

# DISTRICT OF PHILADELPHIA

**2009**

Core Curriculum

*Modified*

Planning and Scheduling Timeline  
for Empowerment Schools

## **Literacy- Third Grade StoryTown**

Dr. Arlene Ackerman  
Superintendent

Dr. Maria Pitre-Martin  
Chief Academic Officer

Linda Chen  
Deputy  
Office of Teaching and Learning

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<http://www.phila.k12.pa.us/offices/curriculum/>

Dear Colleague,

In order to accommodate our District's adopted intervention program for Empowerment Schools, *Corrective Reading* in grades 4-9 and *Reading Mastery* in grades K-3, the Office of Teaching and Learning is pleased to present the School District of Philadelphia's Core Curriculum Modified Planning and Scheduling Timeline (MPST). Because the intervention program will take 45 minutes of the literacy block each day, we have created the MPST with the intent of helping you focus instruction for the remainder of the literacy block- 75 minutes for grades K-5 and 45 minutes for grades 6-8. It is important that you use this resource to support rigorous instruction as you continue to implement the core curriculum during the modified block of time.

The Modified Planning and Scheduling Timeline (MPST) supports rigorous instruction by identifying:

- One or two student learning goals for each week, focused on eligible content.
- Instructional foci for the components of the Literacy Instructional model with adjusted timeframes: Shared Reading and Read Aloud; Guided and Independent Reading; Modeled, Guided and Independent Writing. Speaking and Listening skills are addressed within each component.

<i>Grades</i>	<i>Shared Reading and Read Aloud</i>	<i>Guided and Independent Reading</i>	<i>Modeled, Guided and Independent Writing</i>	<i>Days</i>
<i>K-2</i>	<i>25 minutes</i>	<i>30 minutes</i>	<i>20 minutes</i>	<i>M - F</i>
<i>3-5</i>	<i>20 minutes</i>	<i>35 minutes</i>	<i>20 minutes</i>	<i>M - F</i>
<i>6-8</i>	<i>15 minutes</i>	<i>30 minutes</i>		<i>M, W, F</i>
<i>6-8</i>	<i>15 minutes</i>	<i>15 minutes</i>	<i>15 minutes</i>	<i>T, Th</i>

- Each component is linked to strategies and best practices selected to support students' learning goals. Page references are included for staff that need or want more information about the strategy or instructional practice. References come from existing School District of Philadelphia documents including the following: Core Curriculum, Access to the Core Curriculum, Student Progress Record Book, Making Sense of the Literacy Curriculum, Core Programs Teachers' Guides
- Suggestions are included for Before/During/After instruction checks for understanding
- All of the components include suggestions for extensions and enrichment chosen to support students' learning goals.

Thank you for your on-going efforts to accelerate the achievement of all students in our Empowerment Schools. We extend our best wishes for a successful school year!

*The Office of Teaching and Learning*

## Components of a Comprehensive Literacy Framework

- ✦ **Read Aloud:** Teacher reads from texts of all genres (literature, magazines, etc). The teacher is modeling fluency & expression and may also teaching a strategy. The student is listening & learning new concepts.  
⇒ *Whole Group/Small Group Instruction*
- ✦ **Shared Reading:** Teacher is using grade level material with all students having access to the text. The teacher is directly teaching skills & strategies of effective reading aligned with the State Standards. The student is following the reading and applying/processing how to use that particular skill/strategy.  
⇒ *Whole Group/Small Group Instruction*
- ✦ **Guided Reading:** Teacher will select a text for students who have similar needs & instructional reading levels. The teacher is coaching with a selected focus. The students are working in small groups, reading & problem solving through a challenging text at their highest instructional level.  
⇒ *Small Group Instruction (4-6 students)*
- ✦ **Independent Reading:** Students quietly read books selected on their own from a variety of genres. The teacher provides materials/time & works independently with students. The student is working independently & is also practicing to perfect strategies/skills learned.  
⇒ *Independent*
- ✦ **Modeled Writing:** The teacher is modeling writing of all genres (Narrative, Descriptive, etc.) to students while thinking aloud and teaching strategies/ skills aligned with Core Curriculum. The student is listening & learning how to think effectively. Ex. How to choose a topic & develop content.  
⇒ *Whole Group/Small Group Instruction*
- ✦ **Shared Writing/Interactive Writing:** In Shared Writing, students provide their ideas orally while the teacher acts as the scribe. In Interactive Writing, students and teacher "share the pen". The students are actively collaborating with the teacher to compose the text.  
⇒ *Whole/Small Group Instruction*
- ✦ **Guided Writing:** Teacher works with a small group teaching a skill/strategy, guiding the writing of students & offering feedback. The teacher is teaching a mini lesson with a model. The student is writing in many forms & applying skills/strategies. ⇒ *Small Group Instruction (4-6 students)*
- ✦ **Independent Writing:** Students spend time writing their own text. The teacher works with small groups. The student is writing texts in various genres/formats while practicing & perfecting strategies & skills.  
⇒ *Small Group Instruction*

## **Whole Group Instruction**

↳ is used to teach the *skills & strategies* of reading/writing.

- ✦ It enables all members of the class to interact with different types of text in a non-threatening and engaging way.
  - ✦ The teacher reads/writes text & targets specific skills/strategies detailed in the Core Curriculum.
  - ✦ The teacher models & demonstrates how readers/writers use & apply concepts, skills or strategies.
  - ✦ The teacher differentiates instruction to meet the needs of all learners.
  - ✦ The lesson engages students with similar reading/writing processes. Individual responses will be varied.
  - ✦ The skills/strategies become the focus of Guided Reading, Guided Writing & independent work.
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## **Small Group Instruction**

↳ is used to teach students how to read/write.

- ✦ The teacher targets the specific reading/writing needs of a small group of students.
- ✦ Groups are flexible and change according to individual student's needs and rate of progress.
- ✦ Teacher engages students in discussion to evaluate understanding.
- ✦ Students apply problem-solving strategies in text that are geared to instructional levels.
- ✦ During Guided Reading, students at levels A-J read aloud and the teacher determines when & how to intervene to help the student become a more strategic reader.
- ✦ Students at levels K and above read silently. The teacher may ask a student to read some text aloud & determine when & how to intervene to help the student become a more strategic reader.

**Instructional Strategy Supports**  
for  
**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:*

<b>Strategy</b>	<b>Description</b>	<b>Grade Level</b>
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.	K-8
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, 7, 8
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 6, 7-G9
Pyramid Diagram	Helps students to pull out main ideas and supporting details.	6 - 8
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-	Gr2-A14 Gr 7-A29

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.	Gr2-A14 Gr 7-A29
Most Important Word	Teachers use this strategy that forces students back into the text to think about	Gr 5, 6, 7-A14

***Instructional Focus:***

***Characterization:*** *The method an author uses to reveal characters and their various personalities; the way in which a 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:*

My Character and Me	A strategy used to teach students to make text to self-connections.	Gr2, Gr3, Gr6 -A30
If...Then	A strategy used to figure out how character affects plot.	Gr 7-xxxiii
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

***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:*

<b>Strategy</b>	<b>Description</b>	<b>Grade Level</b>
It Says...I Say	A strategy used to interpret and compare narrative elements and to support inferences and conclusions	Gr 4-A6
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 K-8

***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:*

Guided Imagery	Teachers use this strategy that involves student's 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.	See Appendix
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, Gr3, Gr 5- A3-A4
Quickwrite	A strategy used to capture thoughts, reactions and ideas throughout the theme.	Gr4 –A16
It Says...I Say	A strategy used to interpret and compare narrative elements and to support inferences and conclusions	Gr4-A6
Readers Theater	A dramatic interpretation of literature in which actors (students) read scripted parts.	Gr4-G7

***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:*

Quickwrite	A strategy used to capture thoughts, reactions and ideas throughout the theme.	Gr4 –A16
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***Instructional Focus:***

***Vocabulary:*** Identifying and correctly using words with literal and figurative meanings.

*Some specific strategies are:*

Fray Model	Fray 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
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***Instructional Focus:***

<b><i>Constructed Response</i></b>		
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.	Gr4 –A16

**StoryTown GRADE 3**  
**Cycle 1 Week 1**  
**Week of September 8, 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.*

**Objective:** Students will work together as a team following the classroom rules and routines for the literacy block.  
 Students will learn how to discuss and describe characters’ feelings, actions and motivations.  
 Students will learn how to retell/summarize major ideas/themes of a story.

Components	INSTRUCTIONAL FOCUS:	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p><b>Shared Reading and Read Alouds</b> 20 minutes</p> <p><b>Guided and Independent Reading</b> 35 minutes</p> <p><b>Writing: Shared/Interactive, Guided and Independent</b> 20 minutes</p>	<ul style="list-style-type: none"> <li>• Support the key learning objectives using the following:</li> <li>• <i>Theme Connections: School Days pp T14-T15</i></li> <li>• <i>Theme Project: p. T12</i></li> <li>• Provide direct instruction and guided practice to establish the classroom rules and routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach students to summarize and retell the theme/major ideas of a story using <i>Five Finger Retelling</i> (see Appendix p. A27).</li> <li>• Teach students how to complete the <i>My Character and Me</i> Graphic Organizer (see Appendix A30) or <i>A Character Pop-Up</i> (see Appendix A3).</li> <li>• Model how to make text to self-connections. Think Aloud to make the process transparent for students. See Appendix p. G6.</li> <li>• <i>Accessing to the Core Curriculum Strategies Guide. See Section2 pages 6-7, 27</i> for Establishing Routines for Literacy Block and Procedures.</li> <li>• See <i>Making Sense of the Literacy Curriculum</i> pp. 17-28 for tips on Organizing the Classroom for the Literacy Block</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with opportunities to present/share activities.</li> <li>• Monitor small group learning.</li> </ul>	<ul style="list-style-type: none"> <li>• To practice listening and speaking skills, have students work in pairs or small groups to relate a theme from the text to their lives, experiences, and/or other books. Include whole class share-outs.</li> <li>• See <b>Project Ideas from the Bag Ladies</b>, pp.2-3.</li> </ul>

**StoryTown GRADE 3**  
**Cycle 1 Weeks 2 and 3**  
**Weeks of September 14- October 2, 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 characters and setting and discuss characters' feelings, actions and motivations.**

**Students will learn to write a descriptive paragraph.**

*To ensure that students see the link between reading and writing, engage them in activities during these two weeks that focus on literary elements and descriptive details in a variety of texts.*

<b>Core Materials</b>					
<b>Texts: Harcourt StoryTown and Read Aloud Anthology</b>					
<b>Components</b>	<b>Instructional Focus</b>	<b>Time</b>	<b>Strategies</b>	<b>Suggestions to Check for Understanding</b>	<b>Extensions/Enrichment</b>
<b>Shared Reading</b>	<ul style="list-style-type: none"> <li>• Introduce and model the key learning objectives using the following:               <ul style="list-style-type: none"> <li><b>Week 2</b></li> <li><i>Ruby the Copycat p.T45</i></li> <li><i>The Singing Marvel p. T69</i></li> <li><i>Connections p. T70-71</i></li> <li><b>Week 3</b></li> <li><i>The Day Eddie Met the Author p.T 141</i></li> <li><i>Good Books. Good Times, Surprise p. T. 165</i></li> <li><i>Connections p. T166-167</i></li> </ul> </li> <li>• Provide direct instruction to teach the following:               <ul style="list-style-type: none"> <li>• How to use a graphic organizer as a tool to help organize information about the characters and the setting.</li> <li>• How to identify the main characters and setting of a story.</li> <li>• How to make assertions about characters' emotions and feelings based on information from the text.</li> </ul> </li> </ul>	15 minutes	Model how to identify the characters and setting: <ul style="list-style-type: none"> <li>• Think Aloud to make the process transparent for students. See Appendix p.G6.</li> <li>• Post Graphic Organizer for Characters &amp; Setting p.T44 and model how it will help students identify literary elements and make within text connections to support comprehension.</li> <li>• Use the Graphic Organizer on p. T141 during week 3 to extend student understanding of how the characters and setting are related to the story events.</li> <li>• Use the Five Finger Retelling on Appendix p.A27 as a strategy to review and recall information about stories.</li> </ul>	Week 2 <ul style="list-style-type: none"> <li>• Monitor as students complete the chart on <i>Practice Book</i>, page 5 over the course of the week.</li> <li>• Monitor students’ responses and interactions during Shared Reading.</li> <li>• Engage students in meaningful conversation about text.</li> </ul> Week 3 <ul style="list-style-type: none"> <li>• Monitor understanding as students complete the story map on <i>Practice Book</i> page 12 during the course of the week.</li> <li>• Engage students in meaningful conversation about texts.</li> </ul>	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"> <li>• Show students how to make Text to Self Connections using Graphic Organizer on p. A30.</li> <li>• Teach students how to use the Reader’s Response Graphic Organizer on p. A31 to record their thoughts while reading.</li> </ul>

Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<b>Read Aloud</b> 5 minutes	<i>Use <u>First Day Jitters</u> p.4 and <u>Tiger! Tiger!</u> p.8 in the Read Aloud Anthology; <u>Be a Friend of Mine</u> p. T39; <u>Friends</u> p. T87; <u>The Science Project</u> T125 and <u>How to Dunk</u> p. T135 to model and reinforce how good readers use literary elements to understand text during these two weeks. 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>				
<b>Guided Reading Group 1</b>	Identify characters and setting. Discuss how characters' actions and words help us to understand their feelings and emotions. 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> .	20 minutes	Use the same Graphic Organizer as in the whole group Shared Reading lesson.	<ul style="list-style-type: none"> <li>Have students create a Pocket Character to demonstrate understanding of a favorite character's traits/emotions (See Appendix pp. A3 and A4)</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Independent Reading/ Sample Independent Learning Activities:</b> <ul style="list-style-type: none"> <li>Read Silently for 15-20 minutes</li> <li>Reread a section of Shared reading from daily lesson and complete the graphic organizer in the <i>Practice Book</i> if available.</li> <li>Work on a constructed response based on the Shared Reading using the TAG it a 3 strategy.</li> <li>Create a Tri-Fold to record the Beginning, Middle and End of a story. See Appendix p. A12.</li> </ul>	<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>				<ul style="list-style-type: none"> <li>Have students write thought bubbles for a favorite character in the Shared Reading story. See Core Curriculum p. 42.</li> </ul> <p>*Provide time for students to share and discuss their work with a partner or small group.</p>

Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Modeled</li> <li>• Shared/Interactive</li> <li>• Guided</li> <li>• Independent</li> </ul> <p><i>Throughout the week, students will work in small groups, pairs, and individually to collect, organize and revise ideas for a descriptive paragraph with vivid words.</i></p>	<ul style="list-style-type: none"> <li>• Transparency LA1- See p. T36</li> <li>• Transparency LA2- See p. T37</li> <li>• Students are learning how to write a descriptive paragraph with vivid words that create a mental image. Use examples from <i>Ruby the Copycat</i> and <i>The Day Eddie Met the Author</i> to show how writers help readers understand characters and settings through descriptive words and phrases.</li> </ul>	<p>20 minutes</p>	<ul style="list-style-type: none"> <li>• Modeling and Direct Instruction using Teaching Transparencies</li> <li>• Provide mini-lessons to teach the writing process during the week.</li> <li>• Model and provided guided practice on how to prewrite, draft and revise a descriptive paragraph. Refer to T37, T59, T75, T85 and T95 for more information.</li> <li>• Conference with small groups of students as they work on the prewrite, draft and revision of their descriptive paragraph.</li> <li>• Review/explain how to use the “TAG it a 3” Strategy for constructed responses (See Student Progress Record Book for more details).</li> </ul>	<ul style="list-style-type: none"> <li>• Practice/apply : Have pairs work together to read incomplete sentences written on the board, complete them to make a complete statement, read them to each other, checking for correct punctuation. See p.T36. <ul style="list-style-type: none"> <li>• Monitor student progress and assess need for additional support or instruction during guided practice and small group conferences.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have students create a web that lists sensory words/ideas for a descriptive paragraph.</li> <li>• Have students work with a partner to read, review and revise their descriptive paragraphs.</li> </ul>

Components	Instructional Focus	Time	Strategies	Suggestions to Check for Understanding	Extensions/Enrichment
<p><b>Guided Reading</b> <b>Group 2</b></p> <p><b>Independent Reading/ Sample Independent Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Read Silently for 15-20 minutes</li> <li>• Work on a Pocket Character p.A3</li> <li>• Complete a web or list of sensory words to describe your Pocket Character.</li> <li>• Work on writing and revising your descriptive paragraph.</li> <li>• Create a series of scenes that show all of the settings (time &amp; place) used in a story. Label or write an explanation of your scenes.</li> </ul>	<p>Identify characters and setting. Discuss how characters' actions and words help us to understand their feelings and emotions.</p> <ul style="list-style-type: none"> <li>• Support students as they demonstrate their ability to identify and discuss literary elements in a variety of text at their highest instructional reading level.</li> <li>• See pages 7-10 and 35 in <i>Making Sense of the Literacy Curriculum</i>.</li> </ul> <p><b><i>“What are the other kids doing?”</i></b> <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>15 minutes</p>	<p>Use the same Graphic Organizer as in the whole group Shared Reading lesson.</p>	<ul style="list-style-type: none"> <li>• Have students create a Pocket Character to demonstrate understanding of a favorite character's traits/emotions. See Appendix p. A3.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>