



Wilkeson Elementary Wildcats

Third Grade - Unit 3 ELA - Communities Across Time

- [ELA TACA 2018-2019](#)
- [ELA TACA 2019-2020](#)
- [ELA TACA old 2020-2021](#)
- [ELA TACA current 2020-2021](#)
- [ELA TACA 2021-2022](#)
- [ELA TACA 2022-2023](#)

Grade Level: Third Grade

Time Period: February 4 - March 29
Pacing Guide

Content Area: ELA

2022-2023

Reading SMART Goal: By the end of ELA unit 3, 100% of the third-grade students will meet standard on determining what the text says to make an inference/draw conclusions and cite specific textual evidence that supports their inference/conclusion as measured by formative assessments and question 4 on the summative assessments.

SMART Goal Results:

Next Steps:

Writing SMART Goal: By the end of unit 3, 100% of the students will be able to write an organized opinion paragraph or multi paragraph paper. It will start with their opinion, have a main idea that they back up with two or more details from the text for elaboration. As measured by formative pieces of writing and their summative assessment.

SMART Goal Results:

Next Steps: >

2021-2022

Reading SMART Goal: By the end of ELA unit 3, 100% of the third-grade students will meet standard on determining what the text says to make an inference/draw conclusions and cite specific textual evidence that supports their inference/conclusion as measured by formative assessments and question 4 on the summative assessments.

SMART Goal Results: 93%

Next Steps: We will continue working on close reading skills and instill this is a life skill. We will work on close reading and leaving a trail of thinking on paper when using online articles/text. We will work on multiple choice questioning. Continue formative work and watching for growth. IAB work and use of Readworks articles. Kayla, Alicia and Khayden struggled with both lit and info articles. They need continued support. Alicia is working with in class WIN. Kayla and Khayden continue with pull out for Corrective Reading.

Writing SMART Goal: By the end of unit 3, 100% of the students will be able to write an organized opinion paragraph or multi paragraph paper. It will start with their opinion, have a main idea that they back up with details from the text for elaboration. As measured by formative pieces of writing and their summative assessment.

SMART Goal Results: 92%

Next Steps: Working on citing their sources. Working on a variety of elaboration techniques to support their evidence from the text.

2020-2021

Reading SMART Goal: By the end of unit 3, 100% of the third grade students will meet standard (RL.3.1) determine what the text says to make inferences/draw conclusions and cite specific textual evidence that supports their inference/drawn conclusion, as measured by formative assessments and end of unit assessments (Question 4 on the literary and informational assessment).

SMART Goal Results: [See TACA form for detailed results from 2020-2021](#)- 91% of our students met this goal.

Next Steps: During unit 4, we will continue building on drawing conclusions, main idea and/or central message. We will also address cause and effect again.

Writing SMART Goal: By the end of unit 3, 100% of the students will be able to write an organized opinion paragraph or multi paragraph paper. It will start with their opinion, have a main idea that they back up with details from the text for elaboration. As measured by formative pieces of writing and their summative assessment.

SMART Goal Results: 92% of our students were able to state an opinion and support their opinion with evidence from the text.

Next Steps: Evidence from the text is weakly integrated. For instance, some kids are still writing lists for their evidence. They are not layering to elaborate or using strong elaboration skills such as similes, defining words or anecdotal notes. These skills have been reinforced, yet many students still are not embedding them naturally into their writing. Students references to the text are more general and need to be exemplified or layered. The lack of layering evidence brought down their evidence/elaboration score. We saw too many students no have clear connections between and among ideas, bringing down purpose and organization score. Finally we have need to get students to edit and revise their work to bring up their convention scores.

2019-2020

SMART Goal: By the end of unit 3, 90% of the third grade students will meet or exceed standard (RL.3.1) determine what the text says to make inferences/draw conclusions and cite specific textual evidence that supports their inference/drawn conclusion, as measured by formative assessments and end of unit assessments (Question 4 on the literary and informational assessment). The remaining 10% of the third grade students will provide specific textual evidence when given the inference/drawn conclusion.

SMART Goal Results: [See TACA form for detailed results from 2019-2020](#)

Next Steps:

2018-2019

SMART Goal: By the end of unit 3 “Communities Across Time”, 40% of students will be at or above standard for 3.RL.3 drawing conclusions and support their conclusions with evidence from the text as measured by formative assessments and summative assessment questions 3 & 4 from the literary passage. The remaining 60% of students will be able to draw a conclusion or provide evidence from the text that would support a given conclusion.

SMART Goal Results:40% of our students met the SMART Goal standard on the end-of-unit assessment. When we include our formative data, 59% of our students met the SMART Goal. Our students who fell in the yellow on the assessment averaged 35%, which is an increase from last year's data at 28%. Students in the red decreased from 48% last year to 31% this year. [See TACA form for detailed results from 2018-2019](#)

Next Steps: Focus on questioning with two-part questions. Looking for claims and supporting evidence in a multiple-choice format.

Remember to visit your TACA from last year as you start to plan

Grade/School: Wilkeson 3 Unit: 3 - Communities Across Time



Timeline: February 4 - March 29

Weekly Plan [wk1](#), [wk2](#), [wk3](#), [wk4](#), [wk5](#), [wk6](#), [wk7](#), [wk8](#)

INTERVENTION cycle [1](#), [2](#), [3](#), [4](#), [5](#), 6, 7, 8

Learning Targets

BIG IDEAS:

Communities Across Time

ESSENTIAL QUESTIONS:

How do people affect their environment? How does the environment affect people?

How will students be able to identify a character and describe their physical and emotional traits?

How will students be able to explain how characters' actions cause events to happen in a certain order or sequence in a story?

How will students be able to tell about the time, sequence, and cause and effect of a historical event?

Of scientific ideas?

Of steps in a procedure?

How will students be able to produce clear and coherent opinion writing?

STANDARDS ADDRESSED IN THIS UNIT

<p><u>Reading Literary & Informational Text</u> 3.RL.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. ● Proficiency Scale</p> <p>3.RI.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. ● Proficiency Scale</p>	<p><u>Writing</u> 3.W.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none">A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.B. Provide reasons that support the opinion.C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.D. Provide a concluding statement or section.	<p><u>Speaking and Listening</u> 3.SL.3 -Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
LEARNING PROGRESSION		

Grade Below

2.RL.3 – Describe how characters in a story respond to major events and challenges.

2.RI.3 -- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text

2.W.3 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section

2.SL.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Grade Above

4.RL.3 – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)

4.RI.3 – Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

4.W.3 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- B. Provide reasons that are supported by facts and details.
- C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- D. Provide a concluding statement or section related to the opinion presented.

4.SL.3- Identify the reasons and evidence a speaker provides to support particular points.

Lessons learned meeting with 2nd grade

Discussion on Central Message/lesson learned 2nd uses lesson learned and 3rd uses Central Message

Revise vs Edit, 2nd mostly uses edit and works on fixing punctuation while third grade also has them revise by looking for things to add such as expanding details or digging deeper into the evidence.

Claim/evidence is used only with the higher in 2nd grade.

2nd working towards characters change begging, middle to end 3rd working towards drawing conclusions and summary

3rd for opinion writing students are working topics that include the two star idea themes and citing their source at least once.

Lessons Learned Meeting with 4th Grade

[Con academy has a video on theme](#)

4th cause and effect is related to sequencing and write in detail

The Students need to know the describe means give examples in sentences and not a list.

Common Core Essential Elements -

3.SL.3 - EE.SL.3.3 Ask or answer questions about the details provided by the speaker.

Students will select one detail from a text presented.	Students will ask or answer questions about the details presented.	Students will ask questions about one detail presented.
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Less Complex



More Complex

ELL Learning Support

[English Language Proficiency \(ELP\) - Full Document](#)

[ELP Power Standards Unit 3](#)

[How to use the document](#)

STUDENT-FRIENDLY LEARNING TARGETS

Reading Literature:

2.RL.3 - Describe how characters in a story respond to major events and challenges.

- I can describe/infer the emotional traits of a character and support with text evidence (drawing conclusions).
- I can sequence events in a story with a timeline.
- I can explain how a character’s motivations lead to actions. (because ____ felt ____ they did ____)
- I can identify how the characters emotion or action contributes to events in a story. (from the beg/middle/to end). (At the beginning of the story ____ felt ____ they did ____, in the middle of the story ____ felt ____, so ____ repeat for end of story)
- I can explain how characters’ actions cause one event to lead to another (cause and effect).

ASSESSMENTS AND EVIDENCE

Please read:

[White River School District Assessment Guidelines](#)

Supporting Learners with Special Needs -
[Assessment Accommodation Options](#)

Pre-Assessments

Reading- Team Generated

Writing - Opinion Baseline

- [Teacher Directions](#)
- [Anchor papers](#)

3.RL.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Reading Informational:

2.RI.3 -Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

- I can sequence key or important events (I can make a timeline of the events of the story, using a long paper).
- I understand how cause and effect relate to events or ideas. (I can back-up the effect with causes).
- I can explain explore what caused scientific idea to happen.
- I can generate a question about a scientific idea and research that concept to find the answer. (Q: what caused that? Ex: snake to loose it’s skin or Mt. St. Helens to blow)
- I can sequence procedures or steps (scientific steps).

3.RI.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Writing Opinion:

2.W.3 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

- I know the difference between fact and opinion
- I can determine my opinion or point of view about something that I have read
- I can produce a planner to organize my my writing. (capital i), I can use pictures to illustrate details in my [prewrite](#).
- I can gather relevant information from multiple print and digital sources, and integrate the information while avoiding plagiarism
- I can turn my pre-write notes into sentences.
- I can plan my topic, conclusion sentences and transitions on my pre-write [opinion starters](#)

- [Rubric](#)

This is not formally scored but is intended to use in team discussions to bring focus to Unit 3 instruction.

Formative Assessments (Team Generated)

[Harlem Choir](#)

[Vocabulary Highlighting Formative](#)

Conclusion Only -

Post-Assessments

Reading

[Directions For Computer Assessments](#)

- [Informational – Water Worries](#)
- [Informational Goobric](#)
- [Literary – My Community](#)
- [Literary Goobric](#)
- [Informational and Literary Paper Copy](#)
- [Informational Paper Copy](#)
- [Literary Paper Copy](#)
- [Teacher Scoring](#)

Writing

- [Opinion PT - Changes to a Small Town](#)
- [Teacher Scoring](#) and directions
- [Computer Version Part 1](#)
- [Computer Version Day 2](#)
- [Opinion Goobric](#)
- [Opinion Writing Breakdown for 3rd](#)

- I can support my opinion with details from the text using an OREO outline to write a paragraph . (facts not feelings)(claim/evidence/explain)
- I can elaborate to make my writing better for an audience. (add techniques we want)
- I can edit/revise my writing using checklist.
- I can write an opinion piece with an introduction(opinion/claim), supporting reasons and evidence, and a concluding statement/section.
- I can set goals to improve my writing.

3.W.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.

- E. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- F. Provide reasons that support the opinion.
- G. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- H. Provide a concluding statement or section.

Speaking and Listening:

2.SL.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

What are your learning targets that move your learners from the standard from the grade before to the standard they need as they exit your grade level? DOK?

3.SL.3 -Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

This PT will also fulfill the CBA requirement for Washington State Social Studies.

KEY ACADEMIC VOCABULARY

author's point of view	illustrates	procedure	dialogue	opinion
passage	infer/inference	relationship	conflict	claim

sequence	conclude/ conclusion	historical	characters' interactions	evidence
source				
cause/effect	Drawing conclusions	sequencing	Central message(Lesson Learned)	Main idea (most important point)

Team SMART Goal

See top of the unit plan

On-going Instruction

<p><u>Reading</u> <u>Reading</u> Ongoing:</p> <ul style="list-style-type: none"> ● Reading Foundational Skills - Green Section Imagine It ● Vocabulary (RL.4 and L.4 and 5) <ul style="list-style-type: none"> ○ Proficiency Scale ● Fluency (RF.4) <ul style="list-style-type: none"> ○ Proficiency Scale ● Comprehension/Text Complexity (RLI.10) ● CLOSE Reading and Text Dependent Questions (RLI.1) 	<p><u>Writing and Language</u> Ongoing:</p> <ul style="list-style-type: none"> ● L - Language ● W.4 - organization and purpose ● W.5 – revision and editing <ul style="list-style-type: none"> ○ Proficiency Scale (L1) ○ Proficiency Scale (L2) ● W.6 – technology in writing 	<p><u>Speaking and Listening</u> Ongoing:</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.(3. SL.1) <ul style="list-style-type: none"> ● Proficiency Scale
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Daily Lessons

[Pre Write Organizers](#)

- [Elaboration Information](#)
- [Conventions Progression](#)
- [Anchor Papers](#)
- [Opinion Writing Alignment Paper](#)
- [Opinion Starters](#)
- [Opinion Starters vs 2](#)
- [Opinion Briefwrite](#)
- [Opinion Briefwrite Goobric](#)

Potential Resources for Daily Lesson

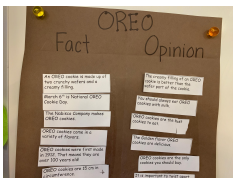
- Lessons on expanding sentences to have more details. (supersize sentence)
- use <http://writingfix.com> as resource for mini lessons needed.
- resources for kids articles: <http://www.timeforkids.com>, <http://writingfix.com/genres/persuasive.htm>,
- Take notes on Video about inclusive playground design Harper's Playground .<https://vimeo.com/78280518>
- Article on Playground with resources. [Playground Article](#)
- Should parents pay for school busses <http://www.timeforkids.com/news/debate/273506>
- [Smarter Balanced Writing samples](#): show students examples
- See Jill's example lesson plans for oreo writing
- [How Dinosaurs Become Fossils](#) - you tube

Week 1 February 5-9

Grammar:

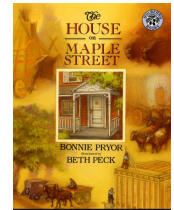
Reading/Writing:

- Do the Pre-Write Over Three Days
- A quick review on writing similes. Use this [simile video](#) to introduce. Then, write similes together and share out.
- Watch this [cookie video](#). Sort activity for fact and opinion based on Oreo cookies.



- I can explain how a character's motivations lead to . (because ____ felt ____ they did ____) [Character Cards](#) Day 1: Turned out each card takes about 5 minutes for students to discuss, read, jot a note about and share in table groups. Many students lacked words like curious to describe feeling and posting a list of feeling words might help some students. (Big class discussion on different emotions)

- Second day students do the cards again and write out their opinion and reasons using the opinion starter page as a guide, and with feeling words posted.
- Students need work on restating the question
- Students watch the video lifted and explain and write about the small aliens' feelings, during points in the video. (He was feeling blank so he did _____.) Use journals to do a quick sketch and then write a sentence. Reflection: What was the theme/lesson the author was trying to give us. [Video version 1, version 2](#) [THINKSHEET Sample](#)
- **I can sequence events in a story with a timeline.**
- Use this book to model inferring and
- [LINK TO IMAGINE IT STORIES SLIDE SHOWS](#)
- [Link to teaching slide deck for House on Maple Street](#)

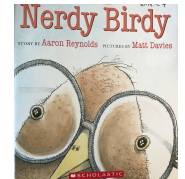


Week 2 February 12-14

Reading/Writing:

- Graphic organizer for opinion. Color code lesson. Fill out for favorite cookie.
- Model and write with the kids. Encourage similes and descriptive vocabulary. (This is a three paragraph write.)
- Share out of cookie opinion writing. The kids don't publish this writing.
- **I can describe/infer the emotional traits of a character and support with text evidence (drawing conclusions).**
- Students read Nerdy Birdy and fill out a think sheet for the story. They discuss their think sheets in small groups and then fill out a 4 question worksheet to show comprehension of character traits and the stories main events.

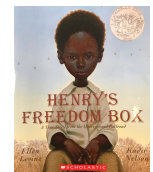
[Communities - Rural Urban and Suburban Slide Deck](#)



Week 3 February 20-23

Reading/Writing:

- Watch this [ice cream video](#). Brainstorm a list of ice cream flavors. Color code a graphic organizer and model filling out. Brainstorm a list of "Reason" words the kids could choose, or use their own.
- Teach Students to add an [simile](#).
- Model and write each paragraph. (This is a three paragraph write.)
- Share out of opinion writing. Partner read for conventions and additional advice.
- Publish on the computer. Create an "Ice Cream Sundae" art drawing. Create a poster of writing and art to display in the hallway.
- [Resource](#) for teaching ice-cream writing
- **I can describe/infer the emotional traits of a character and support with text evidence (drawing conclusions).**



- Students read Henry's Freedom Box and fill out a think sheet for the story. They discuss their think sheets in small groups and then fill out a 4 question worksheet to show comprehension of character traits and the stories main events.
I can find the point of view of two different characters in a book and compare and contrast them.
- Use picture book *Boy & Bot or Paperbag Princess* to model and do a together a claim evidence of point of view. Talk about compare the point of view of two different characters in the same situation. (In the book _____ I from the point of view of _____ character he felt _____. The first piece of evidence from the text is _____ the second piece of evidence is _____.) **Students looked at the point of view of two characters and thought about what the author's central message was** Switch books and repeat again if needed.
- **I can use the character traits and emotions and events from the story to help me figure out the author's central message.**
- Open with by modeling central message of the day before.
- Students use their own text or select from a tub of picture books. Students write a claims/evidence paragraph. (In the book _____ I think the central message was _____. The first piece of evidence from the text is _____, the second piece of evidence from the text is _____) Use [opinion starters](#)
- **I can determine my opinion or point of view about something that I have read**
- **I can support my opinion with details from the text. (claim/evidence/explain)**
- Extension - Students use their own text or select from a tub of picture books. Students write a claims/evidence paragraph. (In the book _____ I think the central message was _____. The first piece of evidence from the text is _____, the second piece of evidence from the text is _____) Use [opinion starters](#) [opinion starters vs 2](#) and have students write responses in the form of a letter in their student response journals.
- **I can revise my writing using checklist.**
- Students will count the number of sentences, periods, capitals, and count the number of words they write. **This is how students are tracking growth in student response journals.**
- Student will use [Opinion Writing Alignment Paper](#) to check their writing.
- **I can write an opinion paragraph using the OREO outline to write my opinion on something I like.**
- Introduce/review opinion sentence starters, and writing an opinion paragraph. Topics to practice with: favorite type of ice-cream, pet, recess game, pizza . Students start by practicing using the sentence starters orally to say an opinion paragraph and then write a paragraph on the second day. Teach students how to write a book review on a choice book. [Book Review](#)

[Slide Deck for Opinion Writing: Favorite Cookie](#)

[Link to Cookie Reading for Evidence](#)

Week 4 February 26-March 2

- Introduce the “double stuff” opinion graphic organizer.
- [Hot Dog](#) (slideshow) vs [Hamburger](#) (Slide Show) or Dogs vs Cats - evidence from text to support your reasons
- IAB Practice--Language and Vocabulary
- [Supporting Opinions Slideshow](#) (also can use nearpod if you own it)
- I can explain how characters’ actions cause one event to lead to another ([cause and effect sheet](#)) [Google Slides](#)
- I can identify the characters emotion or action contributes to events in a story. (from the beg/middle/to end). (At the beginning of the story ____ felt ____ they did ____, in the middle of the story __ felt ____, so ____ repeat for end of story)
- Use the Last Stop on [The Boy who Harnessed the Wind](#) 15 copies, and [Madeline Finn and the Library Dog](#) 15 copies for two days Day One students read to get a gist of the story and meet the above goal of character emotion or action contributes to events in the story, Day Two they reread and use the goal of how a character's’ actions cause one event to lead to another
- [TED Talk video](#) for the Boy who Harnessed the Wind
- [Vocabulary](#) for Boy who Harnessed the wind
- Mini lesson on highlighting vocabulary evidence.



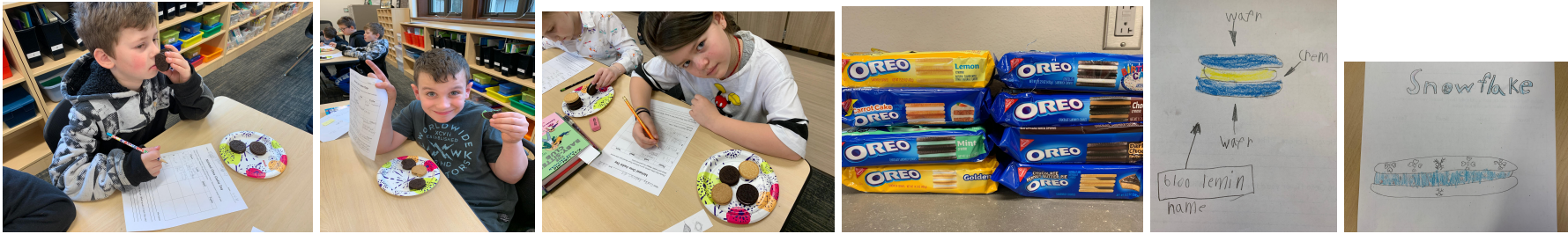
Earthquake! The San Francisco Nightmare in 1906

- I can determine importance from a given piece of text.
- I can find details from text features.
- Kids make a slideshow for this story with important details. See [Slide Show Example](#).

[Elaboration Lesson for Anecdotal Notes Slide Deck](#)

Week 5 March 2-6

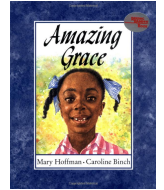
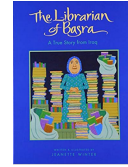
Extra Science! “National Oreo Cookie Day” scientific observation and engineering a new flavor. Run this on March 6th!



- IAB ELA Read Info (intervention time Monday)
- I can close read and listen to gain information about a topic.
- I can gather relevant information from multiple print and digital sources, and integrate the information while avoiding plagiarism
- Mentor text
 - I Want a Dog: My Opinion Essay
 - I Want a Cat: My Opinion Essay
- Students write a journal entry in the form of a letter using the target; We are learning to explain how character's actions and feeling cause one event to lead to another.
- Source 1 - [Video - Dogs vs Cats - Which Makes a Better Pet?](#)- Ed Puzzle version has stop points after each reason. Add to two-column notes. Remember on the first watch to do a quick explain to define each star idea.
- Student will use Source 2 - [National Geographic Cats vs Dogs](#) Kids are using 2 two column notes - one for dogs one for cats mini lesson
- intro and one section - WE DO then kids DO. Source might need to be used multiple days. Assigned in Google Classroom through [Epic](#).
- Friday students write a journal entry in the form of a letter using the target; We are learning to explain how character's actions and feeling cause one event to lead to another.

[Cat vs Dog Opinion Writing](#) Slide Deck

Week 6 March 12-16

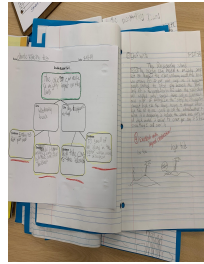
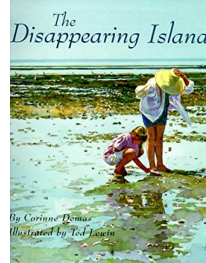


- I can identify the characters emotion or action contributes to events in a story.
- I can draw a conclusion about a character's life.
- Amazing Grace Mentor text, use think sheet below.
- The Librarian Of Basra -Formative check (final write) after the think sheet.
- Take the info from the thinksheet and turn it into a constructed response. In the book _____, my conclusion about _____'s life is _____. Kids use evidence to support their conclusions.
- I can produce a planner to organize my my writing. (capital i)
- I can plan my topic, conclusion sentences and transitions on my pre-write opinion starters
- Students start their dogs vs cats writing
- I can support my opinion with details from the text. (claim/evidence/explain)
- I can use pictures to illustrate details in my prewrite.
- I can turn my pre-write notes into sentences. (use video here)
- Mini lesson - Screencastify video of teacher talking prewrite. Kids practice talking their writing before drafting.
- I can identify the characters emotion or action contributes to events in a story.
- Students write a letter in their journal about their chapter books they are reading or can use the following _____ on Epic.
- Formative reading test with the focus on writing a conclusion. A new friend

Week 7 March 19-23

- I can revise my writing using checklist.
- I can edit my writing using a checklist.
- I can use the checklist provided to check my work.
- I can write an opinion piece with an introduction(opinion/claim), supporting reasons and evidence, and a concluding statement/section.
- I can set goals to improve my writing.
-
- I can sequence key or important events (I can make a timeline of the events of the story, using a long paper).
- I can gather relevant information from multiple print and digital sources, and integrate the information while avoiding plagiarism
- Urban vs rural writing
 - Sources Folder
 - Rural, Urban, Suburban Slides
 - Epic Video on Urban, suburban, rural
 - Social Studies Text

- [You Tube Video](#)
- Google Maps Search - city, town, etc...
- What Ever Happened to the Baxter Place? ([sequence sheet](#)) [Sequence Sheet - Poster size](#)
- I can identify the characters emotion or action contributes to events in a story. (from the beg/middle/to end). (At the beginning of the story ____ felt ____ they did ____, in the middle of the story __felt ____, so ____ repeat for end of story)
- Students read The Paperbag Princess on [Epic](#) and then write a journal entry in the form of a letter.



The Disappearing Island

Lesson Slideshow Link

Day 1: Washaway Beach via Youtube. Have students generate a claim about the video and gather evidence that supports the claim. (Double Bubble Chart) Picture walk *The Disappearing Island* and have students partner read the story. **Day 2:** Share photos via google images of Cape Cod (maybe I'll have a slideshow for this next year! Include youtube site and vocabulary work). Have students generate evidence that supports the claim. Have students listen to the story and discuss events. Build a vocabulary list. Have students write a brief write using the double bubble chart. **Day 3:** Students work on the vocabulary assignment that is posted on google classroom for *The Disappearing Island*. **Day 4:** Students use their text to answer comprehension questions about *The Disappearing Island*. Art Connection: lighthouse drawings. Mentor Text is also found in WIN: **Wilfrid Gordon McDonald Partridge** (storyline online) [LINK TO IMAGINE IT STORY SLIDES SHOWS](#)

[Link to Teaching Slide Deck for The Disappearing Island](#)

Week 8 March 19-23

- I can construct a draft of a opinion paper about urban, rural suburban.
- I can use transitions words that fits my mode of writing.
- I can write a conclusion that fits my mode of writing.
- Reading post assessment over two days



What Ever Happened to the Baxter Place?

Lesson Slideshow Link

Day 1: > Mentor Text: *The House that Jane Built* (storyline online) [LINK TO IMAGINE IT STORY SLIDE SHOWS](#)

[Link to the teaching slide deck for What Ever Happened to the Baxter Place?](#)

Enrichments Lesson for WIN:

1. [Game History and Design](#)
2. [Because of Winn Dixie](#)

Intervention Plan

Focus - Clearly communicate thinking about reading in speaking and writing.

- I can use close reading skills to help me comprehend text.
- I can make a claim or restate a provided claim depending on what the question is asking.
 - speaking or writing a complete sentence
- I can provide evidence from the text to support my claim.
- I can provide evidence for a claim that is provided.
 - speaking or writing in complete sentences

These are big overarching targets for any standards we are working on and build on the focus on close reading from unit 2 intervention.

[Phonics Screening Info](#)

[Support Slides](#) for intervention

Tier 1

Tier 2

Tier 3

Cycle 1 Morris Mole (mentor text) and Big Orange Splot (this is a paper copy) Slide 7 Character traits (see character cards also)
Cycle 2 Manjhi Moves a Mountain (mentor text on epic) and After the Fall (read on epic) - characters impact on story events (slide 56)
Cycle 3 Penguin Problems (mentor text) Slide 110 and Dog vs Cat (this is a paper copy of the story) (slide 99)
Cycle 4 Lost (mentor text) Slide 147 and Wilfrid Gordon McDonald Partridge (15 copies & paper copies of this story also.) Slide 148
Cycle 5 - Write to Me Slide 195 and
Cycle 6 -