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**LANGUAGE ARTS LITERACY CURRICULUM MAP
GRADE 3**

READER'S WORKSHOP

All children will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Big Idea: *The ability to read a variety of texts requires independence, comprehension and fluency.*

Essential Questions:

- How does understanding a text's structure help me better understand its meaning?
- How does fluency affect comprehension?
- What do good readers do when they do not understand everything in a text?
- How do readers construct meaning from text?

Enduring Understandings:

- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
- Fluent readers group words quickly to help them gain meaning from what they read.
- Good readers employ strategies to help them understand text. Strategic readers can develop, select and apply strategies to enhance their comprehension.
- Good readers compare, infer, synthesize and make connections (text-text, text-world, text-self) to make text personally relevant and useful.

Components of Reader's Workshop

READ ALOUD/SHARED READING: Opportunity for the teacher to model fluency and help students develop an enjoyment for a variety of genre and authors. Multiple "readings" may enhance students' understanding. Mini-lessons target skills and strategies. The teacher may "think out loud." During shared reading, an enlarged or projected text is used for all to see and participate in reading. At this point modeling and student participation occur simultaneously. (*This is the component of Reader's Workshop where basal stories, which are often not at a student's level, may be used.)

Standards: 3.1.3.A, 3.1.3.B, 3.1.3.C, 3.1.3.D, 3.1.3.E, 3.1.3.F, 3.1.3.G, 3.1.3.H, 3.3.3.A, 3.3.3.B, 3.3.3.C, 3.4.3.A, 3.4.3.B, 3.5.3.A, 3.5.3.B

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SUGGESTED UNITS OF STUDY & MINI-LESSONS FOR SKILLS	<p><i>On Our Way!</i></p> <ul style="list-style-type: none"> • Launching • Book Choice • Setting Goals <p><u>Literary Elements:</u></p> <ul style="list-style-type: none"> • Book Parts: Table of contents, index, glossary • Story Elements: plot, setting, characters • Problem & Solution • Sequencing <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Prefixes • Compound words 	<p><i>Focus on Fiction</i></p> <ul style="list-style-type: none"> • Author & Genre Studies • Elements of fiction • Fluency in fiction <p><u>Literary Elements:</u></p> <ul style="list-style-type: none"> • Cause & Effect • Draw Conclusions • Compare & Contrast • Main Idea & Details <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Antonyms & Synonyms 	<p><i>Poetry</i></p> <ul style="list-style-type: none"> • Poet Studies • Types of Poetry • Reading poems fluently <p><u>Literary Elements:</u></p> <ul style="list-style-type: none"> • Main Idea & Details • Summarizing • Story Elements <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Multiple Meanings of Words • Suffixes 	<p><i>Focus on Non-Fiction</i></p> <ul style="list-style-type: none"> • Features of non-fiction text; interpret information in graphs, charts and diagrams • Fluency in non-fiction <p><u>Literary Elements:</u></p> <ul style="list-style-type: none"> • Author’s Purpose • Sequencing • Forming Generalizations • Cause & Effect • Distinguish between fact and opinion <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Suffixes • Figurative Language 	<p><i>How Far We’ve Come</i></p> <ul style="list-style-type: none"> • Look at goals • Plan for summer <p><u>Literary Elements:</u></p> <ul style="list-style-type: none"> • Summarizing • Fact & Nonfact • Main Idea/Author’s Purpose/Point of View • Drawing Conclusions <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Root Words • Multiple Meanings of Words
<p>F L U E N C Y</p> <ul style="list-style-type: none"> • Recognize grade-level words accurately and with ease so that a text sounds like spoken language when read aloud <ul style="list-style-type: none"> • Read longer text and chapter books independently and silently • Read aloud with proper phrasing, inflection and intonation 					

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READ ALOUDS FROM BASAL FOR SKILL MINI-LESSONS	<p style="text-align: center;"><i>Grandfather's Journey</i> <i>Phoebe and the Spelling Bee</i> <i>Opt: An Illusionary Tale</i> <i>Max Malne</i> <i>Champions of the World</i></p>	<p style="text-align: center;"><i>City Green</i> <i>The Sun, the Wind and the Rain</i> <i>Dream Wolf</i> <i>Spiders at Work</i> <i>Web Wonders</i> <i>Moses Goes to a Concert</i></p>	<p style="text-align: center;"><i>The Little Painter of Sambana Grande</i> <i>The Patchwork Quilt</i> <i>Pecos Bill</i> <i>A Very Cool Place to Visit</i> <i>The Terrible EEK</i></p>	<p style="text-align: center;"><i>In My Family</i> <i>Cactus Hotel</i> <i>Big Blue Whale</i> <i>J.J.'s Big Day</i> <i>Lon Po Po</i> <i>Animal Fact/Animal Fable</i> Science texts Social Studies texts Magazine, newspaper excerpts</p>	<p style="text-align: center;"><i>The Many Lives of Ben Franklin</i> <i>Cloudy With a Chance of Meatballs</i> <i>The Bat Boy and His Violin</i> <i>Two Bad Bats</i> <i>What Do Animals Think</i> <i>Wilbur's Boast</i></p>
SUGGESTED UNITS OF STUDY FOR STRATEGY FOCUS	Predicting & Connecting	Visualizing	Inferring	Questioning	Determining Importance

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SUGGESTED TEXTS/ BASAL SELECTIONS FOR STRATEGY FOCUS (also see APPENDIX)</p>	<p style="text-align: center;">TRADE:</p> <p style="text-align: center;"><i>Charlotte’s Web</i> <i>The Relatives Came (T-S)</i> <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day (T-S)</i> <i>Sunday Blues (T-S)</i> <i>Alexander Who Used to be Rich</i> <i>Last Sunday (T-T)</i> <i>My Rotten Red-Headed Older Brother (T-T)</i> <i>The Picture Book of Anne Frank (T-W)</i> <i>One Smile (T-W)</i> <i>Matilda</i> <i>Brave Irene</i> <i>Grandpa’s Teeth</i> <i>Old Jake’s Teeth</i> <i>The Pain and the Great One</i> <i>The Sweetest Fig</i></p> <p style="text-align: center;">BASAL:</p> <p style="text-align: center;"><i>In My Family</i> <i>Patchwork Quilt</i> <i>Lon Po Po</i> <i>Grandfather’s Journey</i> <i>Phoebe and the Spelling Bee</i></p>	<p style="text-align: center;">TRADE:</p> <p style="text-align: center;"><i>Trumpet of the Swans</i> <i>Fireflies</i> <i>Owl Moon</i> <i>Miss Rumphius</i> <i>Tar Beach</i> <i>Night in the Country</i></p> <p style="text-align: center;">BASAL:</p> <p style="text-align: center;"><i>Cloudy With a Chance of Meatballs</i> <i>Dreamwolf</i> <i>Sun, Wind, Rain</i> <i>Little Painter</i> <i>Sabana Grande</i> <i>City Greene</i></p>	<p style="text-align: center;">TRADE:</p> <p style="text-align: center;"><i>Lemony snicket</i> <i>Something Beautiful</i> <i>Ira Sleeps Over</i> <i>Smoky Night</i> <i>The Gardner</i> <i>Fables</i> <i>Wilfred Gordon McDonald Partridge</i> <i>Tight Times</i></p> <p style="text-align: center;">BASAL:</p> <p style="text-align: center;"><i>Sun, Wind, Rain</i> <i>Bat Boy and His Violin</i></p>	<p style="text-align: center;">TRADE:</p> <p style="text-align: center;"><i>Mr. Popper’s Penguins</i> <i>Day of Ahmed’s Secret</i> <i>Fly Away Home</i> <i>The Lotus Seed</i> <i>Sylvester and the Magic Pebble</i> <i>Doctor DeSoto</i> <i>Why is the Sky Blue?</i></p> <p style="text-align: center;">BASAL:</p> <p style="text-align: center;"><i>Animal Fact, Animal Fable</i></p> <p style="text-align: center;">Science texts Social Studies texts Magazine, newspaper excerpts</p>	<p style="text-align: center;">TRADE:</p> <p style="text-align: center;"><i>Why Mosquito’s Buzz in People’s Ears</i> <i>Tight Times</i> <i>Mr. Peabody’s Apples</i> <i>The Alphabet Tree</i> <i>Oliver Button is a Sissy</i> <i>The Table Where Rich People Sit</i></p> <p style="text-align: center;">BASAL:</p> <p style="text-align: center;"><i>Ben Franklin</i> <i>Cactus Hotel</i></p>
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ACTIVITIES	<ul style="list-style-type: none"> • Read Aloud: Once a day highlighting skill work and new vocabulary • Shared Reading: Three times a week modeling strategy work • Use passages from Science and Social Studies • Projectable A-Z Books/ Display passages on overhead projector/SmartBoard • Choral reading • Graphic organizers • Reader’s Theater • View video version of stories
ACCOMODATIONS	<ul style="list-style-type: none"> • Use objects/props, video, pictures & movement/pantomime • Offer summaries and paraphrases/frequent pauses for understanding, pacing and focus • Develop key vocabulary • Use of rhyme and rhythm • Use of background knowledge • “Test Tours” • Modeling • Engaging dialogue • Use of drawings, maps and graphs
ASSESSMENT	<ul style="list-style-type: none"> • Observe ways students are thinking about reading and use of strategies with deeper understanding • Read Aloud Notebooks • Class Share • Turn & Talk • Teacher-made tests • Book tests • DRA2 (October & May)

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RESOURCES	<p><i>Revisiting the Reading Workshop</i>, (Orehovec & Alley, 2003) <i>Reading With Meaning</i> (Miller, 2002) <i>Mosaic of Thought</i> (Keene & Zimmermann, 2007) <i>Reading Aloud Across the Curriculum</i> (Laminack & Wadsworth, 2006) Macmillan/McGraw-Hill Reading, 2003 Literature as named ELL: <i>Balancing Reading and Language Learning</i> (Cappellini, 2005) <i>Working With English Language Learners</i> (Cary, 2007) <i>English Language Learners: How to Reach Goals and Meet Standards, K-8</i> (Rea & Mercuri, 2006) Special Education: <i>Preventing Academic Failure (PAF)</i> (Bertin & Perlman, 2003) <i>Wilson Reading System</i> (2004)</p>
<p>GUIDED READING/ STRATEGY LESSONS: Teacher works with small groups who have similar needs at a particular level (instructional) of text; needs are determined by and instruction is driven by assessment. Teacher scaffolds and guides readers with strategies that will help them become independent readers.</p> <ul style="list-style-type: none"> • GUIDED READING: Text is at instructional level. Teacher introduces text, observes and coaches readers as they read side-by-side, follow with a teaching point. • STRATEGY LESSON: Using a shared text, a strategy is taught by demonstration then readers are scaffolded as they try that strategy (can be thought of as “small group mini-lessons”) <p>Standards: 3.1.3.A, 3.1.3.B, 3.1.3.C, 3.1.3.D, 3.1.3.E, 3.1.3.F, 3.1.3.G, 3.1.3.H, 3.3.3.A, 3.3.3.B, 3.3.3.C, 3.4.3.A, 3.4.3.B, 3.5.3.A, 3.5.3.B</p>	

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SUGGESTED TEXTS & BASAL SELECTIONS FOR GUIDED READING	<ul style="list-style-type: none"> • Passages from science and social studies texts • Articles from newspapers, magazines, internet • Reading A-Z Books • Macmillan/McGraw-Hill Leveled Readers at <i>Instructional</i> Level (see <i>Leveled Reader</i> component of kit.) • Leveled Books from Book Room: 		
	<p style="text-align: center;">LEVEL N</p> <p style="text-align: center;"><i>Anna, Grandpa and the Big Storm</i></p> <p style="text-align: center;"><i>Beavers</i></p> <p style="text-align: center;"><i>The Boy Who Ate Dog Biscuits</i></p> <p style="text-align: center;"><i>Did You Hear the Wind Sing Your Name?</i></p> <p style="text-align: center;"><i>The Enormous Crocodile</i></p> <p style="text-align: center;"><i>Extreme Scuba Diving</i></p> <p style="text-align: center;"><i>Extreme Sports</i></p> <p style="text-align: center;"><i>Frogs</i></p> <p style="text-align: center;"><i>A Gift for Mama</i></p> <p style="text-align: center;"><i>How to be Cool in Third Grade</i></p> <p style="text-align: center;"><i>Jackie Robinson: Story of All-Black Baseball</i></p> <p style="text-align: center;"><i>Lion Dancer</i></p> <p style="text-align: center;"><i>Pioneer Cat</i></p> <p style="text-align: center;"><i>Shadow of the Wolf</i></p> <p style="text-align: center;"><i>Shoeshine Girl</i></p> <p style="text-align: center;"><i>Sidewalk Story</i></p> <p style="text-align: center;"><i>Silver</i></p> <p style="text-align: center;"><i>Trojan Horse: How the Greeks Won the War</i></p> <p style="text-align: center;"><i>26 Fairmont Avenue</i></p> <p style="text-align: center;"><i>You Can't Eat Your Chicken Pox, Amber Brown</i></p>	<p style="text-align: center;">LEVEL O</p> <p style="text-align: center;"><i>Adventures of Ali Baba Bernstein</i></p> <p style="text-align: center;"><i>Baseball's Best</i></p> <p style="text-align: center;"><i>Borreguita and the Coyote</i></p> <p style="text-align: center;"><i>The Boxcar Children: Surprise Island</i></p> <p style="text-align: center;"><i>Clothes</i></p> <p style="text-align: center;"><i>Face-Off</i></p> <p style="text-align: center;"><i>The Iron Giant</i></p> <p style="text-align: center;"><i>Legend of the Blue Giant</i></p> <p style="text-align: center;"><i>Meet Thomas Jefferson</i></p> <p style="text-align: center;"><i>The Mouse and the Motorcycle</i></p> <p style="text-align: center;"><i>Ramona Quimby, Age 8</i></p>	<p style="text-align: center;">LEVEL P</p> <p style="text-align: center;"><i>Brainstorm! Stories of 20 American Inventors</i></p> <p style="text-align: center;"><i>Exploring Freshwater Habitats</i></p> <p style="text-align: center;"><i>Joyful Noise: Poems for Two Voices</i></p> <p style="text-align: center;"><i>Magic School Bus: Inside the Human Body</i></p> <p style="text-align: center;"><i>The Wall (Vietnam)</i></p> <p style="text-align: center;"><i>Yang and Her Third Impossible Family</i></p>

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ACCOMODATIONS	<ul style="list-style-type: none"> • Engaging discussion • Books with good visuals, predictable text and natural language • Tap into background knowledge • Support authentic text by multi-reading level resource material
ASSESSMENT	<ul style="list-style-type: none"> • Anecdotal Records • Running Records • Observations • Conferences • Reader’s Notebooks and entries • DRA2: October & May
RESOURCES	<p><i>Matching Books to Readers</i> (Fountas & Pinnell, 1999) <i>Leveled Book List K-8</i> (Fountas & Pinnell, 2006) <i>Leveled Books, K-8</i> (Fountas & Pinnell, 2006) <i>Guided Reading</i> (Fountas & Pinnell, 1996) <i>Leveled Reader</i> (TE), MacMillan/McGraw-Hill, 2003 <i>The Art of Teaching Reading</i> (Calkins, 2001) ELL: <i>Balancing Reading and Language Learning</i> (Cappellini, 2005) <i>Working With English Language Learners</i> (Cary, 2007) <i>English Language Learners: How to Reach Goals and Meet Standards, K-8</i> (Rea & Mercuri, 2006) Special Education: <i>Preventing Academic Failure (PAF)</i> (Bertin & Perlman, 2003) <i>Wilson Reading System</i> (2004)</p>
<p>INDEPENDENT READING: Students read alone or with a partner using “just right books” from a variety of genre; investigate favorite authors and topics. Teacher conferences with students to check on comprehension, fluency and decoding. Standards: 3.1.3.A, 3.1.3.B, 3.1.3.C, 3.1.3.D, 3.1.3.E, 3.1.3.F, 3.1.3.G, 3.1.3.H, 3.3.3.A, 3.3.3.B, .3.3.3.C, .3.2.3.D</p>	

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ACTIVITIES	<ul style="list-style-type: none"> • Read longer text and chapter books independently and silently • Conferring • Setting Goals for reading endurance • Keeping a Reader’s Notebook • Keeping a Reading Log • Build fluency: record and listen to independent reading • Use library classification system to find books and information of interest
ACCOMMODATIONS	<ul style="list-style-type: none"> • Books on tape • Book Buddies/Pair work • Graphic organizers with support drawings • Main Idea Sign-posts • Reread books from shared reading or read aloud
ASSESSMENT	<ul style="list-style-type: none"> • Reader’s Response Notebooks • Conferences • Reading Logs • DRA2: Reading Engagement
RESOURCES	<p><i>Conferring With Readers</i> (Serravallo & Goldberg, 2007) <i>Matching Books to Readers</i> (Fountas & Pinnell, 1999) <i>Leveled Book List K-8</i> (Fountas & Pinnell, 2006) <i>Leveled Books, K-8</i> (Fountas & Pinnell, 2006) <i>Literature Circles</i> (Daniels, 2002) ELL: <i>Balancing Reading and Language Learning</i> (Cappellini, 2005) <i>Working With English Language Learners</i> (Cary, 2007) <i>English Language Learners: How to Reach Goals and Meet Standards, K-8</i> (Rea & Mercuri, 2006)</p>

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WRITER'S WORKSHOP

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Big Idea: *Writing is the process of communicating in print for a variety of audiences and purposes through the writing process while striving to improve their craft and utilizing the proper writing conventions*

Standards: 3.1.3.A, 3.1.3.B, 3.1.3.C, 3.1.3.D, 3.1.3.E, 3.1.3.F, 3.1.3.G, 3.1.3.H, 3.2.3.A, 3.2.3.B, 3.2.3.C, 3.2.3.D, 3.3.3.A, 3.3.3.B, 3.3.3.C, 3.4.3.A, 3.4.3.B, 3.5.3.A, 3.5.3.B

Essential Questions:

- How do good writers express themselves? How does process shape the writer's product?
- How do writers develop a well written product?
- How do rules of language affect communication?
- Why does a writer choose a particular form of writing?

Enduring Understandings:

- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Rules, conventions of language, help readers understand what is being communicated.
- A writer selects a form based on audience and purpose.

SUGGESTED UNITS OF STUDY AND MINI-LESSONS FOR WRITER'S WORKSHOP	<p><u>Launching:</u></p> <ul style="list-style-type: none"> -Procedures -Setting up writer's notebooks -Writer's rules -Focusing on a slice of the pie -Different types of sentences -Review of writing process 	<p><u>Narrative: Memoir</u></p> <ul style="list-style-type: none"> -Small moments -Engaging beginning -Satisfying ends -Words to show transition of time -write with voice 	<p><u>Narrative: Short Fiction</u></p> <ul style="list-style-type: none"> -Characters: description, show, not tell, feelings -Describe setting with sensory details -circular ending 	<p><u>Informational: Biography, Book Reviews, Essay, Expository Nonfiction</u></p> <ul style="list-style-type: none"> -Gather notes about a topic and use narrative structure to write to inform -use features of informational text: headings, labels, diagrams, drawings, table of contents, etc. -Use vocabulary specific to topic -Use selected facts and provide details -Write while keeping audience and purpose in mind 	<p><u>Speculative:</u></p> <ul style="list-style-type: none"> -Speculate what may happen next based on information given in a story, passage, quote... -Use details and evidence to back up opinion -Use concise paragraphs 	<p><u>Poetry:</u></p> <ul style="list-style-type: none"> -Understand poetry as a way to communicate feeling -Describe feelings, events or ideas -Different kinds of poems: free verse, haiku, cinquain, etc. -Use similes, metaphors, repetition, rhythm -Create poems on nonfiction topics -Use line breaks relevant to poetry
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	<p>ONGOING:</p> <p style="text-align: center;"><u>Writing Process</u> <u>Mechanics, Spelling Handwriting</u> Functional : To perform a practical task</p> <ul style="list-style-type: none"> • Labels (in classroom, words to pictures, for illustrations, etc.) • Friendly Letters (notes, cards, invitations, e-mails to certain person for specific purpose) <ul style="list-style-type: none"> • Lists and Procedures <p style="text-align: center;"><u>Responding to Reading:</u></p> <ul style="list-style-type: none"> • Express opinions, notice text organization, make connections, change endings, make inferences, collect words & phrases, record important information, explore characters, settings & author's purpose 									
SAMPLE MENTOR TEXTS	<i>Working Cotton</i> (A. Williams) <i>Twilight Comes Twice</i> (R. Fletcher)	Small Moments/Connections to Spark Writing: <i>Hello Ocean</i> (Munoz) <i>An Angel for Solomon Singer</i> (Rylant) <i>Honey, I Love</i> (E. Greenfield) <i>Stevie</i> (J. Steptop) Beg., Mid. & End: <i>Widget</i> (McFarland)	<i>Staying at Sam's</i> (J. Hesser) <i>Baseball Saved Us</i> (Mochizuki) <i>Guess Who My Favorite Person Is?</i> (B. Baylor) <i>On Call Back Mountain</i> (E. Bunting) Show not Tell: <i>The Memory String</i> (Bunting)	<i>The Moon and You</i> (E. Krupp) <i>Pig Pudding</i> (R. Fletcher) <i>Indian Chiefs</i> (R. Freedman) <i>All About Rattlesnakes</i> (J. Arnosky) <i>Poison Dart Frogs</i> (J. Dewey) <i>The Top of the World: Climbing Mount Everest</i> (S. Jenkins) <i>It's Disgusting and We Ate It</i> (J. Solheim)	<i>Brain Surgery is for Beginners</i> (S. Parker) <i>Wolves</i> (S. Simon) <i>Workshop</i> (A. Clements)	<i>Cactus Poems</i> (F. Asch) <i>Baseball, Snakes, and Summer Squash. Poems About Growing Up</i> (D. Graves) <i>Ordinary Things. Poems From a Walk in Early Spring</i> (R. Fletcher)				
Components of Writer's Workshop										
W R I T I	<p>Description:</p> <ul style="list-style-type: none"> • Teacher, as scribe, provides full support; models and demonstrates the process of putting ideas into written language 									

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SHARED/INTERACTIVE WRITING		<ul style="list-style-type: none"> • Teacher “thinks aloud” to model how to write and exposes students to writing conventions. • Message is read many times • Mini-Lesson
		<p>Opportunities for Assessment:</p> <ul style="list-style-type: none"> • Observations • Student Interest/Participation • Students’ Response to Questioning
SHARED/INTERACTIVE WRITING		<p>Description:</p> <ul style="list-style-type: none"> • Teacher and students “share the pen” as they work together to compose a message; student participation in strongly encourages • Teacher demonstrates and supports what good writers do; students shown what is possible in all aspects of writing • Teacher expands on student ideas, paraphrases their thinking and demonstrates what cohesive writing looks and sounds like • Great opportunity for students to create original stories and literary pieces • Mini-lesson
		<p>Opportunities for Assessment:</p> <ul style="list-style-type: none"> • Observations • Interest/Participation • Response to Questioning
GUIDED WRITING/ STRATEGY GROUPS		<p>Description:</p> <ul style="list-style-type: none"> • Support is given in a small group setting or individually to students during conferencing • Opportunity for students to see modeling close up • Student writes (“holds the pen”) and practices thinking and acting like a writer with teacher support and feedback • Flexible groups; teacher may provide instruction through mini-lessons on the craft and conventions of writing in a variety of genre
		<p>Opportunities for Assessment:</p> <ul style="list-style-type: none"> • Writer’s Notebook • Observations • Anecdotal Records
INDEPENDENT WRITING		<p>Description:</p> <ul style="list-style-type: none"> • Students compose their own literary message with minimal support from the teacher using writers’ notebooks and progressing through stages of the writing process. • Daily opportunities for children to write on their own. • Skills and strategies that were highlighted during Modeled/Shared Writing are applied and practiced.
		<p>Opportunities for Assessment:</p>

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	<ul style="list-style-type: none"> • Writer’s Notebook • Conferences • Rubrics
ACCOMODATIONS	<ul style="list-style-type: none"> • Reinforce writing for authentic purposes • Base writing on student experiences • Emphasize process over product • Use writing supports: <ul style="list-style-type: none"> ○ Group composing ○ Graphic organizers ○ Drawing-based texts ○ “Skeletons”
RESOURCES FOR WRITING	<p><i>A Garden of Poets: Poetry Writing in the Elementary Classroom</i> (Kenner, 1999) <i>Craft Lessons: Teaching Writing K-8</i> (Fletcher, 1998) <i>Nonfiction Craft Lessons: Teaching Information Writing K-8</i> (Fletcher, 2001)</p> <p><i>Kids’ Poems: Teaching Children to Love Writing Poetry</i> (Routman, 2000) <i>Resourceful Writing Teacher</i> (Bender, 2007) <i>The Art of Teaching Writing</i> (Calkins, 1994) <i>Writing Essentials</i> (Routman, 2005) <i>Units of Study</i> (Calkins, 2003)</p> <p>ELL: <i>Balancing Reading and Language Learning</i> (Cappellini, 2005) <i>Working With English Language Learners</i> (Cary, 2007)</p>
WORD WORK:	
<p><i>To explore the intricacies of language and to investigate the meaning and structure of words, as well as the conventions and forms of the written language. Word Work is woven into Reader’s and Writer’s Workshops.</i></p>	
<p>Standards: 3.1.3.B, 3.1.3.C, 3.1.3.F, 3.2.3.C, 3.3.3.C</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How are sounds represented by letters? • How do I figure out a word I do not know? • Why do readers need to pay attention to a writer’s choice of words? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Letters and letter combinations represent sounds. • Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. • Words powerfully affect meaning.

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PHONOLOGICAL AWARENESS	<ul style="list-style-type: none"> • Review short vowels • Long /a/, /e/, /i/, /o/, /u/ • /ü/ 	<ul style="list-style-type: none"> • Consonant Clusters • Syllable Patterns 	<ul style="list-style-type: none"> • Final Consonant Clusters • Double Consonants • Diphthongs: /ou/ and /oi/ 	<ul style="list-style-type: none"> • Digraph: Initial and Final • Variant Vowels 	Review: <ul style="list-style-type: none"> • Soft c & g • /är/, /ür/, /ör/, /ir/ • /er/, /el/
SPELLING & VOCABULARY	Lists can include: <ul style="list-style-type: none"> • Number words • Synonyms • Antonyms • Vocabulary from stories • High Frequency Words (Frye) • Content Area Vocabulary • Words from “Grammar Study” 				
ACTIVITIES	<ul style="list-style-type: none"> • Magnetic Letters • Word Sorts for spelling patterns • Word Walls • Personal Word Walls/ <i>Words I Use</i> • Books • Use grade appropriate dictionary and glossary • Infer meaning from roots, prefixes and suffixes • Elkonin bozes • Word Maps 				

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ASSESSMENT	<ul style="list-style-type: none"> • DRA2 Word Analysis • Observation Survey • Writing Spree • Spelling Tests
RESOURCES	<p><i>Word Matters</i> (Fountas & Pinnell, 1998) <i>Making More BIG Words</i> (Cunningham & Hall, 1997) <i>Word Solver</i> (Dufresne, 2002) <i>Word Crafting</i> (Marten, 2003)</p>
<p>CELEBRATION & SHARING</p> <p><i>Students' efforts are affirmed and they see the reason for the reading and writing processes and how words work. Students learn from their peers and are encouraged to do their best reading and writing in publishing pieces for real readers and audiences allowing them to take pride and enjoyment in literacy.</i></p> <ul style="list-style-type: none"> • Students reflect on own writing and choose published works to share; listen and respond to others • Presentations to be made in conjunction with technology highlighting writing accomplishments and originality in developing ideas <ul style="list-style-type: none"> • Selecting pieces for Writer's Portfolio 	
<p>Standards: 3.1.3.D, 3.2.3.B, 3.2.3.D, 3.3.3.A, 3.3.3.B, 3.3.3.C, 3.3.3.D, 3.4.3.A, 3.4.3.B</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why does a writer choose a particular form of writing? • How can discussion increase our knowledge and understanding of an idea? • When is it appropriate to ask questions? • How do speakers express their thoughts and feelings? • How does a speaker communicate so others will listen and understand the message? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • A writer selects a form based on audience and purpose. • Oral discussion helps to build connections to others and create opportunities for learning. • Questioning and contributing help speakers convey their message, explore issues and clarify their thinking. • A speaker selects a form and organizational pattern based on the audience and purpose.
<p>Additional Resources for Balanced Literacy: <i>Continuum of Literacy Learning</i> (Fountas & Pinnell, 2007) <i>Strategies That Work, 2nd ed.</i> (Harvey & Goudvis, 2007)</p>	