

**Quinton Township School District**  
**English Language Arts Literacy-Writing**  
**Grade 3**

**Pacing Chart/Curriculum MAP**

**Key: Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	1	<b>Unit Title:</b>	Unit 1: Crafting True Stories	<b>Pacing:</b>	45 Days
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**Unit Summary:**

Writers write personal narratives with independence and stamina.  
Writers become storytellers through writing  
Writers write a second piece with newly gained independence.  
Writers improve their work through revision and editing.

**Objectives:**

Bend I

Students will be able to:

- \*Write and understand that writers think about the kind of writing they want to make and set goals for themselves to write in the ways they imagine.
- \*Talk in clusters about what third-grade notebook writers do and don't do.
- \*Generate ideas for true stories by thinking of an important person and brainstorm small moments that have been spent with that person.
- \*Examine the step-by-step process of using a strategy to generate ideas for a true story.
- \*Build stamina for writing.
- \*Write by thinking of a place, list small moments that happened in that place, and then write about one of these moments
- \*Establish systems for Writer's Workshop.
- \*Draw on a repertoire of strategies for generating writing.

- \*Recognize mapping stories a way to warm up.
- \*Think when you are done, you have just begun.
- \*Problem solve for writing problems.
- \*Draw the reader in by telling their stories in scenes rather than summaries.
- \*Highlight the way a published author has done work.
- \*Summarize, then rewind, retry, and story tell.
- \*Make a movie in their mind of the story they are telling. Include details, bit by bit, action, and dialogue.
- \*Share with a partner ways that writers grow and how they work towards their goals.
- \*Understand that it is sometimes important to pause to consider what's going well in writing and what could be tried to increase the writing level.
- \*Writers should check on their progress and set goals for improvement.
- \*Practice using new writing tools.
- \*Realize that writers don't wait to edit, they take a minute as they write to make sure their writing is as clear as possible for their readers.
- \*List the things they know by heart-including words they know how to spell.
- \*Invent ways to remember how to spell words correctly that are almost known by heart.
- \*Break unknown words into syllables to approximate the spelling.
- \*Search through their notebooks to decide on which entry they have written, they want to develop into a finished piece.

### Bend II

Students will be able to:

- \*Rehearse for writing.
- \*Story-tell their ideas in such a way that they elicit a reaction.
- \*Rehearse for writing by storytelling repeatedly.
- \*Try out different leads to rehearse for writing.
- \*Understand that writers draft by writing fast and furiously, working to capture the mental movie on the page.
- \*Write discovery drafts.
- \* Realize that this strategy of writing flash drafts is a strategy they can use of the rest of their lives.
- \*Reread their writing as if it were a masterpiece, which will give a boost for more writing.
- \*Apply stamina strategies.

- \*Revise their writing by studying other author's craft.
- \*Investigate **Come On, Rain!** and discuss the rich language and why the text is so interesting.
- \*Examine what they are trying to make the reader feel.
- \*Assess their work using the Narrative Writing Checklist.
- \*Learn to revise by asking, "What's the most important part of the story?"
- \*Revision is a compliment to their writing.
- \*Understand what is the heart of a story.
- \*Revise their stories by grouping related sentences into paragraphs and elaborate on the paragraphs.
- \*Locate where new paragraphs can be inserted in the writing.
- \*Use chronological order in their writing.
- \*Use elaboration in their writing.

### Bend III

Students will be able to:

- \*Emphasize that writers draw on all they have learned to become their own job captain.
- \*Celebrate rough drafts.
- \*Plan their own writing process using charts and the writing process guide sheet for support.
- \*Become job captains.
- \*Work with partners to set new goals.
- \*Revisit their piece and focus on revision.
- \*Apply strategies from previous lessons.
- \*Replay life events in ways that let readers feel the experience.
- \*Understand today's work fits into the cycle of rehearsing, drafting, and editing.
- \*Relive an important moment from the day before and write it down as they lived it.
- \*Set goals for future writing.
- \*Bring forward what they already know to support them in the work they will do today.
- \*Balance writing and use dialogue where it has the most impact and meaning.
- \*Use elaboration by adding thoughts, and setting detail.
- \*Draw on mentor text to correctly punctuate dialogue.
- \*Use commas and quotation marks in writing.

\*Replace summarized conversations with dialogue.

#### Bend IV

Students will be able to:

\*Teach other students how revision can bring writing to a new level.

\*View writing with a new perspective and take a step back to ask questions about their own writing.

\*Look for places to make writing clear and for parts that need to be taken away.

\*Use the Narrative Checklist to help determine growth.

\*Make powerful endings.

\*Reread text carefully, noticing authorial decisions.

\*Rethink their endings.

\*Make their writing exactly how they intend it to be for readers, using the checklist to help them.

\*Apply editing based on the checklist.

\*Partner read focusing on one item on the editing checklist.

\*Focus on tenses and pronouns.

\*Demonstrate what they have learned.

\*Celebrate being a community of flourishing writers and share student's writing with the public.

\*Bask in the glory of progress writers.

\*Compliment each other's writing

#### **Essential Questions:**

- Why do I write?
- What do writers do?
- What are the procedures and expectations of the Writing Workshop and why are they important for writers?
- How do writers use written language/drawing to represent stories?
- What strategies do good writers use?
- How does the breaking of words into syllables help with spelling?
- What is a flash draft and how is it used?
- How can I use paragraphs correctly?

- What is elaboration and how can it be applied in writing?
- How will Mentor Texts help me better understand using punctuation in dialogue?
- What revision strategies can be applied in writing?

**Common Core State Standards/Learning Targets:**

Session 1

Bend I

W.3.5, W.3.8, W.3.10, RL.3.5, RL.3.1, SL.3.1 a, b, c, d, L.3.6

Session 2

W.3.3a,b, W.3.4, W.3.5, W.3.10, RL.3.5, SL.3.1 a,b,c,d, L3.6, L.3.1

Session 3

W.3.3a,b,c,d, W.3.4, W.3.5, W.3.10, RL.3.5, SL.3.1, L.3.6

Session 4

W.3.3a,b,c, W.3.4, W.3.8, W.3.5, W.4.9a, W.4.3.d, RL.3.5, RL.3.2, RL.3.1, RFS3.4,, RL.4.2, SL.3.1, L.3.3.a,b, L.3.6, L.3.1, L.4.3.a

Session 5

W.3.3a,b,c, W.3.4, W.3.5, RL.3.1, RL.3.3, RL.3.4, SL.3.1, SL.3.6, L.3.1i, L.3.3a,b, L3.6

Session 6

W.3.3.a,b,c, W.3.4, W.3.4, RFS.3.3, SL.3.1, L.3.2e,f,g, L.3.1i, L.3.6

Session 7

Bend II

W.3.10, W.3.3a,b,c,d, W.3.4, W.3.5, W.3.8, W.4.3.a, RL.3.4, RL.3.5, RL.3.7, SL3.6, SL.3.4, SL.3.6, SL.4.4, L3.3a,b, L.3.6, L.3.1

Session 8

W.3.a, W.3.4, W.3.10, W.3.5, RL.3.1, RL.3.3, RFS3.4, SL.3.1, SL.3.4, SL.4.4, L.3.6, L.3.1

Session 9

W.3.3.b,c, W.3.5, W.4.3d, RL.3.4, RL3.5, RL.3.7, RL.4.2, RL.4.4, SL.3.1.c,d, L.3.3, L.3.5.a,b,c

Session 10

W.3.3.a,b,c, W.3.4, W.3.5, W.4.3c,d, RL.3.3, RL.4.3, SL.3.6, L.3.3.a,b, L.3.1

Session 11

W.3.3.a,b,c,d, W.3.4, W.3.5, W.3.10, W.4.2.a, W.4.3.a,b,c,d, RL.3.3, SL.3.3, SL.3.1.a,b,c,d, L.3.2.c

Session 12

Bend III

W.3.3.a,b,c, W.3.5, W.3.10, W.3.4, W.4.4, RL.3.3, SL.3.6, SL.3.3, L.3.1, L.3.2, L.3.3

Session 13

W.3.5, W.3.3.b, W.3.3.b, W.3.4.b, W.3.4, RL.3.5, SL.3.1, SL.3.6, L.3.2.c,e,f, L.3.3.a,b

Session 14

W.3.3.a,b,c, W.3.4, W.3.8, W.3.10, W.3.5, W.4.3.b, RL.3.5, RL.4.6, SL.3.1, L.3.2.c,e,f, L.3.3.a,b, L.3.6

Session 15

W.3.3.a,b,c, W.3.5, W.3.10, W.4.3.b, RL.3.5, SL.3.6, L.3.3.a,b

Session 16

W.3.5, W.3.3b, W.4.3.b,d, RL.3.5, SL.3.6, L.3.2.c,e,f,g, L.3.3.a,b, L.3.6, L.4.3.6

Session 17

Bend IV

W.3.3.a,b,c, W.3.5, W.3.10, RL.3.1, RFS.3.4, SL.3.1.a,b,c,d, SL.3.6, L.3.2.c, L.3.3.a,b, L.3.6 , L.4.6

Session 18

W.3.3.d, W.3.4, W.3.10, W.3.5, W.4.3.e, RL.3.3, RL.3.4, SL.3.1.a,b,c,d, SL.3.6, L.3.1.e,f, L.3.3.a,b

Session 19

W.3.5, W.3.10, W.3.4, W.4.4, RL.3.1, SL.3.1.a,b,c,d, SL.3.6, L.3.1.b,d,e,i, L.3.2.c,e,f,g, L.4.1.a

Session 20

W.3.4, W.3.5, RL.3.1, RL.3.3, SL.3.1.a,b,c,d, SL.3.6, SL.3.4, L.3.6, L.3.1

Other standards covered: [8.1](#), [9.2.4.A.4](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p>Establish roles and routines of Writers Workshop</p> <p>Writers write personal narratives with independence and stamina.</p> <p>Bend I Writing Personal Narratives with Independence</p> <p>Session 1: Starting the Writing Workshop: Visualizing Possibilities</p> <p>Session 2: Finding Ideas and Writing Up a Storm</p> <p>Session 3: Drawing on a Repertoire of Strategies: Writing with Independence</p> <p>Session 4: Writers Use a Storyteller’s Voice. They Tell Stories, Not Summaries</p> <p>Session 5: Taking Stock: Pausing to Ask, “How Am I Doing?”</p> <p>Session 6: Editing as We Go: Making Sure Others Can Read Our Writing</p>	<p><b>Crafting True Stories</b> Grade 3 Unit 1</p> <p><b>Session 1:</b> Pages 2 – 11 Starting the Writing Workshop Visualizing Possibilities</p> <p><b>Narrative Writer’s Checklist, Grade 2</b></p> <p>New Year’s Day celebration</p> <p><b>Session 2:</b> Pages 12 – 21 Finding Ideas and Writing Up a Storm A person that really matters</p> <p><b>Finding Ideas for True Stories” chart</b></p> <p><b>“What Third-Grade Notebook Writers....” Chart</b></p> <p><b>Session 3:</b> Pages 22- 33 Drawing on a Repertoire of Strategies Writing with independence A place that really matters</p>	<p><b>Session 1:</b> Meeting Place chair, easel containing a pad of chart paper, paper markers, pencils, crayons, chopstick to use as a baton, a third grader’s writer’s notebook, document camera, two samples of New Year’s Resolutions on chart paper, a writer’s notebook and pen for each student, sticky tape <b>“writers”</b> <b>“picture it”</b></p> <p><b>Session: 2</b> Meeting Place Newly decorated writer’s notebooks, pencil/pen, teacher’s writer’s notebook, blank notebook, and sticky notes</p> <p><b>Session: 3</b></p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Use Google Docs to create webs for prewriting</li> <li>● Use Google Classroom to assign writing task to draft, revise, edit, and publish</li> </ul>
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<p>Bend II Becoming a Storyteller on the Page</p> <p>Session 7: Rehearsing: Storytelling and Leads</p> <p>Session 8: Writing Discovery Drafts</p> <p>Session 9: Revising by Studying What Other Authors Have Done</p> <p>Session 10: Storytellers Develop the Heart of the Story</p> <p>Session 11: Paragraphing to Support Sequencing, Dialogue, and Elaboration</p> <p>Writers write a second piece with newly gained independence.</p> <p>Bend III Writing with New Independence on a Second Piece</p> <p>Session 12: Becoming One’s Own Job Captain: Starting a Second Piece, Working with New Independence</p> <p>Session 13: Revision Happens</p>	<p><b>“Finding Ideas for True Stories” chart</b></p> <p><b>The Hard Parts of Writing” chart</b></p> <p><b>Session 4:</b> Pages 34 – 44 Writers Use a Storyteller’s Voice. They Tell Stories, Not Summaries. Mentor Text: <b><u>Come On, Rain!</u></b></p> <p><b>“To Write a True Story” chart</b> <b>“What Third-Grade Notebook Writers…” chart</b></p> <p><b>Session 5:</b> Pages 45 – 54 Taking Stock Pausing to Ask, “How Am I Doing?”</p> <p><b>Narrative Writing Checklist, Grades 3 and 4</b></p> <p><b>Session 6:</b> Pages 55 – 63</p> <p>Editing as We Go Making Sure Others Can Read Our Writing</p>	<p>Meeting Place Writer’s notebooks, pencils/pens, map, developed story from the map, chart paper, and markers</p> <p><b>Session 4:</b> Meeting Place Writer’s notebook, pencil/pens, shared class story, story from session 2</p> <p><b>Session 5:</b> Meeting Place Writer’s notebook, pencil/pen</p> <p><b>Session 6:</b> Meeting Place Word chart with high frequency words, word cards, teacher’s writing notebook, a couple of prepared sentences to demonstrate writing in phrases versus writing in complete sentences,</p>	
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<p>throughout the Writing Process</p> <p>Session 14: Drafting: Writing from Inside a Memory</p> <p>Session 15: Revision: Balancing Kinds of Details</p> <p>Session 16: Commas and Quotation Marks: Punctuation Dialogue</p> <p>Writers improve their work through revision and editing.</p> <p>Bend IV Fixing Up and Fancying Up Our Best Work: Revision and Editing</p> <p>Session 17: Writers Revise in Big, Important Ways</p> <p>Session 18: Revising Endings: Learning from Published Writing</p> <p>Session 19: Using Editing Checklists</p> <p>Session 20: Publishing: A Writing Community Celebrates</p>	<p><b>Sample letter to the parents explaining spelling in third grade is also available on the CD-ROM</b></p> <p><b>Session 7:</b> Pages 64 – 73</p> <p>Rehearsing Storytelling and Leads</p> <p><b>“To Write a True Story” chart</b></p> <p><b>Mentor text, <u>Come On, Rain!</u></b></p> <p><b>Leads Sometimes Include...” chart</b></p> <p><b>Session 8:</b> Pages 74 – 81 Writing Discovery Drafts</p> <p><b>“To Write a True Story” chart</b></p> <p><b>Mentor text, <u>Come On, Rain!</u></b></p> <p><b>Session 9:</b> Pages 82 – 90</p> <p>Revising by Studying What Other Authors Have Done</p>	<p>paper clips, sample letter to parents explaining spelling in third grade</p> <p><b>Session 7:</b> Meeting Place Student’s Writer’s notebooks with their seed story paper-clipped, 4 to 5 page drafting booklets, pocket folder for each child as well as one for the teacher, extra drafting booklets in the writing center, Teacher’s own story to tell</p> <p><b>Session 8:</b> Meeting Place Student’s folders Drafting booklets, sample student writing, teacher’s writer’s notebook, drafting booklet, folder</p>	
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	<p><b>Mentor text, <u>Come On, Rain!</u></b></p> <p><b>“What Hesse Did to Make Her Storytelling Voice So Good in <u>Come On, Rain!</u>” chart</b></p> <p><b>Narrative Writing Checklist, Grades 3 and 4</b></p> <p><b>Session 10:</b> Pages 91 – 101</p> <p>Storytellers Develop the Heart of a Story</p> <p><b>“To Write A True Story” chart</b></p> <p><b>Session 11:</b> Pages 102 – 110</p> <p>Paragraphing to Support Sequencing, Dialogue, and Elaboration</p> <p><b>“When to Start a New Paragraph” chart</b></p>	<p><b>Session 9:</b> Meeting Place</p> <p>Copies of the Mentor text, <b><u>Come On, Rain!</u></b>, post-its, pens for highlighting</p> <p><b>Session 10:</b> Meeting Place Two copies of a child’s draft, shared class story, scissors, strips of paper, tape, staples, and colored pens and pencils</p> <p><b>Session 11:</b> Meeting Place Examples from students’ drafts that illustrate how some writers are stretching out the heart of their stories, samples of student work where paragraphs have been used</p>	
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	<p><b>Narrative Writing Checklist, Grades 3 and 4</b></p> <p><b>Session 12:</b> Pages 112- 120</p> <p>Becoming One’s Own Job Captain Starting a Second Piece, Working with New Independence</p> <p><b>“To Write a True Story Monitoring My Progress” guide sheet</b> <b>“Finding Ideas for True Stories” chart</b></p> <p><b>“What Hesse Did to Make Her Storytelling Voice so Good in Come On, Rain!” chart</b></p> <p><b>Session 13:</b> Pages 121- 123</p> <p>Revision Happens throughout the Writing Process</p> <p><b>Session 14:</b> Pages 124- 132</p> <p>Drafting</p>	<p><b>Session 12:</b> Meeting Place Children’s revised stories, students’ writer’s notebooks, writing folders</p> <p><b>Session 13:</b> Meeting Place Writer’s journals, folders, and charts from previous lessons</p> <p><b>Session 14:</b> Meeting Place Writer’s notebooks, folders, a favorite book, story prompts, chart, and paper/document camera</p> <p><b>Session 15:</b> Meeting Place Writer’s notebook and folder</p> <p><b>Session 16:</b> Meeting Place</p>	
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	<p>Writing from Inside a Memory</p> <p><b>Monitoring My Writing Process checklist</b></p> <p><b>Narrative Writing Checklist, Grades 3 and 4</b></p> <p><b>Session 15:</b> Pages 133 -137</p> <p>Revision Balancing Kinds of Detail</p> <p><b>Session 16:</b> Pages 138 – 145</p> <p>Commas and Quotation Marks Punctuating Dialogue</p> <p><b>Session 17:</b> Pages 148 – 154</p> <p>Writers Revise in Big, Important Ways</p> <p><b>Narrative Writing Checklist, Grades 3 and 4</b></p>	<p>Writer’s notebook, folders, leads from <b><u>Come On, Rain!</u></b>, chart paper, markers, an excerpt from a book that uses dialogue</p> <p><b>Session 17:</b> Meeting Place Writer’s journal, folder, and teacher’s story</p> <p><b>Session 18:</b> Meeting Place Folders, pens/pencils, a few examples of student leads that used the weather, time of day, or bit-by-bit actions, copies of the ending of <b><u>Come On, Rain!</u></b>, exemplar student work with strong endings</p> <p><b>Session 19:</b> Meeting Place, Editing checklist, chart-sized version of</p>	
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	<p><b>Session 18:</b> Page 155 – 160</p> <p>Revising Endings Learning from Published Writing</p> <p><b>Session 19:</b> Pages 161 – 168</p> <p>Using Editing Checklists</p> <p><b>Session 20:</b> Pages 169 – 174</p> <p>Publishing A Writing Community Celebrates</p>	<p>the editing checklist, sample writing that needs editing, colored pens, or pencils for editing in the writing center</p> <p><b>Session 20:</b> Meeting Place A place to display children’s work, author’s chair, stickers to decorate and celebrate their published work,, baton, party horns from session one, party-like food and drink to toast and celebrate the authors and their accomplishments</p>	
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>• Daily writing</li> <li>• Writing conferences notes</li> <li>• Writing folder/notebook</li> <li>• Teacher created assessments/rubric</li> <li>• Drafts</li> <li>• Small group observations</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>• Published personal narrative</li> <li>• MAP assessment</li> <li>• School wide writing benchmark</li> <li>• Writing Continuum</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>• Self-assessment (checklist)</li> <li>• Dialogue</li> <li>• Writing structure</li> <li>• Paragraph writing</li> <li>• Personal narrative writing</li> </ul>
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**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing</li> </ul>

<p>instruction.</p> <ul style="list-style-type: none"> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<p>knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul>
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| <ul style="list-style-type: none"><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Utilize auditory reminders as deemed necessary.</li><li>• Provide breaks to allow for refocusing as necessary.</li><li>• Establish a consistent and daily routine.</li></ul> |  |  |  |
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**Quinton Township School District  
English Language Arts Literacy-Writing  
Grade 3**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	2	<b>Unit Title:</b>	Unit 2: The Art of Information Writing	<b>Pacing:</b>	45 Days
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**Unit Summary:**

Writers organize information to assist them in the writing process.  
Writers use mentor texts, make connections within and across chapters, and research topics to enhance their writing.  
Writers use a variety of revising and editing strategies to ensure accuracy of facts and clarification for reads.  
Writers transfer gained knowledge from longer research projects to apply it to shorter ones.

**Objectives:**

Bend I

- Students will be able to
- \*Think of information writers as teachers.
  - \*Join in a symphony share.
  - \*Divide topics into subtopics.
  - \*Write long on their topics.
  - \*Brainstorm different ways to organize their information writing.
  - \*Share a snippet of yesterday's writing that contains many possible subtopics and ways to organize them.
  - \*Use the hand as a graphic organizer, considering ways a book could be structured.
  - \*Use the tables of contents chart.

- \*Teach other students that by considering different organizational structures, writers can allow themselves to think about a topic in a new way.
- \*Try several new structures: boxes and bullets, cause and effect, pros and cons, compare and contrast.
- \*Preparing to draft.
- \*Begin writing their first draft of informational text.
- \*Generate a list of the kinds of information that information writers include: quotations, statistics, anecdotes, observations, descriptions, vocabulary words, lists, labels
- \*Investigate how organizations skills used for the table of contents helps plan chapters as well.
- \*Examine two fictional tables of contents-one with a novice way to organize and another with a more proficient plan.
- \*Understand that organization skills transfer.
- \*Use the Information Writing Checklist, Grade 3 and 4.
- \*Reflect back on their experiences with writing checklists and how the checklists help to assess their writing but also to set new writing goals.

## Bend II

- \*Use various strategies to develop informational books.
- \*Use Mentor texts to learn elaboration strategies. (quotations, statistics, anecdotes, observations, descriptions, vocabulary words, lists, labels, different punctuation: colons, dashes, parentheses.)
- \*Write using their own words to avoid plagiarism.
- \*Connect the information in their chapters using different transitional strategies and phrases.
- \*Link pieces of information by using transitional words (glue) to other information.
- \*Draft a part of the class book together.
- \*Spell word wall words correctly.
- \*Use the Information Writing Checklist to help with writing.
- \*Balance interesting facts with engaging styles.
- \*Study the balance of facts and ideas by examining a text.
- \*Create a few fact-filled sentences and develop an idea to go along with it.
- \*Draft a new chapter and revise old ones.
- \*Understand that good writing shifts between big ideas and small examples, details, and explanations.
- \*Understand that informational writers are actually researchers.

- \*Compose a list of tools that writers use.
- \*Realize that writers don't actually know everything that they use resources to help with the writing.
- \*Watch the teacher actually research.
- \*Revise and use the language that experts use.
- \*Study mentor texts to emulate the use of expert terminology.
- \*Compile a list of ways that writers incorporate expert terminology into text.
- \*Incorporate the skills from previous lesson into their writing.
- \*Revise to make a more perfect draft.
- \*Write in a more professional tone.
- \*Apply organizational skills for all of the writing pieces.
- \*Apply the skills needed to go through the inquiry process that asks them to consider introduction strategies of mentor texts.
- \*Get into a conversation circle to talk about how a mentor author wrote specific introductions.
- \*Examine a powerful introduction and a satisfying conclusion that leaves readers thinking.
- \*Compliment their writing partners on the efforts that has been applied in the writing process.

### Bend III

- \*Review their information writing using a checklist and then make a plan for revision.
- \*Examine their writing to determine what am I doing well, and what can I do better.
- \*View the third- and fourth –grade checklists to serve as an elaboration tool.
- \*Collect the tools they will need to do the work they've set out for themselves.
- \*Transfer skills from narrative writing to more creative compelling small moments.
- \*Experiment with using a metaphor to begin and or end writing.
- \*Explore and understand additional revision strategies for clearing up confusion in their work and imagining a different perspective.
- \*Explore role-playing with a partner.
- \*Shift from being a writer to a reader as if seeing the writing for the very first time.
- \*Examine the Conjunctions and subordinating conjunctions chart and make revisions in writing based on the chart.
- \*Examine the way text features can enhance their information writing.
- \*Support their writing.
- \*Use technology to help enhance their writing.

- \*Understand that mentor texts can help them with text features by giving them ideas of what they might include.
- \*Understand that the act of fact-checking is not the same as the earlier research work that has been completed.
- \*Use technology to fact-check.
- \*Apply last-minute revisions because tomorrow's lesson will be editing.
- \*Apply paragraphing when editing.
- \*Discuss what they know about paragraphs.
- \*Examine long passage that can be broken up into paragraphs.
- \*View the revision of a paragraph, thinking aloud about the meaning, pace, and purpose.
- \*Chop up a demo text into paragraphs.
- \*Use a new colored pencil to make edits from this point forward.
- \*Share their piece with others and teach classmates about their topics.

#### Bend IV

- \*Transfer the skills they've learned in this unit to plan and draft for a content-specific information text.
- \*Bring the nonfiction writing skills that have been developed into social studies.
- \*Share a topic they would like to explore more and share it with a partner.
- \*Apply all that they have learned in this unit and write a fast-draft in a content area.
- \*Keep the stamina going and continue to move forward in this short bend.
- \*Finish their draft.
- \*Compare their plans for their draft.
- \*Review and use different strategies to revise the original plan for writing.
- \*Self-assess writing.
- \*Ask questions to determine if their draft is ready to be declared finished.
- \*Transfer the writing from information books to other sorts of writing such as a speech, a brochure, or an article.
- \*Create a new plan for their writing and put it in a new form.
- \*Use partners to double-check their work.
- \*Draw on all that they know to finish their project.
- \*Teach each other briefly.
- \*Cheer for their fellow classmates.
- \*Revisit their checklist.

- \*Self-assess.
- \*Celebrate goals.
- \*Teach others through an expert fair.
- \*Teach younger students about what they have learned about informational writing.
- \*Rehearse for the presentation.
- \*Present their informational writing.
- \*Celebrate the writing!

**Essential Questions:**

- \* How do I research a topic?
- \* How do I gather, organize, and present information?
- \* How do I pick a topic that will interest me as well as my reader?
- \* How do I write in my very own words?
- \* How can I write informational/explanatory texts to examine a topic and convey ideas and information clearly?

**Common Core State Standards/Learning Targets:**

Session 1

W.3.2.a,b, W.3.4, W.3.5, W.3.8, W.3.10, W.4.2.a,b, RI.3.3, SL.3.1, SL.3.3, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6

Session 2

W.3.2.a,b, W.3.4, W.3.5, W.3.10, W.4.2.a,b, RI.3.2, RI.3.4, RI.3.8, SL.3.1, L.3.1, L.3.2, L.3.3, L.3.6

Session 3

W.3.2.a,b, W.3.4, W.3.5, W.3.8, W.3.10, W.4.2.a,b, RI.3.3, RI.3.8, SL.3.1, SL.3.3, SL.3.6, L.3.1, L.3.2, L.3.3

Session 4

W.3.2, W.3.4, W.3.5, W.3.10, W.4.2, RI.3.8, SL.3.1, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6

Session 5

W.3.2, W.3.4, W.3.5, W.3.10, W.4.2, RI.3.3, RI.3.8, SL.3.1, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6

Session 6

W.3.2.a,b,c, W.3.4, W.3.5, W.3.8, W.4.2.b,c, RI.3.1, RI.3.2, RI.3.10, RFS.3.4, SL.3.1, SL.3.2, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.6

Session 7

W.3.2.a,b,c, W.3.4, W.3.5, W.3.7, W.4.2.a,b,c, RI.3.3, RI.3.8, RI.3.10, RFS.3.3, SL.3.6, L.3.1, L.3.2.e,f,g, L.3.4.d, L.3.6

Session 8

W.3.2, W.3.5, W.4.2, RI.3.4, SL.3.1, SL.3.3, SL.3.6, L.3.1, L.3.2, L.3.3.a, L.3.6

Session 9

W.3.2, W.3.5, W.3.7, W.3.8, W.3.10, RI.3.4, RI.3.8, RI.3.10, SL.3.1, SL.3.2, L.3.1, L.3.2, L.3.3a, L.3.6

Session 10

W.3.2, W.3.5, RI.3.1, RI.3.10, SL.3.1, L.3.1, L.3.1, L.3.2, L.3.3

Session 11

W.3.2.a,d, W.3.5, W.3.7, W.4.2.a,e, RI.3.1, RI.3.10, SL.3.1, L.3.1, L.3.2, L.3.3

Session 12

W.3.2, W.3.5, W.4.2, RI.3.1, SL.3.1, SL.3.3, L.3.1, L.3.2, L.3.3

Session 13

W.3.2, W.3.5, RI.3.1, RI.3.6, SL.3.1, L.3.1, L.3.1.h,l, L.3.2, L.3.3, L.4.1.f

Session 14

W.3.2, W.3.5, W.3.6, W.3.10, W.4.2.d, RI.3.1, RI.3.5, RI.3.7, RI.3.10, SI.3.1, L.3.1, L.3.2, L.3.3, L.3.4.d

Session 15

W.3.2, W.3.7, W.3.8, RI.3.1, RI.3.2, SL.3.1, L.3.1, L.3.2, L.3.3

Session 16

W.3.2, W.3.5, W.4.2.a, RI.3.8, SL.3.1, L.3.1.f, L.3.2, L.3.3

Session 17

W.3.2, W.3.4, W.3.5, W.3.8, W.3.10, RI.3.2, SL.3.1, L.3.1, L.3.2, L.3.3, L.3.6

Session 18

W.3.2, W.3.5, W.3.10, RI.3.1, RI.3.10, SL.3.1, L.3.1, L.3.2, L.3.3a, L.3.6

Session 19

W.3.2, W.3.4, RI.3.1, RI.3.4, RI.3.8, RI.3.10, SL.3.1, SL.3.3, L.3.2, L.3.3

Session 20

W.3.2, W.3.5, RI.3.1, SL.3.1, L.3.1, L.3.2, L.3.3

Session 21

W.3.2, W.3.6, RFS.3.4, SL.3.1, SL.3.6, L.3.1, L.3.2, L.3.3

Other standards covered: 8.1, 3-LS4-3, 9.2.4.A.4, 9.2.4.A.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Writers organize information to assist them in the writing process.</p> <p>Bend I Organizing Information</p> <p>Session 1: Teaching Others as a Way to Prime the Pump</p> <p>Session 2: The Power of Organizing and Reorganizing</p> <p>Session 3: New Structures Lead to New Thinking</p> <p>Session 4: Laying the Bricks of Information</p> <p>Session 5: Writers become storytellers through writing</p>	<p><b>Session 1:</b>  <b>The Art of Informational Writing</b>            Grade 3 Unit 2            Pages 2 -11</p> <p>Teaching Others as a Way to Prime the Pump</p> <p><b>“Teaching Moves that Information Writers</b></p> <p><b>Session 2:</b>            Pages 12 – 20            The Power of Organizing and Reorganizing</p> <p><b>“Strong Tables of Contents” chart</b></p> <p><b>Session 3:</b></p>	<p><b>Session 1:</b>            Meeting Place            Baton, teacher topic, chart paper and markers, Students’ writing notebook and pens or pencils            Observation            Anecdotal notes            Individual Conference            Table Conference            Shared Writing</p> <p><b>Session 2:</b>            Meeting Place            Teacher’s writer’s notebook, table of contents pages, Mentor text with an interesting</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Use Google Docs to create webs for prewriting</li> <li>● Use Google Classroom to assign writing task to draft, revise, edit, and publish</li> <li>● Internet website appropriate for research topics</li> </ul>

<p>Writers use mentor texts, make connections within and across chapters, and research topics to enhance their writing.</p> <p>Bend II Reaching to Write Well</p> <p>Session 6: Studying Mentor Texts in a Search for Elaboration</p> <p>Session 7: Making Connections within and across Chapters</p> <p>Session 8: Balancing Facts and Ideas from the Start</p> <p>Session 9: Researching Facts and Ensuring Text Accuracy</p> <p>Session 10: Reusing and Recycling in the Revising Process</p> <p>Session 11: Creating Introductions through Researching Mentor Authors</p> <p>Writers use a variety of revising and editing strategies to ensure accuracy of facts and clarification for reads.</p>	<p>Pages 21 – 30 New Structures Lead to New Thinking</p> <p><b>Session 4:</b> Pages 31 – 34</p> <p>Laying the Bricks of Information</p> <p><b>Session 5:</b> Pages 35 – 43</p> <p>Organization Matters in Texts Large and Small</p> <p><b>“Strong Table of Contents “ chart from session 2</b></p> <p><b>Information Writing Checklist, Grades 3 and 4</b></p> <p><b>Session 6:</b> Pages 46 - 54</p> <p>Studying Mentor Texts in a Search for Elaboration Strategies</p> <p>Mentor texts, <u><b>Deadliest Animals and VIP Pass to a Pro Baseball Game Day</b></u></p>	<p>table of contents, such as <u><b>Deadliest Animals</b></u></p> <p><b>Session 3:</b> Meeting Place Teacher metaphor, teacher topic from session 1, chart paper, markers, students’ writing notebooks, pencils, and pens</p> <p><b>Session 4:</b> Meeting Place Students’ Writers Notebooks, pens/pencils</p> <p><b>Session 5:</b> Meeting Place Sample table of contents, sentences strip with heading “Strong information Writing”</p> <p><b>Session 6:</b> Meeting Place</p>	
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<p>Writers transfer gained knowledge from longer research projects to apply it to shorter ones.</p> <p>Bend III Moving Toward Publication, Moving Toward Readers</p> <p>Session 12: Taking Stock and Setting Goals</p> <p>Session 13: Putting Oneself in Reader’s Shoes to Clear Up Confusion</p> <p>Session 14: Using Text Features Makes It Easier for Readers to Learn</p> <p>Session 15: Fact-checking through Rapid Research</p> <p>Session 16: Punctuating with Paragraphs</p> <p>Bend IV Transferring Learning from Long Projects to Short Ones</p> <p>Session 17: Plan Content-Area Writing, Drawing on Knowledge from across the Unit</p>	<p><b>Session 7:</b> Pages 55 – 62</p> <p>Making Connections within and across Chapters</p> <p><b>Information Writing Checklist, Grades 3 and 4</b></p> <p><b>Session 8:</b> Pages 63 – 70</p> <p>Balancing Facts and Ideas from the Start</p> <p>Mentor text <b><u>Deadliest Animals</u></b></p> <p><b>“Informational Writers Bring Their Writing to Life”</b> chart</p> <p><b>Session 9:</b> Page 71 – 78</p> <p>Researching Facts and Ensuring Text Accuracy</p> <p><b>Session 10:</b> Pages 79 – 81</p>	<p>Teacher’s story to demonstrate elaboration. Mentor texts, <b><u>Deadliest Animals and VIP Pass to a Pro Baseball Game Day</u></b>, class book, students’ writers’ notebooks, pens/pencils. An exemplar student text to show elaboration</p> <p><b>Session 7:</b> Meeting Place Teacher metaphor and own informational text, class book, chart paper, markers, mentor texts, index cards, word wall words, and Post-its</p> <p><b>Session 8:</b> Meeting Place Mentor text, <b><u>Deadliest Animals</u></b>, teacher paragraph from the informational book,</p>	
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<p>Session 18: Revising from Self-Assessment</p> <p>Session 19: Crafting Speeches, Articles, or Brochures Using Information Writing Skills</p> <p>Session 20: Bringing All You Know to Every Project</p> <p>Session 21: A Final Celebration: Using Knowledge about Nonfiction Writing to Teach Younger Students</p>	<p>Reusing and Recycling in the Revision Process</p> <p><b>Session 11:</b> Pages 82 – 88</p> <p>Creating Introductions through Researching Mentor Authors</p> <p>Mentor tests (<b><u>Deadliest Animals</u></b> or <b><u>VIP Pass to a Pro Baseball Game</u></b>)</p> <p><b><u>“What Do Our Mentor Authors Do When Writing Powerful Introductions?”</u></b> chart</p> <p><b>Session 12:</b> Pages 90 – 97</p> <p>Taking Stock and Setting Goals</p> <p><b>Information Writing Checklist, Grades 3 and 4</b></p> <p><b>Session 13:</b> Page 98 – 104</p>	<p>chart paper, and markers</p> <p><b>Session 9:</b> Meeting Place Whiteboards, markers reference books and resources, teacher’s writer’s notebook Students’ writer’s notebooks, chart paper, markers</p> <p><b>Session 10:</b> Meeting place Students’ Writer’s journal, file folders/ labels, and or plastic tubs</p> <p><b>Session 11:</b> Meeting Place Students’ Writer’s notebooks</p> <p><b>Session 12:</b> Meeting Place An excerpt from the teacher’s information</p>	
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	<p>Putting Oneself in Readers’ Shoes to Clear Up Confusion</p> <p><b>Conjunctions and subordinating conjunctions chart (see Mid-Workshop Teaching)</b></p> <p><b>Session 14:</b> Pages 105 -111</p> <p>Using Text Features Makes it Easier for Readers to Learn</p> <p><b>“Some Common Text Features and Their Purposes”</b> chart</p> <p>Mentor text <u><b>The Deadliest Animals</b></u></p> <p><b>Session 15:</b> Pages 112 – 114</p> <p>Fact-Checking through Rapid Research</p> <p><b>Session 16:</b> Pages 115 – 126</p> <p>Punctuating with Paragraphs</p>	<p>book to measure against the checklist, an anecdote to share to enhance the information in the text, a metaphor to illustrate a point from the teacher’s text</p> <p><b>Session 13:</b> Meeting Place Sample quotes from professional authors, a section of the teacher’s informational text that can be revised</p> <p><b>Session 14:</b> Meeting Place Blank paper, pencils, and mentor text</p> <p><b>Session 15:</b> Meeting Place Computers/laptops, Students’ Writing Notebooks</p> <p><b>Session 16:</b></p>	
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	<p><b>Abbott and Costello’s “Who’s on First?”</b></p> <p><b>Session 17:</b> Pages 128 – 133</p> <p>Plan Content-Area Writing, Drawing on Knowledge from across the Unit <b>“Teaching Moves that Information Writers Should Borrow” (session 1)</b></p> <p><b>“Strong Tables of Contents” (session 2)</b></p> <p><b>“Strong Information Writing” (session 5)</b></p> <p><b>“Informational Writers Bring Their Writing to Life” (session 8)</b></p> <p><b>Session 18:</b> <b>“Teaching Moves that Information Writers Should Borrow” (session 1)</b></p> <p><b>Strong Tables of Contents” (session 2)</b></p>	<p>Meeting Place A teacher’s chapter that contains long paragraphs that can be broken into smaller chunks, a sample that illustrates pronoun-antecedent confusion, colored pens, whiteboards, chart paper, writing supplies</p> <p><b>Session 17:</b> Meeting Place Charts from previous lessons around the room as resources, and students’ writer’s notebooks</p> <p><b>Session 18:</b> Meeting Place Charts from previous lessons posted around the room, mentor texts from previous lessons</p> <p><b>Session 19:</b></p>	
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	<p><b>“Strong Information Writing” (Session 5)</b></p> <p><b>Informational Writers Bring Their Writing to Life” (session 8)</b></p> <p><b>“Questions Writers Ask Themselves as They Get Close to the End of a Project” chart</b>  <b>Session 19:</b>  Pages 142 – 151</p> <p><b>“Writers use Informational Writing Skills in Lots of Different Genres” chart</b></p> <p><b>“The Things to Shop for in China” plan</b></p> <p><b>Session 20:</b>  Pages 152 – 157</p> <p>Bringing All You Know to Every Project</p> <p><b>“Writers’ Checklist, Grades 3 and 4”</b></p> <p><b>Session 21:</b></p>	<p>Meeting Place  One to three mentor texts to model structure and informational writing strategies</p> <p><b>Session 20:</b>  Meeting Place  Student information from the unit, clipboards</p> <p><b>Session 21:</b>  Meeting Place</p> <p>An expert fair, or younger classroom</p>	
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	Pages 158 – 181  A Final Celebration  Using Knowledge about Nonfiction Writing to Teach Younger Students		
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Conference notes</li> <li>● Teacher created assessments/rubrics</li> <li>● Small group observation</li> <li>● Draft</li> <li>● Writer’s notebook/folder</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Published pieces</li> <li>● MAP benchment assessment</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Research process</li> <li>● Text structure</li> <li>● Text features</li> <li>● Self-assessment</li> <li>● Writing structure</li> <li>● Paragraph writing</li> <li>● Writing process</li> </ul>

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul>

<ul style="list-style-type: none"><li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li><li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li><li>● Create modified assessments.</li><li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>● Provide individualized assistance as necessary.</li><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of notes to be shared out.</li><li>● Utilize assistive technology as appropriate.</li><li>● Provide meaningful feedback and utilize teachable moments.</li><li>● Utilize graphic organizers</li><li>● Introduce/review study skills</li><li>● Provide reading material at or slightly above students' reading levels.</li><li>● Utilize manipulatives as necessary.</li><li>● Establish a consistent and daily routine</li></ul>			
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**Quinton Township School District  
English Language Arts Literacy- Writing  
Grade 3**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	3	<b>Unit Title:</b>	Unit 3: Changing the World	<b>Pacing:</b>	45 Days
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**Unit Summary:**

Writers persuade readers through speech writing.

Writers raise the level of their persuasive writing.

Writers explore transforming persuasive speech into different forms of opinion writing (letters, petitions, editorials)

Writers work together to research, write, and inform others about a cause.

**Objectives:**

Bend I

Students will be able to:

- \*Explore the genre of persuasive speech writing.
- \*Examine unfamiliar writing structure.
- \*Participate in Guided Practice.
- \*Compose a bare-bones, fast draft essay.
- \*Present their draft.

- \*Completed class speech.
- \*Understand that writers of persuasive speeches take time thinking about their message.
- \*Draw on experiences to help with opinion writing.
- \*Review yesterday's class speech.
- \*Gather essay entries in their notebooks that help to inspire a change in the school.
- \*Examine a problem and a possible solution.
- \*Generate ideas for speech entries.
- \*Share examples with table partners.
- \*Understand that writers of persuasive speeches take time thinking about their message.
- \*Draw on experiences to help with opinion writing.
- \*Review yesterday's class speech.
- \*Gather essay entries in their notebooks that help to inspire a change in the school.
- \*Examine a problem and a possible solution.
- \*Generate ideas for speech entries.
- \*Share examples with table partners.
- \*Realize that persuasive writers think about problems and solutions in the world.
- \*Apply the strategy of collecting things that are wonderful, that deserve more attention.
- \*Select and write about a person from the list that might not be noticed right away.
- \*Apply goals for getting started on opinion writing.
- \*Focus on writing with continued stamina.
- \*Share their speeches out loud to their partners.
- \*Assess their work using the Third-grade Opinion Writing Checklist.
- \*Apply a new strategy for being more persuasive to their audience.
- \*Rewrite the teacher's wishy-washy claim.
- \*Reflect on the teacher's speech as the audience is being ignored.
- \*Realize the importance that persuasive writers need to bring listeners along on the writing journey.
- \*Anticipate audience responses.
- \*Continue stamina and use elaboration in writing a persuasive page-long entry.
- \*Imagine questions that an audience might ask.

- \*Apply editing skills as they write.
- \*Consider their audience when writing and make certain that the audience can read students' writing.
- \*Focus on spelling high frequency words correctly.
- \*Apply spelling strategies in the writing.
- \*Understand that real writers use tools to spell well.
- \*Use capitals and punctuation marks correctly.
- \*Recognize that when writers want to get better at something, pause, self assess their writing and make plans for future work.
- \*Assess goals and develop a plan to meet them.
- \*Develop and understanding that people resolving to get better check their progress and set aspirations.
- \*Take stock of their writing.
- \*Use the Opinion Writing Checklist.
- \*Choose a seed idea that will be developed into a persuasive speech in the next bend.

#### Bend II

- \*Collect evidence for their opinions by gathering all they know about their topic and then plan their research.
- \*Review and announce bravely and boldly their opinions in a symphony share.
- \*Transfer what they've learned in the informational writing unit to the opinion writing project.
- \*Examine how to gather information and use it to outline a plan of writing.
- \*Support their opinions.
- \*Gather information by observation.
- \*Organize items into groups to be used as categorized evidence.
- \*Organize individual evidence.
- \*Practice teaching their evidence to their partner.
- \*Create a plan on how to gather missing evidence.
- \*Provide examples in the writing to make it more persuasive.
- \*Watch as the teacher demonstrates a personal example to support the opinion.
- \*Understand that volume of evidence matters. It will help convince readers of their opinion
- \*Examine the evidence to determine if it matches the opinion and reason.
- \*Examine and apply the correct verb tenses.
- \*Embrace the idea of writing for an audience by considering what effect they want their speeches to have.

- \*Select the most convincing material to make the audience care about the opinion.
- \*Organize and select the BEST evidence.
- \*Keep the change in mind as they write.
- \*Analyze demonstration text.
- \*Understand that writers use paragraphs to organize their drafts.
- \*Understand that writers use transition words to construct a cohesive draft.
- \*Reread individual draft and decide where there should be paragraphs.
- \*Keep up stamina when writing.
- \*Explore what make an effective and powerful speech.
- \*Revise their speech based on their observations.
- \*View video clips to help improve the writing.
- \*Highlight ways that writers make their speeches better.
- \*Apply strategies that they have learned to make their writing more powerful.
- \*Keep their audience's thoughts and responses in mind.
- \*Write with an emotional punch.
- \*Peer edit.
- \*Use the editing checklist.
- \*Take a final opportunity to make sure this piece meets their goals.
- \*Share finished pieces.

### Bend III

- \*Continue to explore the various forms of opinion writing, persuasive speeches, letters, and petitions.
- \*Transfer and draw upon all they know about opinion writing.
- \*Investigate how the different forms of opinion writing are similar and how they are different.
- \*Examine a petition.
- \*Continue to explore techniques all opinion writers use.
- \*Write a quick mini-persuasive letter or petition.
- \*Analyze mentor texts to see possibilities for structure.
- \*Understand that writers hold themselves accountable for meeting deadlines.
- \*Become their own job captain.

- \*Create a new class opinion piece.
- \*Establish a plan for the opinion writing.
- \*Move towards greater independence.
- \*Support their claims with evidence.
- \*Share their tricks of the trade that they have invented to keep themselves working productively.
- \*Discuss types of evidence that can be gathered.
- \*Continue to use mentor texts.
- \*Apply a combination of sentence types.
- \*Revise their introductions and conclusions trying out several different ones before deciding which one will have the biggest impact on the audience.
- \*Examine ways that opinion writers hook their reader.
- \*Create a succinct thesis for the class piece.
- \*Create a succinct thesis for their writing.
- \*Be conscious about deadlines.
- \*Study and rank three different conclusions, and discuss the reasons for ranking them.
- \*Choose the strongest introductions and conclusions.
- \*Take note of the progress they have made.
- \*Assess their work against a checklist or goal sheet.
- \*Set new goals for themselves as writers.
- \*Make revisions to their writing based on their personal goals.
- \*Carry revision across pieces of writing.

#### Bend IV

- \*Address a cause from a different angle in order to consider different audiences who can help.
- \*Return to the class topic and approach the problem from a different angle.
- \*Work towards their personal goal.
- \*Discuss and create a proposal for their group and use a template.
- \*Understand that doing background reading on a cause can help them change their ideas.
- \*Become informed about a cause.
- \*Research and draft their own opinion piece.

- \*Be aware of overusing domain specific words.
- \*Celebrate how much knowledge they have gained about their cause.
- \*Recall revision techniques and create a revision chart.
- \*Revisit the checklist to meet all the third-grade expectations.
- \*Make certain that their writing is free of errors so that their readers will take them seriously and are convinced of their opinion.
- \* Examine an editing chart.
- \*Apply editing strategies.
- \*Examine how professionals proofread.
- \*Edit their individual piece.
- \*Peer edit.
- \*Discuss publishing their opinion piece and talk about where their opinion pieces may go.
- \*Publish their opinion piece.
- \*Celebrate the completion of the opinion-writing piece.

**Essential Questions:**

- What is opinion writing?
- What is the difference between a fact and an opinion?
- How can I channel my opinions into writing that can make a difference?
- How can I use evidence and reason to support my opinion writing?
- How can I write with power?
- What does it mean to persuade?
- How can we use persuasive writing in our lives?
- How can we make our writing more convincing/persuasive?

**Common Core State Standards/Learning Targets:**

Session 1

W.3.1.a,b, W.3.5, W.3.10, W.4.1b, SL.3.1.b

Session 2

W.3.1.a,b, W.4.1.a,b, SL.3.1.b

Session 3

W.3.1.a,b,c,d, W.3.4, W.3.10, W.4.1.b, RI.3.10, RFS.3.4, SL.3.1.b, L.3.2.F

Session 4

W.3.1.a,b, W.3.5, W.3.10, W.4.1.b, SL.3.1.b, L.3.3.a

Session 5

W.3.1.a, W.3.5, W.4.1.b, W.3.5, SL.3.1.b, L.3.2.e,f,g

Session 6

W.3.1.a,b,c,d, W.3.5, W.4.1.b, RI.3.10, RFS.3.4, SL.3.1.b, L.3.2.e,f,g, L.3.3.a

Session 7

W.3.1.a,b, W.3.7, W.3.8, W.4.1.b, SL.3.1.b

Session 8

W.3.1.b, W.3.5, W.3.8, W.4.1.b, SL.3.1.b

Session 9

W.3.1.b, W.3.5, W.4.1.b, W.4.3.d, SL.3.1.b, L.3.1.e, L.3.3.a, L.4.3.a

Session 10

W.3.1.a,b, W.3.5, W.4.1.b, SL.3.1.b, L.3.3.a

Session 11

W.3.1.a,b, W.3.10, W.4.1.b,c, SL.3.1.b, L.3.1

Session 12

W.3.5, SL.3.1.b, SL.3.2, SL.3.3, L.3.3.a, L.4.3.a

Session 13

W.3.1.a,b,c,d, W.3.4, W.3.6, W.4.1.a,b,c,d, SL.3.1.a,b,c, SL.3.4, L.3.2.e,f,g, L.4.2.a

Session 14

W.3.1.a,b,c,d, W.3.4, W.3.10, W.4.1.a,b, RI.3.8, RI.3.10, RFS.3.4, SL.3.1.b,c, SL.3.2

Session 15

W.3.1.a,b,c,d, W.3.4, W.3.5, W.3.10, W.4.1.a,b,c,d, SL.3.1.b,c

Session 16

W.3.1.a,b,c,d, W.3.5, W.4.1.b, W.4.7, SL.3.1, L.3.1.i, L.3.2.c  
 Session 17  
 W.3.1.a,d, W.3.5, W.4.1.a,d, SL.3.1.b,c  
 Session 18  
 W.3.1.a,b,c,d, W.3.5, W.4.1.a,b,c,d, W.4.4, RFS.3.4, SL.3.1.b,c, L.3.2.e,f,g, L.3.3a  
 Session 19  
 W.3.1.a,b,c,d, W.4.1.a,b,c,d, SL.3.1  
 Session 20  
 W.3.1.a,b,c,d, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, W.4.1.a,b,c,d, RFS.3.4, SL.3.1.a,b,c, L.3.6  
 Session 21  
 W.3.1.a,b,c,d, W.3.5, W.3.6, W.3.7, RFS.3.4, SL.3.1.b,c, L.3.1  
 Session 22  
 W.3.1.a,b,c,d, W.3.5, W.3.6, W.4.2.a, RFS.3.4, SL.3.1.b,e, SL.3.4, LS.3.2.a,c,e,f,g  
 Session 23  
 W.3.1.a,b,c,d, W.3.6, W.4.1.a,b,c,d, SL.3.4, SL.4.4, L.3.6

Other standards covered: [8.1](#), [9.2.4.A.4](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Writers persuade readers through speech writing.</p> <p>Bend I Launching Work of Persuasive Speeches</p>	<p><b>Session 1:</b>  <b>Changing the World</b>  <b>Grade 3 Unit 3</b></p> <p>Pages 2 - 9</p>	<p><b>Session 1:</b>            Meeting Place            An idea for an actual, quick feasible change the students can create in the school, thesis</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Use Google Docs to create</li> </ul>



<p>Session 1: Practicing Persuasion</p> <p>Session 2: Gathering Brave, Bold Opinions for Persuasive Writing</p> <p>Session 3: Drawing on a Repertoire of Strategies for Generating Opinion Writing: Writing with Independence</p> <p>Session 4: Considering Audience to Say More</p> <p>Session 5: Editing as You Go: Making Sure Your Audience Can Always Read Your Drafts</p> <p>Session 6: Taking Stock and Setting Goals</p> <p>Writers raise the level of their persuasive writing.</p> <p>Bend II Raising the Level of Persuasive Writing</p> <p>Session 7: Gathering All You Know about Your Opinion</p> <p>Session 8: Organizing and</p>	<p>Practicing Persuasion</p> <p>(See <b>Teaching and Active Engagement</b> for box-and-bullets format)</p> <p><b>Session 2:</b> Pages 10 – 19</p> <p>Gathering Brave, Bold Opinions for Persuasive Writing</p> <p><b>“How to Write a Persuasive Speech”</b> chart</p> <p><b>Session 3:</b> Page 20 - 29</p> <p>Drawing on a Repertoire of Strategies for Gathering Opinion Writing Writing with Independence</p> <p><b>“How to Write a Persuasive Speech”</b> chart</p> <p><b>Opinion Writing Checklist, Grade 3</b></p> <p><b>Session 4:</b> Pages 30 – 41</p> <p>Considering Audience to Say More</p>	<p>statement, chart paper, markers, loose-leaf paper and pens and pencils</p> <p><b>Session 2:</b> Meeting Place Student notebooks, pens/pencils, areas around the school to make observations, chart paper and markers, a typed copy of yesterday’s class speech taped in each child’s notebook teachers thesis statement on chart paper, a way to revise the thesis statement to make it bolder, reasons to support the thesis</p> <p><b>Session 3:</b> Meeting Place Teacher’s list of what is wonderful, start of teacher entry, students’ notebooks, and paper to record their student goals</p>	<p>webs for prewriting</p> <ul style="list-style-type: none"> <li>● Use Google Classroom to assign writing task to draft, revise, edit, and publish</li> <li>● Internet websites appropriate for research topics</li> </ul>
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<p>Categorizing</p> <p>Session 9: For Example: Proving by Showing</p> <p>Session 10: By Considering Audience, Writers Select and Discard Material</p> <p>Session 11: Paragraphing to Organize Our Drafts</p> <p>Session 12: Choosing Words that Sound Right and Evoke Emotion</p> <p>Session 13: Looking Back and Looking Forward: Assessing and Preparing for Mini-Publication</p> <p>Writers explore transforming persuasive speech into different forms of opinion writing (letters, petitions, editorials)</p> <p>Bend III From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters</p> <p>Session 14: Inquiry into Petitions</p>	<p><b>“Ways to Directly Address Your Audience”</b> chart</p> <p><b>“How to Write a Persuasive Speech”</b> chart with new bullets added</p> <p><b>Session 5:</b> Pages 42 – 50</p> <p>Editing as You Go</p> <p>Making Sure Your Audience Can Always Read Your Drafts</p> <p><b>Session 6:</b> Pages 51 – 58</p> <p>Taking Stock and Setting Goals</p> <p><b>Chart sized Opinion Writing Checklists, Grades 3 and 4</b></p> <p><b>Session 7:</b> Pages 60 – 70</p> <p>Bend II Raising the Level of Persuasive Writing</p> <p>Gathering All You Know about Your Opinion</p>	<p><b>Session 4:</b> Meeting Place Teacher’s wishy-washy thesis, a short speech that doesn’t consider the audience or students’ concerns, a revised speech, written on chart paper, teacher’s demonstration speech from earlier in the unit, chart paper-sized sentence strips, session 1 speech, and a piece of student work to share</p> <p><b>Session 5:</b> Meeting Place Instructions on a whiteboard, students’ writer’s notebooks, pens/pencils, students’ checklists with marked goals, chart paper and markers, word wall of high frequency words</p> <p><b>Session 6:</b> Meeting Place</p>	
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<p>Session 15: Becoming Your Own Job Captain</p> <p>Session 16: Gathering a Variety of Evidence: Interviews and Surveys</p> <p>Session 17: Revising Your Introductions and Conclusions to Get Your Audience to Care</p> <p>Session 18: Taking Stock Again: Goal Setting with More Independence</p> <p>Writers work together to research, write, and inform others about a cause.</p> <p>Bend IV Cause Groups</p> <p>Session 19: Tackling a Cause</p> <p>Session 20: Becoming Informed about a Cause</p> <p>Session 21: Yesterday's Revisions Become Today's Drafting Strategies</p> <p>Session 22: Getting Our Writing Ready for Readers</p>	<p><b>“How to Write a Persuasive Speech”</b> chart</p> <p><b>Session 8:</b> Pages 70 – 78</p> <p>Organizing and Categorizing</p> <p><b>Session 9:</b> Pages 79 – 86</p> <p>For Example Proving by Showing</p> <p><b>“How To Write a Persuasive Speech”</b> chart</p> <p><b>Session 10:</b> Pages 87 – 94</p> <p>By Considering Audience, Writers Select and Discard Material</p> <p><b>Session 11:</b> Pages 95 – 102</p> <p>Paragraphing to Organize Our Drafts</p> <p><b>“Transitions Words and Phrases Writers Use Often to Link Different Parts of their Opinion Writing Together”</b> char</p> <p><b>Session 12:</b></p>	<p>Students' notebooks, checklists, colored pencil or thin markers, chart-sized grid with student's name in a box to record seed ideas, Post-it notes, class notebook</p> <p><b>Session 7:</b> Meeting Place Chart-sized grid with students' seed ideas on it, teacher's thesis, with subtopics planned out for the problem and solution, chart paper and markers, and loose leaf paper</p> <p><b>Session 8:</b> Meeting Place A variety of items or pictures of items that are related and can be organized into categories, a draft of the class opinion written on chart paper, large paper 12" X 18" folded into booklets for</p>	
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<p>Session 23: Celebrating Activism</p>	<p>Pages 103 – 111</p> <p>Choosing Words that Sound Right and Evoke Emotion</p> <p><b>“Ways We Can Make Our Speeches More Powerful”</b> chart</p> <p><b>Session 13:</b> Pages 112 – 118</p> <p>Looking Back and Looking Forward</p> <p>Assessing and Preparing for Mini-Publication</p> <p><b>Session 14:</b> Bend III From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters</p> <p>Inquiry into Petitions</p> <p><b>Excerpt from a petition written by Bailey Shoemaker Richards and Stephanie Cole titled ‘Tell LEGO to stop selling out girls’</b></p> <p><b>“Techniques All Opinion Writers Use”</b> chart</p> <p><b>Session 15:</b></p>	<p>each student, a large piece for demonstration, and loose leaf paper</p> <p><b>Session 9:</b> Meeting Place Teacher’s thesis statement and categories, personal story or example for support, chart paper and markers, Examples of a thesis that does not support the thesis, three large sheets of chart paper with verb tenses – past, present, future with one example, last session’s teacher demo persuasive speech</p> <p><b>Session 10:</b> Meeting Place class opinion, a passage that provides multiple pieces of evidence, sample pieces that mirror the writing students have been</p>	
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	<p>Pages 128 – 135          Becoming Your Own Captain  <b>“Work Plan for Opinion Writing”</b>          chart  <b>“How to Write a Persuasive Speech”</b>  <b>“Ways to Directly Address Your Audience”</b>  <b>“Ways We Can Make Our Speeches More Powerful”</b>  <b>“Techniques All Opinion Writers Use”</b>  <b>Opinion Writing Checklist, Grades 3 and 4</b>  <b>Session 16:</b>          Pages 136 – 140</p> <p>Gathering a Variety of Evidence          Interviews and Surveys  <b>Session 17:</b>          Pages 141 -148</p> <p>Revising Your Introductions and Conclusions to Get Your Audience to Care  <b>Session 18:</b>          Pages 149 – 156</p> <p>Taking Stock Again          Goal Setting with More Independence</p>	<p>producing, highlighting problems, of difficulties, large index cards, Post-Its, sentence strips, and chart paper  <b>Session 11:</b>          Meeting Place          Sentences strips from lesson 10, sections from the teacher’s speech that can be sectioned into paragraphs written on chart paper, draft that is missing transition words, loose leaf paper, tape, and scissors  <b>Session 12:</b>          Meeting Place          Video clip of Severn Suzuki’s speech to the UN (YouTube), index cards with a lit lightbulb on one side and a light bulb turned off on the other side, an excerpt from the class demonstration speech written on chart paper,</p>	
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	<p><b>The Opinion Writing Checklists, Grade 3 and 4</b> chart size version</p> <p><b>Session 19:</b> Bend IV Cause Groups</p> <p>Pages 158 – 164 Taking a Cause</p> <p><b>Session 20:</b> Pages 164- 171</p> <p>Becoming Informed about a Cause</p> <p><b>Session 21:</b> Pages 172 – 175</p> <p>Yesterday’s Revisions Become Today’s Drafting Strategies</p> <p><b>Session 22:</b> Pages 176 – 183</p> <p>Getting Our Writing Ready for Readers</p> <p><b>Session 23:</b> Pages 184 – 190</p> <p>Celebrating Activism</p>	<p>video clip called “Change your Words, Change Your World” (YouTube)</p> <p><b>Session 13:</b> Meeting Place Editing checklist, finished piece</p> <p><b>Session 14:</b> Meeting Place Students’ notebooks Inquiry question written on chart paper, sample petition written on chart paper, a sample of a persuasive letter, copies of the letter for each students, a paper-link chain to represent how writers link their opinions and reasons together</p> <p><b>Session 15:</b> Meeting Place Class editorial topic, chart paper, markers, class anchor charts from the unit, timers,</p>	
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		<p>and students' published speeches</p> <p><b>Session 16:</b> Meeting Place Students' notebooks</p> <p><b>Session 17:</b> Meeting Place Students' notebooks</p> <p><b>Session 18:</b> Meeting Place Copies of the Opinion Writing Checklist, Grades 3 and 4, (also the checklist from session 6 when they evaluated their on-demand writing), students' on-demand pieces from the beginning of the unit, students' revised speeches from Bend II</p> <p><b>Session 19:</b> Meeting Place <b>Create cause groups prior to the lesson</b> and sit with their group members, class opinion topic, typed copies of</p>	
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		<p>work from session 15, students' goals sheets, and Design Plan sheet</p> <p><b>Session 20:</b> Meeting Place Class opinion topic, several reference, excerpts from an article or book about the class topic written on chart paper, markers, digital resources CD-Rom, larger paper for students</p> <p><b>Session 21:</b> Meeting Place Revision chart, Writers' notebooks</p> <p><b>Session 22:</b> Meeting Place Editing checklist written on chart paper, sample student writing, copies of the sample for each student, chart with proofreading marks written on them, smaller copies of the</p>	
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		proofreading marks chart, and note cards <b>Session 23:</b> Meeting Place Completed opinion-writing piece	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Conference notes</li> <li>● Teacher created assessments/rubrics</li> <li>● Small group observation</li> <li>● Draft</li> <li>● Writer’s notebook/folder</li> <li>● Shared Writing</li> <li>● Checklist</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Published pieces</li> <li>● MAP benchment assessment</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Research process</li> <li>● Text structure</li> <li>● Text features</li> <li>● Self-assessment</li> <li>● Writing structure</li> <li>● Paragraph writing</li> <li>● Writing process</li> </ul>

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul>

<p>instructional practices.</p> <ul style="list-style-type: none"><li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li><li>• Create modified assessments.</li><li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>• Provide individualized assistance as necessary.</li><li>• Allow for group work (strategically selected) and collaboration as necessary.</li><li>• Utilize homework recorder within SIS.</li><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul>			
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**Quinton Township School District  
English Language Arts -Writing  
Grade 3**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	4	<b>Unit Title:</b>	Unit 4: Once Upon a Time	<b>Pacing:</b>	45 Days
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**Unit Summary:**

Writers adapt classic stories in hopes to make it better.  
Writers build and adapt on tales by writing with independence.  
Writers use literary elements to create an original fairytale.

**Objectives:**

Bend I

Students will be able to:

- \*Create their own fairy tale by adapting classic ones.
- \*Study several versions of a classic fairy tale.
- \*Examine a familiar fairy tale across a four page story-planning booklet.
- \*Practice storytelling the tales they will adapt.
- \*Study a mentor text.
- \*Chart the big picture of the class's thinking about how authors adapt fairy tales in a consequential way.
- \*Use notes as a tool for thinking.
- \*Understand that writers adapt fairy tales in meaningful ways.
- \* Understand that when changes are made, they have consequential changes that affect other elements of the story, rippling throughout.

- \*Think about the underlying ideas about adaptations and the way one adaptation creates a cascade of others.
- \*Explore how adaptations can cause a domino effect.
- \*Begin planning with a change in mind that will be significant and make the story better.
- \*Organize their story-planning notes into a few scenes, or small moment stories.
- \*Understand that writers story-tell or act out their stories to help as they plan their drafts and as they write their drafts.
- \*Share their progress with a partner.
- \*Embellish the small moments in their stories.
- \*Create a class lead for a story.
- \*Build off of the lead by retelling and extending the story.
- \*Write using specific actions and dialogue.
- \*Use storytelling booklets as scene-planning booklets.
- \*Rehearse for writing by storytelling or acting out each scene.
- \*Share the writing and discuss about what might happen next.
- \*Work together to plan the start of the next scene of the shared class fairy tale adaptation.
- \*Collect tips that will bring their characters and stories to life.
- \*View a performance of the class story and make suggestions for improvement.
- \*Analyze that balance of narration, description, and dialogue.
- \*Describe what happens in the end of a fairy tale.
- \*Understand that writers weave narration through fairy tales as a way to establish background, tie together scenes, and teach morals at the end of a story.
- \*Make connections that writers use narration to provide a backstory at the beginning of the story and to stitch the small moments together.
- \*Examine the “**How to Write a Fairy tale Adaptation**” chart.
- \*Use narration as a way to wrap up the story.
- \*Share the endings of their tales.
- \*Realize that writers check their work and plan for future projects.
- \*Celebrate the completion of the first fairy tale adaptation.
- \*Use the narrative checklists thoughtfully as they begin assessing their drafts and set writing goals.
- \*Read other students’ fairy tales.

\*Plan for a new fairy tale.

## Bend II

\*Writers rely on each other and themselves to independently plan not only their stories but their writing process.

\*Discuss the classroom becoming a writing colony that supports investment in writing.

\*Explore how to do better with each adaptation.

\*Continue to draw from all previously taught strategies.

\*Make meaningful changes to characters, events, and motivations.

\*Writers use special language when writing fairy tales.

\*Recite and reenact the most popular refrains from familiar fairy tales.

\*Understand that refrains of fairy tales are written to be said aloud.

\*Work toward making the listeners see and feel what the writer feels and sees.

\*Take ownership of their writing community to meet their goals independently.

\*Use other authors' writing as mentor texts make significant revisions of their draft.

\*Discuss a class motto.

\*Recognize that front-end revisions are more economical and powerful than back-end revisions.

\*Allow the work of classmates spark new ideas and plans for revision.

\*Balance their dialogue by adding accompanying actions.

\*Investigate how to write successfully using dialogue and action.

\*Stitch scenes together.

\*Chorally chant back individuals' adapted fairy tale refrains.

\*Make certain that endings are connected to the rest of the stories.

\*Understand that writers of fairy tales use figurative language, "painting a picture" in the reader's mind.

\*Share previous knowledge about figurative language.

\*Examine a piece of fairy tale writing and practice revising it using figurative language.

\*Use the "How to Write a Fairy Tale Adaptation" chart.

\*Use conventional spellings so that readers can read their work.

\*Identify choppy or abrupt sentences and smooth them out by simplifying long-winded ones or complicating simplistic ones.

\*Understand that writers follow certain rules and conventions to help readers read their writing.

\*Edit using and creating a particular style.

\*Share writing plans and editing strategies with their partners.

\*Construct complex sentences.

### Bend III

\*Write tales by using elements of strong narratives: specific characters, motivations, troubles, and resolutions.

\*Develop ideas into plans through conversation.

\*Add villains into the fairy tale.

\*Help classmates make writing plans.

\*Draw on all they have already learned and be willing to try something different.

\*Express that writers learn from their own writing.

\*Explore the technique of making scenes more meaningful by including character's actions and also objects important to the character.

\*Try out and revise their draft by adding small actions that are tied to an important object in the content of the fairy tale.

\*Explore how small objects affect the story in big ways.

\*Balance their drafts.

\*Balance telling sentences with showing sentences.

\*Include actions and reactions in story writing.

\*Peer read.

\*Choose which draft to revise.

\*Revise their fairy tales and tether the magic in the stories to the heart of the story, the beginning, and/or the end of the story.

\*Harness the magic of fairy tales in their own writing.

\*Get prepared for significant revision work by using mentor texts as a tool.

\*Weave magic into tales' beginnings and endings.

\*Show readers how to read a piece by varying the pace in the writing.

\*Savor a moment by adding more words, sentences, and detail to the writing.

\*Speed up by taking out words or sentences.

\*Be conscientious about pace as they revise.

\*Punctuate correctly.

\*Revise with intense pride.

\*Apply all previously learned lessons in editing.



- \*Focus on verb tense.
- \*Transfer the room into a magical place.
- \*Rehearse for the performance.
- \*Form small groups into storytelling groups.
- \*Invite an audience into the classroom
- \*Share their fairy tales with the audience.
- \*Celebrate their success and loan their work to other classrooms.

**Essential Questions:**

- How can I take a classic fairy tale and make adaptations to create a magical story?
- How can I become an effective writer and weave narration through my story?
- What is a refrain and how can I make it effective in my story-telling?
- How can I “paint a picture” using figurative language?

**Common Core State Standards/Learning Targets:**

Session 1

W.3.5, W.3.7, W.3.8, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.7, RL.3.10, R.L.4.1, RL.4.3, RL.4.9, SL.3.1, SL.3.4, SL.3.6, L.3.1, L.3.3, L.3.6

Session 2

W.3.3.a, W.3.5, W.3.10, W.4.3.a, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.10, RL.4.2, SL.3.1, SL.3.4, SL.3.6, SL.4.4, L.3.1, L.3.3, L.3.6

Session 3

W.3.3.b, W.3.4, W.3.5, W.3.10, W.4.3.b,d, RL.3.1, RL.3.2, RL.3.3, RL.3.5, SL.3.1, SL.3.2, SL.3.4, SL.3.6, L.3.1, L.3.3, L.3.6

Session 4

W.3.3.b,d, W.3.4, W.3.5, W.3.10, W.4.3.b,e, RL.3.1, RL.3.2, RL.3.3, RL.3.5, SL.3.1, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6

Session 5

W.3.3.a,b,c,d, W.3.4, W.3.5, W.3.10, W.4.3.a,b,c,d,e, RL.3.2, RL.3.3, RL.3.4, RL.3.6, RL.3.10, SL.3.1, SL.3.4, SL.3.6, L.3.3.a

Session 6

W.3.3.b,c,d, W.3.4, W.3.5, W.3.10, W.4.3.a,b,c,d,e, RL.3.1, RL.3.2, SL.3.1a, SL.3.2, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5a, L.3.6

Session 7

W.3.3, W.3.4, W.3.5, W.3.10, W.4.3, W.4.4, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.6, SL.3.1, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3.a, L.4.3.a

Session 8

W.3.3, W.3.4, W.3.5, W.3.10, W.4.3.d, RL.3.3, RL.3.5, SL.3.1, SL.3.6, L.3.1, L.3.2, L.3.3.a, L.3.6, L.4.3.a

Session 9

W.3.3, W.3.4, W.3.5, W.3.10, W.4.3.d, RL.3.2, SL.3.1, SL.3.6, L.3.1, L.3.2, L.3.3, L.4.3

Session 10

W.3.3.b,d, W.3.4, W.3.5, W.3.10, W.4.3.b,d, RL.3.2, RL.3.4, SL.3.1, SL.3.6, L.3.1, L.3.2, L.3.2.c, L.3.3, L.4.3

Session 11

W.3.3b, W.3.5, W.4.3.b,d, RL.3.4, SL.3.1, SL.3.6, L.3.1.i, L.3.2.3f, L.3.5, L.3.6, L.4.5, L.4.6

Session 12

W.3.3.b, W.3.5, W.4.3.b, RL.3.1, RFS.3.4, SL.3.1, SL.3.6, L.3.1.h.i, L.3.2, L.4.1.f

Session 13

W.3.3, W.3.5, W.3.10, W.4.3, RL.3.1, RL.3.3, SL.3.1, L.3.1, L.3.2

Session 14

W.3.3, W.3.4, W.3.5, W.3.10, RL.3.3, SL.3.3, SL.3.1, L.3.1, L.3.2

Session 15

W.3.3.b, W.3.4, W.3.5, W.4.3.b, RL.3.1, RL.3.2, RFS.3.4, RL.4.2, SL.3.1, SL.3.4, SL.3.6, L.3.2.c

Session 16

W.3.3.b, W.3.5, W.3.10, W.4.3.b,d, RL.3.1, RL.3.3, SL.3.1, L.3.1.i, L.3.2.c, L.3.3aL.3.5, L.4.5

Session 17

W.3.3.a,d, W.3.5, W.3.10, W.4.3.ea,e, RL.3.1, RL.3.2, RL.3.3, SL.3.1, L.3.3.a, L.4.3

Session 18

W.3.3.b, W.3.4, W.3.5, W.4.3.b,d, RFS.3.4, SL.3.1, SL.3.4, SL.3.6, L.3.1.a, L.3.2, L.3.3a, L.4.1.f, L.4.3.b

Session 19

W.3.5, RL.3.2, SL.3.1, L.3.1, L.3.1.e, L.3.1, L.3.2

Session 20  
 W.3.6, RFS.3.4, SL.3.1, SL.3.4, SL.3.6, SL.4.4, L.3.6  
 Other standards covered: [8.1](#), [9.2.4.A.4](#)

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Writers adapt classic stories in hopes to make it better.</p> <p>Bend I Writing in the Footsteps of the Classics</p> <p>Session 1: Adapting Classic Tales</p> <p>Session 2: Writing Story Adaptations that Hold Together</p> <p>Session 3: Storytelling, Planning, and Drafting Adaptations of Fairy Tales</p> <p>Session 4: Writers Can Story-Tell and Act Out as They draft</p> <p>Session 5: Weaving Narration through Stories</p> <p>Session 6: Mirror, Mirror on the Wall:</p>	<p><b>Session 1:</b>            Once Upon a Time            Grade 3 Unit 4            Narrative</p> <p>Pages 2 – 14</p> <p><b>Prince Cinders by Babette Cole</b>  <b>Classic versions of Cinderella, Little Red Riding Hood, and The Three Billy Goats Gruff</b></p> <p><b>“Ways Authors Adapt Fairy Tales”</b>            chart</p> <p><b>Session 2:</b>            Pages 15 -25</p> <p>Writing Story Adaptations that Hold Together</p>	<p><b>Session 1:</b>            Meeting Place            White paper folded into quarters to make a story-planning booklet for each students, teacher version of the story-planning booklets, notebooks, pencils, teacher’s demonstration writer’s notebook, chart with phrase such as MAYBE..., COULD IT BE..., MY THEORY IS..., printed copies of Cinderella, printed copies of Cinderella adaptations</p> <p><b>Session 2:</b>            Meeting Place</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Use Google Docs to create webs for prewriting</li> <li>● Use Google Classroom to assign writing task to draft, revise, edit, and publish</li> </ul>

<p>Assessment Using Self-Reflection</p> <p>Bend II Follow the Path: Adapting Fairy Tales with Independence</p> <p>Writers build and adapt on tales by writing with independence.</p> <p>Session 7: Goals and Plans Are a Big Deal</p> <p>Session 8: Telling Stories that Make Readers Shiver</p> <p>Session 9: Revising Early and Often</p> <p>Session 10: When Dialogue Swamps Your Draft, Add Actions</p> <p>Session 11: Painting a Picture with Words: Revising for Language</p> <p>Session 12: The Long and Short of It: Editing for Sentence Variety</p> <p>Bend III Blazing Trails: Writing Original Fairy Tales</p> <p>Writers use literary elements to create</p>	<p><b>“How to Write a Fairy Tale Adaptation”</b> chart</p> <p><b>“Ways Authors Adapt Fairy Tales”</b> chart</p> <p><b>Session 3:</b> Pages 26 -35</p> <p>Storytelling, Planning, and Drafting Adaptations of Fairy Tales</p> <p><b>“How to Write a Fairy Tale Adaptation”</b> chart</p> <p><b>Session 4:</b> Pages 36 – 44</p> <p>Writers Can Story-Tell as Act Out as They Draft</p> <p><b>“How to Write a Fairy Tale Adaptation”</b> chart</p> <p><b><u>Prince Cinders</u> by Babette Cole</b></p> <p><b>Session 5:</b> Pages 45 – 54</p>	<p>Student’s writers notebooks, chart paper and markers</p> <p><b>Session 3:</b> Meeting Place Writers’ notebooks, writers’ folders with lined paper,, teacher’s demonstration notebook, blank paper to make scene-planning booklets for homework</p> <p><b>Session 4:</b> Meeting Place Students’ scene-planning booklet homework, class adaptation of Cinderella from session 3, students’ writing folders with drafts</p> <p><b>Session 5:</b> Meeting Place Prince Cinders by Babette Cole, fairy tale excerpts, class adaptation of Cinderella scene 1 and the start of scene 2, and</p>	
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<p>an original fairytale.</p> <p>Session 13: Collecting Ideas for Original Fairy Tales</p> <p>Session 14: From “This Is a Fairy Tale About” to “Once upon a Time”</p> <p>Session 15: Tethering Objects to Characters</p> <p>Session 16: Using Descriptive Language While Drafting</p> <p>Session 17: Revising the Magic</p> <p>Session 18: Revising the Readers</p> <p>Session 19: Editing with an Eye Out for Broken Patterns</p> <p>Session 20: Happily Ever After: A Fairy Tale Celebration</p>	<p>Weaving Narration through Stories</p> <p><b>“How to Write a Fairy Tale Adaptation”</b> chart</p> <p><b>“The Power of Narration”</b> chart</p> <p><b>Session 6:</b> Pages 54 – 60</p> <p>Mirror, Mirror on the Wall Assessment Using Self-Reflection</p> <p><b>Session 7:</b> Pages 62 – 70</p> <p>Goals and Plans Are a Big Deal</p> <p><b>“How to Write a Fairy Tale Adaptation”</b> chart</p> <p><b>“Ways Authors Adapt Fairy Tales”</b> chart</p> <p><b>Session 8:</b> Pages 71 – 79</p> <p>Telling Stories that Make Readers Shiver</p>	<p>students’ writing folders</p> <p><b>Session 6:</b> Meeting Place Students’ writing folders containing drafts, pens or pencils, Narrative Writing Checklists, Grades 3 and 4 (one per student)</p> <p>OPTIONAL: Printouts of fairy tales for students to take home</p> <p><b>Session 7:</b> Meeting Place Students’ notebooks and pens, teacher’s demonstration notebook, OPTIONAL: a chart highlighting the writing process, blank paper folded into fourth to make a story-planning booklet, and Post-Its notes</p> <p><b>Session 8:</b> Meeting Place</p>	
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	<p><b>“How to Write a Fairy Tale Adaptation”</b> chart  <b>Session 9:</b>  Pages 80 – 88</p> <p>Revising Early and Often</p> <p><b>“If... Then...”</b> chart</p> <p><b>“A Storyteller’s Voice Shows, Not Tells, It...”</b> chart from Crafting True Stories  <b>Session 10:</b>  Pages 89 – 95</p> <p>When Dialogue Swamps Your Draft, Add Actions</p> <p><b>“How to Write a Fairy Tale Adaptation”</b> chart  <b>Session 11:</b>  Pages 96 – 103</p> <p>Painting a Picture with Words</p> <p>Revision for Language</p>	<p>Strips of paper with classic fairy tale refrains, folded and placed in a hat, a baton for conducting the Fairy Tale Symphony, students’ story-planning booklets, class scene from Cinderella, student copies of planning chart template from session 7, and teacher’s demonstration writers’ notebook</p> <p><b>Session 9:</b>  Meeting Place  Chart paper, strong writing work, writing folders, drafts, pens, excerpt of the class adaptation of Cinderella, strips of paper with classic fairy tale refrains, folded and placed in a hat as used in lesson 8</p> <p><b>Session 10:</b>  Meeting Place</p>	
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	<p><b>“How to Write a Fairy Tale Adaptation”</b> chart  <b>Session 12:</b>  Pages 104 – 111</p> <p>The Long and Short Of It  Editing for Sentence Variety  <b>Session 13:</b>  Pages 114 – 119</p> <p>Collecting Ideas for Original Fairy Tales  <b>Session 14:</b>  Pages 120 – 123</p> <p>From “This Is a Fairy Tale about” to “Once upon a Time”  <b>Session 15:</b>  Pages 124 – 133</p> <p>Tethering Objects to Characters  <b>Session 16:</b>  Pages 134 – 141</p> <p>Using Descriptive Language While Drafting  <b>Session 17:</b>  Pages 142 – 149</p>	<p>Loose-leaf paper, class adaptations of Cinderella, <u>Prince Cinders</u> by Babette Cole</p> <p><b>Session 11:</b>  Meeting Place  Chart paper with two or three sentences from classic fairy tales, chart paper with two or three bare-bones sentences from the class adaptation of Cinderella, <u>Prince Cinders</u> by Babette Cole, list of five commonly misspelled words in students’ drafts, writers’ notebooks, and pencils/pens</p> <p><b>Session 12:</b>  Meeting Place  Chart paper and markers, chart with a few choppy sentences about Little Red Riding Hood, <u>Prince Cinders</u></p>	
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	<p>Revising the Magic  <b>Session 18:</b>  Pages 150 – 156</p> <p>Revising for Readers  <b>Session 19:</b>  Pages 157 – 160</p> <p>Editing with and Eye Out for Broken  Patterns  <b>Session 20:</b>  Pages 161 – 173</p> <p>Happily Ever After  A Fairy Tale Celebration</p>	<p>by Babette Cole.  Writer’s notebooks, pad  of brightly colored  Post-It notes  <b>Session 13:</b>  Meeting Place  Students’ notebooks  and pens  <b>Session 14:</b>  Meeting Place  <b>Session 15:</b>  Meeting Place  A few favorite picture  books, chart paper and  markers  <b>Session 16:</b>  Meeting Place  Two sentences from  The Real Princess and  from Jack and the  Beanstalk, writing  folders containing all  drafts  <b>Session 17:</b>  Meeting Place  Drafts selected to  revise and edit in  session 16, one  student’s story idea</p>	
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		<p><b>Session 18:</b> Meeting Place Excerpts from the class adaptation of Cinderella written on chart paper, sentence from a student's draft, Post-Its notes with ending punctuation marks written on them, <u>Prince Cinders</u> by Babette Cole</p> <p><b>Session 19:</b> Meeting Place Students' notebooks and drafts</p> <p><b>Session 20:</b> Meeting Place Student's final draft</p>	
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>• Daily writing</li> <li>• Writing conferences notes</li> <li>• Writing folder/notebook</li> <li>• Teacher created assessments/rubric</li> <li>• Drafts</li> <li>• Small group observations</li> <li>• Checklists</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>• Published fairytale</li> <li>• MAP assessment</li> <li>• School wide writing benchmark</li> <li>• Writing Continuum</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>• Literary elements</li> <li>• Compare and contrast tales from different cultures</li> <li>• Comprehend basic plot from tales around the world</li> <li>• Use correct convention appropriate for third grade</li> <li>• Revise/edit</li> </ul>
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**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing</li> </ul>

<p>questioning techniques</p> <ul style="list-style-type: none"> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback</li> </ul>	<p>tutoring sessions</p> <ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<p>and RS Plan.</p> <ul style="list-style-type: none"> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<p>knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul>
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<p>and utilize teachable moments.</p> <ul style="list-style-type: none"><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul>			
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