

<p>Grade/School: 3      Unit: 1      Timeline: September 9- November 1</p> <p><a href="#">SMART Goal</a>      <a href="#">Learning Targets</a>      <a href="#">Planning</a>      <a href="#">Intervention</a></p> <p><a href="#">Grade Level Proficiency Scales</a>      <a href="#">Grade Level Book Resource List</a></p>		
<p><b><u>BIG IDEAS:</u></b></p> <p style="text-align: center;">Friendship</p>	<p><b><u>ESSENTIAL QUESTIONS:</u></b></p> <p><b>What does it take to be a good friend?</b></p> <p>How will students be able to read closely to determine what the text says explicitly?</p> <p>How will students use specific evidence from the text to support their answer?</p> <p>How will students produce clear and coherent narrative writing?</p>	
<p><b>STANDARDS ADDRESSED IN THIS UNIT</b></p>		
<p><b><u>Reading Literary &amp; Informational Text</u></b></p> <p><b>3.RI.1</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <ul style="list-style-type: none"> <li>• <a href="#">Proficiency Scale</a></li> </ul>	<p><b><u>Writing</u></b></p> <p><b>3.W.3</b> - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</p> <p>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p><b><u>Speaking &amp; Listening</u></b></p> <p><b>3.SL.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> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about</p>

	<p>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>C. Use temporal words and phrases to signal event order.</p> <p>D. Provide a sense of closure.</p>	<p>the topic to explore ideas under discussion.</p> <p>B. 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).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p> <ul style="list-style-type: none"> <li>• <a href="#">Proficiency Scale</a></li> </ul>
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**LEARNING PROGRESSION**

**Grade Below**

**Grade Above**

**2.RI.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**2.W.3** - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure

**2.SL.1** - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**4.RI.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**4.W.3** - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**4.SL.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts,

building on others' ideas and expressing their own clearly.

[ELL Learning Support](#)  
[English Language Proficiency \(ELP\) - Full Document](#)  
[ELP Power Standards Unit 1](#)  
[How to use the document](#)

**STUDENT-FRIENDLY LEARNING TARGETS**

**Reading Literature:**  
**Reading Informational:**  
 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  
*I can choose a book at my level.*  
*I can read carefully and think as I read.*  
*I can share my thinking from what I am reading.*  
*I can share the who, what, where, when, why and how of a story the teacher reads to me.*  
*I can share the who, what, where, when, why and how of a book I read.*  
*I can use evidence from the text to draw a picture.*  
*I can understand the difference between evidence in my head (schema) vs evidence from the text.*  
*I can use evidence from the text to answer questions.*  
*I can answer questions in complete sentences using evidence from the text.*  
 3.RI.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Writing:**  
 2.W.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and

**ASSESSMENTS AND EVIDENCE**

**Please read:**  
[White River School District Assessment Guidelines](#)  
[Supporting Learners with Special Needs - Assessment Accommodation Options](#)

**Pre-Assessments**  
 Writing - Narrative Baseline

- [Teacher Directions](#)
- [Anchor Papers](#)
- [Rubrics](#)

**Formative Assessments (Team Generated)**  
[Amy's Halloween Secret Formative](#)  
[Amazing Animal Helpers Formative](#)

feelings, use temporal words to signal event order, and provide a sense of closure.

**I can reflect on my work and set writing goals.**

**I can retell a story.**

**I can plan the beginning of a story.**

**I can plan the end of story that ties to beginning.**

**I can plan events that tie together...**

**I can fill out a narrative organizer based on a story that is read to me.**

**I can fill out a narrative organizer as a pre-write for my story.**

**I can start a story in an exciting way.**

**I can develop my character in the beginning of a story.**

**I can develop my setting in the beginning of a story.**

**I can develop each event using description and details.**

**I can use sensory details to describe ....**

**I can add to my writing using Tier 2 words.**

**I can use transition words to show sequence.**

**I can write an ending that solves the problem.**

**I can receive feedback from my peers and teachers.**

**I can edit my writing.**

**I can revise my writing.**

**I can type my story.**

**3.W.3** - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

- A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- C. Use temporal words and phrases to signal event order.
- D. Provide a sense of closure.

## Post-Assessments

### Post-Assessments

#### Reading

#### [Directions for Computer Assessments](#)

- [Informational - Friendly Faces](#)
- [Informational Goobric](#)
- [Literary - Treasure Hunt](#)
- [Literary Goobric](#)
- [Teacher Scoring](#)
- [Literary Paper Copy](#)
- [Informational Paper Copy](#)

#### [Information for Level 4 Advanced Assessment](#)

#### Writing

- Narrative PT - [Unlikely Friends](#)
- [Teacher Scoring](#) and directions
- [Computer Version Part 1](#)
- [Computer Version Day 2](#)
- [Narrative Goobric](#)
- [Narrative PT Typing Template](#)

**Speaking and Listening:**

**2.SL.1**-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- A. 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).
- B. Build on others' talk in conversations by linking their comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**I can listen during classroom and small group discussion.**

**I can build on other students' ideas.**

**I can make connections with the text, my peers, and the world.**

**I can respectfully disagree with my peers.**

**I can ask clarifying questions.**

**3.SL.1** 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.

- A. 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.
- B. 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).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.

**KEY ACADEMIC VOCABULARY**

Weekly Academic Vocabulary Grammar and Prefix/Suffix

passage	narrative	dialogue	source	
detail	similar	description		
evidence	sequence	elaboration		

**Team SMART Goal**

By the end of Unit 1, 62% or 48 of third grade students will be able to support a given statement using two pieces of evidence from the text (3RL1 - ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.) as measured by the unit 1 post assessment (question 2 - literary, and question 1- informational) data collected throughout the unit.

The remaining 38% or 29 students will be able to provide at least one piece of text evidence to support a given statement.

Of the 77 third grade students, 100% of them will be able to support a given statement with atleast one piece of text evidence.

Unit 1 Goal: By the end of Unit 1, (80%) of students will be able to create a clear problem and solution (Uh Oh, Uh Oh, Phew) within their narrative story. The remaining (20%) of students will need to create a narrative story that has a clear beginning, middle, and end.

**On-going Instruction**

Reading

Ongoing:

Ongoing:

- Reading Foundational Skills
  - Fountas and Pinnell

Writing and Language

Ongoing:


- L - Language
- W.4 - organization and purpose

Speaking and Listening

Ongoing:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and



<p><i>Hotdog Bun</i></p> <ul style="list-style-type: none"><li>● Create teams for the towers</li><li>● Explain the rules</li><li>● Let them build</li></ul> <p><b>Friday:</b> Begin: Third Grade Angels Read Aloud while students eat snack</p> <p>Review collaboration with TPR</p> <p>Complete T-Chart Posters</p> <ul style="list-style-type: none"><li>● (Looks like/Sounds like) for hallway, restroom, lunch room, specialist, and classroom.</li><li>● Groups complete together and share out ideas</li></ul> <p>Read Dogzilla</p> <p>Good Fit Books - Book Tasting</p> <ul style="list-style-type: none"><li>● Place bins on tables and students move around to different tables to find a book for stamina reading</li></ul> <p><a href="#">Highlight practice</a> Formative: <a href="#">Dogzilla Practice Questions</a></p> <p> <b>I can think and visualize while I am reading.</b></p> <ul style="list-style-type: none"><li>● Teach students how to pick a good fit book. Shoes model. Five fingers.</li><li>● Can read Tomas and the</li></ul>	<p>Magic Pebble. Introduce the elements of a narrative, characters, setting, problem and resolution. Show pictures and have students brainstorm ideas for narrative free writes from pictures to keep in their writing folders.</p> <ul style="list-style-type: none"><li>● Give Narrative Baseline</li></ul> <p><a href="#">Narrative Writing Progression</a></p>	<p><a href="#">Unit 1 Word Work Focus Chart</a></p> <p>Unit 1 Listening <a href="#">Listening Slideshow</a></p>
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<p>Library Lady. During class read alouds, model thinking as reading.</p> <ul style="list-style-type: none"> <li>• Read Rosie and Rugby as a class, modeling thinking while reading. Will reread later w/ questions.</li> <li>• Teach how to highlight--upload to google classroom for students to practice before Pretests</li> <li>• Read aloud Amazing Grace, modeling metacognition(think while reading). Create and anchor chart for real reading vs. fake reading.- <a href="#">Metacognition Anchor Charts/ideas</a></li> <li>• Read The Name Jar and model how good readers think while reading and use anchor chart to explain different times you might stop and jot while reading <a href="#">stop and jot</a> using <a href="#">think sheet</a></li> <li>• Students practice reading Rugby and Rosie using sticky notes to stop and jot</li> <li>• Read the paragraph and have students draw their visualization(mental image) - <a href="#">House paragraph</a>, <a href="#">Tree paragraph</a></li> <li>• Mini lesson on visualizing while reading then students work with table groups to complete a</li> </ul>		
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<p>t-chart with text from <i>Miss Nelson is Missing</i> on one side and then they draw the mental image they have from reading the text on the other side.</p> <ul style="list-style-type: none"> <li>• Mini Lesson on Real reading vs Fake Reading (metacognition) then read a story (Bad Case of the Stripes or Amazing Grace) to the class and have students write down thoughts, connections, mental images and questions that they have while listening. When they have one written they can come and post their sticky note to the poster in the front of the room.</li> </ul> <p>- <a href="#">Miss Nelson is Missing Quotes</a></p>		
<p><b>Week 2 (Character Traits)</b>  <a href="#">Morning Work Packet</a>  <a href="#">Daily Plans September 6th - 10th</a></p>		
<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>● I can use evidence from the text.</li> </ul> <p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• Introduce anchor chart “Stop and Jot” symbols</li> <li>• Model reading the Name Jar and writing sticky notes in the book.</li> <li>• Really talk about what I am</li> </ul>	<p><b><u>Writing and Language</u></b></p> <ul style="list-style-type: none"> <li>● I can retell a story. (back of the yellow lit log)</li> <li>• Teach parts of a story using Aunt Isabel Tells a Good One</li> <li>• Reverse map with the class and show the plot mountain uh oh-uh oh-phew with this story</li> <li>• Reverse map Amazing Grace</li> </ul> <p>● I can use sensory details to make</p>	<p><b><u>Word Work</u></b></p> <ul style="list-style-type: none"> <li>● I can use end marks to help the reader.</li> </ul> <p><b>CCD Word: Statement:</b> A sentence you are being asked to think about</p> <p><a href="#">Patterns of Power Slideshow</a></p>

<p>thinking in my head and keep teaching how good readers think as they read in order to connect and understand what they are reading. Pre Make Sticky Notes</p> <p><b>Wednesday:</b></p> <ul style="list-style-type: none"> <li>• Teach <a href="#">close reading steps</a></li> <li>• <a href="#">Close Read A Little About Ants</a></li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>• Evidence from your head vs. evidence from the text. Draw a picture in lit log of a house from your head. Then read the paragraph and draw picture again using evidence from the text. - <a href="#">House paragraph</a></li> <li>• <b>Visualizing Lesson Continued:</b></li> <li>• Give tables chart paper with text from Miss Nelson is Missing (in unit plan)             <ul style="list-style-type: none"> <li>◦ <a href="#">Miss Nelson is Missing Quotes</a></li> </ul> </li> <li>• Glue the text on the left and leave space on the right</li> <li>• Students will close read together and underline words that paint picture in your mind and then draw what you are visualizing in your mind</li> <li>• Gallery walk to look at different tables mental images</li> </ul>	<p><b>my writing more exciting.</b></p> <ul style="list-style-type: none"> <li>• Show a picture and list HEAR, SEE, SAY, FEEL, TASTE about the picture. Then use those words to write a picture filled with those words. Use words and your own imagination to write a show not tell paragraph. Do as a model first. Do together. Do one on own. (see lit log for lizard and beach)</li> </ul>	<p><b>Academic Vocab:</b> Similar/Similarities</p> <p><b>Patterns of Power:</b> 8.1 / 8.2 What do end marks do?</p> <p><b>Nouns:</b> Proper vs Common</p> <p><a href="#">Google Classroom Nouns Practice</a></p> <p><a href="#">Common vs Proper Noun Slideshow</a></p> <p><a href="#">Proper and Common Noun video</a></p> <p> </p> <p><a href="#">Sentence Patterning Chart</a></p>
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<p><b>Friday:</b></p> <ul style="list-style-type: none"> <li>● Real Reading vs Fake Reading Anchor Chart</li> <li>● Metacognition anchor chart:</li> <li>● Amazing Grace used to model metacognition</li> <li>● Give the class sticky notes while reading Amazing Grace. Have them stop and jot any mental images or thoughts/connections on sticky notes while listening. Have them share their sticky notes with a partner after.</li> <li>● Continue practicing close reading skills             <ul style="list-style-type: none"> <li>○ Guided close read <a href="#">The Why's of Weather Close Read</a></li> </ul> </li> </ul> <p>Growth Mindset Rotations Klemme: Read, What Would You Do with a Chance?</p> <ul style="list-style-type: none"> <li>● <a href="#">Fortune Teller</a></li> </ul>		
<p><b>Week 3</b>  <a href="#">Morning Work Packet</a>  <a href="#">Daily Plans September 13th - 17th</a></p>		
<p><b><u>Reading</u></b></p>	<p><b><u>Writing and Language</u></b></p>	<p><b><u>Word Work</u></b></p>

<p>  I can close read a passage.   I can tell the difference between physical and personality traits. I can tell the difference between emotions and traits.   I can describe my inside and outside traits.   I can describe character traits of a character from a book.         <ul style="list-style-type: none"> <li>• A Bad Case of the Stripes, Amazing Grace, Recess Queen etc.)</li> </ul> <p><b>Monday:</b></p> <ul style="list-style-type: none"> <li>• Teach Character Traits</li> <li>• <a href="#">Inside vs Outside Anchor Chart</a></li> <li>• <a href="#">Inside vs Outside Character Trait Sort</a></li> <li>• <a href="#">Character Trait Word List</a></li> <li>• Draw yourself and write inside vs outside traits</li> <li>• Character Traits with read aloud books: Dogzilla, The Paperbag Princess, Kevin Henke books, etc. - <a href="#">Mentor Texts for Character Traits, Tier 2 Vocabulary</a></li> </ul> <p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Character Trait Practice Slideshow</a></li> <li>• <a href="#">Character Trait Task Cards</a></li> </ul> </p>	<p>  I can begin my story with a where or when.         <ul style="list-style-type: none"> <li>• Do a mini lesson on this. Show books that start with a where or when(vivid description) Practice some opening sentences together. Kids write in writing journal (in back to keep as an anchor chart)</li> <li>• Teach how to start a story: Where or When Use picture books from the classroom to show examples. Generate a list of good ways to begin stories with the class. Post them.</li> </ul> <p><b>I can introduce a character.</b></p> <ul style="list-style-type: none"> <li>• Do a mini lesson on this. I pick a character, draw it and label with sensory details (have done beforehand) Then show how to use pictures and labels to write about character.</li> </ul> <p>Begin Superhero Narrative Prompt: (2 weeks) - <a href="#">Narrative Example</a></p> <p>Model with “I Do” then “They do”</p> <ul style="list-style-type: none"> <li>• Plan</li> <li>• <a href="#">Introductions</a> (when/where)</li> <li>• Character Development (draw, label, describe)</li> <li>• Uh-Oh (problem)</li> <li>• UH-OH! (problem gets worse)</li> <li>• Phew! (solution)</li> <li>• Smooth Ending</li> </ul> </p>	<p>  </p> <p><b>CCD Word: Text Evidence:</b> Clues from the text</p> <p><b>CCD Word: Narrative:</b> a story with characters and a setting</p>
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<p><b>Wednesday:</b></p> <ul style="list-style-type: none"><li>● <a href="#">Recess Queen: Character Slideshow</a></li><li>● <a href="#">Recess Queen Character Trait/Evidence Think Sheet</a></li></ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"><li>● Teach narrative story element<ul style="list-style-type: none"><li>○ Read, Aunt Isabelle Tells a Good One</li><li>○ Reverse Map <a href="#">uh-oh phew planner</a>.</li></ul></li><li>● <a href="#">Fred and Ned at the Beach</a></li><li>● <a href="#">Print out excerpt</a> &amp; Think Sheet</li><li>● Story on Get Epic</li></ul> <p><b>Friday:</b></p> <ul style="list-style-type: none"><li>● Reverse map <a href="#">Enemy Pie</a></li><li>● <a href="#">The Grasshopper and the Ant Formative</a></li><li>● <a href="#">Character Trait/Evidence T-Chart</a></li><li>● Identify two character traits and two pieces of evidence for each character<ul style="list-style-type: none"><li>○ Ant - Responsible and Joyful</li><li>○ Grasshopper - Disrespectful and Playful</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Edit/Revise/Peer Review</li><li>● Type &amp; color code on google classroom</li></ul> <p><a href="#">Superhero Mentor Text Example (writing)</a></p>	
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**Week 4**  
**Morning Work Packet**  
**Daily Plans September 20th-24th**  
**Friendship: [Friendship Images](#)**  
**[Writing Picture Prompts](#)**

<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>🎯 I can think as I read.</li> <li>🎯 I can close read.</li> <li>🎯 I can record my thinking.</li> <li>🎯 I can answer questions using text evidence.</li> </ul> <p>Begin the <i>One and Only Ivan</i> this Week  <a href="#">The One and Only Ivan Comprehension Questions and Vocab Ivan Questions for Google Classroom Question Packet Days 1-4</a></p> <p><b>Monday:</b></p> <ul style="list-style-type: none"> <li>● <b>Writing:</b></li> <li>● Begin Superhero Narrative Prompt:- <a href="#">Narrative Example</a></li> <li>● <a href="#">Superhero Mentor Text Example (writing)</a></li> <li>● Model with “I Do” then “They do”</li> <li>● Plan the introduction on the Uh Oh Uh Oh Phew Planner</li> <li>● <a href="#">Introductions</a> (when/where)</li> <li>● Characters</li> </ul>	<p><b><u>Writing and Language</u></b></p> <p>🎯 I can develop my story using details and transitions. - <a href="#">Narrative Transitions</a></p> <p>Continue Superhero Narrative Prompt: (2 weeks) - <a href="#">Narrative Example</a></p> <p>Model with “I Do” then “They do”</p> <ul style="list-style-type: none"> <li>● Plan</li> <li>● <a href="#">Introductions</a> (when/where)</li> <li>● Character Development (draw, label, describe)</li> <li>● Uh-Oh (problem)</li> <li>● UH-OH! (problem gets worse)</li> <li>● Phew! (solution)</li> <li>● Smooth Ending</li> <li>● Edit/Revise/Peer Review</li> <li>● Type &amp; color code on google classroom</li> </ul> <p><a href="#">Narrative Prompt Cover Page for Data Binders</a></p>	<p><b><u>Word Work</u></b></p> <p>🎯</p> <p><b>CCD Word:</b> Sequence - the order things happen</p>
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**Tuesday:**

- IVAN PG 1-15
- [Ivan Day 1 Questions](#)
- Reverse Map the story on Get Epic, [Too Many Pumpkins](#)
- **Writing:**
- Narrative Prompt:- [Narrative Example](#)
- Model with “I Do” then “They do”
- Plan the uh-oh

**Wednesday:**

- IVAN PG 16-20
- [Ivan Day 2 Questions](#)
- **Writing:**
- Narrative Prompt:- [Narrative Example](#)
- Model with “I Do” then “They do”
- Plan the UH-OH

**Thursday:**

- IVAN PG 21-31
- [Ivan Day 3 Questions](#)
- **Writing:**
- Narrative Prompt:- [Narrative Example](#)
- Model with “I Do” then “They do”
- Plan the Phew!

**Friday:**

- IVAN PG 32-42
- [Ivan Day 4 Questions](#)
- **Writing:**



<ul style="list-style-type: none"> <li>• Narrative Prompt:- <a href="#">Narrative Example</a></li> <li>• Model with “I Do” then “They do”</li> <li>• Plan the smooth ending</li> </ul>		
<p><b>Week 5</b>  <a href="#">Morning Work</a>  <a href="#">Daily Plans September 27th - October 1st</a></p>		
<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>🎯 I can think as I read.</li> <li>🎯 I can close read.</li> <li>🎯 I can record my thinking.</li> <li>🎯 I can answer questions using text evidence.</li> </ul> <p><b>Monday:</b></p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• <a href="#">Superhero Mentor Text Example (writing)</a></li> <li>• <a href="#">Narrative Transitions</a></li> <li>• <a href="#">Superhero Narrative Template</a></li> <li>• Type the beginning paragraph</li> </ul> <p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• IVAN PG 43-55</li> <li>• <a href="#">Day 5 Questions</a></li> <li>• <a href="#">The One and Only Ivan Question</a></li> </ul>	<p><u>Writing and Language</u></p> <ul style="list-style-type: none"> <li>🎯 I can develop my story using details and transitions. - <a href="#">Narrative Transitions</a></li> </ul> <p>Continue Superhero Narrative Prompt: (2 weeks) - <a href="#">Narrative Example</a></p> <p>Model with “I Do” then “They do”</p> <ul style="list-style-type: none"> <li>• Plan</li> <li>• <a href="#">Introductions</a> (when/where)</li> <li>• Character Development (draw, label, describe)</li> <li>• Uh-Oh (problem)</li> <li>• UH-OH! (problem gets worse)</li> <li>• Phew! (solution)</li> <li>• Smooth Ending</li> <li>• Edit/Revise/Peer Review</li> <li>• Type &amp; color code on google classroom             <ul style="list-style-type: none"> <li>◦ <a href="#">Superhero Narrative Template</a></li> </ul> </li> <li>• <a href="#">Narrative Prompt Cover Page</a></li> </ul>	<p><u>Word Work</u></p> <ul style="list-style-type: none"> <li>🎯</li> </ul> <p>CCD Word: Passage - a short piece of text</p>

<p><a href="#">Packet Days 5-8</a></p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Type the uh-oh paragraph</li> </ul> <p>Wednesday:</p> <ul style="list-style-type: none"> <li>• IVAN PG 56-67</li> <li>• <a href="#">Day 6 Questions</a></li> <li>• Writing</li> <li>• Type the UH-OH paragraph</li> </ul> <p>Thursday:</p> <ul style="list-style-type: none"> <li>• IVAN PG 68-78</li> <li>• <a href="#">Day 7 Questions</a></li> <li>• Writing</li> <li>• Type the Phew paragraph</li> </ul> <p>Friday:</p> <ul style="list-style-type: none"> <li>• IVAN PG 79-84</li> <li>• <a href="#">Day 8 Questions</a></li> <li>• Writing</li> <li>• Type the Smooth Ending paragraph</li> </ul>	<p><a href="#">for Data Binders</a></p>	
<p>Week 6  <a href="#">Morning Work</a>  <a href="#">Daily Plans October 4th - 8th</a></p>		
<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>🎯 I can think as I read.</li> <li>🎯 I can close read.</li> </ul>	<p><u>Writing and Language</u></p> <ul style="list-style-type: none"> <li>🎯 I can develop my story using details and transitions. - <a href="#">Narrative</a></li> </ul>	<p><u>Word Work</u></p> <ul style="list-style-type: none"> <li>🎯</li> </ul>

🎯 I can record my thinking.

🎯 I can answer questions using text evidence.

**Monday:**

- **Writing:**
- Introduce new writing prompt:
- [Narrative Prompt](#)
- [Narrative Prompt #2 Cover Sheet](#)
- Plan Beginning

**Tuesday:**

- **Reading:**
- IVAN P. 85 -98
- [My Life Hasn't Changed Close Read](#)
  - Take notes - model
  - Discuss Vocab
  - **Writing:**
  - Plan uh-oh

**Wednesday:**

- **Reading:**
- IVAN P. 99-110
- [My Life Hasn't Changed Close Read](#)
  - Q 1-3
- **Writing:**
- Plan UH-OH

**Thursday:**

- **Reading:**
- IVAN P. 111-120

[Transitions](#)


🎯 I can edit my writing.

[Narrative Prompt](#)

[Narrative Prompt #2 Cover Sheet](#)

[Hidden Door - Klemme's Class](#)

<ul style="list-style-type: none"> <li>● <a href="#">My Life Hasn't Changed Close Read</a></li> <li>● <b>Writing:</b></li> <li>● Plan Phew</li> </ul> <p>Friday:</p> <ul style="list-style-type: none"> <li>● <b>Reading:</b></li> <li>● IVAN P. 121-129</li> <li>● <a href="#">Amy's Halloween Secret</a></li> <li>● <b>Formative</b> <ul style="list-style-type: none"> <li>○ <a href="#">Answer Key</a></li> <li>○ <a href="#">Goobric</a></li> </ul> </li> <li>● <b>Writing:</b></li> <li>● Plan Smooth Ending</li> <li>● Pumpkin craft</li> <li>● <a href="#">Pumpkin Template</a></li> </ul>		
<p><b>Week 7</b>  <a href="#">Morning Work</a>  <a href="#">Daily Plans October 11th - 15th</a></p>		
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>🎯 I can think as I read.</li> <li>🎯 I can close read.</li> <li>🎯 I can record my thinking.</li> </ul>	<p><b>Writing and Language</b></p> <ul style="list-style-type: none"> <li>🎯 I can develop my story using details and transitions. - <a href="#">Narrative Transitions</a></li> <li>🎯 I can edit my writing.</li> </ul>	<p><b>Word Work</b></p> <ul style="list-style-type: none"> <li>🎯</li> </ul>

<p> I can answer questions using text evidence.</p> <p><b>Monday:</b></p> <ul style="list-style-type: none"><li>● <b>Writing:</b></li><li>● <a href="#">Narrative Prompt</a></li><li>● <a href="#">Narrative Typing Template</a></li><li>● Type beginning paragraph</li></ul> <p><b>Tuesday:</b></p> <ul style="list-style-type: none"><li>● <b>Reading:</b></li><li>● IVAN P. 129 - 140</li><li>● <b>Writing:</b></li><li>● <a href="#">Narrative Prompt</a></li><li>● Type Uh-Oh paragraph</li></ul> <p><b>Wednesday:</b></p> <ul style="list-style-type: none"><li>● <b>Reading:</b></li><li>● IVAN P. 141 -153</li><li>● Narrative Writing: <a href="#">Narrative Prompt</a></li><li>● Type UH-OH paragraph</li></ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"><li>● <b>Reading:</b></li><li>● IVAN P. 154 -165</li><li>● <b>Writing:</b></li><li>● <a href="#">Narrative Prompt</a></li><li>● Type Phew paragraph</li></ul> <p><b>Friday:</b></p> <ul style="list-style-type: none"><li>● <b>Reading:</b></li></ul>	<p><a href="#">Editing Checklist</a></p> <p><a href="#">Narrative Prompt</a></p> <p><a href="#">Narrative Prompt #2 Cover Sheet</a></p>	
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<ul style="list-style-type: none"> <li>● IVAN P. 166 -177</li> <li>● <a href="#">Amazing Animal Helpers Formative</a></li> <li>● <b>Writing:</b></li> <li>● <a href="#">Narrative Prompt</a></li> <li>● Type Smooth Ending paragraph</li> <li>● Edit</li> </ul>		
<p><b>Week 8</b>  <a href="#">Morning Work</a>  <a href="#">Daily Plans October 18th - 22nd</a>  <b>Student Led Conferences October 19th-21st</b>  <a href="#">Conference Packet 2021</a>  <a href="#">Conference Packet 2022</a></p>		
<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>🎯 I can think as I read.</li> <li>🎯 I can close read.</li> <li>🎯 I can record my thinking.</li> <li>🎯 I can answer questions using text evidence.</li> </ul> <p>Monday:</p> <ul style="list-style-type: none"> <li>● Reading:</li> <li>● IVAN P. 178 - 192</li> </ul> <p>Tuesday:</p> <ul style="list-style-type: none"> <li>● Reading:</li> <li>● Informational Rehearsal -</li> </ul>	<p><u>Writing and Language</u></p> <ul style="list-style-type: none"> <li>🎯 I can develop my story using details and transitions</li> </ul> <p><a href="#">Spooky Roll a Story</a></p> <ul style="list-style-type: none"> <li>● Students roll a dice and write a narrative story</li> <li>● <a href="#">Typing Template</a></li> </ul> <ul style="list-style-type: none"> <li>🎯 I can add dialogue to my writing.</li> <li>● Mini lesson - <a href="#">Dialogue Powerpoint</a></li> <li>● Mini Lesson - <a href="#">Quotation Marks</a></li> </ul> <p><a href="#">Be Patient, Go Slow</a> (P. 240)</p>	<p><u>Word Work</u></p> <ul style="list-style-type: none"> <li>🎯</li> </ul>

<p>answer questions in teams/partners</p> <ul style="list-style-type: none"><li>○ <a href="#">Watching the Weather</a></li></ul> <p><b>Wednesday:</b></p> <ul style="list-style-type: none"><li>● <b>Reading:</b></li><li>● Go over informational Rehearsal<ul style="list-style-type: none"><li>○ <a href="#">Watching the Weather</a></li><li>○ <a href="#">Watching the Weather (Close Read Format)</a></li></ul></li></ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"><li>● <b>Reading:</b></li><li>● Literary Rehearsal<ul style="list-style-type: none"><li>○ <a href="#">Am I Dreaming</a></li><li>○ <a href="#">Am I Dreaming (Close Read Format)</a></li></ul></li><li>● Game style - <a href="#">Slideshow</a></li><li>● Students work in teams - assign a team lead to have access on google classroom and the other members have access to the text in front of them</li></ul> <p><b>Friday:</b></p> <ul style="list-style-type: none"><li>● <b>Reading:</b></li><li>● IVAN P. 193 - 206</li><li>● Go over Literary Rehearsal<ul style="list-style-type: none"><li>○ <a href="#">Am I Dreaming</a></li></ul></li></ul>	<p>Tell Me, Does it Match my Intention? (P. 374)</p>	
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Week 9

Morning Work

Daily Plans October 25th - 29th

Reading

- 🎯 I can think as I read.
- 🎯 I can close read.
- 🎯 I can record my thinking.
- 🎯 I can answer questions using text evidence.

Monday:

- Reading:
- Writing:
- [Spooky Roll a Story](#)
  - Students roll a dice and write a narrative story
  - Begin planning narrative planner
  - [Student Example](#)
  - Have students read the example and determine if they can identify which elements were used from the roll a story - it should be clear when writing that each element is included.

Tuesday:

Writing and Language

- 🎯 I can develop my story using details and transitions.

Writing:

- Narrative PT - [Unlikely Friends](#)
- [Teacher Scoring](#) and directions
- [Computer Version Part 1](#)
- [Computer Version Day 2](#)
- [Narrative Goobric](#)
- [Narrative PT Typing Template](#)

Sources as a whole class

- [Show video](#)
- Read article titled, [A Boy and His Dog](#) and encourage students to take notes

Word Work





<ul style="list-style-type: none"><li>● <b>Reading:</b></li><li>● IVAN P. 207 -220</li><li>● Literary Post Assessment</li><li>● <a href="#">Literary - Treasure Hunt</a></li><li>● <a href="#">Literary Goobric</a></li><li>● <a href="#">Teacher Scoring</a></li><li>● <b>Writing:</b></li><li>● <a href="#">Spooky Roll a Story</a></li></ul> <p><b>Wednesday:</b></p> <ul style="list-style-type: none"><li>● <b>Reading:</b></li><li>● IVAN P. 221 - 233</li><li>● <b>Writing:</b></li><li>● <a href="#">Spooky Roll a Story</a></li></ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"><li>● <b>Reading:</b></li><li>● IVAN P. 233 - 248</li><li>● Informational Post Assessment</li><li>● <a href="#">Informational - Friendly Faces</a></li><li>● <a href="#">Informational Goobric</a></li><li>● <b>Writing:</b></li><li>● <a href="#">Spooky Roll a Story</a></li></ul> <p><b>Friday:</b></p> <ul style="list-style-type: none"><li>● <b>Reading:</b></li><li>● IVAN P. 249 -260</li><li>● Partner read the story titled, Halloween on Big Universe</li><li>● <b>Writing:</b></li><li>● <a href="#">Spooky Roll a Story</a></li></ul>		
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Halloween Activity: <a href="#">Pumpkin drawing</a>		
<b>Intervention Plan</b> <a href="#">September Reading Groups 21-22</a> <a href="#">Unit 1 Reading Intervention Close Reads</a> <a href="#">Close Reading Steps</a> <a href="#">Intervention Schedule/Para Schedule</a>		
<p><b><u>Intensive</u></b></p> <p><a href="#">Small Group Routine: Close Read Guide</a></p> <p><a href="#">Literary Close Reads</a></p> <p><a href="#">Informational Close Reads</a></p> <p><a href="#">Vocabulary packets</a></p>	<p><b><u>Strategic</u></b></p> <p><a href="#">Narrative Pre Write Organizers</a></p> <p><a href="#">Samples for Elementary Pre Write Organizers</a></p> <p><a href="#">Conventions Progression Document</a></p> <p><a href="#">Elaboration Document</a></p> <p><a href="#">Narrative Briefwrite</a></p> <p><a href="#">Narrative Briefwrite Goobric</a></p> <p><a href="#">Vocabulary packets</a></p>	<p><b><u>Good to Go</u></b></p> <p>Freckle Juice Book Study - <a href="#">Comprehension Questions</a></p> <p><a href="#">Freckle Juice Chapter 3 Comprehension Questions</a></p> <p><a href="#">Freckle Juice Chapter 5 Comprehension Questions</a></p> <p>Read Works Close Reads - <a href="#">Google Classroom Uploads</a> (make a copy)</p> <p><a href="#">Vocabulary packets</a></p>

[Teacher Support Expert Groups](#)  
[Rugby and Rosie Folder](#)  
[Recess Queen Mentor Questions](#)  
[Friendship Workshop Slides](#)

**Day 1:** Listen to [Rugby and Rosie Youtube Link](#) - Story can be found in Imaginative Text p. 16

**Day 2:** Focus Question: What does it take to be a good friend?

- Must Do: Partner read Rugby and Rosie in order to answer the question of the day
- [Rugby and Rosie Formative](#) - Do one question a day (Tuesday - Friday - 4 questions in all) Question 1 from

## WRSD CCSS Unit Template

formative - Do mini lesson on question

- Reading Workshop: [Friendship Literacy Workshop Slides](#)
- [Friendship Articles](#) (Articles, 3, 4, 5, 6, and 8)

### Day 3: Reading Workshop

- Question 2 from formative - do mini lesson on question

### Day 4: Reading Workshop (pull two higher groups)

- Question 3 from formative - do mini lesson on question

### Day 5: No expert groups

- Expert groups share out what they learned from their article
- Question 4 from formative- do mini lesson on question
- [Friendship Formative](#)

### Day 1:

- [Amazing Animal Helpers Formative](#)

### Day 2:

- Students will listen to the story, A Bad Case of Stripes and answer the first two questions
- [A Bad Case of Stripes Questions - Make a Copy!](#)

### Day 3:

- Workshop - [Science/Literacy Workshop Slides](#) - make a copy
- Science expert groups
- Students will listen to the story, A Bad Case of Stripes and answer the second two questions
- [A Bad Case of Stripes Questions - Make a Copy!](#)

### Day 4:

- Workshop - [Science/Literacy Workshop Slides](#)
- Science expert groups

### Day 5:

- Workshop - [Science/Literacy Workshop Slides](#)
- Science expert groups

## Science:

### Life Cycle Expert Groups

WRSD CCSS Unit Template

Butterfly Input Chart Day 1

Input Chart Review with vocab and photos Day 2

Expert group articles on specific life cycles during workshop

[Butterfly Expert Group](#) - chart to use with group

[Butterfly Life Cycle Video](#)

Prepare for unit project (a model of the life cycle they were grouped into)

[Life Cycle Diorama Examples](#)