

Winchester ELA Curriculum Grade 3

Subject	Language Arts		
Grade/Course	Grade 3		
Unit of Study	Unit 5: Research Clubs: Elephants, Penguins, and Frogs, Oh My! (Book 4)/ Writing About Research (Teachers College Online Unit) (Title is linked to If/Then Lessons)		
Pacing	April - May This content should be taught near the end of the year in Grade 3. The reading & writing topics unfold over 19 and 21 sessions, respectively, with a suggested timeline of 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.		
Unit CT Core Content Standards			
Reading Foundational Skills			
<p>RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension</p>			
Reading Literature and Informational	Writing	Speaking/Listening	Language
<p>RI.3.1 Ask/answer questions referring explicitly to text</p> <p>RI.3.2 Identify main idea and key details</p> <p>RI.3.8 Identify connections in sentences, paragraphs</p> <p>RI.3.9 Compare points and details in two texts on same topic</p>	<p>W.3.2 Informative text with topic, group information, develop, use linking words, conclusion</p> <p>W.3.6 Use tech to produce, publish, interact, collaborate</p> <p>W.3.7 Short research to build knowledge</p> <p>W.3.8 Gather information, take notes, sort into</p>	<p>SL.3.3 Ask questions offering appropriate elaboration/detail</p> <p>SL.3.4 Tell a story/experience with facts, details, appropriate pace</p> <p>SL.3.5 Create an audio recording with fluid reading, use visuals to emphasize, enhance information</p>	<p>L.3.1 Demonstrate command of conventions of standard English grammar and usage</p> <p>L.3.2f Use spelling patterns and generalizations</p> <p>L.3.6 Use words acquired through conversation, academic, domain-specific words</p> <p>L.3.5 Demonstrate understanding of word</p>

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	categories		relationships
Essential Questions		Corresponding Big Ideas	
<ol style="list-style-type: none"> 1. How do readers research to learn? 2. How can I raise the level of my research-based information writing, in particular, by working on structure and development? 		<ol style="list-style-type: none"> 1. Students need to create a plan in which they gather text, draw on prior knowledge, be cognizant of text structures and ask questions to expand their focus. 2. Writers transfer all they know about information writing to each new all-about book. Writers think about their topic and research and use specific elaboration techniques and text structures that will help to advance the big ideas they are trying to convey to readers. 	
Reading Bends		Writing Bends	
<p>Bend 1: This bend develops the research process by organizing their study and learning. The bend begins with you scaffolding the learning for students by co-constructing a whole-class study of the penguin. Students will gather texts related to sub-topics, draw on prior knowledge, and preview texts to maintain engagement. Students will be linking information they already knew to new information. The last work of this bend focuses on “zeal” and student engagement. The message is that “your reading life is yours. you are the author of your own reading life.”</p> <p>Bend 2: This bend reinforces students’ knowledge and use of the research process with a focus on transferring skills, fluency, determining the main idea, determining structure and thinking about similarities and differences in texts. Students continue to work in the same clubs but this time studying a different animal. Students will be encouraged to pay particular attention to domain-specific vocabulary. You will highlight the fact that not only have they learned many interesting things about the animals they are researching but they have learned about the process of of reading information text to develop expertise on a topic.</p>		<p><i>A note about this unit:</i> As organized in this document, this writing unit is meant to go hand-in-hand with the <i>Research Clubs: Elephants, Penguins, and Frogs, Oh My!</i> reading unit. In reading, students work in clubs and study first one animal and then another. Across this writing unit, then, students will collaborate to write club books about each animal they research, and then they’ll write a club book that captures the ideas they develop in the final bend of the unit. For more on maximizing reading-writing connections see Writing About Research Unit page 5.</p> <p>This writing unit builds on what students learned in <i>The Art of Information Writing</i> (Winchester’s 2nd unit in grade 3). Depending on student assessment data, you might revisit teaching points or anchor charts from this previously taught unit.</p> <p>Bend 1: In this bend, students write new all-about books on the animal they are researching by writing to grow ideas and using what they know about creating powerful tables of contents, teaching others and drafting chapters using their knowledge of elaboration.</p>	

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<p>Reading with an “expert voice” is highlighted to convey the information in an explaining voice. Several sessions in this bend will be spent teaching students to use text structure (especially, within the section or “chunk” he/she is reading) as an organizer to support comprehension as well as finding the topic sentence. This work helps students determine importance and figure out main ideas of a text. Teaching cause and effect structure builds off of this. You will want to teach students specific cues for this such as- because of, this led to, if-then, since, as a result, may be due to, consequently.</p> <p>*Please note that teaching point 11 has particular significance to this unit. Before this lesson, think about the topic: comparing and contrasting. This session aims to get students to do this kind of thing.</p> <p>Bend 3: This bend allows students to read across topics (two classes of animals-frogs and penguins) and apply their knowledge to a real-world problem. The club will decide which subtopics they want to take on asking questions such as “What’s the same about these two animals? What’s different about these two animals? What can this tell me about the animal kingdom in general?” leading to more complex wondering forming theories and asking “why?” to do more reading to find answers. Students will begin to use words and concepts such as adaptation, habitat, survival, defenses, migration, protection. The unit bend ends with students applying their knowledge to a real-world problem such as: How can they build a better zoo, given what they know about animals? How can they protect animals that are on the verge of extinction?</p>	<p>Bend 2: Students write another all-about book , this time about the second animal they are studying. These books have a particular emphasis on text structure. Students collaborate to develop their writing, supporting their cross-text(s) synthesis skills.</p> <p>Bend 3: In this bend, students learn how to use what they know about information writing to write books that advance the big ideas the club has been exploring. Clubs write books exploring big ideas: animal adaptations, differences in animal habitats, and more. Students use peer conferring and self-assessment.</p>
Teaching Points	
Reading	Writing
<p>Bend 1:</p> <ol style="list-style-type: none"> 1. Orient to a text set (previewing skills) 2. Identify and synthesize sub-topics 	<p>Bend 1:</p> <ol style="list-style-type: none"> 1. Observe to notice and think about details 2. Use research to expand your ideas and

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<ol style="list-style-type: none"> 3. Use specialized/technical/academic lingo 4. Make commitment to collaborative inquiries 5. Generate own ideas 6. Ask “why” and “why not” questions <p>Bend II:</p> <ol style="list-style-type: none"> 7. Make a plan for a study 8. Read non-fiction with volume and fluency 9. Use text structures to organize learning (main ideas & supports, sequence) 10. Examine compare/contrast as a text structure 11. Examine cause & effect as a text structure 12. Analyze choices made by the author <p>Bend III:</p> <ol style="list-style-type: none"> 13. Expand focus to see patterns and relationships 14. Ask questions to expand thinking 15. Focus on the research process 16. Develop evidence-based theories throughout the research process 17. Research around topics for big picture 18. Research solutions to real world problems 19. Complete and share research projects 	<p>write more about a topic</p> <ol style="list-style-type: none"> 3. Plan a table of contents with a clear text structure (see sample graphic organizer and Strong Tables of Contents chart in Anchor Chart section of this unit) 4. Rehearse by teaching peers to identify what you know and what you need to learn more about 5. Use what you know about organizing tables of contents to organize chapters (see Strong Tables of Contents chart in Anchor section of this unit) 6. Use elaboration strategies to teach readers more (e.g., use quotations, statistics, anecdotes, observations, descriptions, vocabulary words and definitions, diagrams, pictures, lists, labels, different punctuation: colons, dashes, parentheses, etc.) 7. Collaborate with partners to elaborate more (e.g., Ask: “What do I know that I could add to this information? And, where, precisely, should I add that new information in?”) <p>Bend II:</p> <ol style="list-style-type: none"> 8. Plan out an entire book and each chapter 9. Study elaboration in mentor texts to teach readers about subtopics 10. Interest readers using a balance of facts and your ideas 11. Write chapters in multiple ways 12. Research to add facts and examples in writing (e.g., research by searching through notebooks, books or picking the brains of co-researchers) 13. Write powerful introductions to the book and each chapter 14. Draft conclusions for the book and each
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	<p>chapter that leave readers understanding what they read</p> <p>Bend III:</p> <ol style="list-style-type: none"> 15. Plan a logical order for chapters and a structure for each chapter (see sample graphic organizer for teaching point 15 in Anchor Chart section of this unit) 16. Use everything you know to draft strong chapters (e.g., earlier charts and checklists) 17. Use text features to highlight main ideas 18. Write so that readers will understand 19. Confer with a partner to share and improve writing (e.g., give your partner a compliment and a tip; see “Things You Can Say to Your Writing Partner” in Anchor Chart section of this unit) 20. Edit 21. Celebration
Word Study Topics	
<p>Unit 11 (2 weeks)*</p> <ul style="list-style-type: none"> ● Contractions ● Uppercase cursive letters: Q, X ● Sample words: doesn't, can't, don't ● Sound Alike Words: it's, its, there, their, they're <p>Unit 12 (2 weeks)*</p> <ul style="list-style-type: none"> ● Soft sound of c after e, i, y - spelling ● Soft sound of g after e, i, y - spelling ● English words do not end in j ● dge after a short vowel ● Silent e spelling rule after soft g and c ● Uppercase cursive letters: S, I, J ● Sample words: gentleman, entrance, bridges, replacing ● Sound Alike Words: cell, sell, peace, piece, cent, sent, scent, scene, seen <p>Foundations Unit Test Scoring Guidelines</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</p>	

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reinforced to individual students from the previous units during conferring and small group instruction workshop time.

*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.

Evidence of Learning - Assessment

[TC High Leverage Reading Assessment](#)

**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- Research - [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"> Foundations unit test <p>Reading:</p>	<ul style="list-style-type: none"> Running Records (including Checklist of Reading Behaviors)* 	<ul style="list-style-type: none"> Foundations Dictation Check-Ups within Unit

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<p>Before the unit begins strongly consider administering a performance assessment.</p> <ul style="list-style-type: none"> ● Teacher Instructions* ● Preassessment* ● Preassessment Sample Resources* ● Postassessment* ● Postassessment Sample Responses* ● Student Rubric* ● Learning Progression* <p>Writing:</p> <p>Pre-assessment - Begin with an on-demand assessment that reveals what students know about informational writing.</p> <p>Post-assessment - Conduct another on-demand information writing assessment, using the same prompt and conditions as the pre-assessment so that students' writing will be comparable. Additionally, you may invite students to publish a book and have these books added to classroom and/or school libraries. Your students may benefit from having a broader audience for their writing.</p> <ul style="list-style-type: none"> ● On-demand Performance Assessment Prompt for Information Writing* ● Informational Writing Checklist* ● <i>Writing Pathways</i>*: performance assessments for Informational: 	<ul style="list-style-type: none"> ● WPM rate benchmark chart ● Informational Reading Learning Progression* ● Learning Progressions Information Writing* 	<p>Reading:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation of small group work ● F&P Continuum of Literacy Question Stems by GRL ● Exit tickets ● Daily reading log sheet ● Homework has been provided for each session and can be used as a formative assessment <p>Writing:</p> <ul style="list-style-type: none"> ● Writing process drafts ● Conferring notes and Conferring Scenario Chart for Information Writing* ● Observation of small group work ● Student work: One or more student work samples for each writing session* ● Informational Writing Checklist*
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<p>-writing rubrics -student writing sample -writing developed through the progression</p> <p>Teacher Created Assessments</p> <ul style="list-style-type: none"> • Research Clubs Unit 5 Pre/Post Assessment 		
Learning Plan		
Researched-based Instructional Resources and Methods		
<p>The reading and writing workshop model is a researched-based instructional model.</p> <p>See <i>A Guide to the Reading Workshop Model: Primary Grades</i>, (2015), Calkins et. al. and <i>A Guide to the Common Core Writing Workshop</i>, 2012, Calkins et. al. included in the series component bundle.</p> <p>The Heinemann Online Resources includes a study guide for the <i>Units of Study for Teaching Reading</i> 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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>		
Anchor Charts		
<p><i>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 reference of summarized, illustrated teaching points.</i></p>		
Reading	Writing	
<p>To Research... Color / B&W Readers Take Notes... Color / B&W</p>	<p>Elaborate Like a Pro, Study Mentor Texts as You Go! Color / B&W</p> <p>Information Writers Try Different Structures on for Size Color / B&W</p> <p>Sample Graphic Organizer - Teaching Point 3 Be sure that you’re modeling how different tables</p>	

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of contents for your topic might look. For example, if modeling with the topic of penguins:

Version 1	Version 2	Version 3
Kinds of Penguins - Emperor penguins (probably the best known) - King penguins	Parts of Penguins - Beak (used to catch food) - Feet - Heels (help to stay warm) - Smoothy body (used	Ways Penguins Protect Themselves - Their bodies are made to help them survive - They can huddle

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	<p>ng uin s - Ge nt oo pe ng uin s...</p>	<p>to sw im qui ckl y) - Fli pp ers (h elp to sw im)</p>	<p>wit h ot he r pe ng uin s to ke ep wa rm - Th ey ca n sw im fas t in wa ter to esc ap e pr ed at ors</p>	<p>Sample Graphic Organizer - Teaching Point 15 (logical chapter order and selecting structure for each chapter)</p> <p>Animal Babies and Parents</p> <table border="1" data-bbox="824 1612 1015 1812"> <tr> <td data-bbox="824 1612 917 1711">Chap ter</td> <td data-bbox="917 1612 1015 1711">Struc ture</td> </tr> <tr> <td data-bbox="824 1711 917 1812">All Abou</td> <td data-bbox="917 1711 1015 1812">Boxe s and</td> </tr> </table>	Chap ter	Struc ture	All Abou	Boxe s and
Chap ter	Struc ture							
All Abou	Boxe s and							

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	t Anim al Babi es	Bulle ts	
	Raisi ng a Baby Peng uin	Chro nolo gical	
	Peng uin Babi es vs. Frog Babi es	Com pare and Cont rast	
	Peng uin Pare nts vs. Frog Pare nts	Com pare and Cont rast	
	What Happ ens Whe n Pare nts Stay or Leav e	Caus e and Effec t	
	<p>“Things You Can Say to Your Writing Partner”</p> <ul style="list-style-type: none"> ● What are you working on as a writer? ● Can you show me where you tried that? ● Is there anything tricky I can help you 		

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	<p>with?</p> <ul style="list-style-type: none"> ● I want to compliment you on ... ● One tip I can give you ... ● Try it, and I'll help you!
Instructional Moves	
Bauman, L.; Burke, James (Jim) R. (Robert). 2014. <i>The Common Core Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How to Teach Them</i> (Corwin Literacy). SAGE Publications.	
Possible Student Challenges	Teacher Moves
Identifying the meaning of common prefixes and derivational suffixes	<ol style="list-style-type: none"> 1. Have students highlight prefixes and suffixes in words to aid in determining meaning. 2. Use sticky notes or annotate in the margin the meaning by identifying the prefix and its meaning, the root word and its meaning and the suffix and its meaning. 3. Use graphic organizers to show the parts of the word, their meaning, and then when put back together, the meaning of the unfamiliar word.
Determining what the text says explicitly	<ol style="list-style-type: none"> 1. Write text dependent questions on sticky notes or annotate in the margins. Model how to find the answers by annotating in the margin the exact words where questions are answered. 2. Coach students to highlight specific details and annotate their thinking. Remind students to say what the text says, not what they think it says.
Summarizing and paraphrasing information	<ol style="list-style-type: none"> 1. Model using a document camera or interactive whiteboard with a shared text. Highlight or annotate important information then using note cards summarize the highlighted information. 2. Create charts and organizers that delineate the steps in how to summarize text.
Developing topic with details, examples and information	<ol style="list-style-type: none"> 1. Model how to choose a topic and add details and/or how to write and use categories and headings. 2. Provide graphic organizers, information maps, outlines and so on to help students organize their thinking. 3. Practice together writing a topic on a sheet of chart paper, then have students

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	<p>generate details, examples, and information on sticky notes. Place these on the chart paper and move them to group relevant facts together.</p> <p>4. Work directly with students to generate ideas and gather evidence, data, examples or other content; then develop with them criteria for how to evaluate and choose the best of the bunch to work into their writing.</p>
Mentor, Demonstration, Read-aloud, Shared Texts <small>*Included in the Grade 3 Trade Pack</small>	
Reading	Writing
<p>May include other similar texts of the appropriate grade level band</p> <p>Read-Aloud Text <i>The Whispering Land</i> by Gerald Durrell and Ralph Thompson</p> <p>Demonstration Texts <i>*The Life Cycle of an Emperor Penguin</i> by Bobbie Kalman and Robin Johnson <i>*Penguins</i> by Bobbie Kalman <i>*The Penguin</i> by Béatrice Fontanel “I Whistle a Happy Tune” lyrics <i>*The Life Cycle of a Frog</i> by Bobbie Kalman and Tammy Everts* <i>*Frogs!</i> by Elizabeth Carney “The Trials of a Tadpole” video from National Geographic www.youtube.com/watch?v=r3zqdWSYgSA <i>*Frogs and Toads</i> by Bobbi Kalman and Tammy Everts <i>Penguins</i> by Lucia Raatma and Ruth Bjorklund <i>Penguins</i> by Seymour Simon <i>Giraffes</i> by Emilie U. Lepthien</p>	<p>This writing unit uses the same materials gathered for the reading unit. Students will need access to a variety of texts on different animals. This unit will also require a few additional materials, such as:</p> <p>Short Videos (featuring animals that book clubs are studying - Session 2) NationalGeographic.com BBC’s wildlife nature video clip collection BBC Video of penguin chicks trying to survive in winter</p> <p>Mentor Texts with Clear Structure and Elaboration <i>*The Life Cycle of an Emperor Penguin</i> by Bobbie Kalman (see Writing About Research Unit for specific ideas on modeling with this text) Other Bobbie Kalman texts</p> <p>Teacher Topics You’ll want to select the topics you model with. In Bend 1, it is recommended to model writing about penguins. In Bend 2, it is recommended to model writing about frogs. These topics mirrors the topics you model with in the <i>Research Clubs</i> unit. In Bend 3, it is recommended to model writing about Animal Babies and Parents.</p>
Read-Aloud & Shared Reading	
<p>Read-Aloud goals Internalize reading behaviors (preview, make predictions, anticipate) Monitor for sense and re-reading Process the text</p>	

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<p>Whole-class book talk</p> <p>Read-Aloud process: 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>Shared reading goals Practice using meaning, structure, visuals (MSV) to solve new words</p> <p>Shared reading process: Introduce the book and key concepts Cross-checking sources of information Word Study Fluency</p>	
<p>Vocabulary</p> <p><i>*Vocabulary identified in Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy</i></p>	
<p>Tier 2 (Academic Vocabulary)</p>	<p>Tier 3 (Domain Specific Vocabulary)</p>
<p>adapt adaptation advance collaborate elaboration* examples* facts* inquiry key details* lingo migration observe/observation pace predator reason(s)* refrain rehearse research resources subtopic/topic* survive</p>	<p>all-about books evidence-based habitat information text/writing* table of contents technical vocabulary text feature text structure</p>

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Suggestions for Differentiation, Scaffolding, Intervention and Enrichment

[CT Dept. of Education Evidence-based Practice Guides](#) – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”

Up the Ladder: Assessing Grades 3-6 Writing Units of Study books and [online resources](#)

- There are three units in the *Up the Ladder* 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 practice writing narrative, information, and opinion/argument pieces, or might have not 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

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Assistive TechnologyWriting:

- 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
- 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 LearnersColorin ColoradoCT 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)

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

NGSS Grade 3 Science topics include:

- Forces and interaction
- Interdependent relationships in ecosystems
 - Social interaction and group behavior - Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size.
 - Evidence of common ancestry and diversity - Some kinds of plants and animals that once lived on Earth are no longer found anywhere.
 - Adaptation - For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.
- Life cycles and traits
- Weather and climate

If students are reading and writing about animals, consider opportunities to directly align learning with NGSS science topics, or consider other opportunities to read, write, and communicate about related science topics.