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# Ohio

Ohio's Model Curriculum  
with Instructional Supports

GRADE 3

## English Language Arts

**Ohio** | Department  
of Education

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# English Language Arts Model Curriculum

## WITH INSTRUCTIONAL SUPPORTS

### Grade 3

#### Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [3301.079(B)]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio's Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (i.e., teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail, and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners, and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

Strand	Reading Literature
Topic	<i>Key Ideas and Details</i>
Standards	<p><b>RL.1</b> Quote accurately from a text when explaining text.</p> <p><b>RL.2</b> Analyze literary text development.</p> <ul style="list-style-type: none"> <li>a. Determine a theme of a story, drama, or poem; respond to challenges or how the speaker in a drama responds to challenges or how the speaker in a poem responds to challenges.</li> <li>b. Summarize the text, incorporating a theme d</li> </ul> <p><b>RL.3</b> Compare and contrast two or more characters, the text (e.g., how characters interact).</p>

## Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

### CONTENT ELABORATIONS

This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

### PROGRESSIONS

Found before and after the *Content Elaborations* section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

## Instructional Supports

Stakeholders across the state of Ohio assisted with the development of this section of the Model Curriculum. Classroom teachers and other educational personnel from schools, districts, administration, and higher education carefully selected and compiled strategies and resources for further review by English Language Arts program specialists at the Department.

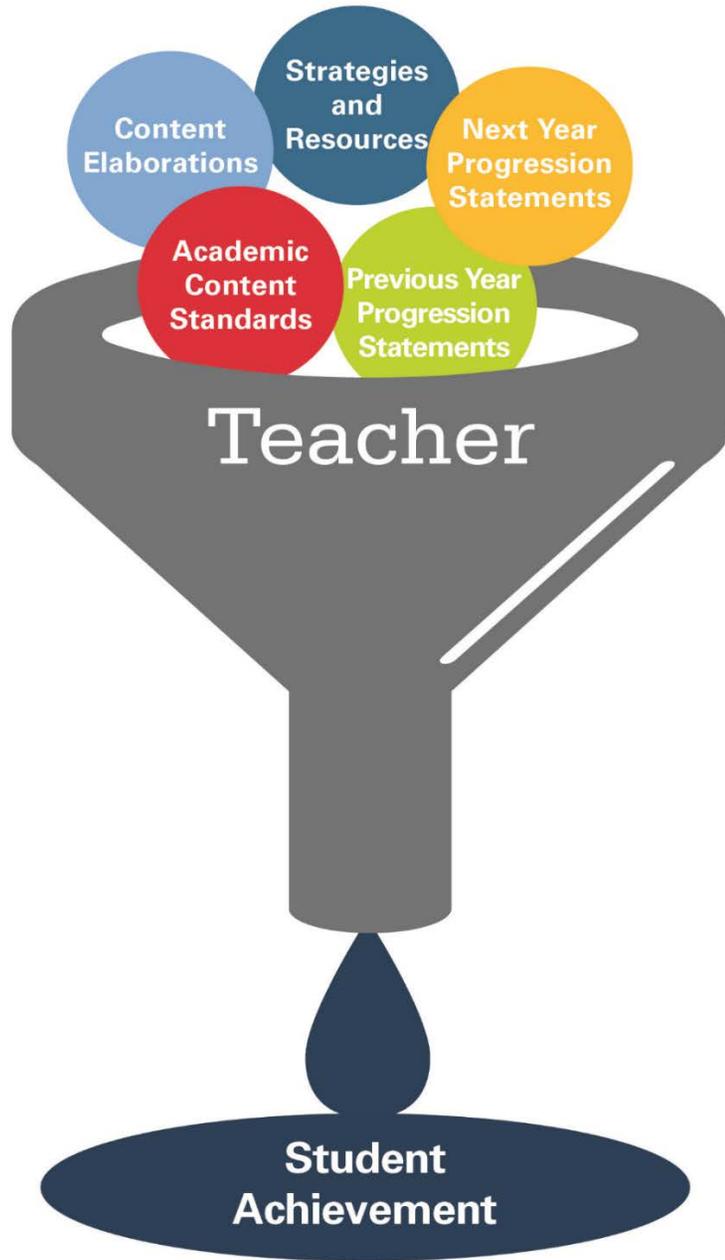
In addition, specialists in **educational technology**, **diverse learners**, **career connections**, and *early learning* ensured the inclusion of strategies and modifications to strategies in these areas. You will find these special strategies and modifications in their respective font color. All *early learning* strategies and resources are found within the Reading Literature, Reading Informational Text, and Reading Foundations Strands. The instructional strategies and resources section of the model curriculum will be updated periodically as additional resources become available.

### INSTRUCTIONAL STRATEGIES

The instructional strategies are suggestions of best practice instructional methods educators can use to address the learning standards and topics; these are meant to stimulate thinking and discussion among educational professionals, not to be used as a list of classroom lessons.

### INSTRUCTIONAL RESOURCES

This section includes materials (print and nonprint) designed for use in instruction or for professional development/enrichment that addresses the skills and knowledge in the learning standards



## Function of the Components and Supports

The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to ***Ohio's Learning Standards for English Language Arts***. As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the ***Previous Grade Level Progression Statements*** which summarize the prior year's *content standards* and includes the following:

- » Information about what students should know and be able to do
- » Information on the background knowledge teachers can activate in students and scaffold learning
- » Information that will help teachers develop diagnostic and formative assessments

While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the ***Content Elaborations***, as well as reviewing the ***Instructional Strategies and Resources***, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' growth toward college and career readiness.

As teachers facilitate learning using instructional best practices, the ***Next Grade Level Progression Statements*** help educators understand how the standards will progress from their grade level to the next. These help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together: ***Student Achievement***.

## Using the Model Curriculum

WHAT IT IS	WHAT IT IS NOT
<ul style="list-style-type: none"> <li>» detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic</li> <li>» best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices</li> <li>» a support for instructional planning using the learning standards as a foundation</li> </ul>	<ul style="list-style-type: none"> <li>⊗ lesson plans</li> <li>⊗ an exhaustive list of classroom activities per standard</li> <li>⊗ instructional units</li> <li>⊗ a resource meant to replace your district's decisions and direction</li> </ul>



## Additional Resources to Support the Model Curriculum

### ENGLISH LANGUAGE ARTS WEBPAGES

The model curriculum documents are posted on [this page](#), along with many other supporting resources, including the following:

- » [Curriculum map introduction and description](#): this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources
- » [Curriculum map](#): this is a template that can be used for planning
- » [English Language Arts Resource Evaluation Tool](#): this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction
- » [Ohio's Learning Standards for English Language Arts](#) are posted on our [Transition page](#), along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents.
- » [Determining Theme Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Types of Summaries Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Establishing a Thesis Standard Guidance](#) provides support for W.6-12.1-2.

## ENGLISH LANGUAGE ARTS GLOSSARY OF TERMS

Throughout the model curriculum documents, you will see small note icons in various colors, illustrated to the right. If you hover over these notes in the document, a box will pop up containing terms and their definitions. These definitions provide clarity around content and process terms located in the learning standards. Many definitions were adapted or taken directly from Abrams' *A Glossary of Literary Terms* and Harris' and Hodges' *The Literacy Dictionary*, among other state department of education web documents. Click the button to view the *English Language Arts Glossary of Terms* in its entirety.



Standards	
	<b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text explicitly to the text as the basis for the answers.
	<b>RL.3.2</b> Analyze literary text development.
	<b>RL.3.1</b> Demonstrate: To make evident or prove something by giving examples, fables, folktales, and other kinds of stories. Explicit: Directly stated
	<b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, and actions) and explain how their actions contribute to the sequence of events.

## LITERACY REFERENCES

At the end of this document, a reference section contains the resources used in the Reading Strand. Included in the research-based strategies used in the Reading Strand are resources from specialists, such as Bill Honig, Linda Diamond, and Linda Gutlohn, who wrote the *Teaching Reading Sourcebook* (2013). Bill Honig co-founded the Consortium on Reading Excellence (CORE) with Linda Diamond. Diamond continues as the President of CORE, which offers educators professional development and resources for implementing research-based literacy practices and other content area resources. Gutlohn created the text decodability software, phonicFinder.

In addition to the previous resources, educators will also find references to resources by Irene Fountas and Gay Su Pinnell, who have established their own literacy framework and professional resources for teachers and literacy specialists. Also, *LETRS*, or *Language Essentials of Reading and Spelling*, by Louisa Moats and Carol Tolman, is another research-based resource used to provide strategies in the Reading Strand. Dr. Moats brought her previous work in psychology with many who experienced issues with language and reading into creating the *LETRS* program, while Tolman brought 20 years of literacy teaching experience to the program and her work in training teachers. These are just a few of the resources cited on the reference page, representing research-based literacy information and practices.

## LEARNING AND DEVELOPMENT STANDARDS

[Ohio's Learning Standards Kindergarten through Grade 3](#) address Approaches Toward Learning, Physical Well-Being, and Social and Emotional Development. The K-3 standards created in the non-academic domains of approaches toward learning, physical well-being, and social and emotional development address key concepts and skills that children develop and learn in these areas during their kindergarten through grade 3 years. The development of these early childhood education standards represented a collaboration between state agencies including Ohio Department of Education, Ohio Department of Job and Family Services, and Ohio Department of Health, among others. The state agencies worked with national experts and writing teams made up of Ohio-based content experts and stakeholders to craft these standards.

Throughout grades one and three of the model curriculum documents for English Language Arts, many of the instructional strategies have been aligned to social and emotional development topics. It may be helpful to review these standards for your grade level in order to support nonacademic areas that impact achievement.

# English Language Arts Model Curriculum

## WITH INSTRUCTIONAL SUPPORTS

### Grade 3

#### READING LITERATURE STRAND

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Key Ideas and Details</i></b>
<b>Standards</b>	<p><b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL.3.2</b> Analyze literary text development.</p> <ol style="list-style-type: none"> <li>Determine a theme and explain how it is conveyed through key details in the text.</li> <li>Retell stories, including fables, folktales, and myths from diverse cultures.</li> </ol> <p><b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>

#### Previous Grade Level Progression Statement

In the previous grade level, students were expected to retell, ask, and answer questions to develop a deeper understanding, and describe characters using key details. They were expected to convey understanding of major events and challenges from a diverse variety of stories.

#### Content Elaborations

The big idea of **Key Ideas and Details** is that literary texts can provide rich and timeless insights into universal concepts, dilemmas, and social realities of the world in which we live.

Readers use **Key Ideas and Details** to provide evidence from the text, make inferences, identify theme and literary elements, and retell a story. Determining the theme and key details gives the reader a more complete picture of a text. See the [Determining a Theme Guidance](#) for more information about this skill.

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b>Key Ideas and Details</b>
<p>Retelling a story demonstrates comprehension of a text, knowledge of characterization, and an initial understanding of how a story connects to the larger world.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade level, students are expected to use details from the text to make inferences and determine the theme. Students can infer an overarching concept about life or the world (e.g., <i>Hard work earns rewards, Don't make judgements based on appearances</i>), supporting this theme with specific details found in the text. They summarize the text by incorporating characters/character traits, setting, and plot events.</b></p>	

<b>Instructional Supports for the Model Curriculum</b>	
<p><b><u>Instructional Strategies</u></b></p> <p><b>Ask and Answer Questions Using QAR</b>  The question–answer relationship (<a href="#">QAR strategy</a>) helps students understand the different types of questions. Explain the four types of questions to students (<i>Right There Questions, Think and Search Questions, Author and You, and On My Own</i>). Give an example of these questions and then read a short passage from a book/text. Ask students questions regarding the text and model how you would go about answering the questions. Have students find the information in the text and answer the questions.</p> <p>It would help struggling learners and ELL to have a visual cue assigned to each type of question. These could be displayed with the types of questions with samples of each on an anchor chart in the classroom so students could refer to it as they read and answer questions on their own. The teacher could provide a small “personal-sized” visual or bookmark for these students to keep near them or in their book, as well.</p> <p><b>Think Aloud</b>  Model for students how to question the text while reading. The teacher might read aloud a text with print large enough for students to see. On large sticky notes, the teacher can pose questions or wonderings as the selection is read aloud. Once the reading is complete, the teacher and students can work together to determine where they might find answers to the questions that are being asked. Students should be encouraged to repeat this process while reading individually. <i>*This would fit into the Social Emotional Standard of Self-Competence.</i></p>	

## Instructional Supports for the Model Curriculum

### Comprehension Monitoring

It is important to make students aware of the state of their comprehension, and to provide students with explicit instruction called “comprehension monitoring.” *Comprehension Monitoring* happens when teachers periodically do formative checks for students’ understanding of the main idea and key details of the text. To ensure students truly learn and incorporate comprehension strategies into their reading, teachers must provide modeling and extensive feedback to students. To encourage maintenance and transfer, teachers need to model how students can use these strategies as they read across a variety of materials.

### Retelling Stories

Retelling is giving back the important facts and details in BME order. Model retelling a story. Provide the students with an opportunity to read a fable, folktale, or myth. *ELLs could use fables, folktales, or myths from their own culture, possibly even in their native language. Students reading below or above grade level should have texts available to them at their independent reading level for this activity.* Have the students practice retelling the story with a partner and then independently, through writing. *Use of the free [Duck Duck Moose](#) creativity apps (i.e. [Princess Fairy Tale Maker](#), [Draw & Tell HD](#)) for tablets would provide a unique way for students to retell the story with their capability to record and playback students’ voices.* *\*This would fit into the Social Emotional Standard of Self-Competence*

### Make a Scene!

Using building blocks, such as **LEGO**, depict scenes from specific literature that include beginning, middle, and end; scenes for a new story in the same literary genre that can be collaboratively written by a team of writers; and scenes of characters involved in solving a problem.

### Becoming Characters from a Text

Students select a character from an individually- or group-read text. They then become the character and provide details about how that character’s actions impact the sequence of events in the selection. Becoming the character can include dressing like that character, creating character-specific props, and/or making character puppets.

*To digitally enhance this strategy, students can use word processing software to create a Facebook page mockup for the character with posts and photos that would show the character traits and other details. This could be increasingly complex in the symbolic representations on the page for gifted learners. They should know the character well enough to explain character feelings, attitudes, and motivations. Have the students use this strategy after reading historical fiction to study the real-world context of the character.*

*\*This would fit into the Social Emotional Standard of Self-Concept*

### Story Maps

Discuss the main components of a story (e.g., characters, setting, plot, and theme, OR beginning, middle, end). Provide each student with a blank [story map organizer](#) and model how to complete it. As students read, have them complete the story map. After reading, they should fill in any missing parts.

## Instructional Supports for the Model Curriculum

To scaffold story maps, the story map does not have to be entirely blank. The map could have different parts already filled in. Another way to do this instead of students generating their own parts is to provide students with the items written on strips of paper. Then they can cut them apart (or for students with low fine motor skills, have them cut apart ahead of time) and then work to put them in order on the story map. Again, this can be scaffolded by how many items you require the student to use. Some students might only be able to pick out and order three big events. Other students can remember more.

### Character Silhouettes

Have students create a silhouette of a character from a chosen text. Within that silhouette, have students list the traits that the character possesses. Students provide key details from the text that support the traits listed in the silhouette. **Provide pre-cut silhouettes and/or trait banks to struggling learners or students who may have fine motor skill issues.**

*\*This would fit into the Social Emotional Standard of Self-Concept and Self-Competence*

### Instructional Resources/Tools

#### Guiding on the Side

This blog page offers a solid video lesson on how to teach theme in 4 simple steps. View the video under the heading, [Teaching Theme the Metacognitive Way](#).

#### Program an Animated Digital Version of the Story using *Scratch* and *Alice*

[Scratch](#) and [Alice](#), two digital technology applications, support an integrated approach to literature, at all grade levels, and concurrently build computer technology and programming skills, as well. Students can retell a story through programming animated characters, the setting, and plot, or create new interactive stories based on the reading genre being studied. Both *Scratch* and *Alice* help students learn to think creatively, reason systematically, and work collaboratively.

#### Professional Books

Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities: A review of research. *Review of Educational Research*, 71(2), 279-320.

#### Texts to Teach Asking and Answering Questions

*Fly Away Home* by Eve Bunting

*An Angel for Solomon Singer* by Cynthia Rylant

*The Stranger* by Chris Van Allsburg

*Baseball Saved Us* by Ken Mochizuki

*The Wednesday Surprise* by Eve Bunting

*Storm Boy* by Paul Owen Lewis

**Instructional Supports for the Model Curriculum**

Charlie Anderson by Barbara Abercrombie  
Amos and Boris by William Steig  
Beatrice Doesn't Want To by Laura Numeroff

**Texts to Teach Analyze Literary Text Development**

Mr. Peabody's Apples by Madonna  
How to Lose All Your Friends by Nancy Carlson  
If Everybody Did by Ellen Javernick  
Wolf! by Becky Bloom  
Joseph Had a Little Overcoat by Simms Taback  
The Story of Ferdinand by Munro Leaf  
Sylvester and the Magic Pebble by William Steig

**Texts to Teach Sequencing of Events**

Bringing the Rain to Kapiti Plain by Verna Aaerdema  
The Very Hungry Caterpillar by Eric Carle  
A House for a Hermit Crab by Eric Carle  
Benny's Pennies by Pat Brisson  
Ten Minutes to Bedtime by Peggy Rathmann  
The Very Busy Spider by Eric Carle  
Amazing Grace by Mary Hoffman  
King Bidgood's in the Bathtub by Aubrey Wood  
Who Took the Farmer's Hat? by Joan L Nodset

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Craft and Structure</i></b>
<b>Standards</b>	<p><b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>RL 3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p><b>RL.3.6</b> Describe the difference between points of view in texts, particularly first- and third-person narration.</p>

#### **Previous Grade Level Progression Statement**

**In the previous grade level, students were expected to describe the rhythm and patterns of words, story structure, and the variations in point of view between one character and another. They will begin to understand the use of figurative language, varying narrators, and story structure to convey and comprehend meaning.**

#### **Content Elaborations**

The big idea of **Craft and Structure** is that readers can respond analytically and objectively to text when they understand the purpose behind the author's intentional choice of tools, such as word choice, point of view, and structure.

Readers with an understanding of the **Craft and Structure** of literature are aware of the use of figurative language and the structure of literary genre and are able to determine the point of view from which a story is told, particularly first- and third- person.

The ability to identify the basic structure of poetry, drama, and stories gives the reader a tool to follow the progression of theme and ideas as they are developed in the story. Readers build understanding through meaningful and intentional opportunities to read, study, and discuss literature with a focus on author's craft.

#### **Next Grade Level Progression Statement**

**In the next grade level, students are expected to analyze words and phrases in the text to determine their meaning. They need to be able to explain the structural differences among poetry, drama, and prose. Students need to understand that characters may have different perspectives in relation to a single event, and stories can be told from first or third point of view.**

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Author Studies**

Students read a collection of books written by the same author to analyze similarities and differences within the text. As students complete the comparison, they can chart it on a [Semantic Feature Analysis Chart](#), complete a [Venn diagram](#), or facilitate discussion among their peers. **Provide struggling learners with a chart or diagram that is partially completed or allow them to work with a partner.**

Examples of authors might include but are not limited to the following: [Jane Yolen](#), [Patricia Polacco](#), [J. Patrick Lewis](#), Arnold Adoff, [Laura Numeroff](#), [Cynthia Rylant](#), [Doug Florian](#), Ken Weisner, [Shel Silverstein](#), [Jack Prelutsky](#), and [Dr. Seuss](#). It is important to use a wide variety of authors and genres of text to evaluate for craft, as well as looking at types of structures including chapters, scenes, and stanzas.

#### **Compare Folk Literature**

Use a [T-Chart](#) to compare two versions of the same folktale (e.g., Galdone's *Three Little Pigs* and Sceiska's *The True Story of the Three Little Pigs*). The focus of the comparison should be the commonalities in folk or traditional literature, including but not limited to a recurring subject, theme, or idea. Others examples might include Ai-Ling Loui's *Yeh-Shen A Cinderella Story from China* and Brittany Rubiano's *Have Courage Be Kind: The Tale of Cinderella*. Teachers are encouraged to continue to assess and evaluate newly released texts for this purpose. **Add film or video versions of the folktales to incorporate technology and help students who may be visual learners.**

#### **Music as Text**

Often, musical lyrics are a great resource for teaching literal versus nonliteral texts. Classic and current examples of this include but are not limited to the following -

<b><u>Cat's in the Cradle</u></b>	Harry Chapin	<b><u>Roar</u></b>	Katy Perry
<b><u>The Climb</u></b>	Miley Cyrus	<b><u>Firework</u></b>	Katy Perry
<b><u>Blackbird</u></b>	The Beatles	<b><u>Return to Pooh Corner</u></b>	Kenny Loggins
<b><u>My Wish</u></b>	Rascal Flatts	<b><u>Fight Song</u></b>	Rachel Platten

**For gifted learners, have students choose their own music lyrics that represent literal and nonliteral language. They can present their lyrics to the class.**

## Instructional Supports for the Model Curriculum

### **Literal vs. Nonliteral Meanings**

Explain to students that words or phrases can have literal or nonliteral meanings. Tell them that a nonliteral meaning is when a phrase means something other than the exact words in it. Explain that authors sometimes use nonliteral meanings in their writing as a way to make a comparison or an exaggerated statement about something.

For example, an author writing that someone is a “night owl” is really saying that this person is awake and active at night (nonliteral meaning) rather than stating that the person turns into an animal at night (literal meaning). Tell students that you are going to read the story *Amelia Bedelia* by Peggy Parish. Ask students to actively listen for the nonliteral phrases that are used in the story. List the nonliteral phrases on the board. Have students discuss with a partner why the author chose the idiom and what was the author trying to express through them.

### **Instructional Resources/Tools**

#### **Texts for Teaching Craft and Structure**

*Chanticleer and the Fox* Geoffrey Chaucer

*The Girl Who Loved Wild Horses* Paul Gobel

*Little Island* Golden MacDonald

*Hide and Seek Frog* Alvin Tresselt

*White Snow, Bright Snow* Alvin Tresselt

*Nettie's Trip South* Ann Turner

*Everyone Knows What a Dragon Looks Like* Jay William *Umbrella* Taro Yashima

*Owl Moon* Jane Yolen

*Through the Mickle Woods* Valiska Gregory

*Kinda Blue* Ann Grifalconi

*Little Island* Golden MacDonald

*The Tale of Peter Rabbit* Beatrix Potter *Tar Beach* Faith Ringgold

*Hide and Seek Frog* Alvin Tresselt

*White Snow, Bright Snow* Alvin Tresselt

*Owl Moon* Jane Yolen

*The Little House* Virginia Lee Burton

*Gilberto and the Wind* Marie Hall Ets

*Flossie and the Fox* Patricia McKissack

*The Giving Tree* Shel Silverstein

*Sylvester and the Magic Pebble* William Steig

## Instructional Supports for the Model Curriculum

### Texts that Support Point of View

[Two Bad Ants](#) Chris Van Allsburg (point of view)

[White Socks Only](#) Evelyn Coleman (first person lesson)

[Where the Wild Things Are](#) Maurice Sendak (third person lesson)

[Chicken Sunday](#) Patricia Polacco (first and third person lesson)

[Freedom Summer](#) Deborah Wiles

[The True Story of the Three Little Pigs](#) Jon Scieszka

[The Table Where Rich People Sit](#) Byrd Baylor

[I am the Dog, I am the Cat](#) Donald Hall

[The Day the Crayons Quit](#) Drew Daywalt

[The Wolf's Story](#) Toby Forward

[The Pea and the Princess](#) Mini Grey

[Dear Mr. LaRue](#) Mark Teague

### Text Variety

When determining literal versus non-literal language in text, the focus not only needs to be on a variety of texts, but also needs to make use of [varied genres of texts](#).

### Picture Books

[Picture books](#) are often the greatest resources for teaching literal vs. nonliteral meaning. Students can use mental imagery to develop a picture of what is being read and use a [T-Chart](#) to record what it literally means and what it really means as a sample text is read aloud.

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Integration of Knowledge and Ideas</i></b>
<b>Standards</b>	<p><b>RL.3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).</p> <p><b>RL.3.8</b> (Not applicable to literature)</p> <p><b>RL.3.9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>

### **Previous Grade Level Progression Statement**

In the previous grade level, students were expected to understand the role illustrations play in telling the story and were able to compare and contrast story variations. They will be able to synthesize information from a variety of sources and types of text.

### **Content Elaborations**

The big idea of **Integration of Knowledge and Ideas** is that competent readers can synthesize information from a variety of sources including print, audio, and visual.

Comparing and contrasting text in a variety of forms or genres provides a full understanding of the theme, as well as the ideas being explored. Readers that are able to **Integrate their Knowledge and Ideas** are making connections and comparisons across the texts and developing an understanding of themes and topics as they appear across genres.

The elements of a text, which include illustrations and modes of presentation, enhance the meaning of the text. As readers refine their ability to compare and contrast texts with similar themes, topics, and patterns that cross time and culture, they develop a broader understanding of themselves and the world around them.

### **Next Grade Level Progression Statement**

In the next grade level, students are expected to compare and contrast texts from different genres and determine how authors differ in their presentation of the subject. Students will read multiple texts with similar themes throughout the year to provide opportunities for students to compare and contrast the treatment of themes, topics, and patterns throughout time and across cultures.

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Character Frames**

This strategy helps students select and describe a character from a story, and then present evidence to justify the character's description. The students can also use this strategy as a way of comparing/contrasting two different characters either from the same story or from another.

The students choose a character that they wish to describe in detail. Next, students complete a character frame by filling in information about the character under three headings: *Character*, *Personality Characteristics*, and *Evidence*. The evidence comes from the story and supports the personality characteristics. Finally, students share and discuss their character frames with the class. [To enhance this strategy with technology, a student could create Voki that represents the chosen character. Students then record their voice where they discuss the different parts of the story where the evidence is to support their descriptions.](#)

[Struggling learners and those with low vocabulary, including English learners, often have trouble coming up with words for personality traits. They would benefit from a large poster-sized list of traits displayed in the classroom or from smaller individual sized lists in an interactive reading notebook, language folder, etc. It also may help to have words grouped with synonyms - for example, words with similar meanings to "happy" or "sad" - \(but stronger, more robust vocabulary words\). Some students could also benefit from having words classified loosely by "positive traits", "negative traits," and "neutral traits".](#)

#### **Question Stems and Prompts to Teach Text Illustrations**

Ask questions to students to have them explore the illustrations in the text in order to promote comprehension of the text.

- How does the illustration help tell the story?
- What does the illustration convey to you about the character (mood, setting)?
- What is the illustration's contribution to the story?
- What do the illustrations tell you about what the character is like?
- How do the illustrations help you understand what is happening in the story?

#### **Timelines**

Timelines can analyze and chart how characters change and grow across a series. [For struggling learners, teachers can provide sentence strips or timelines that are partially completed to help students think chronologically through the text. The teacher can also pair struggling learners with students who understand how to create the timeline, as students are often able to give explanations to their peers in ways that are clear. This \[online tool\]\(#\) could be used in a center to chart and analyze how characters change and grow across a series.](#)

## Instructional Supports for the Model Curriculum

### Caldecott Reading Study

Offer students the opportunity to study several past [Caldecott Medal Books](#) and investigate how the illustrations play a role in the story from these books. Students could use a variety of graphic organizers to organize and display their thinking.

### Character Mapping

This strategy helps students select and describe a character from a story, and then compare/contrast it to another character from either the same story or another. After reading a story, students choose a character they wish to describe in detail. Next, students draw a picture of their character and/or write its name in the middle of a blank piece of paper. Students then draw a short line outward from their picture for each description they attribute to their character. Students follow up by creating a character map for two characters in their story to compare/contrast them, or take characters from two different stories to compare and contrast. Finally, students share their character mappings with the class.

To enhance this strategy with the use of technology, students could create a website using the new Google Sites from the perspective of the chosen character. The website could include pictures/images of things that describe the character or are related to the character. One webpage could be about another character in the story.

### Semantic Feature Analysis

This strategy effectively teaches vocabulary by activating prior knowledge and by classifying the new words by features using a [matrix](#). The teacher selects a list of words that have similarities, and places them on the matrix in the left-hand column. Next, the teacher writes features associated with these words across the top of the matrix or asks the students to supply the features associated with these words. Students complete the matrix by placing either a check if the word has the feature or a zero if it does not have the feature. Accept all predictions. Once the matrix is complete and the students have discussed the reasons for their answers, the students should then read the assigned passage. Finally, review the matrix for any necessary changes.

### Venn Diagrams

These are common graphic organizers that offer students the opportunity to compare and contrast books in a series. Searching for these in any web browser will offer several printable versions.

### Instructional Resources/Tools

#### Aesop's Fables

This resource provides links to [Aesop's Fables](#). On the iPad, one can enable the accessibility 'Speech' feature that will allow selection of the fable text to be read aloud. *\*This would fit into the Social Emotional Standard of Self Concept*

## Instructional Supports for the Model Curriculum

### Graphic Organizers to Compare Texts

This resource provides several [graphic organizers](#) to help students organize their thinking when comparing two stories.

### Exploring World Cultures Through Folk Tales Lesson Plan

Students journey beyond the borders of their everyday environment in this exploration of world cultures [lesson plan](#).

*\*This would fit into the Social Emotional Standard of Self Concept*

### Using Books in a Series

In this blog post, titled "[Series books](#)," Maria Salvadore discusses the benefits of reading books in a series, including increased motivation and exposure to literary patterns. [Students could use this online tool to compare and contrast books in a series or to plan settings, characters, and plots for stories.](#)

### Exploring Character Development

In this resource, students [explore character development](#) throughout a book or book series.

### Author Study Toolkit

The [Author Study Toolkit](#) includes a wealth of information on how to plan and implement an author study as well as a list of useful resources.

### Questioning for Text Illustrations

The article, "[Reading through the Arts: How theater and visual arts can engage students in reading](#)," provides teachers with a list of questions they can ask students to prompt them to think more deeply about a book's illustrations.

### Texts to Teach Compare and Contrast

[Cindy Moo and Mrs. Mooley](#) by Jack Kent

[Up the Learning Tree](#) by Marcia Vaughan

[The Royal Bee](#) by Frances Park

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Range of Reading and Complexity of Text</i></b>
<b>Standard</b>	<b>RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

### **Previous Grade Level Progression Statement**

**In the previous grade level, students are expected to read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity range independently and proficiently by the end of the year. Students are expected to activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.**

### **Content Elaborations**

The big idea of **Range of Reading and Complexity of Text** is to build a foundation for college and career readiness.

Students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary texts. To effectively establish the text complexity level, all three dimensions described in the illustration to the right must be used together. [Appendix A](#) contains a model with three dimensions for measuring text complexity.

Teachers should match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable, and critical thinkers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain a range of literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements. Teachers can draw on a student's previous experience, either personally or with other texts, in order to help understand the concepts in the texts being studied in the classroom.

## Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Range of Reading and Complexity of Text</i></b>
<p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade level, students are expected to read and comprehend literature and poetry independently and proficiently at the high end of grade 4 text complexity.</b></p>	

<b>Instructional Supports for the Model Curriculum</b>	
<p><b><u>Instructional Strategies</u></b></p> <p><b>QAR- Question- Answer Relationship</b>  QAR is an explicit and straightforward strategy that helps students identify questions as "in the book" or "in my head." It also provides a common language for teachers and students to discuss texts. Each category of questions has two subdivisions as follows:</p> <ol style="list-style-type: none"> <li>1. <b><u>"In the Book" Questions</u></b>  <i>Right There</i>  These answers can be found in the text and usually involve scanning or rereading.  <i>Think and Search</i>  These answers can be found in the text but involve higher level thinking like comparing/ contrasting; drawing inferences; or describing the mood, setting, or symbolism.</li> <li>2. <b><u>"In My Head" Questions</u></b>  <i>Author and Me</i>  The answer is not in the text. Students must think about what they learned from the text and what they know to generate an answer. This kind of questioning might require student to make text-to-text connections of predictions.  <i>On My Own</i>  The answer is not in the text. Students must rely solely on their own interpretation or experience to answer the question.</li> </ol> <p>Struggling learners or ELL would benefit from a visual representation of each type of question. A bookmark they could reference while reading would also be helpful. (The explanation and definition for <a href="#">QAR</a> were taken directly from ReadWriteThink.org.)</p>	

## Instructional Supports for the Model Curriculum

### Independent Reading

The teacher provides guidance in the selection of books that are at the appropriate level and that target focused reading strategies, but the students are offered choices. Students are allowed to silently read the self-selected books. The goal is for students to increase stamina and ability throughout the year. This can be used in conjunction with reading conferences, also described in this section.

*\*With increasing independence, take responsibility for behaviors and associated consequences.*

### Literature Circles/ Book Clubs

Small groups of students work together to collaboratively discuss literature. Each student is assigned a significant role so that the work is positive, interdependent, and engaging for each member of the group. *\*Demonstrate self-control in a variety of situations and settings.*

### Socratic Seminar

[Socratic seminars](#) continue the tradition of Socrates, the classical Greek philosopher who taught his followers by asking questions. Today, Socratic dialogue can transform students' learning experience in classrooms from elementary through high school and beyond. The Paideia approach to Socratic seminar can lead to significantly improved student achievement in core Language Arts skills, including reading, speaking and listening, and writing; increased student motivation because students get to generate and express their own ideas; and a more respectful school culture with fewer behavioral problems because students learn communication skills and struggle less with boredom.

This method challenges students to analytically and critically think, with questioning and guidance of the teacher. The seminar requires students to discuss ideas, often moral or ethical dilemmas, posed by literature. The teacher leads the discussion through the use of open-ended questions. Students are encouraged to support their responses with evidence from the text. There are many variations of the Socratic seminar method. Teachers should choose the variation which best serves their student population based on experience, needs, and other factors specific to their classroom. *\*Communicate to peers and adults regarding one's feelings or how the actions of others affect one's feelings.*

### Paired Reading Tutors

With a paired peer, have students start with a discussion of the title and cover of a specific text. The two students read aloud simultaneously. When the student being tutored feels comfortable, he or she may tap the table to continue to read alone. The tap-the-table signal also can be used if the reader needs assistance from the tutor with an unfamiliar word.

*\*Demonstrate self-control in a variety of situations and settings.*

### Predictions and Connections

Students may complete a prediction chart before reading and adjust their predictions during reading. [This chart](#) can be used to help students share their predictions and whether their predictions were true or false and why. Students can also complete a graphic organizer to make text connections to other texts, to self, and to the world.

## Instructional Supports for the Model Curriculum

### Reading Conferences

Reading conferences allow teachers time to listen to and analyze student fluency and reading comprehension. The teacher can focus on specific reading strategies for giving targeted feedback to the student. This provides teachers an opportunity to assess student growth and offer guidance in selecting texts for independent reading.

### Instructional Resources/Tools

#### QAR, Book Clubs

[No Teachers Allowed: Student-Led Book Clubs Using QAR](#)

The Question-Answer Relationship (QAR) strategy helps students identify questions as "in the book" or "in my head" so that they know whether to draw on their own impressions or the book for answers. In this lesson, which can also be used in the sixth-grade classroom, introduce QAR through a read-aloud, sorting questions as they are answered and working with students as they learn how to sort questions themselves. Students then use the strategy to develop questions for a peer-led book discussion.

#### Teaching Students How to Discuss Through Literacy Circles/ Books Clubs

The Literature Circle Resource Center breaks down the skill of [participating in a discussion](#) into three components: knowing what makes a good discussion, experiencing a discussion, and developing discussion guidelines.

#### Pearltrees: Text Complexity

[Resources for text complexity](#) can be accessed on the Department's Pearltree's page.

**READING INFORMATIONAL TEXT STRAND**

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b>Key Ideas and Details</b>
<b>Standards</b>	<p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.2</b> Analyze informational text development.</p> <ol style="list-style-type: none"> <li>a. Determine the main idea of a text.</li> <li>b. Retell the key details and explain how they support the main idea.</li> </ol> <p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p>In the previous grade level, students were expected to form and answer text-based questions, identify the main idea of a paragraph or text, and make connections between key details in a text. They were able to synthesize information gained through questioning, discussion, and key ideas.</p> <p><b><u>Content Elaborations</u></b></p> <p>The big idea of <b>Key Ideas and Details</b> is the ability to comprehend and analyze informational texts in order to develop critical thinking, promote logical reasoning, and expand one's sense of the world and self.</p> <p>The focus of the <b>Key Ideas and Details</b> topic is building textual evidence and making inferences about informational text, determining main idea with supporting details, and retelling those important ideas of the text. Engagement; the ability to connect events, concepts, or procedures, and depth of understanding increase as readers make inferences and retell informational text.</p> <p>Retelling reflects an understanding of main ideas (both implicit and explicit) and supporting details across the entire text. Readers should study a variety of informational texts, including <i>historical</i>, <i>technical</i>, and <i>scientific</i> investigations across contents/disciplines in order to connect the ideas present in these types of texts.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>In the next grade level, students are expected to provide textual evidence when making inferences, identifying a main idea, summarizing a text, and explaining events, ideas, and concepts in informational text.</p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Questioning the Text**

As students read informational text, they should generate questions about the information. Questions can be written on sticky notes and placed in the book as students read. As they find answers to their questions, they record the page number of the answer on the original sticky note. Post topic-specific lists of questions and their answers around the classroom. Strategy information can be found at [Into the Book](#).

#### **Exploring Cause and Effect**

Expository texts are a key component of literacy but often do not get introduced to students until the later grades. Teachers begin by activating prior knowledge about cause and effect; the teacher then models discovering these relationships in a text and recording in a graphic organizer what relationships the class finds. Students work in small groups to apply what they learned using related books and then write paragraphs outlining the cause-and-effect relationships they have found.

#### **Four-Square Graphic Organizer**

The Four-Square graphic organizer is used before, during, and after the first read of an informational text. Students can create their own by dividing an 8 ½ X 11 sheet of paper into four sections. Label the top left box *Prediction*. Label the top right box *Questions*. Label the bottom left box *Vocabulary*. Label the bottom right box *Summary*. Before students read the text, ask them to make a prediction about what they will be reading based on the text features and write that prediction in the Prediction box. While the students are reading, students will write unknown words in the Vocabulary box and questions they have while reading in the Questions box. After the students are finished reading, they will summarize what they read in the Summary box.

#### **Flip It Around**

Good readers ask questions as they read. Model for students how to turn a sentence from the text you are reading into a great question. First, select a nonfiction text to use as a model. Read a sentence aloud. Think aloud as you change the sentence into a question then pose the question. Discuss the answer with students. Ask students to practice flipping sentences into questions with a partner.

#### **QAR Strategy**

The [Question-Answer-Relationship strategy](#) (QAR) helps students realize that they need to use information from the text AND their own background knowledge to answer questions. Without the QAR strategy, students often rely too heavily on information from the text or background knowledge when answering questions.

## Instructional Supports for the Model Curriculum

### Anchor Charts

Create an anchor chart on chart paper as you model asking questions while reading a text. Your anchor chart should include a title (*Asking Questions about a Text*), A statement (Asking questions helps us understand and remember what we read.), and a list of words or phrases students may use as reminders (Who, What, Where, When, Why, How, Have, Can, Do, Is, Could, Would, Should, Are, etc.). The anchor chart should be posted around the classroom for student use and for teachers to refer back to during instruction.

Create an anchor chart on chart paper while teaching *Main Idea*. Your anchor chart should include a title (*Main Idea*), A question or statement (*What does the author want me to understand about the topic? OR The Main Idea is what the text is mostly about.*), and a list of words, phrases, or tips students may use as reminders (*Look at the title and headings, Look for clue words that are repeatedly used, Look at the pictures, Read the first and last sentence in each paragraph, etc.*). The anchor chart should be posted around the classroom for student use and for teachers to refer back to during instruction.

Create anchor charts on chart paper while teaching *Main Idea*. Your anchor chart should include a title (*Cause and Effect*), a statement (*Cause → The Reason...Why something happens. Effect → The Result...What happened*), and a list of words or phrases students may use as reminders (*Because, As a result, Result, This is why, So, Since, Therefore, Consequently, If \_\_\_\_\_, Then \_\_\_\_\_, etc.*). The anchor chart is posted in the classroom for student use and for teachers to refer back to during instruction.

### Instructional Resources/Tools

#### Professional Books

*Chart Sense: Common Sense Charts to Teach 3-8 Informational Text and Literature* by Rozlyn Linder  
Pages 25-80 give charts relating to the first three standards and how you can teach with them.

*The Reading Strategies Book* by Jennifer Serravallo

Pages 218-269 give strategies for determining main ideas and key details. The strategies fit the appropriate reading level listed on the page to allow for differentiation.

*Nonfiction Matters: Reading, Writing, and Research in Grades 3-8* by Stephanie Harvey

Chapter 7 “Reading Nonfiction: Learning and Understanding”

*Still Learning to Read: Teaching Students in Grades 3-6* by Franki Sibberson and Karen Szymusiak

Chapter 9 “Text Complexity: Scaffolding for Reading Nonfiction”

Chapter 10 “The Role of Close Reading in Grades 3-6”

**Instructional Supports for the Model Curriculum**

*Reality Checks: Teaching Reading Comprehension with Nonfiction K-5* by Tony Stead; Chapter 1-7

*Revisit, Reflect, Retell: Time-Tested Strategies for Teaching Reading Comprehension* by Linda Hoyt  
Chapter 5 “Informational Text”

*Make It Real: Strategies for Success with Informational Texts* by Linda Hoyt  
Chapter 6 “Supporting English Language Learners: Building Content Knowledge and Language”  
Chapter 7 “Teaching Reading Skills with Informational Texts”

**Books to Teach Ask and Answer Questions**

*Fly Away Home* by Eve Bunting

*The Stranger* by Chris VanAllsburg

*Baseball Saved Us* by Ken Mochizuki

*The Wednesday Surprise* by Eve Bunting

**Introduction to Asking Questions**

An [Informative article](#) that explains the importance of teaching the reading comprehension strategy of answering questions. A sample lesson is included.

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Craft and Structure</i></b>
<b>Standards</b>	<p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p> <b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.6</b> Distinguish their own perspective from that of the author of a text.</p>

### **Previous Grade Level Progression Statement**

**In the previous grade level, students were expected to define words using context, to use text features efficiently, and to identify the main purpose of a text.**

### **Content Elaborations**

The big idea of **Craft and Structure** is that readers can respond analytically and objectively to text when they understand the purpose behind the author's intentional choice of tools, such as word choice, perspective, and structure.

When readers focus on the **Craft and Structure** of informational text, they are developing an understanding of word meaning in relationship to the context in which it is placed, how to use text features to help comprehend text, and how to determine an author's perspective and purpose in writing a text.

The unique features and organization of informational text support readers in managing information (e.g., text features and search tools), learning content, interpreting vocabulary, deepening comprehension, and understanding authors' purposes.

Comprehension continues to increase as readers understand and distinguish their perspective from that of the author's.

### **Next Grade Level Progression Statement**

**In the next grade level, students determine the meaning of content vocabulary used in the text. They use text structure to help them understand the text and determine an author's perspective. They will compare and contrast firsthand and secondhand accounts.**

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Context Clues**

After teaching and modeling context clues, have students work in pairs to read an unfamiliar informational text, highlight unknown words, find context clues to hypothesize the meaning, and then check the meaning against a dictionary. Their level of success on how they hypothesized the word meanings can be used as formative assessment data. **For struggling learners or ELL, teachers can provide a list of the unknown words in the text.**

#### **Determining the Meaning of Academic and Content-specific Words and Phrases**

Have students read an informational text with academic and domain-specific words and phrases in bold print or underlined. Allow students to work collaboratively in small groups to determine the meanings of these words and phrases using context clues and other resources, such as a glossary or dictionary. Students can then work together to use these words or phrases in their own sentences. **Gifted students could design their own mini-dictionary or word wall, while others are working on the sentences independently or in pairs.**

#### **Write Sentences Using Nonsense Words**

Write sentences for your students replacing a vocabulary word related to a topic you are currently learning about with a nonsense word. For example, "Inside the *blabbletook* (factory), each worker installed a different car part." Ask students what the nonsense word could mean and discuss the context clues they used to figure it out. **Provide struggling learners and ELL a word bank.** The picture book *Baloney* by John Scieszka uses nonsense words that students can predict what they mean by context clues, which could be used as an introduction to this strategy.

#### **Diagramming Text Features**

Give students a copy of an informational article from a magazine, such as *Time For Kids* or *National Geographic Kids*. These can often be found on the magazine websites and copied for classroom use without violating copyright laws or through a search on *Explora* for Grades PreK-5 [EBSCO] on [www.infohio.org](http://www.infohio.org). Using colored sticky notes, students should label the text features common to informational text (i.e. headings, illustrations, sidebars, diagrams). **Give struggling learners a reference sheet with visual examples of text features to use during this strategy.**

#### **Author's Perspective**

After reading an informational text, have students use a T-chart to write about the author's perspective on the topic of the text (identify the author's perspective and provide textual evidence) and their own perspective on the topic of the text. Students then share and discuss their perspective with other students in the class. **Struggling learners should be given support during this strategy with prompting questions.** *\*This also addresses the Social Emotional standards dealing with Awareness and Self Expression.*

**Instructional Supports for the Model Curriculum****Instructional Resources/Tools****Professional Books**

*Unlocking Text Features for Determining Importance in Expository Text: A Strategy for Struggling Readers* by Alexandra Bluestein  
*Reading Teacher*, Apr 2010, Vol. 63 Issue 7, p597-600 provides strategies for focusing comprehension instruction on specific text features in informational text.

*Guiding Students Through Expository Text With Text Feature Walks* Kelley, Michelle J.: Clausen-Grace, Nicki. *Reading Teacher*, Nov 2010, Vol.64, p191-195 describes a useful strategy for helping students understand the importance and role of each text feature.

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Integration of Knowledge and Ideas</i></b>
<b>Standards</b>	<p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.8</b> Describe the relationships between the evidence and points an author uses throughout a text.</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>
<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p><b>In the previous grade level, students were expected to understand the relationship between image and text, relate an author’s point with textual support, and compare two topic-specific texts. They will continue to do this with scaffolding and teacher support.</b></p> <p><b><u>Content Elaborations</u></b></p> <p>The big idea of <b>Integration of Knowledge and Ideas</b> is that informational text expands the knowledge base and perspectives found in text and empowers the reader to make informed choices in life.</p> <p>The focus of the <b>Integration of Knowledge and Ideas</b> topic is the reader’s ability to comprehend a text using its features, determining an author’s point and the evidence used to support that point, and investigating similar main ideas and topics across texts. Examples of these relationships between evidence and points include but are not limited to, comparison, cause/effect, and first/second/third in a sequence.</p> <p>Critical thinkers use print and non-print media to interpret and explain an author’s message. When readers integrate information from both visual and print sources, they have a greater understanding of the content.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In the next grade level, students interpret information from various formats to explain how the author uses the information to support a particular point. They will integrate multiple sources so they can write or speak about a topic intellectually.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **5 W's Chart**

Teach students how to make connections between the illustrations and words in a text and use those connections to demonstrate/clarify understanding of the text by completing a [“5 W's and H”](#) graphic organizer.

#### **Think Aloud**

The teacher will conduct a brief think-aloud activity, modeling the thinking that he or she does when reading an informational text. The teacher will record the similarities and differences between the things being compared and contrasted using a graphic organizer such as a Venn diagram. The students' role in this first think-aloud activity will be to watch and listen to the model that the teacher provides. The teacher will also point out relationships between the evidence and the points an author uses.

The teacher will engage the students in a second think-aloud activity. At this stage, the teacher will involve students by asking direct questions about the evidence and points the author makes and will then support students as they complete a graphic organizer either in small groups or as a class. The teacher will provide students with the opportunity to practice reading informational texts, either in small groups or individually. Students will be instructed to use the same strategies modeled by the teacher during the think-aloud activities and will be given a graphic organizer to help them record the relationships between the evidence the author provides and the points the author makes throughout the text.

#### **Compare and Contrast**

Students will participate in a compare and contrast lesson based on an informational topic. They will use strategies learned thus far to compare and contrast two different things. Students will read two more books or articles on that same topic, then will choose the main points from each book and compare and contrast those using a Venn diagram. Gifted students can do an [Internet search to find a credible source for their second text on the topic](#).

#### **Picture Walk**

Choose a book from the resource section. Make a copy of each picture or illustration in the book. Place the illustration copies around the room. Prior to allowing students to look at the illustrations, introduce students to the title and title page of the book. Allow students to move around the room and make observations of the illustrations they see, writing down what details they believe to be in the book based on the pictures. For example, the book has an elephant in it because I am looking at a picture of an elephant.

In a whole group setting, allow students to explain what they think the book is about based on their notes/observations. Read the book to the students and allow students, after the book is read, to tell you if their prediction about the book was correct or not and why.

## Instructional Supports for the Model Curriculum

### Graphical Information

Brainstorm a list of graphics common to nonfiction texts. Students keep a tally of the graphic types they find as they skim nonfiction texts in a variety of formats (e.g., newspapers, magazines, books, websites). Sort by type and display.

Students can use the same data set to create different types of graphs and discuss which graphical representation is more effective. [The data can come from the US Census, local newspapers, or can be generated by the students themselves through surveys.](#) [Online graphical tools like Venngage can assist with presenting the data in an attractive format.](#)

### Instructional Resources/Tools

#### Meaning of Illustrations

Students are guided through a [lesson](#) where they use illustrations to convey meaning within informational texts.

#### Books to Teach Compare and Contrast

*Country Kid, City Kid* - This upbeat book follows two children as they engage in everyday activities, comparing and contrasting their experiences and surroundings.

*What's the Difference? 10 Animal Look-Alikes* - This book contains 10 compare-contrast passages about animals that are similar in appearance (such as tortoises and turtles).

*Are Trees Alive?* - This beautifully illustrated book explains how trees live and grow by drawing comparisons between trees and human beings, such as comparing a tree's bark to the reader's skin.

*The Sun, the Wind, and the Rain.* - The book uses a very consistent, explicit compare-contrast text structure.

*Lion vs. Tiger: Animals Head to Head.* - Lions and tigers "do battle" in this book, which compares and contrasts the two animals' strength, agility, and other attributes in order to determine which animal would "win" if they were to compete with one another.

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Range of Reading and Level of Text Complexity</i></b>
<b>Standard</b>	<b>RI.3.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

### Previous Grade Level Progression Statement

In the next grade level, students are expected to read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity range independently and proficiently by the end of the year. Students are expected to activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

### Content Elaborations

The big idea of **Range of Reading and Level of Text Complexity** is to build a foundation for college and career readiness. Students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts. To effectively establish the text complexity level, all three dimensions in the illustration to the right must be used together. [Appendix A](#) contains a model with three dimensions for measuring text complexity.

Teachers should match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable, and critical thinkers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements. Teachers can draw on a student's previous experience either personally or with other texts in order to help understand the concepts in the texts being studied in the classroom.

## Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Range of Reading and Level of Text Complexity</i></b>
<p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade level, students are expected to read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity range independently and proficiently by the end of the year. Students are expected to activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</b></p>	

<b>Instructional Supports for the Model Curriculum</b>	
<p><b><u>Instructional Strategies</u></b></p> <p><b>Informational Text Scavenger Hunt</b>  Students conduct a scavenger hunt in their homes for informational text and bring in examples to class and present those examples either orally or in a display to identify why this is informational text.</p> <p><i>Give struggling learners a hint sheet with prompting questions, such as, “Look in your living room. Do you have any magazines that may have informational articles?” The teacher can create a WebQuest to allow students to conduct this scavenger hunt online as an alternate to the strategy.</i> Note: It is important that the student’s parents approve all texts brought from home before the students present the texts in class.</p> <p><b>Fact Versus Fiction</b>  Fact versus fiction activities can assist with helping students determine if a text is informational or fictional. Venn diagrams, poster boards, and simple PowerPoints can be created to display characteristics of fictional and factual texts. <a href="#">WorldBook Kids</a> from INFOhio offer free and easy accessible factual information that is illustrated and also translated to support a range of learners.</p> <p><b>3-2-1 Strategy</b>  The <a href="#">3-2-1 strategy</a> has students reflect on informational text and note three things they learned, two things they wonder, and one question they still have.</p> <p><i>Struggling learners can be given a template for this activity. For gifted learners, the teacher can have them use the Internet to find the answer to their question.</i></p>	

## Instructional Supports for the Model Curriculum

### Technical Text

Introduce technical text into content-area work. Use game directions (from popular board games) when studying the compass rose in geography. For Social Studies, map the school community or floor plan as part of a Back to School or a 100 Days of School unit. Write directions for classmates from classroom to gym, lunchroom, or library. Create flyers for school events - parent night, open house, school dance. Create coupons and advertisements as gifts for parents on Mother's Day and Christmas. Write instructions for peanut butter and jelly sandwiches and have teams of students follow the instructions with the grade based on ease and clarity of directions and sandwich quality. Rate books as part of reading curriculum and discuss the rating system and what each review and ratings tells you about the book. Use a local animal adoption site and character profile for students to recommend pets for the character and provide a rationale citing the animal's profile and using details to support the recommendation. **Support all learners by allowing them to choose from a list of activities like this one to support their interests and learning styles.**

### Paired Texts

Holidays provide easy anchors for paired texts for fiction, nonfiction, and science (weather). For example, Christmas has a wide range of books available. Students can also read about the summer in the southern hemisphere and compare and contrast that with the weather in Ohio. This could then extend to perspective, letter writing, and possibly [a virtual classroom connection](#).

Folktales also offer rich informational and fictional pairings with the Big Bad Wolf and real wolves. This is an easy add on to a comparison of folktales around the world by adding an informational component that can also include maps and information about the various countries the folktales originate.

### Instructional Resources/Tools

#### **The Importance of Reading Widely Article**

[The Importance of Reading Widely](#) by Reading Rockets provides rationale in parent friendly language for wide reading across genres.

#### **Pearltrees: Text Complexity**

[Resources for text complexity](#) can be accessed on the Department's Pearltree's page.

**READING FOUNDATIONAL STRAND**

<b>Strand</b>	<b>Reading: Foundational Skills</b>
<b>Topic</b>	<b><i>Phonics and Word Recognition</i></b>
<b>Standard</b> 	<b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multi-syllable words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ul>
<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p>In the previous grade level, students were expected to master phonological awareness and concepts of print. They were expected to know and apply grade-level phonics and word analysis; distinguish long and short vowels when reading regularly spelled one-syllable words; know spelling-sound correspondences for additional vowel teams; decode two-syllable words with long vowels; decode words with common prefixes and suffixes, identify words with inconsistent but common spelling-sound correspondences; and recognize and read grade-appropriate irregularly spelled words. Students know common vowel and consonant sound variants and have begun to self-correct when reading.</p> <p><b><u>Content Elaborations</u></b></p> <p>The big idea of <b>Phonics and Word Recognition</b> is that words create impressions, images, and expectations. Recognizing and reading words, their inflections, and roots can transform the world. The focus of <b>Phonics and Word Recognition</b> is applying the knowledge of phonemes (sounds) with the written graphemes (letter or letters representing a sound) and recognizing common words. Systematic phonics instruction is a part of a balanced program of teaching reading. Successful decoding occurs when a student uses his or her knowledge of letter-sound relationships to accurately read a word. Decoding is an integral part of the reading and writing experience.</p> <p>Because a large number of words in English derive from Latin and Greek origins, teachers' frequent use and explicit teaching of Latin and Greek word roots and affixes enhances not only decoding and spelling ability, but vocabulary development, as well.</p> <p>Knowledge of word parts increases the understanding that words with common roots have similar meanings or that affixes change the meanings of words.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>In the next grade level, students are expected to master phonological awareness and concepts of print. Students are expected to know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. They know common vowel and consonant sound variants and have begun to self-correct when reading.</p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Sort by Affix**

Students keep a record of words with affixes they encounter as they are reading. Students then do a word sort based on words that have prefixes or suffixes. Have students do another sort by specific prefix (i.e., words that begin with un- or re-).

#### **Syllabication**

Use words from texts students are currently reading to practice reading multi-syllable words. Encourage students to identify syllables by chunking the syllables, pointing out that each syllable has its own vowel sound. **Students also may use color coding, highlighter tape, or flipbooks within words to help with pronunciation.**

#### **Affix Practice**

Use the following [editable dice template](#) to practice building words with prefixes and suffixes. Label one die with common root words, one die with prefixes, and one die with suffixes. Students take turns rolling the dice and writing a new word using the base word, prefix, and/or suffix. Students can define, draw illustrations, and construct sentences using the new words.

#### **SIP Strategy**

The Spelling in Parts ([SIP](#)) strategy teaches students how to divide a multisyllabic word into parts by thinking about the spelling patterns of each part, saying each part, and then spelling each part.

#### **Spot and Dot Strategy**

The strategy [Spot and Dot](#) is used to help students decode multisyllabic words. Students first identify the vowels and then count the consonants to determine where to split the word into syllables. To model this strategy for students, first display a multi-syllable word. Next, "Spot and Dot" the vowels (Put a dot over each vowel). After the vowels are dotted, connect the dots with a line. Count the number of consonants between the vowels. If two, break the word between the consonants to find each syllable. If one, break right after the first vowel. If it does not sound right, move over one sound. Once you have broken the word into syllables, you can use the [six syllable types](#) to help students read each syllable.

#### **Prefix Practice**

Display index cards with the prefixes: re, in, im, dis, pre, mis, un. Display index cards with the root words: wind, play, behave, place, school, polite, agree, connect, possible. Display an anchor chart with the meanings of each prefix. Explain that together, they will as a class try and build some new words. Have one student pick a prefix. Have another student pick a root word. Have the students hold the cards together. Ask the other students to determine if they have made a new word and tell what the meaning of the new word is. Practice this several times.

## Instructional Supports for the Model Curriculum

### Silly Word Prefix Sound Off

In order to develop an understanding of words and how they work, students must have working knowledge of prefixes. In order to cement this understanding, students will create their own silly words by adding prefixes to words to make new nonsense words. They will then create a definition for their word and a book page with a sentence and an illustration. Examples of this might include but are not limited to unrootbeer, precheesecake, untest, and unhomework.

### DISSECT Strategy

Students use the acronym [D.I.S.S.E.C.T](#) to decode unfamiliar multisyllable words.

**D**iscover the Context.

**I**solate the prefix.

**S**eparate the suffix.

**S**ay the stem.

**E**xamine the stem.

**C**heck with someone.

**T**ry a dictionary.

### Making New Words

Separate the class into three groups. Give students in Group 1 about 4 minutes to write down a root word on their index card. Give students in Group 2 the same time to write a prefix on their index card, and give students in Group 3 the same time to write a suffix on their index card. Ask one student from Group 1 to share their root word. Then ask Group 2 if anyone can use his or her prefix + the root word to make a new word. If no new words can be made from the prefix index cards, make a new word as a class using a different prefix. Ask Group 3 if anyone can use their suffix card + the root word to make a new word.

If no new words can be made from the suffix index cards, make a new word as a class. Repeat the activity until all root words have been shared. A list of all new words made can be recorded on chart paper. Facilitate a discussion about which prefixes and suffixes are the most common.

### Instructional Resources/Tools

Reading Rockets offers [activities](#) that focus on teaching students about the different syllables types and what occurs when syllables join together within a word.

Mastering multisyllabic words is a critical bridge between emerging and fluent readers. The [Teacher Retention Project](#) uses Charlie the Chunking Chipmunk to motivate students to use strategies to decode multisyllabic words.

## Instructional Supports for the Model Curriculum

The Southwest Educational Development Laboratory provides a list of [instructional activities](#) that test students' decoding skills.

Reading Rockets offers [solutions](#) to help students struggling with decoding and phonics. Solutions are based on a student's perspective, teacher's perspective, and parent's perspective.

The [Reading Resource website](#) is dedicated to helping children learn to read. For anyone who cares about reading and helping those with dyslexia and reading difficulties, this is a good resource.

For additional information on Reading: Foundational Skills, see [Ohio's Early Literacy Toolkit](#) and Kosanovich, M. and Verhagen, C. (2012). [Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards](#). Portsmouth, NH: RMC Research Corporation, Center on Instruction).

### Professional Books

*Speech to Print: Language Essentials for Teachers, Second Edition* by Louisa Moats (Bookes Publishing Co., 2010) provides educators with the necessary tools to understand the structure of written and spoken English, understand how children learn to read, and apply this foundational knowledge as they deliver explicit, high-quality literacy instruction.

*Teaching Reading Sourcebook* by Honig, Diamond, and Gutlohn (Arena Press, Novato, California, 2013) provides a comprehensive reference about reading instruction including concise explanations of research-based practices, suggested readings, information about instructional sequence, assessment and intervention strategies, and sample lesson models.

*Explicit Instruction: Effective and Efficient Teaching* by Anita Archer and Charles Hughes (Guildford Press, 2011) provides a practical and accessible resource for teachers to implement [explicit instruction](#).

*Making Sense of Phonics: The Hows and Whys* by Isabel Beck and Mark Beck (Guildford Press, 2006) provides tools and strategies for explicit, systematic phonics instruction in K-3.

*Words Their Way: Word Sorts for Derivational Relations Spellers* by Francine Johnston, Donald R. Bear and Marcia Invernizzi (Prentice Hall, 2005) offers spelling and vocabulary knowledge that grows primarily through processes of derivation (description from the publisher).

<b>Strand</b>	<b>Reading: Foundational Skills</b>
<b>Topic</b>	<b>Fluency</b>
<b>Standard</b> 	<b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>

### Previous Grade Level Progression Statement

In the previous grade level, students were expected to read grade-level text with purpose and understanding. They were expected to read grade-level text orally with accuracy, appropriate rate, pausing, stress, and intonation. Students were expected to read with expression on successive readings. Students were expected to use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Content Elaborations

The big idea of **Fluency** is that it helps the reader process language for meaning and enjoyment.

The focus of **Fluency** is developing automaticity in word recognition so the reader can process language for purpose and understanding. Fluency is the ability to read naturally, accurately, and with proper expression. Fluency is not reading fast, but reading with an appropriate rate. Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate an understanding of the function of punctuation.

Additionally, fluent readers are able to make sure that a text makes sense and effectively predict words based on text structure and meaningful chunks of text. Fluency provides a bridge between word recognition and comprehension. In addition, readers benefit from multiple opportunities to read independent grade-level text.

### Next Grade Level Progression Statement

In the next grade level, students are expected to increase fluency as the complexity of text (in topic and structure) also increases. They read with purpose, understanding, and accuracy using self-monitoring strategies.

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Transfer to Text Process**

A transfer to text process is a systematic approach to build a student's persistence in text reading that promotes transfer of learned skills to actual reading. Using a systematic process like this improves fluency and leads to independent reading. An example of this process includes students reading three different passages with the targeted patterns throughout the week. Support should then be reduced between the first and second passage readings, and at the end of the week, students should read only a clean copy of the third passage.

On *Monday*, the teacher guides students to highlight the skill words in the first passage, read the highlighted words, and read the passage with highlighted words. On *Tuesday*, students continue using the first passage, read the passage with highlighted words, and read a clean copy of the passage. On *Wednesday*, the teacher guides students to highlight the skill words in the second passage and read the passage with highlighted words. On *Thursday*, the students read a clean copy of the second passage. On *Friday*, the students read a clean copy of the third passage.

#### **Student-Adult Reading**

In student-adult reading, the student reads one-on-one with an adult. The adult reads the text first, providing the students with a model of fluent reading. Then the student reads the same passage to the adult with the adult providing assistance and encouragement. The student rereads the passage until the reading is quite fluent. This should take approximately three to four readings.

#### **Choral Reading**

In choral, or unison reading, students read along as a group with the teacher (or another fluent adult reader). Students must be able to see the same text that the teacher is reading. Students can follow along as the teacher is reading from a big book, or they might read from their own copy of the book the teacher is reading. For choral reading, teachers should choose a book that is not too long and is at the independent reading level of most students. Patterned or predictable books are particularly useful for choral reading, because their repetitious style invites students to join in. Teachers begin by reading the book aloud and model fluent reading. Then the teacher rereads the book and invites students to join in as they recognize the words the teacher is reading. The teacher continues rereading the book, encouraging students to read along, as they are able. Students should read the book with the teacher three to five times total (though not necessarily on the same day). At this time, students should be able to read the text independently.

## Instructional Supports for the Model Curriculum

### Audio-Assisted Reading

In audio-assisted reading, students read along in their books as they hear a fluent reader read the book on an audio recording. For audio-assisted reading, teachers need to choose a book at a student's independent reading level and an audio recording of the book read by a fluent reader at about 80-100 words per minute. The audio recording should not have sound effects or music. For the first reading, the student should follow along with the audio recording, pointing to each word in her or his book as the reader reads it. Next, the student should try to read aloud along with the audio recording. Reading along with the audio recording should continue until the student is able to read the book independently, without the support of the recording. [Tumblebooks and Overdrive are audio book apps available to use for free through many public library databases.](#)

### Partner Reading

In partner reading, paired students take turns reading aloud to each other. For partner reading, more fluent readers can be paired with less fluent readers. The stronger reader reads a paragraph or page first, providing a model of fluent reading. Then the less fluent reader reads the same text aloud. The stronger student gives help with word recognition and provides feedback and encouragement to the less fluent partner. The less fluent partner rereads the passage until he or she can read it independently. Partner reading need not be done with a more and less fluent reader. In another form of partner reading, children who read at the same level are paired to reread a story that they have received instruction on during a teacher-guided part of the lesson. Two readers of equal ability can practice rereading after hearing the teacher read the passage.

### Readers' Theatre

In readers' theatre, students rehearse and perform a play for peers or others. They read from [scripts](#) that have been derived from books that are rich in dialogue. Students play characters that speak lines or a narrator who shares necessary background information. Readers' theatre provides readers with a legitimate reason to reread text and to practice fluency. Readers' theatre also promotes cooperative interaction with peers and makes the reading task appealing.

Choose scripts that represent a variety of cultural perspectives and, if possible, are thematically related to other content areas (a variety of Readers Theater scripts can be found on the Internet, or students may develop their own scripts).

Have two or more students work together to practice reading various roles/parts of the script with a focus on *accuracy, rate and flow, phrasing and punctuation, and/or expression and volume*. Students may choose to perform the piece or audio/video record the performance.

## Instructional Supports for the Model Curriculum

### Repeated Reading

Repeated reading means that students read the same reading passages or texts repeatedly until a desired level of reading fluency is achieved. **An adult chooses a passage to read that is slightly above the child's instructional level but still one that will promote student success. Out of grade-level materials may be used for a child reading significantly below grade level.** A reading passage or excerpt with approximately 100 words is desirable although different lengths can be used depending on the reader.

The child reads the passage aloud, while the adult times him or her using a stopwatch for a specific amount of time (usually one minute). **Some choose to make an audiotape recording of the child's reading, which supports Speaking and Listening Standard five.** As the child reads, the adult marks all of the words read incorrectly. If a child gets stuck on a word the adult gives them the word after 5 seconds.

When time is up, the student or adult marks where they stopped. The adult reviews the miscues with the child, using the audiotape or discussion and counts the number of words the child read correctly. This number is the goal to beat on the next reading! Our students love to graph the number of words they read correctly each time. Plus, it helps build math skills!

The child rereads the same passage for the same amount of time and the adult marks the child's miscues again. Remember, the child is trying to read past their previous ending mark.

The child and adult continue the above outlined cycle until the child achieves a predetermined goal. This goal could be a predetermined number of words read correctly or a predetermined number of times the child has to beat their previous score. **If the child does not significantly improve the number of words read correctly each try, the adult might want to discontinue and use an easier passage.**

**When the child can read a passage relatively fluently on the first reading, the adult provides a more difficult passage. It is important to progressively challenge the child so that reading improvement can be made.**

**The extension Read & Write for Google Chrome allows the user to highlight a passage and have it read to them, this is helpful in case there are unfamiliar words. Students can then work on their fluency by highlighting a passage from a document, PDF or other item shared with them in Google Drive or Google Classroom and then should choose fluency on the taskbar. The reader can then practice reading the passage while their fluency is recorded. Students can listen to the recorded passage-- if they do not like what was recorded they may re-record as often as needed. When they are happy with their fluency, they can email the recording to their teacher. With a click of a button, a list of their Google Classroom teachers appear.**

## Instructional Supports for the Model Curriculum

### Folding In

“My Pile, Your Pile”: The teacher creates flashcards of known words, words that are “half-known,” or new. Words read correctly and quickly (within 3 seconds) are sorted into the child’s pile. Cards read incorrectly, or with hesitation are sorted into the teacher’s pile. When the student can read all sight words in the pile correctly, the cards are updated. If the child reads the word incorrectly or hesitates, the teacher says the correct word and has the child repeat. The teacher uses 10 words each time. No more than 3 words should be “half-known.” Extends the known set of words and teaches for flexibility when it is hard to remember. Designed specifically for a particular child or group and used for a brief period of time to help increase the items a child remembers.

#### Variations:

- Use the cards to compare visually similar words (her/here, want/went, etc.). Write both words on cards. Notice similarities and differences – size, length, letters, etc.
- Place 3 cards on the table, including two that are visually similar and easily confused (and/said, like/look, come/came). Ask the child to find a specific word from the group on the table.

Adapted from *Literacy Lessons Designed for Individuals, Part Two: Teaching Procedures*, Marie M. Clay

### Fluency Development

Teachers can supplement instruction aimed at helping special-needs readers develop fluency through reading of connected texts in addition to the regular instruction they receive in the classroom. The teacher will need an assortment of highly predictable and easy-to-read stories, poems, jokes, and riddles.

The chosen text is read by the teacher one or more times to the students and is followed by a brief discussion of the content and the teacher’s reading. Read the chosen text chorally one or more times with teacher and students together. Each student reads from his own copy of the text. The teacher varies the choral reading by including echo, antiphonal (form of choral reading – assigned parts are read by 2 individuals or groups), and small-group choral reading in this part of instruction.

Next, students work in pairs in different parts of the classroom and nearby hall, practicing the reading three times to the partner, who listens and provides feedback. After three readings by one partner, the roles are reversed. Students then return to the large group and are invited by the teacher to perform the text for each group. Individuals, pairs, trios, and quartets read for their own group or other audiences including other classes, the school principal and office staff, and other teachers. After performing, students engage in word bank practice and word play using words chosen from the day’s text and previously read texts. Student are encouraged to take the text home and read it to their parents and guardians who have been notified to expect and encourage their children to read to them and give positive feedback for their children’s efforts. From *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed*.

## Instructional Supports for the Model Curriculum

### Chunking

The strategy of “Chunking” text encourages students to read a text phrase by phrase to build fluency. Begin by pairing students so that more proficient readers are paired with less proficient ones. For each pair, select a reading passage at the less proficient reader’s Instructional level. Prepare each passage by placing slash marks between two- to five-word sentence segments and prepositional phrases. For example: “The big dog/chased the cat/ through the house.” (A slash indicates how the sentence should be chunked for practicing fluency. Explain to student that phrase-by-phrase reading can help improve fluency. Model fluent reading from a passage while students follow along. Pause to emphasize the chunking of words into phrases. After modeling fluent reading, give students copies of the prepared passages. Have pairs take turns reading aloud. Encourage students to pause briefly between marked phrases. As one student reads, the other can help decode any unfamiliar words. Monitor each pair.

Write phrases on strips of paper and on chart paper for practice. For students having difficulty, cut the sentences into phrases, reorder the phrases, and have students practice reading the phrases individually. *Research-based Methods of Reading Instruction, Grades K-3*

### Poetry for Fluency

When reading rhyming poetry, children may use the predictable patterns to help them get a sense of when it is appropriate to pause between phrases. Rhyming poetry appeals to children of all ages, and is therefore a good choice for developing reading fluency from kindergarten through fifth grade.

### Pocket Poems

Create “Poetry Pockets” and allow students to carry a poem of his/her choice in their pocket all day. Whenever a staff member, teacher, parent, or another student asks, “Which poem do you have in your pocket?” the student may pull the poem from his/her pocket and read it to the person that asked. Pair up with another class and share pocket poems.

## Instructional Resources/Tools

### Engage New York

Engage New York provides a fluency resource for [Creating a Routine for Fluency Instruction](#).

For additional information on Reading: Foundational Skills, see [Ohio’s Early Literacy Toolkit](#) and Kosanovich, M. and Verhagen, C. (2012). [Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards](#). Portsmouth, NH: RMC Research Corporation, Center on Instruction).

## Instructional Supports for the Model Curriculum

### Professional Books

*Fluency Instruction, 2<sup>nd</sup> Edition: Research-Based Best Practices* by Timothy Rasinski, Camille Blachowicz, & Kristen Lems (Guildford Press, 2012) is an accessible guide that brings together well-known authorities to examine what reading fluency is and how it can best be taught.

*The ABCs of CBM, 2<sup>nd</sup> Edition: A Practical Guide to Curriculum-Based Measurement* by Michelle K. Hosp, John L. Hosp, & Kenneth W. Howell (Guilford Press, 2016) provides step-by-step guidelines for using CBM in screening, progress monitoring, and data-based instructional decision making in PreK-12.

*Teaching Reading Sourcebook* by Honig, Diamond, and Gutlohn (Arena Press, Novato, California, 2013) provides a comprehensive reference about reading instruction including concise explanations of research-based practices, suggested readings, information about instructional sequence, assessment and intervention strategies, and sample lesson models.

**WRITING STRAND**

Strand	Writing
Topic	<i>Text Types and Purposes</i>
<b>Standards</b>  	<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> <li>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>Provide reasons that support the opinion.</li> <li>Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons).</li> <li>Provide a concluding statement or section.</li> </ol> <p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.</li> <li>Develop the topic with facts, definitions, and details.</li> <li>Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</li> <li>Provide a concluding statement or section.</li> </ol> <p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>Use temporal words and phrases to signal event order.</li> <li>Provide a sense of closure.</li> </ol>
<p><b>Previous Grade Level Progression Statement</b></p>	<p>In the previous grade level, students were expected to write text in a variety of genres that reflected simple organizational plans. They provided increased evidence and support in their explanatory, informative, and opinion writing, as well as increased details and complexity in their narratives.</p>

Strand	Writing
Topic	<i>Text Types and Purposes</i>
	<p><b><u>Content Elaborations</u></b></p> <p>The big idea of <b>Text Types and Purposes</b> is that student writers use variety when composing texts. They learn that writing is not just a way to demonstrate knowledge, but also a way to provide greater content understanding by supporting the opinions they express. Student writers use writing as a tool for thinking through issues, solving problems, stating and supporting their opinions, investigating questions, conveying and critiquing information, and expressing real or imagined experiences. The best writers understand the connection between reading and writing and benefit from print-rich environments in which a variety of text types are evident. Learning and practicing a variety of writing structures encourages critical thinking and fosters the understanding that writing is a process as well as a product.</p> <p>The purpose of opinion writing is to defend a position on a particular subject with the goal of persuading readers to accept or at least consider a position. When third graders write an opinion piece, they are stating their opinion and giving reasons that support that opinion.</p> <p>The primary purpose of informative/explanatory writing is to increase and present knowledge. When third graders write an informative/explanatory piece, they answer questions of <i>what</i>, <i>why</i>, or <i>how</i>. Unlike other types of writing, informative writing does not aim to change the reader's thinking or move the reader to take action.</p> <p>The purpose of narrative writing is to tell a story. When third graders write a narrative piece, they do not simply retell an event or experience. Students need to have a clear reason for telling a particular story. A narrative can also be a fictional story. Whether the story is fact or fiction, the ultimate purpose of narrative writing is to relay a series of events in a way that captivates readers and engages them emotionally.</p> <p>Writers share information, opinions, and ideas in varied ways using a wide range of texts. Knowledge of different genres supports and facilitates students' understanding and writing of text and structures. This allows students to communicate in appropriate and effective ways to their audience to achieve their intended purpose.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In the next grade level, students are expected to produce more elaborative writing that reflects a deep, conceptual understanding of the craft of varying writing genres and their characteristics. This includes the process of developing a topic with an introduction focused on a controlling idea, elaborating on their ideas in organized paragraphs with evidence, and a concluding paragraph.</b></p>

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Opinion-driven Text/Beginning the Writing Process**

Inform your students that they will be learning how to write their opinions. Ask them to share if they know/understand what the word “opinion” means. After a brief discussion, spend some time immersing your students in texts that deliver opinions and let them develop their own understandings about the texts. You could choose to read one aloud or divide the class into small groups and give each group a text to read together. Gather your students and record their observations; then, lead a discussion. A list of suggested texts is below in Resources section.

*\*This would fit into the Social Emotional Standard of Awareness and Expression of Emotions*

#### **Defining Fact vs. Opinion**

Defining the difference between fact and opinion is an effective way to help students learn what should be included when forming an opinion. Make a list of facts and opinions organized in a random order. Share the definition of fact and opinion. *Fact* is a piece of information used as evidence. *Opinion* is a belief, judgment, or way of thinking about something. As a class or in groups, have students write down the facts on one paper and the opinions on another paper. Reveal the correct classification and discuss as a whole group why each item belongs to a certain category: Fact or Opinion. **To differentiate, some students could use just the number instead of writing down the whole fact/opinion.**

*\*This would fit into the Social Emotional Standard of Awareness and Expression of Emotions*

#### **Understanding the Difference between Fact and Opinion**

Review the definition of fact and opinion and explain that facts or opinions are more likely to show up in certain resources. Explain that you will review different genres of books and reference materials to see where readers are most likely to find facts and opinions. Explain that if readers know where to find facts or opinions, it will help then when they need to locate information to write a report or anything else. Show students an informational book (teacher’s choice, but not a biography) and model how to read the first few pages to determine if you are finding facts, opinions, or both in this type of book. Explain how it is known that these sentences are facts and write “informational books” on the “Facts” side of a “Facts, Opinions or Both” chart (or Venn Diagram).

*\*This would fit into the Social Emotional Standard of Awareness and Expression of Emotions*

#### **Identifying Opinion Statements**

Read or display fact and opinion statements one at a time. Students hold up index cards with either “Fact” or “Opinion” on them to indicate which type of statement is being made. Label one side of the room “Fact” and the other side “Opinion.” Students are each given an index card with either a fact or an opinion written on it. Students read their card and go to the correct corner. Students are then given time to share their cards and see if others agree. Some may need to switch sides. Redistribute the cards and play again. *\*This would fit into the Social Emotional Standard of Awareness and Expression of Emotions*

## Instructional Supports for the Model Curriculum

### OREO Method - Opinion Reason Examples Opinion

The teacher gathers students together and displays a chart that shows what makes up an opinion. Ask students if they have ever eaten an Oreo cookie. Tell them to remember OREO as that will help them to write an opinion piece. Review the components of an opinion on the OREO chart. State that opinions are beliefs that people have about things. Remind the students that opinions must also state reasons why people believe those things and that there are no right or wrong opinions, right and wrong will come later when we learn about argument. Finally, opinions wrap up with a concluding statement. A concluding statement is like tying your shoe. It brings the opinion together and retells the opinion a little differently than the first sentence. All charts and handouts are below in the Resources section.

*\*This would fit into the Social Emotional Standard of Awareness and Expression of Emotions*

*\*This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

*\*This would fit into the Approaches Toward Learning Standard of Engagement and Persistence*

### Using Linking Words in Opinion Writing

Have your class brainstorm a list of things that they would like to change. Put all ideas on a large poster or students can make their own list. Have students choose one idea and set the audience (principal, parents, teachers, etc.). Have students write out their opinion, three-six reasons that support their opinion, and then their opinion again using different wording. Provide students with a list of linking words (because, therefore, since, for example) to use. **Students then highlight linking words in their own written work.** An example of this lesson is provided in the Resources section. *\*This would fit into the Social Emotional Standard of Self-Concept*

### Debates - Setting Up Opinion Writing

Engaging students in a debate regarding various age appropriate topics (see Resources section) is a great hook for beginning the opinion writing process.

### Interest Brainstorm

Share a few of your own areas of interest with the class: a topic you are fascinated with, a favorite genre, a specific interest you love to read or learn about, etc. You may want to share artifacts as well. The more opportunities you have to expand understanding through both visual and textual information, the better understanding your students will have for developing knowledge of a specific topic. Tell the class you would like to learn more about the things that are fascinating to them! Ask students to think about topics they have learned about in school or in books and online, then turn and talk to a partner about some specific topics that might interest them. Students may also brainstorm ideas independently or collaboratively creating a list of possible ideas. As they discuss this list, they should be thinking about which topic they have the most working knowledge of or would feel most comfortable or interested to research. [Kidtopia is a great resource for allowing students to research a specific topic.](#)

*\*This would fit into the Social Emotional Standard of Self Competence.*

*\*This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

## Instructional Supports for the Model Curriculum

### Career Panel & Reflections

Invite a panel of parents to come in a share about their career. Have students each ask one question at some point throughout the panel. Students write a summary of the panel, including which questions they asked and what the answer from the panel was. Students will use linking words when writing the answers to the questions.

### Twin/Triplet Topics

The initial process of developing and conveying information in an informative or explanatory text can be daunting. It is often beneficial for students to work in pairs or threesomes initially to develop a presentation regarding a specific topic. Often students benefit from this sort of collaborative work and learn from one another. *\*This would fit into the Social Emotional Standard of Awareness and Self-Expression.*

### Informational Text Features

In order for students to successfully convey their understanding, often they can use informational text features to enhance their writing. This [Text Features Chart](#) from Dade schools Division of Language Arts/Reading (Copyright ©January 2011 R. Calvert) provides a variety of possible text features that could be included in their informational or explanatory writing.

*\*This would fit into the Social Emotional Standard of Self Competence.*

### Varied Presentation

It is important for students to have an understanding that text comes in a variety of forms and structures. Once information is gathered focused around specific topic, students can present this information in a variety of ways. This could include but is not limited to -

PowerPoint	Prezi	Brochure
Written Report	Poster	Infographic
Glogster	Newspaper Article	Animoto
Presentations		

*\*This would fit into the Social Emotional Standard of Self Competence.*

*\*This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

### Split Screen Notes Strategy

This strategy uses a [graphic organizer](#) for students to record what they have learned visually as well as with words. Students should listen/read to the text multiple times to gain the understanding that rereading is a key component of effective writing. Students will take written notes on one side of the organizer, while adding sketches/ drawings of important facts on the other side of the organizer.

*\*This would fit into the Social Emotional Standard of Self Competence.*

*\*This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

## Instructional Supports for the Model Curriculum

### Brainstorm BME (Beginning, Middle, End)

This strategy teaches students that informational note taking and ultimately writing should be systematically written and often put in chronological or sensible order. Use a nonfiction topic students are currently studying in class. Provide students with a [Beginning, Middle, End graphic organizer](#). As a class, have students brainstorm all of the important information they know about the topic. Write in the brainstorming section all the information that will be included in the essay. Next, read each item on the brainstorming list and determine with students where the item will go in the paper: the beginning, middle, or end. Model this for students by using arrows to show where each piece of information belongs – the beginning, middle, or end. Use the sorted information to create a shared essay.

*\*This would fit into the Social Emotional Standard of Self Competence.*

### Sketch to Stretch

[Sketch-to-Stretch](#) is an instructional strategy (Harste, Short, & Burke, 1988) where students create a quick drawing or sketch to stretch their thinking and demonstrate their understanding of concepts. *\*This would fit into the Social Emotional Standard of Self Competence.*

### Simple Technique

Use the nursery rhyme “Little Miss Muffet” to teach the components (character, setting, action, problem, and solution) of narrative writing. Having the well-known nursery rhyme posted for students to use can serve as a visual reminder to students to include these components in their planning and writing. This would be useful as a starting point for launching a narrative writing unit.

*Little Miss Muffet (Character)*

*Sat on a Tuffet (Setting)*

*Eating her curds and whey (Action)*

*Along came a spider, and set down beside her (Problem)*

*And Frightened Miss Muffet away! (Solution)*

*\*This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

### Prewriting Graphic Organizers

Use an interactive/ online or printed story map or other graphic organizer to focus on pre-writing and developing story elements- character, setting, problem, and solution. Graphic organizers should be used in conjunction with strategies.

*\*This would fit into the Social Emotional Standard of Self Competence.*

*\*This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

### Creating Characters Using Trading Cards

This strategy uses trading cards to develop characters for narrative writing. Using an interactive tool, students can first create a trading card listing character traits for a familiar character in a story. Then students use the tool to develop their own character and plan for writing. *\*This would fit into the Social Emotional Standard of Awareness and Self Expression.*

## Instructional Supports for the Model Curriculum

### Using Transitional Words and Phrases

- Teach students when and how to use transitional words and phrases to connect ideas while writing.
- Sentence starters for stating your opinion: *In my opinion, I think, I feel, I believe, I prefer, My favorite*
- Transitions when providing reasons: *First, To start, To begin with, Second, Next, Another reason, Finally, Lastly, Most importantly, One last reason*
- Transitions when providing examples/details: *For example, For instance, In particular, Specifically, Additionally, In other words, In fact, An example is*
- Transitions when coming to a conclusion: *In conclusion, All in all, As you can see, To sum it up, To summarize, Finally*

### Comic Strip

Students create a comic strip, which allows them to develop key story elements and add dialogue between characters. This can be used as a prewriting tool as well as a piece of narrative writing. Be sure to give examples of completed comic strips. **Some students may benefit from using authentic comic strips with the text in the speech bubbles removed so they can write their own text.**

*\*This would fit into the Social Emotional Standard of Awareness and Self Expression.*

### Writing Samples

Use a wide range of writing samples from other third grade students. Classroom discussion can focus on revising and editing to improve writing samples. Discussion should also include identifying what it is that makes an exemplar text. A link to the Ohio Learning Standards student writing samples can be found in the resource section.

*\*This would fit into the Approaches Toward Learning Standard of Engagement and Persistence*

### Mentor Text

Use mentor texts to model narrative writing for students. Read aloud exemplar texts chosen from a variety of sources. The texts should model a strategy for narrative writing. Reread sections that demonstrate the elements being taught. Discuss how the student might use this in their writing. **Students should have previous opportunities to hear/read mentor texts before they are used to model strategies for writing.** *\*This would fit into the Social Emotional Standard of Awareness and Self Expression.*

### Instructional Resources/Tools

#### Student Writing Samples

*Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Appendix C* provides [grade-level student writing samples](#). The Grade 3, Informative/Explanatory samples are found on pages 19-22. The Grade 3, Narrative samples are found on pages 23-25.

## Instructional Supports for the Model Curriculum

### Informative/Explanatory Writing Unit

MAISA Michigan Association for Intermediate School Administrators outlines a possible process for writing an informative or explanatory text in their [5-week unit on informational writing](#). The tools provided in this unit could be used to facilitate the interest brainstorm above.

*\*This would fit into the Social Emotional Standard of Self Competence. \*This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

### Writing Resources

There are many valuable writing resources on the [Illinois Writing Matters Website](#).

### Strong Endings

A lesson from ReadWriteThink, [Once They're Hooked, Reel Them In: Writing Good Endings](#), has students explore endings from children's literature to analyze effective closing techniques. *\*This would fit into the Social Emotional Standard of Self Competence.*

### Using Voice

ReadWriteThink developed a [lesson plan](#) to teach students that appreciating voice is a key part of helping them develop a distinctive voice in their own prose. In this lesson, students listen to different versions of familiar stories, learning to identify what makes a strong voice. *\*This would fit into the Social Emotional Standard of Awareness and Self Expression.*

### Fact and Opinion Lesson Plan

ReadWorks developed a [lesson plan](#) to teach fact and opinion using a variety of genres. The lesson plan uses the "I, We, You" teaching strategy.

### OREO Writing

Mainstream English Language Development (MELD) developed a [5-day unit](#) to teach opinion writing to 3rd grade students. Each daily lesson includes an essential question, aligned objectives, teaching strategies, assessments, materials, and resources.

### Opinion Writing Process

[Great Schools](#) provides a parent friendly explanation of what parents can expect as their children engage in opinion writing as third graders.

### Opinion Writing PowerPoint

Birmingham City Schools created an informative [PowerPoint presentation](#) that provides suggestions on teaching opinion writing in the elementary classroom.

## Instructional Supports for the Model Curriculum

### Debate Topics

Debate.Org provides high-interest, [debatable questions](#) for students. Students begin by selecting a topic that they either agree or disagree with. Students are then shown the percentage of students who agreed or disagreed with the topic. With an account, students can then write posts to support their opinions or debate (through replying or challenging) a posted opinion.

### Interactive Story Map

Readwritethink developed an [interactive story map](#) to assist teachers and students with rewriting activities. A lesson plan tab links teachers to grade-level lesson plans that use the interactive story map.

### Story Cube Creator

Readwritethink's [Story Cube Creator](#) is an engaging way for students to summarize the key elements of a story.

### Comic Creator

Readwritethink's interactive [Comic Creator](#) is a versatile tool that students can use to create character dialogue, summarize text, respond to literature etc.

### Printable Comic Strip Templates

A wide variety of [printable blank comic strips](#) that can be used with the Comic Strip Instructional Strategy.

### This is My Story: Encouraging Students to Use a Unique Voice

Readwritethink developed a [5-day lesson](#) that encourages students to develop a strong voice in narrative writing.

### Planning Story Characters Using Interactive Trading Cards

Use Readwritethink's [Interactive Trading Cards lesson](#) as a character development prewriting activity.

### Professional Books

Olness, R. (2005). *Using literature to enhance writing instruction: A guide for K-5 teachers*. Newark, DE: International Reading Association.

### Mentor Texts (Narrative Writing)

The following is a list of [mentor texts](#) that are strong examples for teaching narrative writing in third grade.

*The Relatives Came* by Cynthia Rylant

*When I Was Young in the Mountains* by Cynthia Rylant

*Owl Moon* by Jane Yolen

*Thunder Cake* by Patricia Polacco

### Instructional Supports for the Model Curriculum

*Goin' Someplace Special* by Jerry Pinkney  
*Roxaboxen* by Barbara Cooney  
*Aunt Flossie's Hats (and Crab Cakes Later)* by Elizabeth Fitzgerald  
*Three Days on a River in a Red Canoe* by Vera B. Williams  
*The Pain and the Great One* by Judy Blume  
*Airmail to the Moon* by Tom Birdseye  
*The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble  
*The Polar Express* by Chris Van Allsburg  
*The True Story of the 3 Little Pigs* by Jon Scieszka  
*The Market Square Dog* by James Herriot  
*The Rag Coat* by Lauren Mills  
*Night Noises* by Mem Fox  
*Amazing Grace* by Mary Hoffman

#### Mentor Texts (Informative/Explanatory Writing)

The following is a list of [mentor texts](#) that are strong examples for teaching informative/explanatory writing in third grade.

*I Feel Better When There is a Frog in My Throat: History's Strangest Cures* by Carlyn Beccia  
*The New Way Things Work* by David MacCaulay  
*Children of the Dust Bowl: The True Story of the School at Weedpatch Camp* by Jerry Stanley  
*If You Lived Here: Houses of the World* by Giles Laroche  
*Let Them Play* by Margot Theis Raven  
*The Story of the Statue of Liberty* by Pegi Deitz Shea  
*Abraham Lincoln and Frederick Douglass: The Story Behind an American Friendship* by Russell Freedman  
*The Camping Trip that Changed America* by Barbara Rosentstock  
*Throw Your Tooth on the Roof: Tooth Traditions from Around the World* by Selby Beele  
*Eye to Eye: How Animals See The World* by Steve Jenkins  
*A Butterfly Is Patient* by Diana Hutts Aston  
*Mr. Ferris and His Wheel* by Kathryn Gibbs Davis

#### Mentor Texts (Opinion Writing)

The teacher will read parts of the mentor text, stopping to point out the use of vocabulary, persuasion, tone, etc. The teacher can complete a graphic organizer with the class based upon the mentor text. Students will then use that experience to write their own opinion pieces. The following is a list of mentor texts that are strong examples for teaching opinion writing in third grade.

*Groundhog Gets a Say* by Pamela Curtis Swallow  
*Mr. Maxwell's Mouse* by Frank Asch and Devin Asch  
*A Fine School* by Sharon Creech

**Instructional Supports for the Model Curriculum**

*Red is the Best* by Kathy Stinson  
*Animals Nobody Loves* by Seymour Simon  
*Sophie Hartley on Strike* by Stephanie Greene  
*Not Norman: A Goldfish Story* by Kelly Bennett  
*The Best Town in the World* by Byrd Baylor  
*Duck! Rabbit!* by Amy Krouse Rosenthal

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Production and Distribution of Writing</i></b>
<b>Standards</b>	<p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p> <b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.</p>
<p><b><u>Previous Grade Level Progression Statement</u></b>  <b>In the previous grade level, students developed a basic understanding of the writing process and how technology can be used to enhance and extend that process. Students learn to work through the writing process independently of revising and editing, but may receive guidance and support from a peer or teacher.</b></p> <p><b><u>Content Elaborations</u></b>  The big idea of the <b>Production and Distribution of Writing</b> is that writers use the writing process to produce a clear and coherent message. As a part of the process, student writers learn that revision occurs over time and that not all writing will lead to a finished product. Student writers benefit from targeted instruction that focuses on their specific needs in the form of mini lessons and whole class instruction. They understand collaboration with peers and adults, through planning, revising and editing, enhances the writing process and product.</p> <p>Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit, and rewrite work to evoke change, facilitate understanding, or clarify ideas. The stages of these processes are enhanced with collaboration and technology. Students need a working understanding of how to communicate using varied formats.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade level, students are expected to continue development of writing styles that reflect a full range of the writing process and an authentic, independent, or collaborative use of technology to enhance and extend that writing. This should include the stages of planning, drafting, revising, editing, and publishing. Students will determine a writing genre for a specific task, purpose, and audience.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Organize in Sequence**

This strategy is helpful for students that may need help keeping their ideas in chronological order. Students can first make a list of the steps or events in the order they plan to describe or explain them. Students can also plan the sequence of their writing in their notebooks or with a graphic organizer. For example, if you want students to sequence a personal narrative into a beginning, middle, and end, you can offer them three pieces of paper with a box at the top of each for a drawing. **To support students' planning of procedural writing, consider paper that has a series of small boxes with numbered lines.** Some students may want to plan the events of a fictional story, personal narrative, or even narrative nonfiction on a timeline before beginning to draft. Once they have the order right, then students can draft.

Prompts students with questions and statements, which may include the following:

- Tell me about your topic.
- Is there an order you should tell it in?
- Let's start with what happens first. What happens next?
- It sounds like there are events that connect. Let's put them in order.
- Make a list in the order you want it to go in your draft.

*\*This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

#### **Interactive Writing**

According to, by Stanley Swartz, author of *Interactive Editing and Interactive Writing*, interactive writing is a cooperative event in which teacher and children jointly compose and write text. Not only do they share the decision about what they are going to write, they also share the duties of scribe. The teacher uses the interactive writing session to model reading and writing strategies as he or she engages children in creating text.

Interactive writing can be used to demonstrate concepts about print, develop strategies, and learn how words work. It provides children with opportunities to hear sounds in words and connect those sounds with corresponding letters. Students are engaged in the encoding process of writing and the decoding process of reading, all within the same piece of text. Interactive writing is a unique opportunity to help children see the relationship between reading and writing.

*Extending Interactive Writing into Grades 2-5* by Kate Roth and Dabrowski. *The Reading Teacher* Vol. 68, Issue 1, pp. 33-44

## Instructional Supports for the Model Curriculum

### Rainbow Revision

Assign a color to represent specific techniques or traits that students have been taught and encouraged to apply to their writing. Invite students to closely read through their pieces and highlight evidence that reflects use of that technique or trait. Once students have finished highlighting, ask them to jot down revision ideas on a sticky note. Encourage discussion on what students noticed and their ideas for revision. The more opportunities students have to learn from others, the more they can envision possibilities in their own writing. (from *Close Writing: Developing Purposeful Writers in Grades 2-6*, by Paula Bourque)

When revising, have students read their/peers' written work three times. The first time, they use one color to highlight capitals, another to highlight punctuation. The third time, they circle spellings that are incorrect or unsure of in various. This makes the revision process more concrete. *\*This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

### Playing at Revision

To help students understand how to revise, give them fun things to add to their existing writing. For example, ask every student to add five sensory details to what they have already written. As an alternative, have students revise a piece of writing from a book they are currently reading by adding dialogue or visual images. *\*This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

### Be Patient, Go Slow

This strategy is helpful for students that jump too quickly from one idea to the next and need to add more details. Help students get down all the details on paper by playing back the memory in their minds as they write. Tell students that slowing down a memory can help to get more detail into their writing. Have students practice slowing down their eyes to notice all of what is around them; slowing down their heart to really feel; slowing down their mind to pay attention to their thoughts.

Prompt students with questions and statements, which may include the following:

- It seems like this part jumps through time.
- Go back and slow down. Really replay the memory.
- Try to get in all the details you can. What else can you add?
- I see, in this part, you went slow and included all the details you remember. This will help your reader to picture it, too.

*\*This would fit into the Social Emotional Standard of Self-Regulation*

*\*This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

## Instructional Supports for the Model Curriculum

### Show, Don't Tell: Using Senses to Describe Places

Have students imagine where their story is taking place. Think “What do I hear, see, smell, taste, feel?” Add in as many sensory details as you can. Go back and reread, deciding which to keep and which to cut. Some mentor texts to help are *Come On, Rain!* By Karen Hesse and *If You're Not from the Prairie*, by David Bouchard.

### Show, Don't Tell: Emotions

Students find a feeling word in their draft. They ask themselves, “What does it look like when I have that emotion?” Use a phrase to describe, or show, the feeling, rather than telling the reader by using the feeling word. *\*This would fit into the Social Emotional Standard of Awareness and Expression of Emotions; \*This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

### Taking Notes from an Illustration or a Photo

This strategy is helpful for students doing research who need to add more facts/information to their piece. Students who may have difficulty reading will appreciate this strategy. Students look closely at an illustration or photograph that can teach them about the topic of their writing. Have them jot quick notes- in single words or short phrases- that capture what they are learning. Prompt students with questions such as “What do you see?” or “What's a fact that you know from looking at that photograph?” *\*This would fit into the Social Emotional Standard of Self-Competence; \*This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

### Prewriting using an Essay Map

To help students organize their thoughts for an informative/explanatory piece, model using an online graphic organizer with the whole class. Make sure students understand the purpose of the tool is to connect ideas, and design a coherent structure for a writing piece. Afterwards, allow students to use the tool independently to type an introduction, 3 main ideas about the topic, and 3 supporting details for each main idea and a conclusion. Students can print, save, or share their [essay map](#) so they can receive feedback from a teacher or a peer prior to completing a published piece.

### Prewriting using a Persuasion Map

To help students organize their thoughts for an opinion piece, model using an online graphic organizer with the whole class. Make sure students understand the purpose of the tool is to connect ideas, and design a coherent structure for a writing piece. Afterwards, allow students to use the tool independently to type an introduction/thesis, 3 main reasons about the topic, and 3 supporting facts for each main reason and a conclusion that summarizes their opinion. Students can print, save, or share their [persuasion map](#) so they can receive feedback from a teacher or a peer prior to completing a published piece.

## Instructional Supports for the Model Curriculum

### Modeled Writing

Use the instructional strategy of Modeled Writing to introduce the steps of the writing process. While conducting a Modeled Writing lesson, everything the teacher is thinking about her writing is spoken out loud. The teacher questions why he or she wrote a certain way or if he or she could make improvements. Readwritethink provides tips on how to use [Modeled Writing](#) during classroom instruction.

### Instructional Resources/Tools

#### Peer Editing

The lesson plan, [“Peer Edit with Perfection: Effective Strategies,”](#) by Sarah Dennis-Shaw, provides step-by-step practice for peer editing.

#### Wikis

Students can publish writing on a wiki, which is a website that allows collaborative editing of its content and structure by its users, much like students can do in Google Classroom. In the resource, [Using Wikis at the Primary Level](#), Shiroff explores the use of wikis with elementary school students, sharing his students' wiki writing experiences in their own voices and his best practices for integrating technology tools in the classroom.

#### Using Blogs

Students can use an online blog to share daily writings, as well as more formal writing pieces and research projects. Various blogs can include but are not limited to [edublogs.org](#), [kidblog.org](#), or through Google Classroom. Blogging is a great platform for teaching online ethics, Internet safety, and the responsible role of a digital citizen. It allows student to practice writing for an audience, while getting in some extra typing practice. Classes can also collaborate with other classes. [Readwritethink.org](#) provides guidance on the strategy of using a blog to publish student writing.

Teaching with blogs provides the opportunity to engage students in both of these literacy activities, and the strategy has the additional benefit of enabling students to publish their writing easily and to share their writing with an authentic audience. Students can post on such topics as journal/diary entries, reflections on their writing process, details on their research projects, commentary on recent events or readings, and drafts for other writing they are doing. By writing and commenting on blogs, students write for real readers (not just for their teachers). As a result, students focus on clear communication and get immediate feedback on whether they communicate effectively.

#### Online Tools

[ReadWriteThink](#) shares twelve online tools that students can use to publish writing, whether it is an essay, story, or letter. Some publications can be completed in one sitting, while others help students build writing stamina with writing over extended periods of time.

## Instructional Supports for the Model Curriculum

### Using Apps

Students can publish stories and create original writings using apps such as...

- *Toontastic* (an app that allows creative storytelling as it supports students in drawing, animating, narrating, and recording their own cartoons on a tablet, phone or Chromebook)
- *Shadow Puppet Edu* (students easily create videos to tell stories, explain ideas, or document their learning)
- *Storybird* (where readers and writers celebrate storytelling by making and sharing their creations)
- Or use sites such as [Nanowrimo](#) (a fun, by-the-seat-of-your-pants approach to creative writing), or [UDL Book Builder](#) (students create, share, publish, and read digital books that engage and support them according to their individual needs).

### Digital Writing

The article, [Digital Is: A Tool for Writing, Learning, Connecting, and Sharing in the Digital Age](#) by Margarita Melendez, discusses the difficulty for teachers in designing writing instruction for students in the digital world and how the National Writing Project's Digital Is website provides a forum for teachers to share and engage with other educators in the field of digital writing.

### Technology Tools for Writing

The article, [Electrify Student Writing with Technology: 4 Tools to Inspire and Scaffold Genre-Specific Writing](#) by August Deshais, shares ideas on how to take common tools for students to construct understanding in order to remain relevant in a technology-rich world.

### Writing Process Resource

*Crafting Nonfiction: Lessons on Writing Process, Traits, and Craft*, by Linda Hoyt and Kelly Boswell.  
This professional resource has specific sections to teach planning, drafting, revising, and editing.

### Writing Strategies Texts

*The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers* by Jennifer Serravallo.  
This professional resource provides 300 of the most effective strategies to share with writers.

### Writing Instruction Strategies

The professional resource, *Writing Essentials: Raising Expectations and Results While Simplifying Teaching* by Regie Routman, provides strategies for exemplary writing instruction.

## Instructional Supports for the Model Curriculum

### Writing Charts

*Chart Sense for Writing: Over 70 Common Sense Charts with Tips and Strategies to Teach 3-8 Writing*, by Rozlyn Linder. The same charts that Rozlyn creates with students when she models and teaches writing in classrooms across the nation are all included here. Packed with over seventy photographs, Chart Sense for Writing is an invaluable guide for novice or veteran teachers who want authentic visuals to reinforce and provide guidance for the writing classroom. Organized in a simple, easy-to-use format, Rozlyn shares multiple charts for each writing standard. Chapters 4-6 are specific to standards 3.4-3.6.

### Teaching Revision Strategies Article

In the Edutopia article, [Four Strategies for Teaching Students How to Revise](#), Rebecca Alber shares strategies for teachers to use during the revision process. Alber believes that peer interaction is necessary. She feels that students need to "rehearse" words, phrases, and introductions with each other during the revision stage.

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Research to Present and Build Knowledge</i></b>
<b>Standards</b>	<p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>W.3.9</b> (Begins in grade 4)</p>
<p><b><u>Previous Grade Level Progression Statement</u></b>  <b>In the previous grade level, students used prior knowledge and focused searches to work on collaborative research topics. Student researchers used collaborative conversation to share and gather information as they planned, investigated, observed, recorded, represented, and presented information.</b></p> <p><b><u>Content Elaborations</u></b>  The big idea of <b>Research to Build and Present Knowledge</b> is that writers understand the research process is about asking questions and searching for answers in reliable and appropriate sources that may be presented in a variety of media. Students need to have an understanding that all resources may not be reliable. Writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to develop new understandings and create new knowledge. Writers use relevant information to support their analysis, reflection, and research.</p> <p>Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential. Students should be given ample opportunity in a print-rich environment for discovery and research that is both independent and collaborative. The research process should be modeled and practiced extensively.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade level, students are expected to use the skills of paraphrasing relevant information to present research that has been gathered and evaluated for accuracy in response to specific works of literature or to address a particular topic.</b></p>	

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Using a Graphic Organizer to Organize Information for Research**

Provide students with a graphic organizer that lists a research topic at the top and contains 2-3 columns listing categories within that topic. (i.e., topic: *giant pandas*; categories: *physical characteristics, habitat, diet, behaviors*) Students then gather information from books, magazines, reliable online sources, and experts and write their information under the correct categories on their graphic organizer. Students can then use their graphic organizer to write a draft of their research paper.

*\*This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

#### **Quick Writes**

Quick Writes are often used to activate prior knowledge about a topic, generate ideas, and make connections between ideas before beginning the writing process. Students use their quick write ideas as a launching point for their research project.

#### **Project Boards**

A project board can be a spreadsheet or page made up of five sections. During class, students can create a new project board at the beginning of a unit on the following five sections:

- (1) the big question about the topic
- (2) my opinion associated with the topic
- (3) the reasons that support my opinion about the topic
- (4) the results or facts of their research
- (5) their understanding or summary of the topic

Students fill out the board and make revisions as they progress through the lesson. This incremental approach gives students opportunities to compare their conclusions with their initial thoughts and determine if their opinions have changed from the beginning of the lesson. Once this process has been modeled with the whole class, students can use this same method when they are independently researching a topic.

#### **Notetaker**

Taking notes allows students to focus their information about a topic and organize their thoughts. When you are introducing a new topic, model using this tool to develop an online outline of information you have read or researched as a class. As you use this tool with the class, model how to organize, revise, and develop a plan for an informational writing piece. After modeling using [Notetaker](#) as a class and ensuring students have an understanding of how to use all of the features, allow students to use this tool as they research information about a topic.

## Instructional Supports for the Model Curriculum

### The Research Cycle

Students use The Research Cycle to conduct research.

- Defining/Questioning-Find an interesting topic, develop questions about it
- Planning/Locating-Search for resources related to the topic
- Gathering/Selecting-Choose information from the resources, make notes
- Sorting and Sifting/Organizing-Organize the information, write a draft
- Synthesizing-Creating and arranging information
- Evaluating-Self-reflection and determining the quality of information
- Reporting/Presenting-Share the research

Chunking the research projects into smaller parts for students may help students with organization. Providing visual outlines of when each part is due may help with staying focused.

\*This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection

\*This would fit into the Approaches Toward Learning Standard of Engagement and Persistence

### Topic-Based Research

Allow students to practice taking notes and organizing them. Give them the topic of animals. Create a sheet that allows them a space to enter their animal, habitat, predators, prey, size, color, and life span. Then create two circles: one for a picture of their animal and one for a picture of their animal's habitat. Students will choose an animal and then conduct research about that animal. They will fill in the sheet with the information they find. This will help students learn how to organize information and give them an example for future research.

### Research Building Blocks: Notes, Quotes, and Fact Fragments

Through a teacher-modeled activity from ReadWriteThink, students learn the importance of finding the words in sentences and paragraphs that contain the facts they need. Students then practice finding these fact fragments in small groups using an online activity. Next, they turn fact fragments into complete sentences written in their own words, moving from teacher modeling, to small group work, to independent practice. Finally, they arrange the sentences they have created into complete paragraphs.

### Instructional Resources/Tools

#### Inquiry Charts

NCTE ReadWriteThink website provides a [lesson plan on using Inquiry Charts](#) to begin exploring a topic. The I-chart provides a grid framework to record evidence on a topic from multiple sources and includes a summary row.

## Instructional Supports for the Model Curriculum

### Research Project Guide

The Humble Independent School District website provides a [unit plan on conducting research](#). This unit plan includes K-3 and upper grades and incorporates Super 3 strategies. Reflection on the finished product and the writing process is also included.

### Research Paper Writing Process

INFOhio Research 4 Success ([6 modules](#) that are geared for upper grades but can be accessed as a resource for teachers and can be adapted for younger grades). It lays out the steps in the process of writing a research paper. INFOhio is free for teachers and students in Ohio. Access is automatic within the schools and user names and passwords can be obtained for at-home use.

### Website Evaluation Checklist

Kathy Schrock provides a [web site evaluation checklist](#) that can be adapted or used individually, in small groups, or as a class. This would be a good resource to use as starting point but teacher may want to adapt it.

### Research Databases

INFOhio [Pre-K to 5 resources](#) for research databases. *World Book Kids* and *Explora for Kids* are excellent alternatives to Google for young students. Teachers may want students to search the same topic in both databases and compare the results. These tools also offer citation tools so that students can track the articles they read and be prepared to cite their sources. INFOhio is free for teachers and students in Ohio. Access is automatic within the schools and user names and passwords can be obtained for at-home use.

### Website Evaluation Lesson Plan

The American Library Association has a lesson plan, "[Real or Fake](#)," for website evaluation that includes photos for students to consider.

### Using Graphic Organizers for Writing

New York City has [Information Skills Benchmarks for K-12](#) with many graphic organizers in a tiered structure by grade. This is a huge packet but the graphic organizers on pages 20-22 would be helpful to organize the topic selection process. Pages 28-29 also provide graphic organizers to being structuring a research paper.

### Ideas for Teaching Writing

The National Writing Project offers [30 Ideas for Teaching Writing](#). Several of these strategies align with Social Emotional Standards too and can be a vehicle to strengthen bonds between students in the classroom or to process and share personal experiences. This is excellent if a teacher is struggling with how to begin teaching writing, or is stuck in a rut and wants some proven strategies to try.

## Instructional Supports for the Model Curriculum

### Article about how Teaching Writing Impacts Student Achievement

*The Writing Revolution* is an interesting article about teaching writing from *The Atlantic*. The school is a high school but the techniques can be adapted for younger students. This would be useful for a Critical Friends group or other PLC activity to discuss the role of writing in a school and how it impacts student achievement.

### Article about Modeling Writing for Students

The article, *To Teach Effective Writing, Model Effective Writing* from *Edutopia* provides guidance on teaching writing and the role of the teacher as a writer. The article encourages the teacher to model writing for students. It also stresses the importance of peer review. This also would be a great resource for a grade band or subject area team to align practices or for an individual teacher to plan whole class activities.

### Scaffolding Research Skills

This site from the Texas Library Association gives a [suggested scaffolding of research skills](#) at different grade levels.

### Article about Teaching Information Literacy

The article, *Teaching Information Literacy Now*, from the School Library Journal discusses information literacy, including web site evaluation and fake news, from November 2016. Information literacy is an important component of research and evaluation of sources is an increasing complex task for students and adults alike. This would also frame professional development for adults as well as students.

### Article about the Challenges ELL Students May Face While Writing

ELL teachers (and teachers who may not be TESOL certified but teaching a small number of ELL students) should use [Colorin Colorado](#) as a valuable resource. The article, *Teaching Writing to Diverse Student Populations* specifically addresses the challenges that ELL students may experience when asked to produce a formal writing piece in their non-native language. Note that these strategies will benefit *all* writers, especially those who struggle, and are not limited to ELL students.

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Range of Writing</i></b>
<b>Standards</b>	<b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	<p><b><u>Content Elaborations</u></b></p> <p>The big idea is that effective writers build their skills by practicing a <b>Range of Writing</b>. They learn that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar, audience and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They build knowledge of a subject through research projects and respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p> <p>To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They need to be able to do this for a variety of purposes and audiences.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In the next grade level, students are expected to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.</b></p>

<b>Instructional Supports for the Model Curriculum</b>	
	<p><b><u>Instructional Strategies</u></b></p> <p><b>Cross-Genre Expressions</b></p> <p>Using a current topic of study, have students write about it in multiple formats. For example, in a unit on transportation, ask students to do a research report, a visual display, and a poem about the topic.</p> <p><i>*This would fit into the Approaches Toward Learning Standard of Engagement and Persistence</i></p>

## Instructional Supports for the Model Curriculum

### Problem-Solving Writing

Present students with an age-appropriate real-life scenario in which a problem has arisen (i.e., you have a project due and you forgot to ask your mom for materials) and ask them to quickly write out how they would solve the problem. Give students a short time frame to respond.

### Journaling

Journaling is a great way to get reluctant writers engaged in the writing process. To introduce journal writing, allow students to decorate their journals, personalizing them with illustrations, stickers, and pictures. Remind students to write the date for each journal entry so they have a record of when they wrote and to also document their growth and progression as writers.

Journaling can be used in all content areas and for many different purposes. Provide meaningful journal prompts that address topics students are learning about in Science and Social Studies class, current news events, classroom social issues, etc. Journal writing can also be used to as a pre- or post-assessment. You can pre-assess your students' background knowledge by providing students with a writing prompt that addresses the topic before teaching it. During and after instruction of the topic, check for student understanding by asking students to write about what they have learned thus far.

Students who engage in authentic and meaningful journal writing, with adult support, increase their writing skills and confidence in writing. *\*This would fit into the Approaches Toward Learning Standard of Engagement and Persistence*

### RAFT

[RAFT](#) is a writing strategy that can be used in all content areas and offers students a choice in their writing assignment.

- Role - the person or thing that students will become (e.g., a movie star, a lost dog, the President of the United States, etc.)
- Audience - the person or people who will be reading the finished product (e.g., the teacher, a friend, a business executive, etc.)
- Format - the way in which the writing will be done (e.g., a letter, brochure, memo, speech, advertisement, etc.)
- Topic - what the writing will discuss (What are you writing about?)

Explain to the students how all writers have to think about everything that encompasses a writing assignment including role, audience, format, and topic. Use an anchor chart as a visual reminder. Next, display a completed RAFT example and discuss the key elements as a class. When you are finished with the group discussion, model and “think aloud” another RAFT exercise with students. Brainstorm additional topic ideas and write down the suggestions listing roles, audiences, formats, and verbs associated with each topic. Assign students to small groups or pairs and have them write about a chosen topic using a [RAFT template](#). Circulate among the groups/students to provide assistance as needed. When finished, have the groups/students share their completed assignments with the class. *\*This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

*\*This would fit into the Approaches Toward Learning Standard of Engagement and Persistence*

## Instructional Supports for the Model Curriculum

### Using Picture Books to Introduce Writing for a Specific Task

Introduce a lesson about writing for a specific task with a picture book. Picture books can be an engaging and interactive way to present new information and provide the necessary background knowledge and vocabulary needed while learning how to write with a specific task in mind. Tasks may include writing a friendly letter, poetry writing, email, opinion writing, personal narrative, etc.

Explain to students that an author writes differently based on the writing task. Introduce and read aloud several books that demonstrate specific tasks (e.g., *Click, Clack, Moo Cows that Type* to demonstrate letter writing, *Where the Sidewalk Ends* by Shel Silverstein to demonstrate poetry writing, etc.). While reading, ask guiding questions (e.g., What writing task is demonstrated in this text? What text features helped you to determine the writing task?) Continue the discussion with guiding questions after the texts are read (e.g., What clues helped you to determine the writing task? Can you think of any other writing tasks besides the tasks we have discussed so far?).

### Using Picture Books to Introduce Writing for a Specific Purpose

Introduce a lesson about writing for a specific purpose with a picture book. Picture books can be an engaging and interactive way to present new information and provide the necessary background knowledge and vocabulary needed while learning how to write for a specific purpose (e.g., writing to inform, writing to entertain, writing to persuade, writing to evoke emotion).

Explain to students that an author develops and writes text with a specific purpose in mind. Introduce and read aloud several books with different purposes. While reading, ask guiding questions (e.g., Why did the author write this book? What does the author want the reader to gain from reading this book?) Continue the discussion with guiding questions after both books are read (e.g., What clues helped you determine the author's purpose for writing each of the books? How did knowledge of different genres help you determine the author's purpose?).

### Writing Workshop

Setting up a Writing Workshop in your classroom provides students with a structured time to develop their skills as writers. The Children's Literacy Initiative states, "the workshop model is an incredibly efficient method of teaching reading and writing. Within the workshop structure, teachers are able to address both the whole group's needs as well as differentiating for the needs of small groups and individuals." CLI provides the following [downloadable writing materials](#): Assessment in Reading Workshop, Components of a Reading Workshop Mini-Lesson, Reading Workshop Planning Template, Writing Workshop Planning Template, Types of Writing Conferences, Writer's Workshop: Structure of a Conference, and Writer's Workshop Mini-Lesson Cheat Sheet.

*\*This would fit into the Approaches Toward Learning Standard of Engagement and Persistence*

*\*This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

## Instructional Supports for the Model Curriculum

### Sample Framework for Writing Workshop

Humble Independent School District provides an example of a [Grade 3 Unit of Study](#) to Launch a Writing Workshop.

*Direct Instruction: Mini-Lesson*

Ongoing demonstrations are necessary to ensure that students have ideas for writing, expectations for quality, and an understanding of the elements of the genre so they apply them to their own work, and the knowledge and confidence to write independently.

Demonstrations/modeling may involve one or more of the following, or any combination of these, depending on your purposes:

- Students are gathered up close and on the floor. The way we start the workshop should set the tone for the rest of that block of time.
- New focus lesson on one aspect of the genre.
- Teacher thinking aloud and writing in front of students, modeling what the students are expected to do.
- Reviewing a previous lesson from the previous day or days before.
- Sharing a piece of children's writing that supports the lesson or work we have been doing in genre share.
- Reading and discussing a poem and its characteristics.
- Reviewing workshop routines or ways to use materials

*Independent Practice: Work & Practice*

Independent writing is a time for children to think, write, and talk about their writing either with classmates or with the teacher in individual conferences or guided writing groups.

*Conclusion: Sharing and Celebrating*

At the end of the workshop, children gather to share their work. Typically, children who share are the ones the teacher has had individual conferences with that particular day. These children share their teaching points and teach the class what they learned. Students may also share completed work with peers.

*\*This would fit into the Approaches Toward Learning Standard of Planning, Action, and Reflection*

*\*This would fit into the Approaches Toward Learning Standard of Engagement and Persistence*

### Quick Writes

A Quick Write is used to develop students' writing fluency and reflective thinking. Ask students to respond in a few minutes to an open-ended question or prompt about a current topic being taught in class. This strategy can be used at the beginning, middle, or end of class to assess student thinking through formative assessment.

*\*This would fit into the Approaches Toward Learning Standard of Engagement and Persistence*

## Instructional Supports for the Model Curriculum

### Using Picture Books to Introduce Writing for a Specific Audience

Introduce a lesson about writing for a specific audience with a picture book. Picture books can be an engaging and interactive way to present new information and provide the necessary background knowledge and vocabulary needed while learning how to write for a specific audience (e.g., classmates, pen pals, government officials, the teacher, younger children, etc.).

Explain to students that an author develops and writes text based on who will primarily be reading the text. Introduce and read aloud two books with the same topic but geared toward different audiences (e.g., *Brown Bear, Brown Bear* by Eric Carle and *Winnie: The True Story of the Bear Who Inspired Winnie-the Pooh* by Sally M. Walker). While reading, ask guiding questions (e.g., Who would be most interested in reading this book? What text features make this book appealing to that group? What other books can you think of that are similar to this book?) Continue the discussion after both books are read with guiding questions.

### Instructional Resources/Tools

#### Picture Book Suggestions for Teaching Students how to Write for a Specific Task

Christelow, Eileen. (2010). *Desperate Dog Writes Again*. New York: Clarion. Writing emails.

Pulver, Robin. (2010) *Thank You, Miss Doover*. New York: Holiday House. Letter writing.

Kerley, Barbara. (2010). *The Extraordinary Mark Twain*. New York: Scholastic. Journal writing.

Paulsen, Gary. (1995). *The Tortilla Factory*. New York: Harcourt Brace. Explaining how to make something.

Cronin, Doreen. (2003) *Diary of a Worm*. St. Louis: Turtleback. Journal writing.

Cronin, Doreen. (2010) *Click, Clack, Moo: Cows That Type*. New York: Little Simon. Letter writing.

#### Picture Book Suggestions to Introduce Writing for a Specific Purpose

Williams, Mo. (2003) *Don't Let Pigeon Drive the Bus*. New York: Hyperion. Writing to persuade.

#### Writer's Workshop Booklet

The [Welcome to Writer's Workshop](#) booklet by Steve Peha gives suggestions on how to set up a writer's workshop in the elementary classroom.

#### Instructional Videos

The following instructional videos demonstrate how to conduct writer's workshop in the classroom.

[Inside Writing Workshop](#)

[Growing Writers](#)

## Instructional Supports for the Model Curriculum

### **The Writing Workshop: A Valuable Tool for Differentiation and Formative Assessment Article**

The article, [\*The Writing Workshop: A Valuable Tool for Differentiation and Formative Assessment\*](#), explains how Writer's Workshop is used for differentiation of writing instruction and formative assessment of writing skills.

### **Best Practices for Teaching Writing Article**

The article, [\*Best Practices for Teaching Writing\*](#), shares many best practices for teaching writing to elementary students.

### **Using Writer's Notebooks in the Classroom Article**

The article, [\*Using Writer's Notebook in the Classroom\*](#), discusses the benefits of using a writer's notebook with students in the classroom.

### **6 +1 Traits of Writing: The Complete Guide**

(Grades 3 and Up) by Ruth Culham (Scholastic Professional Books, New York, NY, 2003) is a professional tool that provides practical strategies for teaching and assessing writing.

### **Teaching Writing: Balancing Process and Product**

By Gail E. Tompkins (Allyn and Bacon, 2011) provides instructional procedures and strategies for writing in a variety of genres.

**SPEAKING AND LISTENING STRAND**

<b>Strand</b>	<b>Speaking and Listening</b>
<b>Topic</b>	<b><i>Comprehension and Collaboration</i></b>
<b>Standards</b>	<p><b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>Explain their own ideas and understanding in light of the discussion.</li> </ol> <p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
	<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p><b>In the previous grade level, students were expected to participate in collaborative conversations with diverse partners in which they asked and answered questions about what the speaker said in order to clarify comprehension, gather additional information, or deepen understanding. They also were expected to retell or describe key ideas or details from text that was read aloud or presented in other media formats.</b></p> <p><b><u>Content Elaborations</u></b></p> <p>The big idea of the topic <b>Comprehension and Collaboration</b> is that effective speakers and careful listeners are actively engaged in collaborative learning. They share the roles of participant, leader, and observer, as well as follow established procedures for the best possible group collaborations in order to meet common goals and arrive at common understandings. For these collaborations and understandings to take place, students must be able to listen carefully. This will require them to use specific techniques to clarify what they have heard and to respond rationally in order to further the discussion. These collaborations should include opportunities to work with other students of varying viewpoints.</p> <p>Strong listening and speaking skills are critical for learning and communicating and allow us to understand our peers better. Applying these skills to collaboration enhances each individual's contributions and leads to new and unique understanding and solutions.</p>

<b>Strand</b>	<b>Speaking and Listening</b>
<b>Topic</b>	<b><i>Comprehension and Collaboration</i></b>
<p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In the next grade level, students will be expected to engage effectively in a range of collaborative discussions, interpreting information presented in diverse media. They will also be expected to listen carefully and ask clarifying questions to respond to what they have heard, while making reference to the speaker's reasons and evidence.</b></p>	

<b>Instructional Supports for the Model Curriculum</b>	
<p><b><u>Instructional Strategies</u></b></p> <p><b>Poetry Practice</b> Provide opportunities for students to practice sharing poetry as individuals or in whole groups. Use poetry that focuses on the concepts of reading, writing, and school for practice. Students should be able to determine the main idea and supporting details of the poetry, which can be discussed collaboratively in small groups or as a class. Examples might include the following:</p> <p><i>Wonderful Words: Poems About Reading, Writing, Speaking, and Listening</i> by Lee Bennett Hopkins  <i>Good Books, Good Times</i> by Lee Bennett Hopkins  <i>Lunch Money and Other Poems About School</i> by Carol Diggory Shields  <i>When The Teacher Isn't Looking: And Other Funny School Poems</i> by Kenn Nesbitt</p> <p><b>Jigsaw</b> Students draw a card with a section of the topic on it. They research their assigned topics and get in groups with classmates who have the same assigned topic. Students in each group share their information with each other and collaboratively come up with a way to explain and teach their assigned topic to students who had different topics. Groups are re-formed so a representative for each topic is included and share their assigned topic's information with each other, following the way their collaborative groups determined they should teach or explain it.</p> <p><b>Beach Ball</b> Teachers write comprehension question stems on each section of a beach ball. Students can stand in a circle or remain at their seats. The teacher will begin by throwing the comprehension beach ball to a student, and whatever section the student's thumb lands on will be the question the student must answer about the text they are studying.</p>	

## Instructional Supports for the Model Curriculum

### **Snowball Discussion**

Students begin in pairs, responding to a discussion question only with a single partner. After each person has had a chance to share their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined into one large discussion group.

### **Fishbowl**

In a Fishbowl discussion, students seated inside the “fishbowl” actively participate in a discussion by asking questions and sharing their ideas, while students standing outside listen carefully to the ideas presented. Students take turns in these roles, so that they practice being both contributors and listeners in a group discussion. This strategy is especially useful when you want to make sure all students participate in a discussion and when you want to help students reflect on what a good discussion looks like. A Fishbowl discussion makes for an excellent pre-writing activity, often unearthing questions or ideas that students can explore more deeply in an independent assignment.

### **Concentric Circles**

Students form two circles, one inside circle and one outside circle. Each student on the inside is paired with a student on the outside; they face each other. The teacher poses a question to the whole group, and pairs discuss their responses with each other. Then the teacher signals students to rotate: Students on the outside circle move one space to the right so they are standing in front of a new person. Now the teacher poses a new question, and the process is repeated. A variation: Instead of two circles, students could also form two straight lines facing one another. Instead of “rotating” to switch partners. One line just slides over one spot, and the leftover person on the end comes around to the beginning of the line.

### **Active Listening Practice**

Explain to students that they are going to practice paraphrasing by working with a partner. One person will talk about a topic you suggest and the other will paraphrase. Announce the topic and then assign one student talk for one minute and have his or her partner paraphrase. Some general topics to use with students include What is a strong feeling you have been having lately? If you were granted three wishes, what would they be?

Have the pairs give each other feedback. Ask the people who did the paraphrasing to tell their partners what it was like for them to do this. Did they have trouble listening? Did they have trouble remembering what they heard? How did they feel about the experience? Then have the people who did the talking say what it was like for them to have their partner listen and paraphrase. Switch roles and repeat.  
*Discuss:* Was it easy or hard to paraphrase? How did it feel to do it? When you were the speaker, what was it like to hear yourself paraphrased?

*Summarize at the end of the lesson:* Active listening is a tool that helps people clarify their understanding of one another and is essential in solving conflicts.

## Instructional Supports for the Model Curriculum

### Conversation Chips

Students are divided into groups of 3. Each student receives three chips (poker chips, paper coins, LEGO pieces, etc.). As they discuss the story/passage they have just read, each student lays a chip down when they want to speak. Discussion is over when all students have used all their chips.

### Conver-Stations

This is a small-group discussion strategy that gives students exposure to more of their peers' ideas and prevents the stagnation that can happen when a group does not happen to have the right chemistry. Students are placed into a few groups of 4-6 students each and are given a discussion question to discuss.

After sufficient time has passed for the discussion to develop, one or two students from each group rotate to a different group, while the other group members remain where they are. Once in their new group, they will discuss a different, but related question, and they may also share some of the key points from their last group's conversation. For the next rotation, students who have not rotated before may be chosen to move, resulting in groups that are continually evolving.

### Instructional Resources/Tools

#### Evidence Based Academic Discussion

This [Teaching Channel video](#) shows Ms. Horwitz's 4th grade Science class discussion. Ms. Horwitz helps students prepare for the evidence-based discussion, ensures for equity of voice during the discussion, and uses strategies to support her students during the academic discussion, *especially her ELL students*.

#### Molten Magic: Dan Dailey, *The Chef*

This [resource](#) developed by the Toledo Museum of Art will allow you to lead your students through close looking exercises to enable them to describe, analyze, and interpret what they see in *The Chef* (1988) by Dan Dailey. Printable worksheets and graphic organizers are included.

#### Collaborative Questioning Lesson Plan

For this [Teacher.org lesson plan](#), students will read a teacher selected, standards-based science or history text. Students will then develop questions based on Costa's levels of questioning to encourage collaborative discussion of the reading.

#### Teaching Students How to Have a Conversation

In this [Edutopia blog](#), Dr. Allen Mendler shares eight tips that can be used regularly to help your students learn good conversational skills.

## Instructional Supports for the Model Curriculum

### **Formative Assessment: Collaborative Discussion**

This [Teaching Channel video](#) focuses on Ms. Bouchard as she formatively assesses the understanding of effective collaborative discussions in a 4th grade ELA classroom. (This can be adapted to the 3rd grade classroom.) Ms. Bouchard involves her students in establishing the learning goals and success criteria. She makes observations during the discussions and helps the students assess their own learning.

### **Digital Passport**

This [Common Sense Education resource](#) teaches students basic digital safety, etiquette, and safety.

### **Book Clips**

On this [WatchKnowLearn resource](#), students are able to view various texts online and develop questions that they have about the information presented. These texts offer a wide variety of themes and diverse characters.

<b>Strand</b>	<b>Speaking and Listening</b>
<b>Topic</b>	<b><i>Presentation of Knowledge and Ideas</i></b>
<b>Standards</b>	<p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate fact and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

#### **Previous Grade Level Progression Statement**

**In the previous grade level, students were expected to tell stories or recount experiences with appropriate facts and details. They were expected to create audio recordings, adding visual displays to clarify information when appropriate. They also were expected to produce complete sentences in order to provide requested details or clarification.**

#### **Content Elaborations**

The big idea of the topic **Presentation of Knowledge and Ideas** is understanding that effective speakers report and respond in ways appropriate to the task when conveying information.

They also make choices regarding pacing and the use of formal and informal language when making audio recordings. Students should be able to use these recordings to evaluate their own speaking and listening, both critically and reflectively. Proficient speakers make deliberate choices regarding language, content, and media to capture and maintain the audience in order to convey their message. Students should be able to make these deliberate choices regarding the addition of visual media in presentations in order to point out the significance of key details in the presentation.

#### **Next Grade Level Progression Statement**

**In the next grade level, students are expected to report on a topic, tell a story, or recount an experience using appropriate facts and details and to speak clearly at an understandable pace. Students are also expected to add audio recordings and visual displays to presentations to enhance the development of the main idea and themes and to know when to use formal English versus the appropriateness of using informal register for various tasks and situations.**

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Reader's Theater**

The ability to perform requires students to read at an understandable pace, emphasizing certain facts or details. Give students a [script](#) to follow or allow them to create their own script with characters and actions. This will give them the opportunity to practice reading on a wider, more exaggerated scale. [They can practice their performance and then present in front of an audience and camera. Record their performance and then allow them to watch it, giving them the opportunity to see how their emotions, actions, and voice enhance or hinder the performance.](#) *\*This would fit into the Social Emotional Standard of Self-Regulation*

#### **Becoming a Newscaster**

Third graders may be involved in planning and presenting a weekly newscast with a variety of segments. Assign roles such as weather, current events, sports, book reviews, etc. Students work in small groups to prepare scripts and [gather data using Web resources for information](#). They practice presenting with their groups before presenting to the school via [live telecast or being taped for future broadcast](#). [Consider inviting people in from broadcasting, arranging field trips to local radio/television/high school media classes](#), using high school student media mentors, and incorporating the Newspapers in Education curricula. *\*This would fit into the Social Emotional Standard of Self-Competence.*

#### **Hollywood Hello**

It is imperative that students have an understanding of what good speaking both looks like and sounds like from the very beginning of the school year. Speaking is something that needs to be practiced regularly and with intent rather than being a one-time presentation. Initially, to warm students up to speaking in public, they can practice a *Hollywood Hello*. To warm up, students stand in a big circle and say, "Hi, my name is..." addressing everyone else in the circle. After everyone is done with this, we discuss what kinds of things we noticed with voice levels, vocal tone, and body language. These things can include talking too softly, not using clear inflection, fidgeting, shifting in a distracting way, or going too quickly. We then discuss how it is important to adjust these things according to the content and the audience. We then go back and do this same activity again, changing the purpose to be to "impress" the audience by giving a *Hollywood Hello*.

This type of hello is much more exaggerated with big smiles and big body movements and requires students to take a risk and step outside of their comfort zone. This simple activity allows teachers to get a real picture of each student's individual speaking skills in a safe and non-threatening way and establishes an informal benchmark for students. *\*This would fit into the Social Emotional Standard of Self-Regulation.*

## Instructional Supports for the Model Curriculum

### Fluency Readings

A student's ability to read fluently, with expression and understanding, is important in the creation of good readers. Allowing students to choose a grade- and reading level-appropriate poem and record themselves reading the poem will allow them to hear what type of reader they are and make improvements to their overall reading ability. Have students read a poem, for the first time, while being recorded. Allow them to listen to the recording, providing them with a paper for feedback purposes that allows them to identify areas of strength and areas for improvement. Allow them to record themselves as many times as needed to make changes the areas of improvement.

*\*This would fit into the Social Emotional Standard Self-Concept and Self-Regulation*

### Student Self-Evaluation

Students should be given regular opportunities to evaluate their own public speaking through self-reflection. They can self-reflect or listen to or watch audio/video recordings of themselves. Students can use the S.E.L.F.I.E (Speaking Educationally Listening For Individual Evaluation) to reflect on their own strengths and weaknesses as a public speaker.

*\*This would fit into the Social Emotional Standard of Self-Concept and Self-Regulation*

### Book Recordings

When students are able to read to an audience their reading is enhanced based on the crowd they are presenting to. Give students the ability to read and record a book for a younger audience. For example, third graders can record themselves reading and the recording can be played for first grade students.

*\*This would fit into the Social Emotional Standard of Self-Concept and Self-Regulation*

### Morning Announcements

Give students the opportunity to do a live video recording of events happening at the school. Students can be recorded presenting the weather, lunch menu, school events, and important monthly holiday facts. The recording can be played for the whole school each morning. This experience will build the confidence of everyday readers.

*\*This would fit into the Social Emotional Standard of Self-Concept and Self-Regulation*

### Brainstorming

*Edutopia* identifies brainstorming as a successful tool to be paired with audio recordings. Before students start a research project, audio recording can speed up the brainstorming process. Although more fluent writers can quickly fill the page with possible topics and plans, hesitant writers may struggle to jot down even a few ideas. When brainstorming can be recorded, struggling students can focus on the creativity and thinking instead of stressing over spelling errors.

*\*This would fit into the Social Emotional Standard of Self-Concept and Self-Regulation.*

## Instructional Supports for the Model Curriculum

### Practice and Revision

Published authors read their writing out loud to check for errors or confusion. After students have completed a writing piece, [allow them to record themselves reading their writing and play it back to listen for errors within their writing. Their writing can be revised based on the recording that they hear.](#) *\*This would fit into the Social Emotional Standard of Self-Concept and Self-Regulation*

### I See..., I Think..., I Wonder...

The purpose of this activity is to stimulate and share creative ideas and opinions around visual aids, asking and answering of questions, listening to others, hear and use specific descriptive language. In pairs or groups, students study an illustration (painting, photograph, cartoon, diagram, map, etc.) or object, without speaking, for one minute. Then each member of the team makes three statements about the visual aid, describing what they see, what their opinion of it is, and one question they would like to ask. [These statements are shared and discussed with the rest of the team and recorded.](#) The team decides on a group statement about what they see, think, and wonder about the visual aid. This is shared with the rest of the class. This activity requires students to use active listening skills, form statements about their opinions, and clarify their thinking for the team.

*\*This would fit into the Social Emotional Standard of Awareness and Self-Expression*

### Just a Minute

The purpose of this activity is to encourage speaking aloud, sharing of ideas and experiences, promote active listening, using key vocabulary, summarize a lesson or idea, or activate prior knowledge. Give the students a topic to think about for one minute, or ask students to focus on the main points of the lesson, or on questions they still have about a topic. Each student has one minute to speak on their chosen topic using complete sentences, appropriate details, and effective pacing. Other students can add points missed at the end of each student's speech. *\*This would fit into the Social Emotional Standard of Self-Concept*

### Podcast

[A regular podcast by your class will build up an audience giving pupils a real task with a real purpose. Podcasts can be about anything; giving pupils opportunities for writing, talking, listening, co-operative working and collective decision making. Receiving feedback from around the world will add a sense of purpose and validity.](#)

*\*This would fit into the Social Emotional Standard of Awareness and Self-Expression*

## Instructional Resources/Tools

### Professional Books

*The Power of Our Words: Teacher Language that Helps Children Learn* by Paula Denton and Alice Yang (Northeast Foundation for Children, 2007) addresses the ways teachers can best use their own oral literacy to provide instruction.

## Instructional Supports for the Model Curriculum

### Audio Platforms

Voice memo (preloaded on iPhones), Smart Voice Recorder, Vocaroo, UJAM, Incredibox, Chirbit, Online-ConVert

### Audio Recording Strategies

[Edutopia blog](#) that suggests different ways to boost classroom learning through audio recording.

### Listening Exercises

[Agenda Web](#) has activities for listening, listening comprehension, audio books, videos, and additional topics. Especially designed for English language learners.

**LANGUAGE STRAND**

Strand	Language
<b>Topic</b>	<b><i>Conventions of Standard English</i></b>
<b>Standards</b>	<p><b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns (e.g., childhood).</li> <li>d. Form and use regular and irregular verbs.</li> <li>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound, and complex sentences.</li> </ul> <p><b>L.3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> <li>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
<b>Previous Grade Level Progression Statement</b>	<p><b>In the previous grade level, students were expected to have a basic understanding of and experience with the rules of grammar, usage, and mechanics of standard English. They were expected to use irregular plural nouns and past tense verbs, as well as a basic use of modifiers. In addition, students were expected to use complete simple and compound sentences. Students should be given many opportunities to interact with language in a variety of settings and modalities using modeling, word play, and best practices.</b></p>

Strand	Language
Topic	<i>Conventions of Standard English</i>
	<p><b><u>Content Elaborations</u></b></p> <p>The big idea of <b>Conventions of Standard English</b> is that there are foundational rules of language. Writers and speakers apply the rules and conventions regarding parts of speech, phrases, sentence structure, mechanics, and spelling to communicate effectively. These conventions are learned and applied within the contexts of reading, writing, speaking, and listening. Language is an essential tool for understanding our world. Effective written and oral communication relies upon understanding and applying the rules of standard English.</p> <p>Students must have an understanding of the function of nouns, pronouns, verbs, adjectives, and adverbs within the context of print. They must then be able to effectively manipulate these parts of speech in various ways in order to use them to form complete simple, compound, and complex sentences that contain subjects that agree with their verbs and pronouns that agree with their antecedents.</p> <p>Within this topic, students must recognize the effective use of commas in addresses, capitalization in titles, and quotation marks in dialogue. In addition, learning to spell correctly and consulting a dictionary when help is needed are important skills for grasping the independent use of language for reading, writing, speaking, and listening.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In the next grade level, students are expected to develop a better understanding of language conventions, pronouns, adverbs, and progressive verb tenses, as they are used in speaking and writing to convey messages that are more complex and consist of accurate word order and use. Students will demonstrate accurate rules of capitalization and punctuation within sentence to mark dialogue and citations, as well as use a comma before a coordinating conjunction. Students will be expected to apply these rules to parts of speech, phrases, sentence structure, mechanics, and spelling to communicate effectively.</b></p>
	<p><b>Instructional Supports for the Model Curriculum</b></p> <p><b><u>Instructional Strategies</u></b></p> <p><b>Noun Walk</b></p> <p>Have students participate in a “noun walk” in the classroom. Students are on the hunt for nouns in their environment. This can turn into a challenge to see who can find the most. Students can then take the nouns that they “discovered” to develop their own story, turning as many as they can into plural nouns and highlighting the irregular nouns in their stories before they submit them for grading.</p> <p><i>* This would fit into the Social Emotional Standard of Self-Competence</i></p>

## Instructional Supports for the Model Curriculum

### Do This, Not That

Make a list of areas that you would like your students to pay more careful attention to in their writing (spelling, commas, quotation marks, etc.). Challenge students to find examples in their reading where authors successfully did this. They should copy the examples exactly as they are found in the book and cite the author's name. Now ask the students to strip away the punctuation, alter the spelling, or modify the grammar of a sentence. Choose one aspect to vary. Create a two-column chart labeled *Do This, Not That*. Place the correct examples in the Do This column and the incorrect examples in the Not That column. Invite students to discuss how the altered examples would affect a reader's ability to appreciate the writer's work.

### Adverb Charades Team

Divide students into teams. Give each team a set of adverb cards that they have made. Each card has an adverb on it (*painfully, fast, excitedly, unhappily*). Students take turns walking in the style of the adverb on their card and their teammates try to guess the word. *Some students who are in the guessing group might need to either see their word choices as they are guessing or be given two choices orally to choose between. For gifted learners, allow them during charades to guess the adverb being acted out by using it in a sentence in its comparative or superlative form, using the student's name (Ex. Terrance was the *fastest* runner on the team.).*

Once all students have had a chance to play charades one or two times, have the students sit with a partner. The students should still have the card from their last turn. On an exit slip (or just a half sheet of paper), have the students write sentences using comparative and superlative forms of the adverbs they have on their cards. Students should then trade with their partner and write sentences using that adverb. They are allowed to help each other but need to write different sentences when they receive the other person's adverb.

### Assistance with High-Frequency Words

Provide students with a lined piece of paper, in which they write down high-frequency words that they use on a daily basis. Suggest words that are used in the classroom. Have them write down the words, using correct spelling. This list can be available to them throughout the writing process. This list can be made into a student created word wall or a teacher created anchor chart that can be reviewed throughout the school year as the students continue to encounter these words in reading and writing.

### Suffix Popsicles

*Give students a large popsicle stick. Have them write common suffix endings on the stick (examples: -ing, -ed, -ful). The students list the suffix ending from top to bottom on the stick, one ending under another. Students can use this popsicle stick by matching up the correct ending next to their written word.*

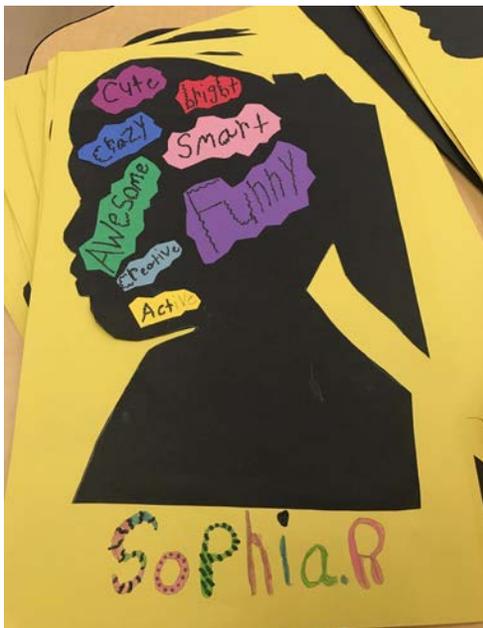
### Photography

Use images to prompt attention to vivid detail and the use of descriptive adjectives for writing. Images can be taken from royalty-free image sites. Often, calendars from previous years have images that are good for this activity. Students also may want to bring in photos to trade with other students for this activity.

## Instructional Supports for the Model Curriculum

### Adjective Silhouette

Students will brainstorm a list of adjectives that describe them as a person. They will work in pairs or with the teacher to trace each other's head in pencil using a flashlight and their shadow on large black construction paper. They will cut these silhouettes out and glue them on light colored paper. They will choose 8-10 adjectives that best describe them from their list to write on brightly colored paper and glue onto their silhouette.



They will then use this list to create a “Positive Paragraph” about themselves, elaborating on the “why” of at least three of their personal adjectives. They must also use the comparative or superlative form of the adjective at least 3 times in their paragraph.

Some students can be given lists of adjectives to choose from, instead of trying to come up with them completely on their own. (Or let them try on their own for a while and then give them the list for extra support.) Additionally, be aware that many higher level words are less familiar and more difficult for struggling readers to read. There are ways to make the lists “readable”, including using QR codes with the oral pronunciation of the words, using a reading “pen” device that will read the word, or having the list on the computer and using the text-to-speech function. You will also have to allow these students to have access to the definitions for unknown words.

*\*This would fit into the Social Emotional Standard of Self-Concept*

## Instructional Supports for the Model Curriculum

### Neon Revision

Many kids do not know what or where to mark when reading another student's work. Neon revision is an approach that can really help. Give each student or pair of students three highlighters and instruct them to highlight each other's writing in this way:

- Yellow – Mark the first word of each sentence. Tell the students to think about: Is there variety in the types of sentences used? Does the writer use more than just simple sentences?
- Pink – Highlight each adjective. Tell the students to think about: Is the writing descriptive? Are the adjectives strong and specific?
- Blue – Highlight each verb. Tell the students to think about: Are there too many “to be” verbs? Are the verb choices strong? Is the tense correct?

After highlighting, they can make comparisons and add suggestions about what the student needs to add, adjust, or remove. Proofreading will come later. First, they are helping a peer with sentence fluency and word choice—both descriptive language and “showing without telling.” Teach students about the revision sandwich: compliment, suggest, correct. Remind students that when reviewing someone's work, always start out by saying what they like about their work. Next, they make a suggestion and converse with their partner. Students ask questions. Then, they make corrections. By working together, they both learn from each other.

For each of these strategies, it is very important to have anchor charts in the classroom showing the expectation and procedure (including the revision sandwich model) for students who will need reminded of what they are to be doing. Having a place in the classroom where they can look to find their own answers also encourages independence.

### Instructional Resources/Tools

#### Teaching Punctuation Using Mentor Texts

*Punctuation Takes A Vacation* by Robin Pulver. In this book, students learn how punctuation marks work together to make reading and writing flow smoothly.

*Piggie and Elephant* (series) by Mo Willems. Students can use this mentor text to see how punctuation is used to make meaning for these two well-loved characters.

*Punctuation Celebration* by Elsa Knight Bruno. This book's fourteen illustrated poems share how punctuation is used.

*Alphie the Apostrophe* by Moira Donohue. In this book, punctuation marks compete in the punctuation talent show by displaying their unique traits.

## Instructional Supports for the Model Curriculum

### *Grammar Matters* - Lynne Dorfman and Diane Dougherty

This professional resource book provides teachers with almost everything they need to get kids not only engaged but excited about learning grammar. It is divided into four parts--Narrative Writing, Informational Writing, Opinion Writing, and Grammar Conversations. This reference provides practical teaching tips, assessment ideas, grammar definitions, and specific mentor texts to help students learn about parts of speech, idioms, usage issues, and punctuation. Students will learn not only specific concepts but also how to reflect upon and transfer what they have learned to other writing tasks, no matter the subject.

### Parts of Speech Using Mentor Texts

*Let's Save the Animals A Lift the Flap Book* by Frances Barry

*Someday* by Eileen Spinelli

*Dearly, Nearly, Insincerely: What is an Adverb?* by Brian P. Cleary

*A Mink, a Fink, a Skating Rink: What is a Noun?* by Brian P. Cleary

*To Root, To Toot, To Parachute: What is a Verb?* by Brian P. Cleary

*Hairy, Scary, Ordinary: What is an Adjective?* by Brian P. Cleary

*Goal!* by Robert Burleigh

*Moosetache* by Margie Palatini

*The Book that Jack Wrote* by Jon Scieska

### Sentence Combining Using Mentor Texts

*Moe McTooth: An Alley Cat's Tale* by Eileen Spinelli

Moe McTooth is an alley cat who finds winter to be quite cold and is welcomed in to a woman's apartment until Spring. The text follows a pattern of repetitive phrases to explain Moe McTooth's daily habits. Have students practice combining sentences using these repetitive passages within the story.

*Oh, Ducky! A Chocolate Calamity* by David Slonim

Mr. Peters is a candy maker and an inventor. When Johnny's rubber ducky lodges itself in the chocolate machine, all systems stop and the team must solve the problem. This cute story is written in very short, simple sentences and phrases. Students can use the text as an opportunity to practice sentence combining and elaboration.

*Two Cool Coyotes* by Jullian Lund

Frank the coyote is sad when his friend Angelina moves away, but then he finds a new friend when Larry moves into the den next door. Practice sentence combining using the strategy above or another strategy, which shows students how to better their composition writing.

<b>Strand</b>	<b>Language</b>
<b>Topic</b>	<b><i>Knowledge of Language</i></b>
<b>Standards</b>	<p><b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> <li>b. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>

#### **Previous Grade Level Progression Statement**

In the previous grade level, students were expected to develop oral, auditory, written, or viewed expression in a way that could be communicated to their audience appropriately. Students recognized formal and informal uses of English and could interact with others using this knowledge.

#### **Content Elaborations**

The big idea of **Knowledge of Language** is that it allows for informed choices in the context of the communication. Writers and speakers select language, word choice, and punctuation appropriate for the desired impact on the audience. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension.

#### **Next Grade Level Progression Statement**

In the next grade level, students are expected to choose words and phrases to effectively convey ideas and to choose punctuation in a way that is appropriate for the desired impact on the audience. Students must know when formal English is required versus when it would be appropriate to use informal English.

#### **Instructional Supports for the Model Curriculum**

#### **Instructional Strategies**

##### **Dead Word Graveyard**

Brainstorm a list of words to replace the word *said*. Turn this list into an anchor chart for students to use when writing. This activity can also be repeated for other commonly over-used words. This strategy can be used for other common words. For example, a teacher can showcase a word 'graveyard' to change 'dead words' into more lively ones that must be chosen carefully when writing or speaking.

## Instructional Supports for the Model Curriculum

### Punctuation Dictation

This strategy is for students who need scaffolding to hear and practice punctuation in writing. Choose two to three sentences from books children know well and that contain easily spelled words (so that students can focus on punctuation). Read the sentences with prosody but not exaggeration, and invite the students to write the sentences with accurate punctuation on cards. Compare their cards with others and discuss their choices before checking with the published text. Focus not on being right or wrong but on the decisions behind their choices. Collect cards as a formative assessment to determine who may need additional support.

### Vigorous Verbs

After writing a rough draft of a story, students pair up and trade stories. Each student searches in their partner's story for verbs that could be replaced with more exciting, descriptive verbs. *The students can use a thesaurus to help their partner make verb revisions (i.e., instead of "ran", use "sprinted"). Students can use a highlighter to highlight their own verbs before trading papers with another student for their verbs to be analyzed.* These words can be added to the *Dead Word Graveyard* below.

### Change Your Words Hunt

After students have written a rough draft in any genre of writing, they should go on a change your words hunt. Students should read through their own writing and circle 5 words they think might need to be changed to make their writing more descriptive for the reader. They will then work with a partner to change these five words. This can be done on a larger scale, but is intended to teach students to monitor and edit their own vocabulary use through practice.

### Four Star Sentences

Students may need to be explicitly taught what it looks like to add to their sentences to make them more vivid for their audience. This starts with the teacher writing a simple sentence on the board such as The dog ran. Then, take this sentence as a group and add details in collaboration. One way to do this is by asking questions such as what color is the dog, how big is the dog. You will change the sentence the first time by adding a description to the dog. You will then solicit from the students what other questions they may have. This could include questions like how did the dog run, what was the dog running from or to, what is the scene around the dog.

You will go through this process four times until the fourth time with is the final sentence that you would have added to twice already. The intent of this is to allow students to see that by adding vocabulary both verbs and adjectives, students gain an understanding of what descriptive language looks like and how it is important to convey intent to the reader.

### Beginnings and Endings

Read aloud first and/or last lines from age-appropriate stories. Have students talk about what "grabbed their attention." Create a brainstorm list of the ways these authors chose their words and phrases carefully to engage readers.

**Instructional Supports for the Model Curriculum****Instructional Resources/Tools****Choosing Word for Effect Using Picture Books**

*It's a Dog's New York* by Susan L. Roth; Pepper misses his big backyard after he moves to New York City until he meets his new “nay-b” Rover who gives him a tour of the city. Use context clues from the text to decode Rover’s words using a New York accent. This book also offers a chance to study environmental print through the illustrations.

*Baloney (Henry P.)* by Jon Scieszka; Henry P. Baloney is late to school and provides his teacher his lengthy excuse using words from various languages. Read the story and then ask students to use their context clues to decode the meaning of each sentence. Use the decoder found at the end of the book to check student predictions. Have students write their own tall tale that substitutes vocabulary words with words from other languages.

Strand	Language
<b>Topic</b>	<b><i>Vocabulary Acquisition and Use</i></b>
<b>Standards</b> 	<p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.</li> </ol> <p><b>L.3.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)</li> <li>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li> </ol> <p><b>L.3.6</b> Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
	<p><b><u>Previous Grade Level Progression Statement</u></b></p> <p>In the previous grade level, students were expected to understand how word parts work together to create meaning. New vocabulary will be introduced to students to encourage them to be <i>word aware</i>, which supports word selection, use of context, word structures and the use of reference tools in learning new vocabulary.</p>
	<p><b><u>Content Elaborations</u></b></p> <p>The big idea of <b>Vocabulary Acquisition and Use</b> is that language-based activities are dependent on knowing that vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They use a variety of strategies including language structure and origin, textual clues, word relationships, and differences between literal and</p>

<b>Strand</b>	<b>Language</b>
<b>Topic</b>	<b><i>Vocabulary Acquisition and Use</i></b>
	<p>figurative language to build vocabulary and enhance comprehension. Understanding the nuances of words and phrases (shades of meaning) allows students to use vocabulary purposefully. Words are powerful. Interacting with words actively engages students in investigating and celebrating language.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In the next grade level, students are expected to determine the meaning of and to use words and phrases that have multiple or nonliteral meanings to enhance the quality of their written products. They will use their knowledge of affixes and roots to determine the meaning of a word. Students will use reference materials to clarify words. They will explain the meaning of similes and metaphors, as well as common idioms, adages, and proverbs. Students will apply their knowledge of synonyms and antonyms to understand new terms. Their new vocabulary will be used to write and speak about specific actions, emotions, and states of being, as well as when referring to a specific topic.</b></p>

<b>Instructional Supports for the Model Curriculum</b>	
	<p><b><u>Instructional Strategies</u></b></p> <p><b>Snowstorm</b> Each student writes a word from a word wall or current vocabulary list on a piece of scratch paper. The students then scrunch their papers up and, when given a signal, throw their “snowballs” into the air. Each student picks up a snowball that lands close by, and the class members take turns reading their word aloud and defining it. If a student’s word has already been shared, he or she can offer a synonym or an antonym. The third time it is read, the student can provide a sentence using the word or an example for the word. <i>*This would fit into the Social Emotional Standard of Self-Regulation</i></p> <p><b>Why Should I Care?</b> This exercise has students work in pairs. Partner A says one of the vocabulary words, and partner B provides the definition. Then Partner A asks, “Why should I care?” Partner B explains the word’s relevance to everyday life or experience. The partners then switch roles for the next word.</p>

## Instructional Supports for the Model Curriculum

### Out of Sorts

Vocabulary sorts are used to match a vocabulary word with a definition and a picture representation or example. Follow these steps: Distribute index cards that separately list vocabulary words, definitions, and pictures/examples. Have students put the cards into the appropriate category (word, definition, example) and match them correctly. The cards can be reused, or students can glue the cards onto a chart to keep as a study resource.

### Homograph Hitch

The students will practice identifying homographs by playing a matching game. For the game students will need cards that contain homographs and cards that contain the meanings of each homograph (i.e. bat- a stick used to hit a baseball; a flying mammal). These can be made by the teacher or found [here](#). Each partner will need a different recording sheet.

*Follow these steps:*

1. Homograph cards are placed face up and arranged as a column.
2. Meaning cards are placed face down in a stack.
3. Students take turns drawing a meaning card and deciding which homograph it best matches.
4. The meaning card is placed to the side of the appropriate homograph.
5. This continues until all meaning cards have been matched to a homograph.
6. The recording sheets are then completed by each student to write sentences to identify the meaning of each homograph (i.e. "The baseball player smacked the ball with his wooden bat."; "The bat unfolded his wings and flew out in the night.")

This can be used in learning centers and small groups to give students practice identifying homographs and applying knowledge. Instructions and materials can be found here- [Homograph Hitch](#).

This activity could be modified to be done on the computer so that students can take advantage of the text-to-speech feature. You could also use QR codes on the definition cards/strips so students can scan the code with an iPad or other device and hear the definition read aloud to them. A "reading pen" could also be used.

This can also be done in partnerships where the partner is able to help read the strips for the diverse learner. It is better to have intentional, not random partners, as the very highest students should usually not be paired with the lowest students ("middle" students are generally better partners for the lowest students), but, as always, personalities should also be taken into account.

*\*This would fit into the Social Emotional Standards of Self-Regulation*

## Instructional Supports for the Model Curriculum

### Linear Arrangements

This strategy has students put words of a given category into a graphic continuum according to shades of meaning. You can use index cards or sticky notes with the words on them.

Example:

Topic: Temperature

Linear Arrangement: Freezing, Cool, Tepid, Warm, Hot

### Root-A-Word

In this activity students will identify words using the same root. Materials needed are sorting boards (picture of tree) - one for each root used, word cards, and a student recording sheet for each student. These can be made by the teacher using selected roots or can be found [here](#).

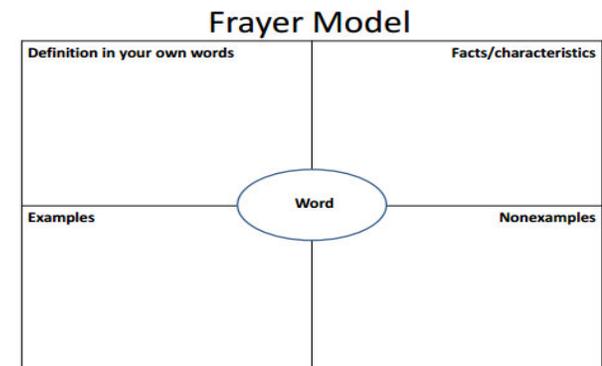
Follow these steps:

1. Place the word cards face down and the sorting boards face up.
2. Working in pairs, student one picks up a word card and reads it aloud.
3. Student one states the root word.
4. Student one then places the root card on the sorting board with which it matches.
5. Reverse roles and continue until all word cards have been placed on the correct sorting board.
6. Both students will complete their recording sheet giving definitions of each word.

This activity can be used in learning centers or small groups to give students practice identifying roots and applying knowledge of the meaning of roots to determine the definition of each word. *\*This would fit into the Social Emotional Standard of Self-Regulation*

### Frayer Model

The Frayer Model is a graphical organizer used to define words and acquire new vocabulary. The graphic has four squares that include (1) A definition of the word/concept, (2) A description of its essential characteristics, (3) Examples of the word/concept, (4) Non-examples of the word/ concept.



## Instructional Supports for the Model Curriculum

### Dictionary Hunt

Students divide a piece of paper into three columns. At the top of the first column, they write, “guide word”. At the top of second column, they write, “spelling word”. At the top of the third column, they write, “guide word”. Students then use a dictionary to look up their spelling words. They then hunt for the guide words that come before and after their spellings word and record them in the columns.

This can be scaffolded by using dictionaries of varying levels for students. Struggling students could also be given photocopies of the specific pages that they need (these could even be stapled together in alphabetical order for them), then they have to find their own words on the correct page rather than the additional requirement of searching through hundreds of pages of text. This support can be weaned away during the course of the school year.

### Vocabulary Roll

Place students in partners or small groups. Students are given one number die (with 1-6 on the die) They are then given word cards with words from their learning (spelling words, vocabulary words etc.) If they roll a...

- (1) Define the word
- (2) Give a word that means the same
- (3) What does this word remind you of?
- (4) Act out the word
- (5) Say something that is the opposite of this word
- (6) Draw out the word.

### All For One

In this [activity](#), students will produce multiple meanings of words. Teachers will need the following resources: Multiple Meaning Words on notecards, blank notecards, vis-à-vis markers, reference materials.

*Follow these steps:*

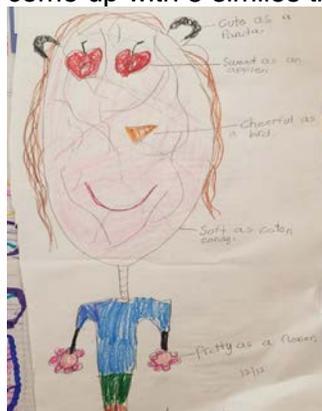
- Students will place the word cards face down in a stack.
- Taking turns, each student selects the top card, reads the word on the card, and places it down on the table (ex. present).
- The same student uses a blank notecard to write the meaning of the word and places it beside the word (ex. here).
- The next student writes a different meaning for the word and places it on the other side of word (ex. gift).
- Have students reverse roles and continue until all word cards are used.
- Have the students record the word and their meaning and write sentences to demonstrate both meanings.

*\*This would fit the Social Emotional standard of Engagement and Persistence*

## Instructional Supports for the Model Curriculum

### Simile Self-Portrait

The teacher will discuss the use of similes in text and writing. The teacher will read aloud the book *My Best Friend is as Sharp as a Pencil* and *My Dog is as Smelly as Dirty Socks* both by Hanoch Piven. You can elaborate learning about the author/illustrator Hanoch Piven by going to his website [pivenworld](http://pivenworld.com), which offers other examples of Simile Self-Portraits including many of notable famous people in the United States and the world. The teacher will model developing a personal Simile Self Portrait by having the students help him/her come up with 5 similes that describe him/her. The teacher will then create a drawing that illustrates these similes.



Examples might include “silly as a clown” and the teacher drawing clown hair on himself/herself or smart as a whip and have the teacher holding a whip. Students will come up with a minimum of 5 similes that describe themselves. *\*This would fit into the Social Emotional Standard of Self-Concept*

### Semantic Mapping

Make a web that supports understanding of the key features of a word or concept. Create a chart that has the targeted word in the center, with four boxes around it. Each box has a different activity associated with the word, such as synonyms, antonyms, illustration, and definition and use.

### Instructional Resources/Tools

#### Professional Resources

*101 Strategies to Make Academic Vocabulary Stick* by Marilee Springer

This book contains strategies that have both research and anecdotal evidence supporting them. Strategies are organized according to the stages of building long-term memories.

**Instructional Supports for the Model Curriculum**

*Teaching the Critical Vocabulary of the Common Core: 55 Words that Make or Break Student Understanding* by Marilee Springer  
This book contains a list of critical words, both verbs and nouns that students must know to be successful with standardized assessments they encounter. Strategies go along with the words and make learning the words more enjoyable and effective.

*Vocabulary Games in the Classroom* by Robert J. Marzano and Lindsay Carleton  
Vocabulary Games for the Classroom provides K-12 teachers with thirteen games designed to build academic vocabulary. This resource includes hundreds of hand-picked vocabulary terms for language arts, math, science, and social studies across all grade levels.

*A Schema for Testing the Level of Cognitive Mastery*, Frayers, Frederick, and Klausmeier  
This book better explains the Frayer Model.

**Mentor Texts to Teach Prefixes and Suffixes**

*Things That Are Most in the World* by Judi Barrett  
Study the suffix –est with this wildly funny picture book. Extend the lesson by asking students to write their own book using –est or challenge students further by creating a book of comparisons using the suffix –er.

*Verdi* by Janell Cannon  
A young python does not want to grow slow and boring like the older snakes he sees in the tropical jungle where he lives. Identify and define words using suffixes from the text.

*Biggest, Strongest, Fastest* by Steve Jenkins  
This picture book introduces readers to animals who are the biggest, fastest, slowest, etc. Factual information about each animal is available on each page and on the end pages.

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