

## Grade 3 ELA Curriculum

<b>Subject</b>	Language Arts		
<b>Grade/Course</b>	Grade 3		
<b>Unit of Study</b>	Unit 1: Building a Reading Life (Book 1)/Narrative: Crafting True Stories (Book 1)		
<b>Pacing</b>	September - October  The content includes 19 reading teaching points and 20 writing teaching points that will unfold over approximately 4 uninterrupted weeks of instruction. In order to ensure that all students master unit/lesson objectives, the actual pacing may vary to include appropriate embedded enrichment/intervention. Teachers should plan for 2-3 days of additional time for schedule interruptions and run-over in order to address all teaching points.		
<b>Unit CT Core Content Standards</b>			
<u><a href="#">Reading Foundational Skills</a></u>			
<u><a href="#">RF.3.3</a></u> - Know and apply grade-level phonics and word analysis skills in decoding words			
<u><a href="#">RF.3.4</a></u> - Fluency: purpose, understanding, accuracy, rate, expression, confirm or self-correct			
<b>Reading <u>Literature and Informational</u></b>	<b><u>Writing</u></b>	<b><u>Speaking/Listening</u></b>	<b><u>Language</u></b>
<u><a href="#">RL.3.1</a></u> Ask/answer questions referring explicitly to the text  <u><a href="#">RL.3.2</a></u> Recount stories for central message, moral or lesson conveyed through key details  <u><a href="#">RL.3.3</a></u> Character traits, motivations, feelings contribute to sequence of events  <u><a href="#">RL.3.4</a></u> Meaning of words/phrases, literal & non-literal	<u><a href="#">W.3.3</a></u> Narrative with characters, unfolding events, dialog, temporal words, closure  <u><a href="#">W.3.5</a></u> Planning, revising, editing  <u><a href="#">W.3.10</a></u> Write over short and extended time frames for specific task, audience, purpose	<u><a href="#">SL.3.1</a></u> Collaborative discussions, prepared, agreed upon rules, ask questions, link to others, explain own ideas  <u><a href="#">SL.3.6</a></u> Produce complete sentences to task, situation provide detail or clarification	<u><a href="#">L.3.1</a></u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <u><a href="#">L.3.3</a></u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.  <u><a href="#">L.3.4</a></u> Determine/clarify meaning of unknown words, sentence level context clues

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<p><a href="#">RL.3.5</a> Refer to parts of literature and how successive parts build on each other</p>			
<b>Essential Questions</b>		<b>Corresponding Big Ideas</b>	
<ol style="list-style-type: none"> <li>1. How can I use systems and/or plans I put in place to help me become a lifelong reader?</li> <li>2. How can I use strategies to improve my comprehension of books that are right for me?</li> <li>3. How can I use grit and word solving skills to understand hard reading passages?</li> <li>4. How do I write personal narratives with greater independence and use revision and editing skills to create a finished piece of writing?</li> </ol>		<ol style="list-style-type: none"> <li>1. Readers organize their reading lives, use tools to track their progress, and approach their reading with a positive outlook.</li> <li>2. Readers envision, predict, and retell stories to check and improve comprehension of stories.</li> <li>3. Readers work hard to overcome challenging texts and try to make sense of them. They also use strategies to solve hard words such as chunking the word, thinking about the story, trying out different sounds, etc.</li> <li>4. Writers imagine the stories they want to create, and set goals to accomplish their ideas. Writers use prior knowledge, mentor texts, and checklists to revise and edit their work to create their best work.</li> </ol>	

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Reading Bends	Writing Bends
<p><b>Bend 1:</b> This bend is aimed to instill a lifelong love of reading. Students will develop habits which will lead them to reading longer and stronger, sharing books with peers, and how to read with enthusiasm.</p> <p><b>Bend 2:</b> In this bend students will become self reliant in self-checking their comprehension. They will do this by envisioning, predicting, retelling and summarizing, and having discussions with their peers.</p> <p><b>Bend 3:</b> In this bend students will learn how to read with GRIT. They learn what it takes to tackle more challenging texts by deciphering challenging words with context clues, by questioning the author’s purpose, and by understanding figurative language.</p>	<p><b>Bend 1:</b> This first bend provides a vision for the kind of writing third graders can do, builds upon what they could do as second graders, and sets clear expectations in a celebratory can do way. It serves as a launching unit to help students build stamina, edit on the go, and share ideas with classmates.</p> <p><b>Bend 2:</b> In the second bend students begin the furious drafting process. They will organize their writing into paragraphs, study in depth a mentor text, and rehearse their stories with their writing partners.</p> <p><b>Bend 3:</b> In this bend, students become more independent by monitoring their progress. They gain more independence in their projects. Students will emphasize storytelling versus summary and will focus on details. They will learn how to punctuate dialogue within their stories.</p> <p><b>Bend 4:</b> In this final bend, students will publish their first piece of writing bringing it through the whole writing process from drafting to revision and finally to publication. They will utilize a checklist to do a final editing in preparation for publishing. As a celebration, teachers will display the students writing for everyone to read and admire.</p>
Teaching Points	
Reading	Writing
<p><b>Bend 1:</b></p> <ol style="list-style-type: none"> <li>1. Find ways to set yourself up to build a reading life.</li> <li>2. Read books as if they are gold.</li> <li>3. Find “just right” books by reading a few lines of the book.</li> </ol>	<p><b>Bend 1:</b></p> <ol style="list-style-type: none"> <li>1. Set goals and work to reach them.</li> <li>2. Collect small moment stories about a person that matters to you.</li> <li>3. Collect small moment stories about a place that matters to you.</li> </ol>

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<ol style="list-style-type: none"> <li>4. Set goals and keep track of progress toward them.</li> <li>5. Use many systems to find and share great books.</li> <li>6. Make reading much more rewarding with reading partners.</li> </ol> <p><b>Bend II:</b></p> <ol style="list-style-type: none"> <li>7. Give a comprehension check after reading each chapter.</li> <li>8. Use multiple strategies such as envisioning and listing information as you read.</li> <li>9. Make and check predictions.</li> <li>10. Include small details that carry big meanings when making predictions.</li> <li>11. Retell books as a way to build understanding of story parts.</li> <li>12. Talk about books to lift the level of your reading work.</li> </ol> <p><b>Bend III:</b></p> <ol style="list-style-type: none"> <li>13. Work with grit (work with resolve).</li> <li>14. Use many strategies to figure out hard words (grit).</li> <li>15. Use context clues to figure out the meaning of tricky words.</li> <li>16. Try to figure out figurative language by using the text to help.</li> <li>17. Ask questions about a text and reread/rethink to form connections.</li> <li>18. Ask, “Why did the author do that?” to understand author’s purpose.</li> <li>19. Celebrate the teaching and learning that has occurred in this unit.</li> </ol>	<ol style="list-style-type: none"> <li>4. Tell stories bit by bit by including what you see, hear and feel.</li> <li>5. Assess written work and set new goals.</li> <li>6. Take the extra second to edit as you write.</li> </ol> <p><b>Bend II:</b></p> <ol style="list-style-type: none"> <li>7. Rehearse stories by telling the story in many different ways.</li> <li>8. Use discovery drafts by writing fast and furiously about a topic.</li> <li>9. Use mentor texts to study what other authors have done.</li> <li>10. Revision is about developing good writing by adding more to the heart of the story.</li> <li>11. Use paragraphs with new topics, when time moves forward, and with dialogue.</li> </ol> <p><b>Bend III:</b></p> <ol style="list-style-type: none"> <li>12. Make a work plan for new writing pieces.</li> <li>13. Use what was learned with old pieces of writing as new pieces are begun.</li> <li>14. Draft as if you are reliving an experience.</li> <li>15. Elaborate by including actions, thoughts, and setting details.</li> <li>16. Use commas and quotation marks when punctuating dialogue.</li> </ol> <p><b>Bend IV:</b></p> <ol style="list-style-type: none"> <li>17. Revise by reading finished work, checking for flow.</li> <li>18. Use mentor texts to write powerful endings.</li> <li>19. Use an editing checklist.</li> <li>20. Publish and celebrate the teaching and</li> </ol>
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	learning that has occurred in this unit
<b>Word Study Topics</b>	
<p>Unit 1 (2 weeks)*:</p> <ul style="list-style-type: none"> <li>● Closed syllable concept</li> <li>● Glued sounds: all, am, an</li> <li>● Glued sounds: ng/nk</li> <li>● Exceptions to closed syllable (olt, old, ost, ind, ild)</li> <li>● ck and tch spellings</li> <li>● w and qu effect on a/o/</li> <li>● lowercase cursive letters: l, e, h, b f, k</li> <li>● sample words: quilt, elf, shred, kick, crush, string, pitch, colt, squash</li> <li>● sound alike words: know, no, which, witch</li> </ul> <p>Unit 2 (3 weeks)*:</p> <ul style="list-style-type: none"> <li>● Review suffixes</li> <li>● Forming plurals and irregular plurals</li> <li>● 1-1-1 spelling rule: doubling a consonant when adding a vowel suffix</li> <li>● lowercase cursive letters: i, j, p, r, s, t, u, w</li> <li>● sample words: stronger, tallest, shipped, shipment</li> <li>● sound alike words: sun, son, some, sum, banned, band, guest, guessed, missed, mist</li> </ul> <p>Unit 3 (1 week)*:</p> <ul style="list-style-type: none"> <li>● Review vowel-consonant-e syllables</li> <li>● Spelling of /k/ in a v-e syllable</li> <li>● S saying /z/ between two syllables</li> <li>● Review division of multi-syllabic words</li> <li>● 2-syllable words with closed syllables</li> <li>● 2-syllable words with closed and vowel-consonant-e syllables</li> <li>● Spelling multisyllabic words</li> <li>● Sample words: rose, invent, splendid, theme, confuse, reptile</li> <li>● Sound-alike words: plain, plane</li> </ul> <p><a href="#">Foundations Unit Test Scoring Guidelines</a></p> <p>Discrete foundational reading skills are also practiced during reading and writing instruction. Student assessments will be used to determine foundational skills that need to be taught, re-taught and/or reinforced to individual students from the previous units during conferring and small group instruction workshop time.</p> <p>*Units referenced come from Foundations Program. For additional sample words refer to the unit resource pages at the end of each unit in the Foundations teacher's manual. This provides examples for drill sounds/warm-up, echo sounds, review and current unit trick words, review and current unit words/nonsense words, and unit dictation sentences.</p>	
<p><b>Evidence of Learning - Assessment</b></p> <p><a href="#">TC High Leverage Reading Assessment</a></p>	

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*\*See Heinemann Online Resources for copies. District may designate the use of another version of assessment.*

### Smarter Balanced Assessment Resources

The following links will provide rubrics to use in the holistic scoring of narrative, opinion, and informational writing:

[Smarter Balanced Brief Write Rubrics](#) (3-11)

[Smarter Balanced Narrative Performance Task Writing Rubric](#) (Grade 3-8)

[Smarter Balanced Informational Performance Task Writing Rubric](#) (Grade 3-5)

[Smarter Balanced Opinion Performance Task Writing Rubric](#) (Grade 3-5)

### Smarter Balanced Interim Blocks

Interim assessment blocks may be used for a variety of assessment purposes, including: pre/post, interim and formative (additional evidence of learning).

The items on the interim assessments are developed under the same conditions, protocols, and review procedures as those used in the summative assessments. Therefore, they assess the same Common Core State Standards, adhere to the same principles of Universal Design in order to be accessible to all students, and provide evidence to support Smarter Balanced claims in mathematics and ELA/literacy. The interim assessment items are non-secure but non-public. This means that educators may view the items, however, they should not be made public outside of classroom, school or district use.

#### Unit-aligned Smarter Balanced Interim Assessment Block (IAB)\*:

**IAB - ELA Grade 3 - Brief Writes** - [CSDE Comprehensive Assessment Portal](#) (Click on *Smarter Balanced Assessment* - tab on left; then, click on *Assessment Viewing Application*)

*\*Some interim blocks show clear, strong alignment to priority standards within the unit. Other blocks have been placed in one specific unit but could be aligned to the priority standards of several units. Blocks have been spread out over the course of all units for a more balanced approach to assessment throughout the school year. These interim blocks, used in partnership with the [Style Guide](#), will support the creation of unit- and standard-aligned items for instructional use.*

Pre/Post Assessment	Interim Assessment	Additional Evidence of Learning
<ul style="list-style-type: none"> <li>• Foundations unit test</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• <a href="#">Teacher Instructions*</a></li> <li>• <a href="#">Preassessment*</a></li> <li>• <a href="#">Preassessment Sample Responses*</a></li> <li>• <a href="#">Preassessment Student Rubric*</a></li> <li>• <a href="#">Postassessment*</a></li> <li>• <a href="#">Postassessment Sample</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Running Records</a> (including Checklist of Reading Behaviors)*</li> <li>• <a href="#">WPM rate benchmark chart</a></li> <li>• <a href="#">Narrative Reading Learning Progression*</a></li> <li>• <a href="#">Narrative Writing Learning Progression*</a></li> </ul>	<ul style="list-style-type: none"> <li>• Foundations Dictation Check-Ups within unit</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Conferring notes</li> <li>• Observation of small group work</li> <li>• <a href="#">F&amp;P Continuum of Literacy Question Stems by GRL</a></li> <li>• <a href="#">Exit tickets</a></li> </ul>

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<ul style="list-style-type: none"> <li>● <a href="#">Responses*</a></li> <li>● <a href="#">Postassessment Student Rubric*</a></li> <li>● <a href="#">Learning Progression*</a></li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>● <a href="#">Narrative Writing On-Demand Performance Assessment Prompt*</a></li> <li>● <a href="#">Narrative Writing Learning Progression, Pre-K-6*</a></li> <li>● <a href="#">Narrative Writing Rubric, Grade 3*</a></li> <li>● <a href="#">Information Writing Student Samples, Grade 3*</a></li> <li>● <a href="#">Narrative Writing Checklists Grades 2 &amp; 3*</a></li> <li>● <a href="#">Narrative Writing Checklist Grade 3*</a></li> <li>● <a href="#">Narrative Writing Checklist Grades 3 &amp; 4*</a></li> </ul> <p><b>Teacher Created Assessments</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Reading Unit 1 RL3.4 Assessment</a></li> <li>● <a href="#">Unknown Word Response</a></li> </ul> <p><b>Readworks Passages</b></p> <ul style="list-style-type: none"> <li>● <a href="#">My Bean Plant</a></li> <li>● <a href="#">Amy's Halloween Secret</a></li> <li>● <a href="#">An Unexpected Guest</a></li> </ul>		<ul style="list-style-type: none"> <li>● <a href="#">Daily reading log sheet</a></li> <li>● <a href="#">Homework</a> has been provided for each session and can be used as a formative assessment</li> <li>● <a href="#">Exit tickets</a></li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>● Conferring notes</li> <li>● <a href="#">Conferring Scenario Chart for Information Writing*</a></li> <li>● Observation of small group work</li> <li>● Student work: One or more student work samples for each writing session*</li> <li>● <a href="#">Narrative Writing Checklists Grades 2 &amp; 3*</a></li> <li>● <a href="#">Narrative Writing Checklist Grade 3*</a></li> <li>● <a href="#">Narrative Writing Checklist Grades 3 &amp; 4*</a></li> </ul>
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### Learning Plan

### Researched-based Instructional Resources and Methods

The Reading and writing workshop model is a [researched-based instructional model](#):

See *A Guide to the Reading Workshop Model: Primary Grades*, (2015), Calkins et. al. and *A Guide to the Common Core Writing Workshop*, 2012, Calkins et. al. included in the series component bundle.

The Heinemann Online Resources includes a study guide for the *Units of Study for Teaching Reading* under "Latest News and General Information." This resource provides step by step instructions for implementing the workshop model, including guiding questions and detailed explanations of:

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- The Architecture of the Mini-lesson: connection (teaching point), direct instruction and active engagement, link
- The Architecture of a Conference and small group work: mid-workshop teaching
- Share/whole group processing
- Setting up and Provisioning the Reading Workshop

The Heinemann Online Resource also contains a video orientation that guides teachers through “unpacking the unit” and offers specific tips and demonstrations of best practices associated with delivering reading and writing workshop.

### Anchor Charts

*Commercially developed Anchor Chart Notes are one of the series components included with the Units of Study bundles for both reading and writing. Teachers may prefer to construct their own or co-construct these charts with students to serve as a reference of summarized, illustrated teaching points.*

Reading	Writing
To Make Reading the Best It Can Be, I will... <a href="#">Color</a> / <a href="#">B&amp;W</a> Readers Understand a Story by... <a href="#">Color</a> / <a href="#">B&amp;W</a> Readers Climb the Hurdle of Hard Words by... <a href="#">Color</a> / <a href="#">B&amp;W</a>	Finding Ideas for True Stories <a href="#">Color</a> / <a href="#">B&amp;W</a> To Write a True Story... <a href="#">Color</a> / <a href="#">B&amp;W</a>

### Instructional Moves

Bauman, L.; Burke, James (Jim) R. (Robert). 2014. *The Common Core Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How to Teach Them* (Corwin Literacy). SAGE Publications.

Possible Student Challenges	Teacher Moves
Decoding multisyllabic words	<ol style="list-style-type: none"> <li>1. Teach students how to look for “chunks” in words (e.g., prefix, suffix, root word, or syllables) to help them decode.</li> <li>2. Teach students the patterns for determining syllables (e.g., closed, open, silent e, vowel teams, r-control, consonant e), and help them apply these patterns to decoding.</li> </ol>
Determining the main idea, central message, lesson, or moral, or theme of a story, drama, or poem	<ol style="list-style-type: none"> <li>1. Point out common spots for identifying main idea/theme in a text and how you scrutinize specifics (TOC, headings, topic sentences, key events, recurring vocabulary, illustrations) to infer ideas throughout the text. Have students turn and talk whenever you want them to work through a key part where an important</li> </ol>

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	<p>idea can be inferred. • Pose questions that get students looking for theme via the following avenues: Naming a lesson in the story (What lesson did _____ learn by the end? What lesson or message did you get from reading this book?) Identifying a social issue in a story (What have you learned about _____ from reading this book? What are you learning about the issue of _____ here?)</p> <ol style="list-style-type: none"> <li>Keep a classroom chart of themes that students discover in texts (with love and understanding, families can overcome loss; accept who you are;</li> </ol>
Determining how characters in a story or drama respond to challenges, or how the speaker in a poem reflects upon a topic	<ol style="list-style-type: none"> <li>Have students use graphic organizers or flow charts to monitor how characters respond to challenges over the course of a text.</li> </ol>
Describing in depth characters, settings, or events in a story:	<ol style="list-style-type: none"> <li>As you read aloud books, get students to notice how the character drives the plot. Teach students to hit the pause button at major shifts in setting/scene, time periods, and chapter endings and ask themselves, What does the author want me to notice as new here? How is this helping—or hindering—the character resolve the problem she is trying to solve?</li> <li>Have students make a list of all the characters in a story, and chart what they're like (both externally and internally) and what causes them to be that way/feel that way. Discuss that characters, just like people in real life, have contradictory aspects of their personality.</li> <li>Create class charts depicting the sequence of important events, and then have students work in groups to consider an event from each character's POV.</li> <li>Build a plot map—individually, in groups, or as a class—noting specific events in a story.</li> <li>Think aloud how you would use the specific details to describe in detail the characters, settings, or events. Model</li> </ol>

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	orally and also in written form for the students.
Writing narratives about real or imagined experiences:	<ol style="list-style-type: none"> <li>1. Read a diverse sampling of narratives similar to and slightly different from the sort you want students to write.</li> <li>2. Have students generate a list of narrative topics. This list can be in their writer's notebook or wherever they keep their writing.</li> <li>3. Teach the difference between real experiences (personal narratives, memoir, etc.) and imagined experiences.</li> <li>4. Guide students through the process of creating a story map, storyboard, or other graphic form that allows them to identify, discuss, and arrange the different events or scenes in the story.</li> <li>5. Generate with students or provide a list of the elements of an effective narrative of the story you are assigning. Explicitly teach these elements as you read and share a variety of narratives—picture books, novels, memoir, short stories, and so on.</li> <li>6. Consider allowing students to incorporate images in their narrative if they complement the narrative.</li> </ol>
Setting out a problem or creating a situation in a narrative:	<ol style="list-style-type: none"> <li>1. Establish a problem up front that the story will examine and the protagonist will solve after a series of scenarios richly imagined</li> </ol>
Producing writing that is clear and coherent:	<ol style="list-style-type: none"> <li>1. Model for students how writers add and remove information in their pieces to achieve clarity. Using a tablet or document camera, write a draft and then “think aloud” what you could remove and why. Then find a section where you could add more and model how you would do that.</li> <li>2. Have students read through their writing and highlight any words or sections that could be removed.</li> <li>3. Explain the difference between concrete and abstract words and generate examples of both. Demonstrate how using concrete words produces clear writing.</li> </ol>

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<b>Mentor, Demonstration, Read-aloud, Shared Texts</b>	
*Included in the Grade 3 Trade Pack	
<b>Reading</b>	<b>Writing</b>
<p>May include other similar texts of the appropriate grade level band</p> <p><b>Demonstration Texts</b>  <i>Each Kindness</i> by Jacqueline Woodson  <i>Donovan’s Word Jar</i> by Monalisa Degross  <i>If I Had a Hammer</i> by Paul Warren</p> <p><b>Read-Aloud and Shared Reading Texts</b>  <i>*Stone Fox</i> by John Reynolds Gardiner</p> <p><b>Suggested Texts and Resources</b>  <i>Cam Jansen and the Mystery of the Stolen Diamonds</i> by David A. Adler  <i>Tales of a Fourth Grade Nothing</i> by Judy Blume  <i>Shoeshine Girl</i> by Clyde Robert Bulla  <i>Ramona the Pest</i> by Beverly Cleary  <i>Donovan’s Word Jar</i> by Monalisa DeGross  <i>How to Be Cool in the Third Grade</i> by Betsy Duffey  <i>The Hundred Dresses</i> by Eleanor Estes  <i>Sarah, Plain and Tall</i> by Patricia MacLachlan  <i>Judy Moody Gets Famous!</i> by Megan McDonald  <i>Stink: The Incredible Shrinking Kid</i> by Megan McDonald  <i>Junie B. Jones and the Stupid Smelly Bus</i> by Barbara Park  <i>Gooseberry Park</i> by Cynthia Rylant</p> <p>Resources for Teachers  <i>What Really Matters for Struggling Readers: Designing Research-Based Programs</i> by Richard L. Allington  <i>Visible Learning for Teachers: Maximizing Impact on Learning</i> by John Hattie  “<i>The Star-Spangled Banner</i>” by Francis Scott Key (song lyrics)  <i>Creating Innovators: The Making of Young People Who Will Change the World</i> by Tony Wagner (Simon &amp; Schuster)  Illustration of the Tin Man from <i>The Wizard of Oz</i></p>	<p>May include other similar texts of the appropriate grade level band</p> <p><b>Demonstration Texts</b>  <i>*Come On, Rain!</i> by Karen Hesse</p> <p><b>Suggested Texts and Resources</b>  Resources for Teachers:  <i>Writing A Life</i> by Katherine Bomer  <i>What a Writer Needs</i> by Ralph Fletcher  <i>Writing Down the Bones</i> by Natalie Goldberg  <i>Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement</i> by John Hattie  <i>A Writer Teaches Writing</i> by Donald Murray  <i>Life in a Crowded Place: Making a Learning Community</i> by Ralph Peterson  <i>On Writing Well</i> by William Zinsser</p> <p>To Help Teach Qualities of Good Writing:  <i>*Because of Winn-Dixie</i> by Kate DiCamillo  “<i>Mr. Entwistle</i>” from <i>Hey World, Here I Am!</i> by Jean Little  <i>Journey</i> by Patricia MacLachlan</p>
<b>Read-Aloud &amp; Shared Reading</b>	
<p><b>Read-Aloud goals</b>  Internalize reading behaviors (preview, make predictions, anticipate)</p>	

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<p>Monitor for sense and re-reading Process the text Whole-class book talk</p> <p><b>Read-Aloud process:</b> Before You Read (introduce book, title, author, wonder about the title) As You Read (look at pictures, read with prosody, retell) After You Read (whole class book talk)</p> <p><b>Shared reading goals</b> Practice using meaning, structure, visuals (MSV) to solve new words</p> <p><b>Shared reading process:</b> Introduce the book and key concepts Cross-checking sources of information Word Study Fluency</p>	
<p><b>Vocabulary</b></p> <p><i>*Vocabulary identified in <a href="#">Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy</a></i></p>	
<p><b>Tier 2 (Academic Vocabulary)</b></p>	<p><b>Tier 3 (Domain Specific Vocabulary)</b></p>
<p>bullet crafting curmudgeon environment envision grit internal lens monotonous predict rehearse relationship resolution/conclusion* sketch strategy systems</p>	<p>context clue descriptive*/describe*/description* dialogue* draft* edit* elaboration figurative fluency paragraph* quotation mark/quotation* small moments revise*/revision transitions</p>
<p><b>Suggestions for Differentiation, Scaffolding and Intervention</b></p>	
<p><a href="#">CT Dept. of Education Evidence-based Practice Guides</a> – <i>These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”</i></p> <p><i>Up the Ladder: Assessing Grades 3-6 Writing Units of Study</i> books and <a href="#">online resources</a></p> <ul style="list-style-type: none"> <li>There are three units in the <i>Up the Ladder</i> series, and each contains 20-22 sessions. These books have been designed for children in grades 3-6 who may not yet have had many opportunities to</li> </ul>	

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practice writing narrative, information, and opinion/argument pieces, or might have not have had those experiences in workshop-style classrooms. The units aim to support students in writing with increasing volume and with growing skill and sophistication. Sessions in the *Up the Ladder* series are shorter and simpler than those in the writing Units of Study.

Use individual student performance data to inform intervention in small group and conferring work.

#### [Effective Intervention Strategies for Teachers](#)

- Use grouping
- Use feedback, reinforcement and recognition
- Use similarities and differences
- Use advanced organizers such as graphic organizers
- Provide feedback
- Use summary and note taking
- Use hands-on, non-linguistic representations

#### [Meeting Students' Needs Through Scaffolding](#)

- Identify, bold, and write in the margins to define words that cannot be understood through the context of the text
- Chunk long readings into short passages, (literally distributing sections on index cards, for example), so that students see only the section they need to tackle
- Encourage/enable students to annotate the text, or—if they can't write directly on the text—providing sticky notes or placing texts inside plastic sleeves
- Supply sentence starters so all students can participate in focused discussion
- Place students in heterogeneous groups to discuss the text and answer text-dependent questions
- Provide task cards and anchor charts so that expectations are consistently available
- Highlight key words in task directions

#### [Supporting Struggling Readers](#)

- Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.)
- Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension
- Reformat the text itself to include visuals or definitions of key vocabulary
- Provide picture cues with text-dependent questions
- Provide oral rehearsal time (with buddies, small group, or a teacher) prior to writing, and/or provide writing/thinking time prior to oral presentations

#### [Assistive Technology](#)

##### [Writing:](#)

- Use different paper (wide lined, raised lines or darker lines) to increase awareness of lines.
- Use the dry erase board and pens, which requires less force than a pencil (photocopy the results if they need to be turned in)
- Use a copy machine to enlarge worksheets to be completed to provide a larger area to write.

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If computers and internet are available: use free text-to-speech software or use spell/grammar check to edit and revise

**Reading:**

- Increase space between words/lines
- Color code words in text
- Use tools to modify the visual presentation of text
- Use highlighters, color-coding dots, and post-its to identify the main idea, supporting details, and other key words or ideas

English Learners

Colorin Colorado

CT English Learner Proficiency Standards, Linguistic Supports

- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide explicit academic vocabulary (see glossary) instruction: word walls, personal dictionaries, bilingual dictionaries/glossaries, picture/video dictionaries, graphic organizers, word cards with pictures, word sorts, etc.
- Make connections to students' prior experiences
- Build background knowledge
- Use scaffolding techniques: jigsaws, think-alouds, graphic organizers, sentence starters/sentence frames

Enrichment strategies

P. Wood, 2008. "Reading Instruction with Gifted & Talented Readers."

- Use of more advanced trade books
- Independent reading and writing choices
- Focus on developing higher level comprehension skills, along with higher level questioning
- Opportunities for book discussions – critical reading & creative reading
- Use of technology and the web

### **Interdisciplinary Connections**

Social Studies Grade 3: Connecticut and Local History

The theme of Using Evidence to Learn About the Past could reasonably be applied to content areas such as:

- Indigenous peoples of Connecticut (cultural diversity)
- Human geography and economic development (influence of geography)
- Structure and function of local and state government (creation of Connecticut state identity)
- Connecticut's role in the history of America (using evidence to learn about the past)

Consider opportunities for students to read/write on related topics.

NGSS Grade 3 Science topics include:

- Forces and interaction
- Interdependent relationships in ecosystems
- Life cycles and traits
- Weather and climate

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Consider opportunities to directly align learning with NGSS science topics, or consider other opportunities to read, write, and communicate about related science topics.