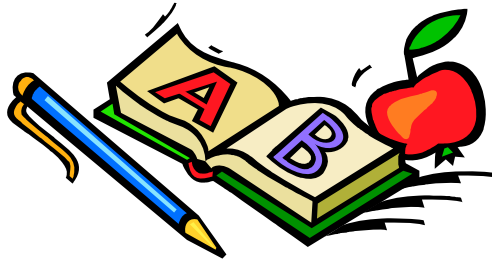


**ELA CURRICULUM GRADE 3
COMMON CORE ALIGNMENT**

WRITING WORKSHOP GUIDE



**MR. JOHN HOGAN
SUPERINTENDENT OF SCHOOLS**

**MRS. ANN PELUSO
ASSISTANT SUPERINTENDENT**

**MRS. KATHLEEN O'FARRELL
DIRECTOR OF ENGLISH**

**MR. ANTHONY S. CALI
PRINCIPAL, CORNWELL AVENUE SCHOOL**

**MRS. THERESA GANLEY
PRINCIPAL, GEORGE WASHINGTON SCHOOL**

**MRS. MICHELLE NOTTI
PRINCIPAL, CHESTNUT STREET SCHOOL**

CURRICULUM WRITERS

**GRADE 3
MRS. BONNIE MANES – CA
MRS. BARBARA SILKES - CA**

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PROJECT DESCRIPTION

The K-5 ELA Curriculum/Common Core Alignment: Reading and Writing Guide is intended to help educators teach from the specific body of knowledge that students in grades K-5 must acquire in order to become highly effective users of oral and written language. The Common Core Learning Standards in English Language Arts form the basis for the development of the instructional units. Each unit is designed to target all components of the Common Core Standards presented through a reading and writing workshop instructional strategy.

Readers' workshop and Writers' workshop are phrases that describe a particular structure that maximizes students' learning. This structure does not require prepackaged curricula or specialized materials. Instead, the workshop model relies on teachers' deep understanding of the skills and strategies that reading, writing, listening and speaking demand. It acknowledges that skillful reading and writing are developed through experience, practice by explicit teaching of the habits and techniques of accomplished readers and writers, and by giving students sufficient time to practice with authentic texts at increasingly higher levels of text complexity.

Teachers have carefully developed instructional plans, in keeping with the identified units of study and instructional modules, which address the strengths and needs of their particular students, not based on the sequence of one-size-fits-all lessons in a textbook. In order to implement these plans effectively, teachers and students need access to lots of books in various genres matched to their interests, reading levels, and instructional goals. They also need time to confer and have opportunities for sustained reading/writing in many different genres. The content of specific reading and writing mini-lessons and titles may change each day, but teachers can always use the workshop structure to organize their planning, no matter what strategies or books they use.

What is a Balanced Literacy Program?

Teacher Directed Reading

Reading Aloud
Shared Reading
Guided Reading
Book Clubs
Literature Circles
Class Literature Study
Content Area Text Study
Vocabulary Development
Word Work

Independent Reading

Sustained Silent Reading
Oral & Written Response
Strategy Mini-Lessons
(such as procedures, literary craft, reading/comprehension strategies, response, and conventions)
Conferences
Goal Setting
Assessment

Balanced Literacy

Teacher Directed Writing

Modeled Writing
Prompted Writing
Lessons on Writing Formats
Informational Writing
Spelling
Handwriting
Word Processing
Conventions and Grammar

Independent Writing

Writing Workshop
Mini-Lessons on Strategies
Mentored Writing
Research
Revision
Editing
Conventions
Publication/Sharing

A Program Framework

45 Minutes every day

INDEPENDENT READING

SSR+R (Sustained Silent Reading & Response)

60 Minutes three times/week

DIRECTED READING INSTRUCTION

Includes structured lessons using formats such as:

Guided Reading/Book Clubs/Literature Circles

Shared Reading with common texts

Reading Aloud/Shared Reading Aloud

Whole Class Literature Study

Social Studies & Science Text Reading Instruction

Vocabulary Development

Word Work

60 Minutes three times/week

WRITING INSTRUCTION

Includes structured lessons, independent practice, self-selected writing, & prompted writing practice using formats such as:

Writing Workshop

Guided Writing/Modeled Writing

Mini-Lessons

Prompts & written response

Word Work

Grammar & Conventions

Handwriting & Word Processing

Another Program Framework

90 Minutes every day

READING WORKSHOP

Mini-Lesson

Status of the Class

Independent Reading

Book Clubs

Response

Reading Aloud

60 Minutes three times/week

WRITING WORKSHOP

Mini-Lesson

Status of the Class

Independent Writing

Conferencing

Author's Circle

30 Minutes three times/week

WORD STUDY

Word Work

Vocabulary enhancing strategies

Spelling

Conventions

Handwriting & Word Processing

Developing A Schedule

EVERY DAY, NO MATTER WHAT

- Teacher reads aloud to the class
- Teacher observes and notes student achievement
- Children read books of their choice independently
- Children respond to books orally
- Children write for authentic purposes
- Children practice problem solving & comprehension strategies

THREE TIMES A WEEK

- Children write on topics of their choice & develop pieces of writing
- Some children participate in small groups for reading & writing instruction
- Children participate in shared reading & writing experiences
- Children work with words & conventions of the English language
- Teachers provide direct instruction in strategies for reading, writing & thinking
- Children participated in content area theme lessons, experiences & thinking.

ONCE A WEEK

- Teachers confer with individual children about reading & writing
- Children create a written response to reading
- Children share piece of writing with others
- Children participate in formative spelling assessment
- Children explain thinking in math journals

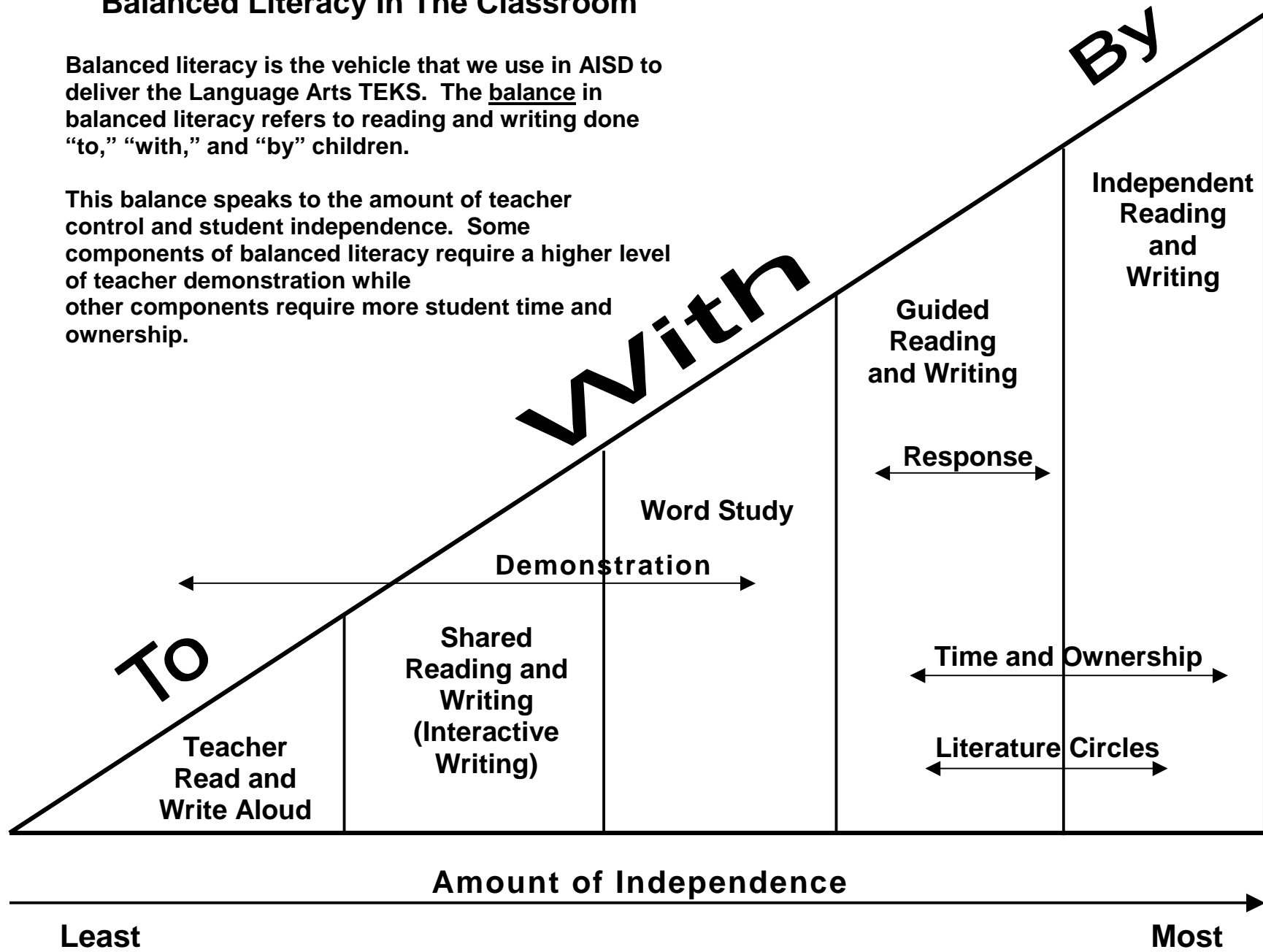
A DAILY SCHEDULE

8:30 – 9:00	Gathering Time/Morning Work
9:00 – 9:20	Morning Meeting
9:20 – 10:20	Writing Workshop (3 times/week) Unified Arts
10:20 – 10:30	Snack Break
10:30 – 11:30	Content Area Studies/Class Literature Study (3 times/week) Unified Arts
11:30 – 12:30	Recess and Lunch Hour
12:30 – 2:00	Reading Workshop
2:00 – 3:05	Math Workshop
3:05 – 3:15	Afternoon Meeting/Dismissal

Balanced Literacy In The Classroom

Balanced literacy is the vehicle that we use in AISD to deliver the Language Arts TEKS. The balance in balanced literacy refers to reading and writing done “to,” “with,” and “by” children.

This balance speaks to the amount of teacher control and student independence. Some components of balanced literacy require a higher level of teacher demonstration while other components require more student time and ownership.



Read Aloud

- an able reader (usually the teacher or parent) reads out loud
- students do not see the printed text but may see the illustrations
- choose text 2-3 grade levels above the reading level of the listeners
- model fluent reading, advanced sentence structure, and vocabulary
- introduce new forms such as poetry and the classics
- develop “story sense”
- limit time; make read-aloud a teaching event

Read Aloud

Before

Introduction
Why choose this book?
Tie book to experience
Clarify potentially difficult concepts

During

Use expressive voice
Show illustrations
Share personal experiences
Predict, question
Accept and value comments from children
Answer all questions
Talk about author's ideas and viewpoint

After

Continue discussing predictions
Share life experiences
Make connections
Make books available to children
Allow children to respond through activities that grow
out of their interests

Write Aloud

- an able writer (usually the teacher or parent) writing on an overhead, blackboard, or chart paper talking out loud about the process of writing
- model decision making on choice of topic to write about
- model writing process and decision making, capital letters, punctuation, and spacing
- introduce new conventions of print and new forms of writing
- model editing techniques and art of conveying a message
- limit time; this is a direct teach event

Shared Writing

- teachers holds the pen and writes on a surface large enough for all children to see
- teacher models writing process and decision making about conventions used
- children contribute to and experience the composition process
- writing is a negotiated process with topics, meanings, and choices of words jointly decided by students and teacher
- develops understandings of concepts about print
- allows children to examine print details closely
- shared writing material becomes reading materials that are relevant and interesting to children (poems, charts, wall stories, daily news)

Interactive Writing

- students and teacher compose, write and revise text together by sharing the pen
- assists students in learning how to record oral language
- demonstrates concepts about print, letter-sound relationships, and syllabication
- demonstrates use of high-frequency words, word families, endings, and slow articulation of words
- demonstrates rereading of text to help maintain meaning
- students reread finished text in centers or independent reading

Shared Reading

- teacher reads text, inviting students to join in the reading
- teacher models strategies in context
- text must be visible to students: big books, charts, poster, overheads, basal
- develops concepts about print and language
- text presents supports and challenges
- models repeated readings

Word Study

- daily, direct and explicit letter and word work
- presented in context or isolation
- fun, manipulative
- supports good spelling and proofreading
- provides opportunity to practice high frequency words
- uses word families, onsets and rimes, patterns
- word walls and word wall activities

Guided Reading

- students read a text at their instructional level (supports and challenges) in a small group
- teacher provides an introduction and support as needed
- teacher does not read the text
- each student has a copy of the text
- strategies are practiced in context
- discussion supports comprehension
- provides opportunity for the teacher to assess and diagnose
- beginning readers use quiet voices to read aloud at their own rate
- this is not choral reading or round-robin reading

Guided Writing

- teacher provides topic or purpose for writing
- student(s) compose written text
- teacher provides guidance and support as needed
- writing strategies practiced in the process of writing for a purpose
- provides opportunity to assess and diagnose individually or in groups
- editing conferences and response groups provide support for expanding ideas, and conveying meaning to an audience

Critical Attributes of Literature Circles

- group of children discussing a book set
- read the book independently or with their peers
- heterogeneously grouped
- focuses on student interest
- comprehension strategies addressed
- reaction, reflection, response

Critical Attributes of Independent Reading and Writing

- students **choose** and read books at their independent reading level for a **sustained** period of time each day
- students select purposes and topics for writing
- students practice strategies demonstrated in shared and guided reading and writing
- students build self-esteem and competency as readers and writers
- students share their work by reading to others, conferences, retellings, or publishing

Critical Attributes of Learning Centers

- to build upon what children already know and are able to do
- to provide enjoyable, successful experiences in learning to read and write
- to interact in meaningful, purposeful ways with literacy
- to encourage interactions with language and print at each child's individual level
- to connect with literacy in a non-fragmented way
- to create and display literacy for a print-rich environment
- to extend the student's natural language
- to foster thoughtful processes about learning to read and write
- to meet the needs of students with different learning styles

- to encourage students' organizational skills and responsibility for learning materials
- to teach students how to work cooperatively or collaboratively with others
- to assist students in learning through the context of social relationships
- to facilitate flexible small group and guided reading instruction

Critical Attributes of Management of Learning Centers

- Center materials should be well organized and clearly labeled
- Special consideration should be given to the flow of traffic from one center to another
- Materials in each center should be available and easy to access
- Display space in centers should be available for placing students' completed work especially for large art-type projects
- Storage space should be provided for ongoing and completed student work
- Learning centers should have ongoing routines that are taught to the children
- Centers should be introduced one at a time to the students with time to practice using the center

- Learning center materials may be changed according to student interest or a specific learning goal
- Each center should have an adequate but not overabundant supply of materials
- Quiet and noisier activities should be separated from noisier activities

Reading List

Select a book to read. Enter the title and author on your reading list. When you have completed it, write the genre and the date. If you have abandoned it, write an (A) and the date you abandoned it in the date column. Note whether the book was easy (E), just right (JR), or a difficult (D) book for you.

[illegible]

- ▶ **Monitoring Children's Progress**
- ▶ **Recording Your Teaching**

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Early Primary Reading Workshop Model

Shared Reading (15 minutes) With all of the students gathered together, shared reading provides a gathering activity to begin the workshop that models the effective strategies which will be used independently. As a common mini-lesson, shared reading offers an excellent opportunity to introduce, model, and practice strategies with the entire class. Following the traditional shared reading model (see Parkes, 2000, among others) the teacher begins by reading an old favorite or two. Then, over the course of a week, a new text is introduced and practiced providing the context for any number of lessons that can be taught to support emergent readers.

Independent Reading (20 minutes) The children keep book boxes which contain self-selected books as well as those selected by the teacher and some that are introduced at book clubs. Independent reading time is essential for developing readers. Children greatly benefit from opportunities to practice their reading by themselves. This time may not be “silent” reading, as most primary age children need to read orally. This develops word identification strategies as well as fluency.

Meeting (10 minutes) The children gather with their books and announce the titles of those they read during independent reading time. The teacher records at least one title on a chart which he uses for record keeping and assessment. He may also invite the children to respond briefly about their books. Then, centers and book clubs are announced and the children sign up for their activities for the day.

Book Clubs and Literacy Centers (40 minutes) Following a traditional format for guided reading (see Taberski, 2000, among others) the teacher meets with **book clubs**, small groups of students (no more than 5,) to read a common text and practice common needs. The teacher selects the common text based on its ability to address the intended instruction as well as its level of readability and comprehension. Groups are not permanent and are based on immediate needs. During the lesson, the teacher prepares the students for reading by accessing schema, providing background, and exploring key vocabulary. They preview the text through its pictures, talking about the story and using its vocabulary in conversation. Some word work helps to introduce, practice and reinforce word identification strategies that will support the reading of the text at hand as well as the entire reading process. When ready, the children read the text independently, usually out loud, while seated with the other members of their book club. The teacher is present, listening carefully, in order to add support where needed. After the children have all finished, a brief but meaningful response to the text is generated. Typically, a teacher meets with two groups every day. He frequently monitors each child through individual conferences, during which he assesses text reading as well as comprehension. As students become more sophisticated readers, the nature of the book club may change from an emphasis on strategy to one of content. When not in a book club, the other children are involved in **literacy centers**. These provide independent activities that will further support a child’s ability to read independently. They also provide a purposeful structure which allows the teacher to work with small groups while the others are engaged in meaningful work. The children rotate through the centers at approximately 12-minute intervals, and all children are expected to participate in every center at least once during the week. Five to six different centers are offered each week. Centers typically include: independent reading, readers’ theater, research, book selection, storyboard retelling, story maps, response journal writing, and word work. Successful centers directly compliment the strategies being taught and reinforced during shared reading and book clubs.

Read Aloud (15 minutes) While this is not the only time the teacher reads aloud during the day, reading workshop provides a regularly scheduled opportunity to model and reinforce successful reading strategies. The teacher reads to the whole class from a variety of texts to provide a strong literary background from which the children may draw upon later in life. Interaction during the read aloud is expected, as it promotes the development of story language. Reading aloud also provides a comfortable, warm closure to a typically busy reading workshop.

Reading Workshop Format

Mini-Lesson (5-10 minutes) Lesson topics are determined by the needs of the class as well as the curriculum. Lessons are brief, whole group, and often involve both teacher and student modeling. Topics vary, but typically address the following: procedures, literary craft, reading and comprehension strategies, response, and conventions. Atwell (1998) and Serafini (2005) offer a number of practical model mini-lessons that are easily adaptable.

Status of the Class (2-5 minutes at the beginning of silent reading) As the children select new books or retrieve ones they are still reading from their book boxes, the teacher asks each student what they will be reading. He records the title and page number on a chart. This provides an excellent opportunity for a brief conference with every child about their reading and the books they have chosen. It also provides a reliable assessment tool by which the teacher can monitor self-selection and provide guidance when necessary.

Silent Reading (minimum of 30 minutes) Once the children have selected their books and conferred with the teacher, they are expected to read silently and independently. While many primary age children vocalize while reading and may need the support of reading orally with a partner, silent independent reading remains the goal. When children finish reading a book, they record it in their reading logs, return it to the classroom library, and select another book to read.

Conferences & Book Clubs (during silent reading) Silent reading provides the teacher with guaranteed time to meet with individuals and small groups for assessment, guidance, remediation, and enrichment. During a **conference**, the teacher meets with individual children to talk about their reading and offer brief individual instruction in an informal conversation that may last from 8-10 minutes. Conferences focus on the individual needs of every child, so no two conferences are alike, although the conversation always surrounds books the child has recently been reading. Occasionally, the teacher groups 4 or 5 children according to their instructional needs and forms a **book club**. The teacher is then able to address these needs with a common text following a lesson structure that involves preparation for reading, independent reading, and response. Most often, book clubs meet over the course of two or more days. As children become more sophisticated readers, the book club format becomes increasingly independent.

Response (10-15 minutes) The children are invited to respond to their reading in both oral and written ways. Every day the children meet with a friend for book talks, brief conversations that share reactions and responses to reading. About once a week, the children write more formal responses in journals or traditional book reviews. The children write independently and freely, although the teacher occasionally provides a prompt to guide the response. They are also encouraged to discover interesting new words and record them in a special vocabulary notebook. Connections between reading and writing are encouraged. Written responses are always shared with peers and the teacher in order to maintain purpose and audience.

Read Aloud (20 minutes) The teacher reads orally and invites active listening and participation from the children. Longer, more diverse, and more complicated texts are selected to provide a rich experience of literature. This provides an excellent opportunity for additional modeling of reading and response strategies. It also offers closure for the reading workshop within the community.

West Hempstead Union Free School District

Grade Level Scope and Sequence

LITERARY FORMS/GENRE

LITERARY FORMS/GENRE	Focus Grade Level— Unit of Study	K	1	2	3	4	5	6
Nursery Rhymes	Kindergarten	D	M					
Poetry	ALL	D	D	D	D	D	D	D
Fairy Tales	Kindergarten & First	D	D	M				
Picture Books	ALL	D	D	D	D	D	D	D
Plays/Reader's Theater	Third Grade	E	D	D	D	D	M	M
Fables	Fourth Grade	E	D	D	M	M	M	M
Biography/Autobiography	Third Grade	E	E	E	D	M	M	M
Folktales	Third Grade	E	E	E	D		M	M
Mystery	Third Grade			E	D	M	M	M
Realistic Fiction	Fourth & Fifth Grades				E	D	D	M
Historical Fiction	Fourth & Fifth Grades				E	D	D	M
Legends/Tall Tales		E	E	E	E	D	M	M
Fantasy			E	E	E	E	E	E
Mythology	Sixth Grade					E	E	D
Non-narrative/non-fiction	ALL	D	D	D	D	D	D	D
How To Books	Kindergarten & First	D	D	M	M	M	M	D
All About Books	Second & Third	D	D	D	M	M	M	
Interviews	Second & Fifth	E	E	D	M	M	D	M
Literary Essay	Fourth, Sixth			E	D	D	D	D
Persuasive Essay	Third through Sixth			E	D	D	D	D
Memoir/Personal Narrative/Small Moments	ALL	D	D	D	D	D	D	D
Informational Articles	Fourth & Fifth	E	E	E	E	D	D	M
Diaries/Journals	Fifth	E	E	E	E	E	D	M
Photo Essay		E	E	E	E	E	E	E
Friendly/Business Letters	Fifth & Sixth		E	D	D	D	D	D

E Exposure (without formal instruction)
D Direct Instruction (with formal lessons)
M Maintenance (application/reteach when necessary)

West Hempstead Union Free School District

Mechanics, Punctuation, and Grammar

Scope and Sequence

MECHANICS	K	1	2	3	4	5	6
<i>Abbreviations</i>							
acronyms				E	E	E	E
address abbreviations			D	D	M	M	M
common abbreviations			D	D	M	M	M
Initialisms (CD, DVD, TV)				E	E	E	E
<i>Capitalization</i>							
abbreviations	E	E	D	D	M	M	M
days, months, holidays	E	D	D	D	M	M	M
first words (of sentences)	D	D	D	D	M	M	M
geographic names	E	D	D	D	M	M	M
historical events				E	D	D	D
names of people	D	D	D	M	M	M	M
official names (business, official products)		E		D	D	M	M
organizations		E			D	M	M
particular sections of the country		E		D	D	M	M
proper nouns		D	D	D	M	M	M
proper adjectives						D	D
races, languages, nationalities, religions				D	D	D	D
school subjects				E	E	D	D
titles	E	E	D	D	M	M	M
titles used as names	E	D	D	D	M	M	M
words used as names			E	D	M	M	M
<i>Plurals</i>							
Adding an s	E	E	D	M	M	M	M
compound nouns		E			E	D	M
irregular spelling		E	D	D	D	D	D
nouns ending in ch, sh, s, x, and z		E	D	D	M	M	M
nouns ending in f or fe		E	D	D	M	M	M
nouns ending in -ful		E		E	D	M	M
nouns ending in o		E		D	D	M	M
nouns ending in y		E	D	D	M	M	M
plurals that do not change (deer, moose, buffalo)		E	E	E	D	D	D

*Exposure may precede direct instruction at any grade level at the discretion of the teacher. 1

E = Exposure D = Direct Instruction M = Maintenance (continue to reinforce as needed)

West Hempstead Union Free School District

Mechanics, Punctuation, and Grammar

Scope and Sequence

PUNCTUATION	K	1	2	3	4	5	6
<i>Apostrophes</i>							
in contractions		D	D	D	M	M	M
in place of omitted letters or numbers					D	M	M
to express time or amount					D	M	M
to form plural possessives		E	E	D	D	D	D
to form possessives with indefinite pronouns					E	D	D
to form singular possessives		E	D	D	M	M	M
to form some plurals					D	M	M
to show shared possession					D	M	M
<i>Colons</i>							
after salutations (business letter)					E	D	D
as a formal introduction (of a quote)					E	D	M
between numbers in time	E	E	D	D	M	M	M
to introduce lists			E	D	M	M	M
<i>Commas</i>							
between items in a series		E	D	D	D	M	M
in compound sentences			E	D	D	M	M
in dates and addresses	E	E	D	D	D	M	M
in direct address			D	D	D	M	M
in letter writing	E	E	D	D	M	M	M
to keep numbers clear	E	E	E	D	M	M	M
to separate equal adjectives			E	D	D	D	M
to separate introductory clauses and phrases			E	E	D	D	M
to set off appositives (his teacher, Ms. Chin,...)						D	M
to set off dialogue		E	D	D	D	M	M
to set off explanatory phrases				E	D	D	M
to set off interjections				E	D	D	M
to set off interruptions				E	D	D	M
to set off nonrestrictive phrases and clauses							D
to set off titles or initials							D
<i>Dashes</i>							
for emphasis					E	D	M
to indicate interrupted speech					E	D	M
to indicate a sudden break					E	D	M
<i>Ellipses</i>							
to show omitted words					E	E	E
to show pauses	E	E	E	D	D	M	M

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E = Exposure D = Direct Instruction M = Maintenance (continue to reinforce as needed)

West Hempstead Union Free School District

Mechanics, Punctuation, and Grammar

Scope and Sequence

PUNCTUATION	K	1	2	3	4	5	6
<i>Exclamation Points</i>							
to express strong feelings	E	D	D	D	M	M	M
<i>Hyphens</i>							
in compound words					D	M	M
to create new words					D	M	M
to divide words				D	D	M	M
to form adjectives					E	D	D
to join letters to words (e-mail, u-turn)					D	M	M
<i>Italics and Underlining</i>							
in titles	E	E	D	D	D	M	M
<i>Parenthesis</i>							
to add information	E	E	E	D	D	M	M
<i>Periods</i>							
in abbreviations	E	E	D	D	M	M	M
after initials	E	E	D	D	M	M	M
as decimal points				D	D	D	D
at end of sentences	D	D	D	D	M	M	M
<i>Question Marks</i>							
at end of direct questions	E	D	D	M	M	M	M
at end of indirect questions							D
tag questions (...., isn't it?, aren't you?)					D	D	M
to show doubt					D	M	M
<i>Quotation Marks</i>							
for quotations within quotations						E	E
for special words				E	D	D	M
placement of punctuation				E	D	D	M
to punctuate titles				D	D	M	M
to set off long quoted material					E	E	D
to set off quoted material						E	E
to set off a speaker's exact words	E	E	D	D	D	M	M
<i>Semicolons</i>							
to join two independent clauses					E	E	E
to separate groups that contain commas					E	M	M
with conjunctive adverbs							E

*Exposure may precede direct instruction at any grade level at the discretion of the teacher. 3

E = Exposure D = Direct Instruction M = Maintenance (continue to reinforce as needed)

West Hempstead Union Free School District

Mechanics, Punctuation, and Grammar

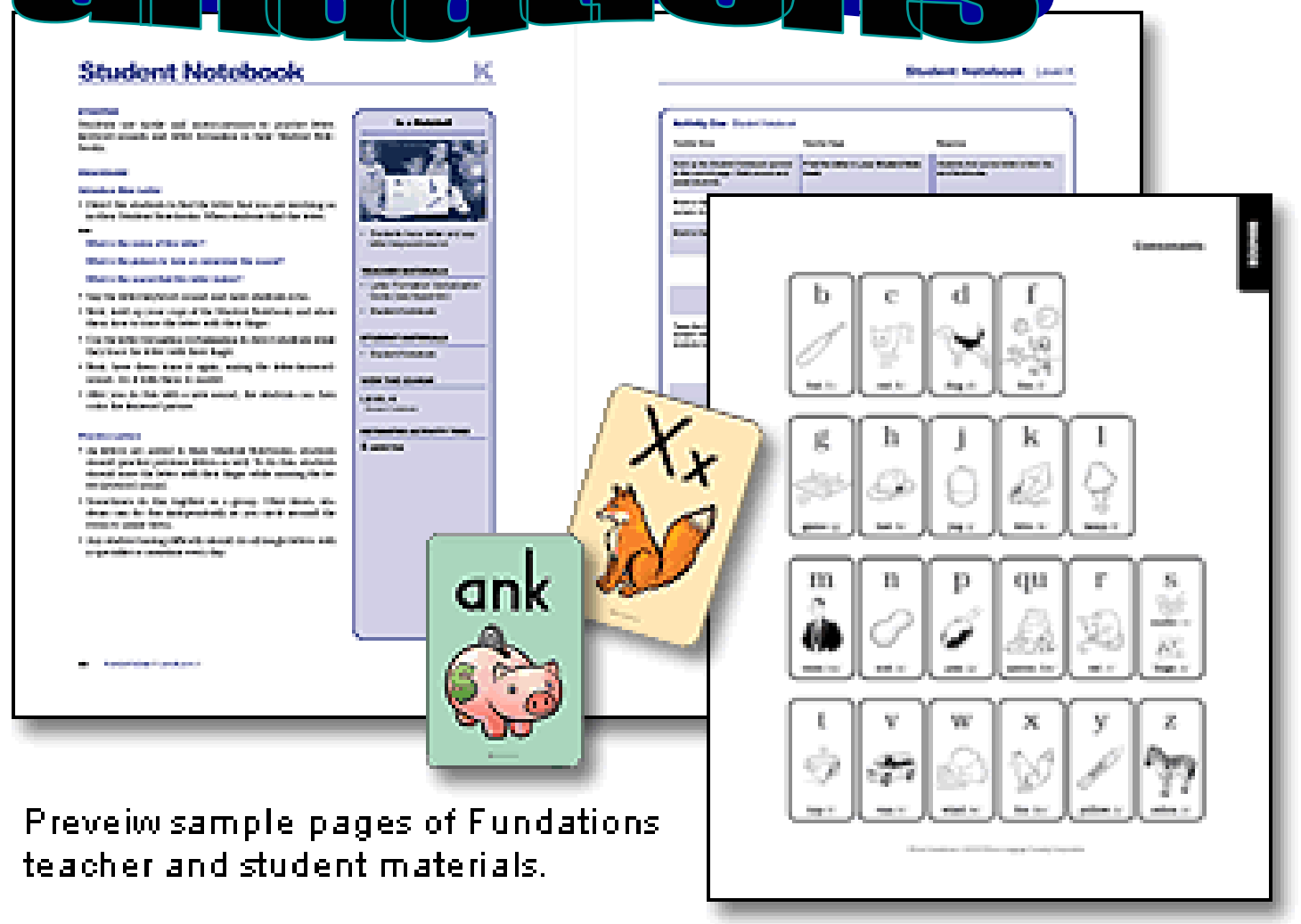
Scope and Sequence

GRAMMAR	K	1	2	3	4	5	6
<i>Parts of Speech</i>							
noun		E	D	D	D	D	D
verb		E	D	D	D	D	D
pronoun		E	E	D	D	D	D
pronoun with clear antecedent						D	D
adjective		E	D	D	D	D	D
preposition						D	D
<i>Understanding Sentences</i>							
introductory phrases						D	D
prepositional phrases						D	D
Transition words		D			D	D	D
Compound sentences		D			D	D	D
Tense agreement		E			D	D	D
Subject/verb agreement				D	D	D	D
Interjections						D	D
<i>Homonyms</i>		E		D	D	D	D
<i>Synonyms</i>		E		D	D	D	D
<i>Antonyms</i>		E		D	D	D	D

*Exposure may precede direct instruction at any grade level at the discretion of the teacher. 4

E = Exposure D = Direct Instruction M = Maintenance (continue to reinforce as needed)

Fundations



Preveiw sample pages of Fundations teacher and student materials.

Anne McGrath

Structured Language Basics

It is important to teach students letter shapes, names and sounds so that they can use letters to develop phonemic awareness.

Phonemic awareness is the ability to focus on and manipulate phonemes in spoken words.

“Phoneme manipulation with letters helped normal developing readers and at risk readers acquire phonemic better than phonemic awareness instruction without letters”

The results of many studies concluded that explicit, systematic phonics instruction is a valuable and essential part of a successful reading program.

Nation Reading Panel Report

Underlying Principles for Successful Instruction

- **Structured Language Basis** (ability to manipulate phonemes however, this alone is not a reading program).
- **Multi-sensory, Explicit, Systematic**
(The hallmark of a systematic phonics approach or program is that a sequential set of phonics elements is delineated and these elements are taught explicitly.)
- **Review and Reinforcement**

Introduction

- Foundations is recommended as part of a total literacy solution, including a literature-based language arts program and a Wilson Reading System® intervention and intensive program.



Who Is This System Designed For ?

- Wilson Foundations for K-3 is a phonological/phonemic awareness, phonics and spelling program for the general education classroom.
- Foundations is based upon the Wilson Reading System® principles and serves as a prevention program to help reduce reading and spelling failure.
- Rather than completely replace core curriculum, Foundations provides the research-validated strategies that complement installed programs to meet federal standards and serve the needs of all children.



Fundations

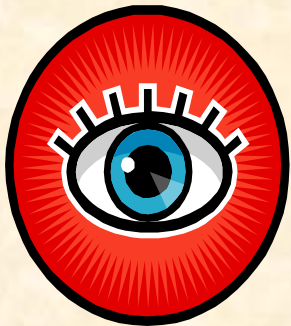
Bridging Phonics and Literacy

- **Wilson Foundations makes learning to read fun while laying down the groundwork for life-long literacy.** Foundations provides children of varying learning abilities with a foundation for reading and spelling. It provides teachers with the skills and tools needed to present a structured, sequential, and cumulative phonics/spelling program using multisensory teaching techniques.
- As a recognized leader in multisensory language programs, Wilson brings more than a decade of systematic and explicit instruction to the K-3 classroom. Wilson Foundations provides research-based materials and strategies essential to a comprehensive reading and writing program.

Fundations

A Wilson Language Basics K-3

Is a multi-sensory researched based program designed for students in the general education classroom.



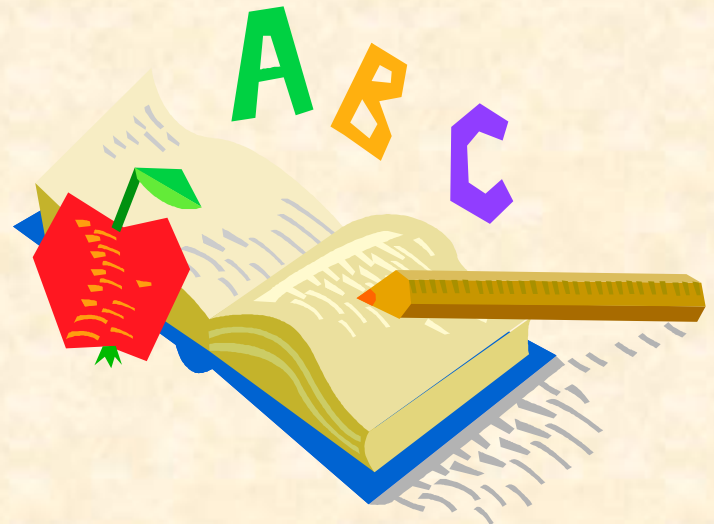
Program Highlights

- Emphasis on systematic phonics and study of word structure
- Skills taught explicitly and systematically
- Instruction is cumulative and scaffolds presented skills
- Teachers model with “Echo” the owl puppet directing students to repeat sounds, words, and sentences
- Assessments monitor students throughout the program
- The manual provides direction for support staff to meet individual student needs
- Extensive practice provides multiple opportunities for skills application
- Home Support Packet encourages parental involvement

Skill Development

Each level of Foundations presents skills in a carefully structured scope and sequence. These build on previously taught skills and are brought forward cumulatively: from unit to unit, year to year.

- Letter Formation
- Phonological and Phonemic Awareness
- Sound Mastery
- Phonics
- Vocabulary
- Irregular (Trick) Word Instruction
- Fluency
- Comprehension
- Written Composition



Explicit Instruction

Sound/Symbol Relationship

a

Blending and Segmenting

b

a

t

Syllable Structure

fan

tas

tic

Irregular Words

what

Use Questioning Techniques Throughout the Lesson for Skill Reinforcement and Mastery

- “What is a diagraph?” (sh,ch,th,wh,ck)
- “How many sounds in a diagraph?”
- “How many sounds are in the word?”
- “Where is the blend”
- “Where is the nasal **a** sound?” (am) (an)
- “Is there a chicken letter?” (qu)
- “What is the bonus letter?”

Use Questioning Techniques for Error Correction

Questioning can be effective due to direct teaching and controlled text.

Examples of Errors:

- **Tim had jet lag. (Tom)**
- **Chop (shop)**



Directly question students how they can decode and spell words.

Have them express what they do in order to succeed.

Be sure they “know what they know.” (Metacognition)

How is Foundations Aligned with Reading First?

❖Addresses each of the five components (Phonemic awareness, phonics, fluency, vocabulary, and comprehension) required by reading first.

The Florida Center for Reading Research, one of three federally funded Reading First technical centers, conducted an independent review of Foundations and its effectiveness. The analysis confirmed the alignment with reading research, that Foundations addresses each of the five components required by Reading First (phonemic awareness, phonics, vocabulary, fluency and comprehension), and noted no weaknesses in the program. Foundations is not considered a core program, however, it can be incorporated into Reading First grants as a supplemental prevention or early intervention program.



Establishing Good Habits

- **Breaking the guessing habit and using skills**
(tapping, notebook, keywords)
- **Breaking down words to spell rather than trying to spell from memory**
- **Spelling orally before writing, and then again when writing**
- **Proofreading independently after writing a word or sentence**
- **Reading stories silently before reading aloud**
- **Retelling stories in sequence using visualization**
- **Provide students with a strategy**



Children Are Successful



WEST HEMPSTEAD UFSD

Curriculum Map (2012-2013)

Content Area: Grade 3 ELA WRITING

[illegible]

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module

Unit 1 - Module 1 of 1

Content Area: Grade 3 ELA Writing

Unit of Study: Launching the Writing Workshop

Number of Lessons in Module: 20

Grade Level: 3

Module: In a productive writer's environment, students learn the process and steps to become proficient writers.

Content Understandings:

***Students will review strategies for collecting entries in a writer's notebook, selecting a seed idea, and then developing that seed idea into page long pieces.**

***Students will choose one of their page long pieces and further develop them (outside the notebook) into published pieces, using the learned techniques taught in the mini lessons.**

Essential Question(s):

*** How do I choose a topic to write about?**

*** How do I further develop details without straying from the topic?**

*** What strategies do good writers use to produce a finished/published piece of writing?**

*** How do I choose vocabulary that will enhance my writing?**

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters;	Follow the writing process detailed in Writer's Workshop.	Teacher will start the year by teaching and modeling the writing process. (Brainstorming small moments, rehearsing & drafting, revising, moving on, revising for publication, and editing.)	Teacher/student conferencing. Teacher ongoing assessment of student growth in the writing process.

<p>organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., <i>childhood</i>). Form and use regular and irregular verbs. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. Ensure subject-verb and pronoun-antecedent agreement. *Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex</p>	<p>Students will be introduced to words and phrases used to signal sequence of events.</p> <p>Students will understand how to use dialogue in their writing.</p> <p>Students will understand and apply the conventions of English grammar and usage in writing.</p> <p>Vocabulary: Topic, draft, revise, edit, entry, seed, publish, transition, brainstorming, dialogue, narrative.</p>	<p>Establish Writer's Workshop routines.</p> <p>Teacher will introduce specific vocabulary for sequencing and linking ideas.</p> <p>Teach and model strategies for using dialogue in writing.</p> <p>Develop a class chart of English grammar conventions and most common grammatical confusions to assist students in their writing. Create a list of high frequency words. Develop a word wall of vocabulary.</p>	
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<p>sentences.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>W.3.4. 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>			
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<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6. 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>			
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Suggested Module Resources:

A Writer's Notebook: Unlocking the Writer Within You by Ralph Fletcher

How a Book is Made by Alike

Dear Annie by Judith Casely

My Basketball Book by Gail Gibbons

How to Talk by Jean Craighead George

When the Fireflies Come by Joanthan London

A Night in the Country by Cynthia Rylant

Gentle Giant Octopus by Karen Wallace

Three Days on a River in a Red Canoe by Vera B. Williams

Professional Resources:

SchoolWide's Writing Fundamentals

A Curricular Plan for The Writing Workshop, Grade 3 by Lucy Calkins

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module

Unit 2 - Module 1 of 2

Content Area: Grade 3 ELA Writing

Unit of Study: Raising the Quality of Narrative Writing

Number of Lessons in Module: 3-5

Grade Level: 3

Module: Students will draw upon their personal experiences as a means to introduce narrative writing.

Content Understandings: Students will study mentor texts in partnerships and identify the qualities of strong narrative writing that these stories demonstrate.

Essential Question(s):

- * How will I choose a small episode from my life that will have meaning?
- *How can I tell the story in such a way that the reader feels they are also experiencing it?
- *How can I convey strong feelings in the writing?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
<p>W 3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W 3.4 With guidance and support from adults, produce writing which the development and organization are appropriated to task and purpose.</p>	<p>Children look at texts that resemble the sort of thing they hope to write, raising their expectations for what it can mean to write powerful personal narrative.</p>	<p>Teacher will provide mentor texts that resemble what the students hope to write. (Read excerpt "Eleven" from <i>Woman Hollering Creek</i> by Sandra Cisneros).</p> <p>Suggest children read first like "readers" (envisioning and experiencing the text) and then like "writers" (analyzing what the writing process).</p>	<p>Teacher/student conferencing along with group discussion. Students will debrief by naming what the teacher has demonstrated in a way that is transferable to others texts and other days.</p> <p>Ask students to list the main things the author has done and then share these lists on a class chart.</p>

<p>W 3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning revising and editing.</p> <p>W 3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p>		<p>Teacher will highlight particular portions of the text where the author conveys strong feelings using figurative and descriptive language.</p> <p>Teacher will reiterate the teaching point using other mentor texts.</p>	<p>Students will reread that portion themselves and jot down words or phrases that demonstrate how the author truly showed feelings visually instead of just telling feelings. Students will add to the class chart</p> <p>Students will independently find and read other mentor texts that illustrate the same teaching point. Students will conference with teacher and each other.</p>
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Suggested Module Resources:

House on Mango Street by Sandra Cisneros
Woman Hollering Creek by Sandra Cisneros

Professional Resources:

Lucy Calkins *Units of Study for Teaching Writing Grades 3-5*
***Finish Line Grade 3 Writing* (Continental Press)**
***Writing Fundamentals* School Wide**
***Guiding Readers and Writers* Fountas and Pinnell**
***A Curricular Plan for The Writing Workshop, Grade 3* by Lucy Calkins**

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module

Unit 2 - Module 2 of 2

Content Area: Grade 3 ELA Writing

Unit of Study: Raising the Quality of Narrative Writing

Number of Lessons in Module: 10-15

Grade Level: 3

Module: Students will learn strategies for generating narrative ideas

Content Understandings: Students will think of a person, place, or thing that matters to them and list these clear small moments. Students will then choose one of these small moments and turn it into a personal narrative. Students will use the already learned strategies for generating narrative writing represented throughout the classroom through charts.

Essential Question(s):

*How do I select one of my small moments to develop into a personal narrative using the strategies I already have learned?

*How do I determine that I've used strong descriptive and visual language to convey strong feelings rather than just telling those feelings?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W 3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	When writers want to generate ideas for personal narratives, writers must think of turning points.	Teacher will brainstorm and create a list/chart of his/own own personal turning point moments to model.	Students will make a list of turning point moments of their own in their Writer's Notebooks.
W 3.4 With guidance and support from adults, produce writing which the development and organization are appropriated to task and purpose.	Understanding the relevance of sequence in writing.	Teacher will choose one of his/her small moments and write the sequence of events that lead up to that particular small moment event.	Students will choose one of their own small moments and also write the sequence of events that lead up to that particular small moment event.

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module

Unit 3 - Module 1 of 3

Content Area: Grade 3 ELA Writing

Unit of Study: Writing Fiction

Number of Lessons in Module: 2-3

Grade Level: 3

Module: Students will learn how to select and develop a story idea for fictional writing.

Content Understandings:

Students will develop story ideas by using everyday moments from their lives, past writing, and the world around them.

Essential Question(s):

***How do I choose a story idea to write about?**

***How do I develop ideas for that story?**

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W 3.3 Write narrative to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.	Writers get ideas for fiction by paying close attention to our lives.	Teacher will read a portion of a fictional piece aloud and talk about how the author may have conceived that idea from real life experience.	Students will practice by scanning their own notebooks for stories that could grow into fictional pieces.
W 3.4 With guidance and support from adults, produce writing which the development and organization are appropriated to task and purpose.		Teacher will also demonstrate rereading their own notebook for small moments that could be seeds to a fictional story.	Teacher/student conferencing to examine choices made.
		Teacher will choose his/her own seed and model how to develop it into a fictional piece.	Collaboration by teacher and students to develop the teacher's piece as a model.

Suggested Module Resources:

Professional Resources:

SchoolWide's Writing Fundamentals

***A Curricular Plan for The Writing Workshop, Grade 3* by Lucy Calkins**

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module

Unit 3 - Module 2 of 3

Content Area: Grade 3 ELA Writing

Unit of Study: Fictional Writing

Number of Lessons in Module: 3-5

Grade Level: 3

Module: Developing believable characters

Content Understandings: Students will be able to develop a character by listing external and internal features and traits of that character. Students will give characters struggles and motivations.

Essential Question(s):

*How can I develop my character's features and traits?

*What are my characters desires and struggles?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
<p>W 3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W 3.4 With guidance and support from adults, produce writing which the development and organization are appropriated to task and purpose.</p>	<p>Students will develop a character so that all the character's parts fit together logically to make a coherent person.</p> <p>Students will understand what the external and internal features and traits of a character are.</p> <p>Students will develop a complex character who wants something and encounters difficulties along the way.</p>	<p>Teacher and students collaborate on creating a main character for a story for modeling purposes.</p> <p>Teacher will read aloud a published text to model.</p> <p>Teacher and students will collaborate on creating a fictional class story with this character as the main character.</p>	<p>Group participation/collaboration and discussion.</p>

Suggested Module Resources:

Charlotte's Web by E.B. White

Peter's Chair by Ezra Jack Keats

Bird by Bird by Annie Lamott

The Lion, the Witch and the Wardrobe by C.S. Lewis

Other favorite fictional pieces for your classroom library

Professional Resources:

Lucy Calkins *Units of Study for Teaching Writing Grades 3-5*

Finish Line Grade 3 Writing (Continental Press)

Writing Fundamentals School Wide

Guiding Readers and Writers Fountas and Pinnell

A Curricular Plan for The Writing Workshop, Grade 3 by Lucy Calkins

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module Unit 3 - Module 3 of 3

Content Area: Grade 3 ELA Writing
Unit of Study: Fictional Writing
Number of Lessons in Module: 3-5

Grade Level: 3

Module: Story Elements of Fiction

Content Understandings: Students will understand how to plan a plot line. Students will be able create a setting for their fictional piece.

Essential Question(s):

*How do I use a story mountain to help plan the plot of the story?

*How do I create a setting for my story so that the reader doesn't feel disoriented?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W 3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W 3.4 With guidance and support from adults, produce writing which the development and organization are appropriated to task and purpose.	Students will learn to use a story mountain to plot their story. Students will understand how to create a setting for the	Using a mentor text, teacher and students will develop a story mountain to see how the author planned the plot of the story. Using the class story, students and teacher will develop a story mountain. Students will develop their own story mountain based upon the seed they have chosen for their fictional piece. Teacher will read the class story aloud in order to model	Student collaboration and participation. Students will work with partners to share and assess their story mountains with each other and then revise them.

	story.	for the students its need for a setting so that the reader will not be disoriented.	
		Teacher and students will collaborate on creating a setting for the class story.	
		Students will create a setting for their own story.	Students will work with partners to share and assess their story setting with each other and then revise and editing them as needed.
W 3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning revising and editing.	Publishing through use of technology.	Students will use a Word Processing program to publish their finish work.	The students' finished piece of narrative writing is published.
W 3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.			

Suggested Module Resources:

Professional Resources:

Lucy Calkins Units of Study for Teaching Writing Grades 3-5
Finish Line Grade 3 Writing (Continental Press)
Writing Fundamentals School Wide
Guiding Readers and Writers Fountas and Pinnell
A Curricular Plan for The Writing Workshop, Grade 3 by Lucy Calkins

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module

Unit 4 - Module 1 of 1

Content Area: Grade 3 ELA Writing

Unit of Study: Opinion Writing

Number of Lessons in Module: 12

Grade Level: 3

Module: Students will learn the process and steps to writing a persuasive piece.

Content Understandings: Students will be able to identify the elements of a persuasive piece. Students will be able to elaborate their thinking, structure their arguments, and introduce counter arguments as a persuasive skill.

Essential Question(s):

*** How do I persuade others to believe what I believe?**

*** How do I structure my writing so that I am most effective?**

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W 3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. W 3.4 With guidance and support from adults, produce writing which the development and organization are appropriated to task and purpose. W 3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning revising and editing.	Students will be able to state an opinion and give reasons to support it; create an organizational structure for those reasons and use linking words and phrases to help readers access that structure.	Teacher and students will read published reviews such as movie reviews, restaurant reviews, and product reviews in order to understand how a review is written and what makes a review effective. Teacher will create a shared experience, such as a "tasting test" or the like, so that clusters of students can work on creating shared reviews to promote whatever it is that they like best. Teacher will provide students	Students will share their reviews aloud and allow for discussion.

<p>W 3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p>	<p>Publishing through use of technology.</p>	<p>with an organizational structure for writing opinion pieces to meet the Common Core State Standards.</p> <p>Students will choose a topic to write a persuasive piece, review, using one of the organizational structures they've been taught.</p> <p>Teacher will reinforce the importance of including specific details and language that is effective when writing a persuasive review.</p> <p>Students will use a Word Processing program to publish their finish work.</p>	<p>Student/teacher conferencing.</p> <p>Students will then revise the prior review by adding the specific details and language modeled by the teacher.</p> <p>The students' finished piece of narrative writing is published.</p>
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Suggested Module Resources:

Assortment of newspaper reviews, magazine reviews, online reviews.

Professional Resources:

Lucy Calkins Units of Study for Teaching Writing Grades 3-5
Finish Line Grade 3 Writing (Continental Press)
Writing Fundamentals School Wide
Guiding Readers and Writers Fountas and Pinnell
A Curricular Plan for The Writing Workshop, Grade 3 by Lucy Calkins

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module Unit 5/6 - Module 1 of 1

Content Area: Grade 3 ELA Writing
Unit of Study: Informational Writing
Number of Lessons in Module: 25 (Jan./Feb.)

Grade Level: 3

Module: Students will be able to demonstrate the ability to introduce a topic clearly, separate it into subtopics, and organize their writing in separate pages so that appropriate information is grouped inside these subtopics.

Content Understandings: Students will be able to inform and teach readers about a particular topic by creating effective informational texts.

Essential Question(s):

- * How will I choose a topic?
- * What strategies will I use to gather information on my topic?
- * What text structure will I use to convey my information?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W 3.2 Write informative/explanatory text to examine a topic and convey ideas and information clearly.	Students will generate notebook entries on topics they know a great deal about.	Teacher will teach strategies for choosing topics of expertise either in small group, whole class or on-on-one conferencing.	Teacher/student conference to review lists of possible topics.
W 3.4 With guidance and support from adults, produce writing which the development and organization are appropriated to task and purpose.	Students will understand how to plan and execute information on the topic they've chosen to write about.	Teacher will review and help students plan how the chapters might be organized using text structures that students should be familiar with from Science and Social Studies.	
W 3.5 With guidance and			

<p>support from peers and adults, develop and strengthen writing as needed by planning revising and editing.</p> <p>W 3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>W 3.7 Conduct short research project that build knowledge about a topic.</p> <p>W 3.8 Recall information from experiences or gather information from print and digit sources. Take brief notes of sources and sort evidence into provided categories.</p>	<p>Students will further explore a variety of informational writing.</p>	<p>Teacher will help students decide which chapters have enough information and which either need bolstering or, if that's not possible, need to be omitted.</p> <p>Teacher will help students draft their informational books with support depending on their level of competency. (Students will revise and edit their work for finished product.)</p> <p>Teacher will introduce <i>observational writing, sketching with labels and captions, and a concluding section</i> as Common Core State Standards expect third grade information writers to include illustrations and other text features along with the written text o help reader understands the content.</p>	<p>Students will produce an informational book (project) to present to the class.</p>
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Suggested Module Resources:

Professional Resources:

A Curricular Plan for The Writing Workshop, Grade 3 by Lucy Calkins

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module Units 7/8 - Module 1 of 1

Content Area: Grade 3 ELA Writing

Unit of Study: Genre Studies

Number of Lessons in Module: 30+ (Mar./Apr.)

Grade Level: 3

Module: Students will be able to write quickly in the genres they'll see on the state test.

Content Understandings: Students will review strategies so they are able to write quickly in a variety of genres, with a consciousness of craft specific to that genre.

Essential Question(s):

* How can I write accurately, effectively and quickly when responding to a variety of genres that I've learned this year?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
<p>W 3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W 3.2 Write informative/explanatory text to examine a topic and convey ideas and information clearly.</p> <p>W 3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Students will revisit a variety of genres in preparation for the ELA State tests.</p>	<p>Teacher will use mentor texts to review figurative language used in poetry and poetic structure.</p> <p>Teacher will review how to interpret a "how-to" text, including review of sequence and attention to detail.</p> <p>Teacher will review the style of an interview, in which information is exchange through question and answer.</p> <p>Teacher will review folktales</p>	<p>Throughout this unit, there should be written assessments for each area of review for the State ELA test</p>

		<p>by using mentor texts so students can determine the lesson learned, problems encountered, problems solved.</p> <p>Teacher will use published material to review identifying main idea and supporting details, as well as other reading comprehension skills, when reading and writing about informational articles.</p>	
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Suggested Module Resources:

Various ELA State Preparation books

Professional Resources:

A Curricular Plan for The Writing Workshop, Grade 3 by Lucy Calkins

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module

Unit 9 - Module 1 of 1

Content Area: Grade 3 ELA Writing

Unit of Study: Poetry

Number of Lessons in Module: 20

Grade Level: 3

Module: Students will develop an understanding and appreciation of playing with the language of poetry.

Content Understandings: Students will develop a greater understanding of language and appreciation of not just what the author of a text is saying, but how that text gets meaning across.

Essential Question(s):

- * What is the author trying to say?
- * What literary elements is the author using in the poetry?
- * How can I develop my notebook entries into poetic form?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W 3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Students will understand the process of writing poetry.	Teacher will immerse the students in touchstone texts in order to assure that the students are able to read poems well and thoughtfully as well as how to use those poems as mentors.	Group participation and discussion.
W 3.4 With guidance and support from adults, produce writing which the development and organization are appropriated to task and purpose.		Teacher will introduce/review several strategies and poetic styles and show how poets don't wait for revision, but are revising, rethinking and reworking constantly as they are writing.	Written assessment
W 3.5 With guidance and support from peers and adults,			

<p>develop and strengthen writing as needed by planning revising and editing.</p> <p>W 3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p>		<p>Students will choose one of their notebook entries to develop into a poem, using the poetic form of their choosing.</p> <p>Students will work with a partner for feedback and recommendations and peer coaching.</p> <p>Students will produce an anthology of their work. Teacher will guide students on how to select poems for their anthology.</p>	<p>Teacher observation and conferencing.</p> <p>Publish and present anthology to peers.</p>
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Suggested Module Resources:

Poetry from your classroom library.

Honey, I love by Eloise Greenfield

Hey World, Here I am by Jean Little

A Writing kind of Day by Ralph Fletcher

Professional Resources:

Awakening the Heart: Exploring Poetry in Elementary and Middle School by Georgia Heard

The Revision Toolbox: Teaching Techniques that work by Georgia heard

A Note Slipped Under the Door: Teaching from Poems we love by Nick Flynn and Shirley McPhillips

***A Curricular Plan for The Writing Workshop, Grade 3* by Lucy Calkins**

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module Unit 10 - Module 1 of 1

Content Area: Grade 3 ELA Writing

Unit of Study: Celebrating a Year of Writing and Building Momentum for Next Year

Number of Lessons in Module: 5-8

Grade Level: 3

Module: Students will celebrate the work they have produced and the great strides they have made as writers.

Content Understandings: Students will reflect on the year's journey in writing. Students will share the process that enhanced their growth as writers. Students will share their before and after pieces.

Essential Question(s):

* How did choose which pieces to revisit and revise? *How did I grow as a writer? * How did I refine my skills within the writing process?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W 3.10 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.	Students will understand and be able to articulate the revision process.	Teacher will put students in partner pairs to discuss and share with one another their journey as growing writers.	Teacher will facilitate and observe conversations.
W 3.6 With guidance and support from adults, use technology to produce and publish writing as well as to	Students will be able to understand and articulate their growth as writers.	Teacher will create a celebration where students share their before and after pieces and take their classmates on their journey of revision, sharing what made them decide to revise the particular pieces and how they chose to revise them.	Teacher observation.

interact and collaborate with others.		Teacher and students will invite outside guests to share in their celebration as growing writers.	Display students' finished writing.
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Suggested Module Resources:

Professional Resources:

A Curricular Plan for The Writing Workshop, Grade 3 by Lucy Calkins