of students as they work on the prewrite, draft and revision of their informational paragraphs. Hold a celebration to share completed informational paragraphs and biographies. 	<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 their informational paragraphs. Provide time for small groups of students to research real people using biographies, magazine excerpts, and on-line resources. Create a class book to share the completed biographies.

Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p data-bbox="121 180 317 240">Guided Reading Group 2</p> <hr/> <p data-bbox="107 553 331 699">Independent Reading/ Sample Independent Learning Activities:</p> <ul data-bbox="107 708 317 1219" style="list-style-type: none"> • Read Silently for 15-20 minutes • Work on writing and revising your informational paragraph or biography. • Create a Story Board to make a visual record of information derived from independent or guided reading. See p. G5. Add captions to support readers. 	<p data-bbox="359 180 724 423">Support students as they demonstrate their ability to identify and use text features to derive meaning 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 data-bbox="359 456 724 756">“What are the other kids doing?” <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 data-bbox="758 180 840 237">15 minutes</p>	<p data-bbox="873 180 1213 269">Use the same Graphic Organizer as in the whole group Shared Reading lesson.</p> <p data-bbox="873 302 1203 480">Engage students in discussions that require them to verbalize which text features they used and how they helped them to understand the text or locate information.</p>	<p data-bbox="1243 180 1507 545">After reading, have students complete a 3-2-1 graphic organizer to record learning from any informational text they read in guided or independent reading. See pp. A15 and A22. Encourage them to talk about how they used text features to access the information.</p>	<ul data-bbox="1537 180 1906 667" style="list-style-type: none"> • Have students brainstorm and record descriptive words and phrases for the character from their Pocket Character. This will help them connect their mental images to written words and phrases. The teacher should model and provide a sample Pocket Character with descriptive words or phrases. • Have students work with a partner to create a reenactment of the shared reading selection and present it to the class at the end of the week.

StoryTown GRADE 3
Cycle 1 Week 6 5 Days
Week of October 19, 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 edit and revise their writing.
Students will to learn how to analyze literary elements.

Core Materials					
Texts: Harcourt StoryTown and Read Aloud Anthology					
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: • Model how to record and use information about characters and settings on a graphic organizer. See p. T377. • Use the directions on p. T379 to teach students the procedures and routines for Readers’ Theater. 	15 minutes	<ul style="list-style-type: none"> • Use Literary Elements graphic organizer. See p. T377. • Model fluency by reading the script aloud. See pp. T381-384. • Lead discussions about what you learned from the text about the characters and the setting. • Provide sufficient guided practice. • Reinforce appropriate procedures and routines during Readers’ Theater rehearsals. • Plan time for students to present the Readers’ Theater. See p. G5. 	<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"> • Have small groups of students work on creating a “script” for a play that is similar to “The School News”. Provide time for the group to share their work with the class. • Start a Class Book of Readers’ Theater scripts that can be reread independently.

Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p>Read Aloud 5 minutes</p>	<p align="center"><i>Use: <u>The Television</u> p. 18 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>				
<p>Guided Reading Group 1</p>	<p>Support students as they demonstrate their ability to identify and discuss literary elements 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>20 minutes</p>	<ul style="list-style-type: none"> Use the same Graphic Organizer as in the whole group Shared Reading lesson. 	<ul style="list-style-type: none"> After reading, have students complete a 3-2-1 graphic organizer to record learning from any informational text they read in guided or independent reading. See pp. A15 and A22. Encourage them to talk about how they used text features to access the information. 	<ul style="list-style-type: none"> Have students brainstorm and record descriptive words and phrases for the character from their Pocket Character. This will help them connect their mental images to written words and phrases. The teacher should model and provide a sample Pocket Character with descriptive words or phrases. Have students write thought bubbles for a favorite character in the Shared Reading story. See Core Curriculum p. 42.
<p>Independent Reading/ Sample Independent Learning Activities:</p> <ul style="list-style-type: none"> Read Silently for 15-20 minutes Reread a section of Shared reading to practice fluency for Readers' Theater. Work on a constructed response based on the Shared Reading using the TAG it a 3 strategy. 	<p><i>“What are the other kids doing?”</i> <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>				<ul style="list-style-type: none"> Have students write thought bubbles for a favorite character in the Shared Reading story. See Core Curriculum p. 42. *Provide time for students to share and discuss their work with a partner or small group.

Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<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 and edit a piece of writing from this cycle.</i></p>	<ul style="list-style-type: none"> Students are learning how to edit and revise informational paragraphs. Help students select a piece for revision from the previous weeks' writing assignments. See p. T387. 	20 minutes	<ul style="list-style-type: none"> See Access to the Core Curriculum Section 3 Page 68 for strategies to support reluctant writers if needed. Provide mini-lessons to teach editing and revising skills. Model and provided guided practice on how to edit and revise. Refer TE guide for detailed information. Conference with small groups of students as they work on revisions to their selected writing assignment. 	<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 their selected writing piece. Provide time for small groups of students to do additional research on real people using biographies, magazine excerpts, and on-line resources. Support them as they revise their informational paragraph to include the new information.
<p>Guided Reading Group 2</p> <hr/> <p>Independent Reading/ Sample Independent Learning Activities:</p> <ul style="list-style-type: none"> Read Silently for 15-20 minutes Work on writing and revising your informational paragraph or biography. Create a Story Board to make a visual record of information derived from independent or guided reading. See p. G5. Add captions to support readers. 	<p>Support students as they demonstrate their ability to identify and use text features to derive meaning 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><i>“What are the other kids doing?”</i> <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>	15 minutes	<ul style="list-style-type: none"> Use the same graphic organizer as in the whole group Shared Reading lesson. Engage students in discussions that require them to verbalize which text features they used and how they helped them to understand the text or locate information. 	<ul style="list-style-type: none"> After reading, have students complete a 3-2-1 graphic organizer to record learning from any informational text they read in guided or independent reading. See pp. A15 and A22. Encourage them to talk about how they used text features to access the information. 	<ul style="list-style-type: none"> Have students brainstorm and record descriptive words and phrases for the character from their Pocket Character. This will help them connect their mental images to written words and phrases. The teacher should model and provide a sample Pocket Character with descriptive words or phrases. Have students work with a partner to create a reenactment of the shared reading selection and present it to the class at the end of the week.