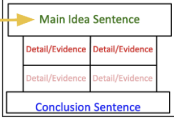
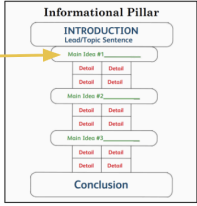
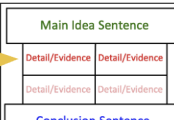
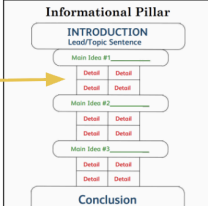


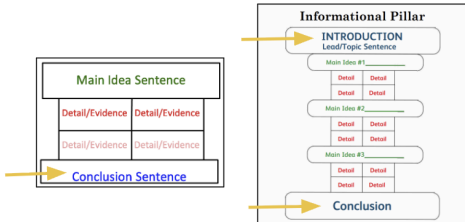
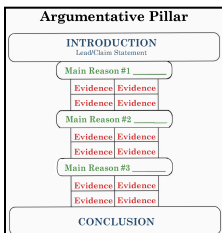
3rd Grade



*Each lesson provides the number of sessions required in parentheses. *1 session is considered to be about 30 minutes.* This estimation depends on the time allotted for writing, familiarity with the skill/lesson, previous exposure as a result of vertical alignment already in place, individual approach, and how the lesson is chunked, and the amount of integration with reading and other subjects.



The Hub Navigation Menu denotes all assessments and lessons included in this guide with highlighting.

Assessment #1 to provide baseline for response	
Literacy Launch (14-20 sessions)	
L1- Introducing Graphic Organizers (1-2)	Reading Response Outcomes: Students will recognize the genre of the source text(s) and of the required organization of the response. The skills within Steps 1-6 of Steps for a Constructed Response are all introduced and practiced (annotation, summary, givens & variables, locating evidence, and becoming familiar with an author’s prewriting plan).
L2- Recognizing Genre & Introducing Opinion Writing (1)	
L5- Strategic Reading - Informed Writing (2-4)	
L8- Comparing Four Types of Writing (4-6)	
L9- Introduction to Literary Analysis (3)	
L10- Analyzing Assignments for Givens and Variables (1)	
L11- Finding Evidence - Be a Text Detective! (1-2)	
L13- Inferential and Evaluative Thinking (1)	
Informational/Opinion (50-62 sessions)	
<u>Broad Yet Distinct Main Ideas/Reasons (10-13)</u>	Reading Response Outcomes: Students will notice how authors purposefully group details, often clearly stating a central idea at the beginning of paragraphs. They will also be able to sort and categorize evidence to address a task. With the Steps for a Constructed Response, Step 3 and 7 will be a focus (connections between the givens & variables of the task and the main idea sentence and
L3- Pick, List and Choose - A Process for Thinking, Prewriting and Planning (2)	
L3a- Applying Pick List Choose to Response Writing (1)	
L8- Naming Givens and Variables (1)	
L10- Alternatives to Boring, Redundant Main Idea/Reason Sentences (1)	
L11- Revising Boring, Redundant Main Idea/Reason	

<p>Sentences (1)</p> <p>L13- Turning Questions into Responses (1-2)</p> <p>L15- Sentence Variety and Word Referents (1-2)</p> <p>L17- Preparing to Write a Response to Text (2-3)</p>	<p>generating a strong main idea sentence that states the controlling idea).</p>  
<p><u>Elaboration- Detail Generating Questions (12-14)</u></p> <p>L3- Recognizing Overly General Words/Phrases and Specific Examples (1)</p> <p>L5- Grab Bag Game: What Does it Look Like? Why is it Important? (2)</p> <p>L9- Writing Sentences Using Detail-Generating Questions What Does it Look Like? Why is it Important? (1)</p> <p>L11-Using Detail-Generating Questions in Paragraphs (2)</p> <p>L11a- Using Detail Generating Questions to Identify Evidence (1)</p> <p>L11b- Using Detail Generating Questions to Develop Responses (2)</p> <p>L15- Paraphrasing (1-2)</p> <p>L16- Giving the Author Credit (2-3)</p>	<p>Reading Response Outcomes:</p> <p>Students will use detail generating questions to both identify and elaborate evidence within a source text. This reinforces Steps 4-5 of Steps for a Constructed Response and supports the development of the body of the paragraph in Step 8.</p>  
<p>Assessment #2 to show growth of skills explicitly taught up to this point; specific areas of improvement- organization, main ideas/reasons, elaboration</p>	
<p><u>Research (6-7)</u></p> <p>L4- Recognizing “Golden Bricks” Statistics & Expert Quotes Within Text (1)</p> <p>L5- Doing Research and Taking Notes (2)</p> <p>L7- Comparing and Contrasting in Research Simulation Tasks (3-4)</p>	<p>Reading Response Outcomes:</p> <p>Students will identify strong evidence. Learning to take notes will encourage using words and phrases on a response planning template versus copying full sentences.</p>

<p><i>Introductions and Conclusions (8)</i></p> <p>L5a- Response to Text Introductions- Single Source (2)</p> <p>L5b- Writing Response to Text Introduction Paragraphs- Multiple Source (2)</p> <p>L8- Recognizing Definitive Language for Strong Conclusions (1)</p> <p>L11- Writing Response to Text Conclusion Paragraphs (3)</p>	<p>Reading Response Outcomes:</p> <p>Students will understand strategies to begin and end essay responses. Steps 7 and 9 of Steps to Constructed Response will be the focus.</p> 
<p><i>Authentic Writing Tasks (14-20)</i></p> <p>L3- Response to Text (3-6)</p> <p>L4- Theme in Picture Books (2-4)</p> <p>L5- Literary Themes- What do they Look Like? Why are they Important? (2)</p> <p>L6- Read Like an Author (2-3)</p> <p>L7- Comparing Two Narrative Stories (5)</p>	<p>Reading Response Outcomes:</p> <p>Students will rehearse skills and broaden understanding through literary texts.</p>
<p>Assessment #3 to demonstrate skills explicitly taught up to this point; specific areas of improvement- introductions and conclusions in addition to organization, main ideas/reasons, elaboration</p>	
<p>Argument (8-9 sessions)</p>	
<p>L1- The Language of Argument (2)</p> <p>L3- Ask, List, Link, Choose (1)</p> <p>L4- Credible Groups (1)</p> <p>L5- Craft a Paragraph (2)</p> <p>L6- Writing Response to Argumentative Text (2-3)</p>	<p>Reading Response Outcomes:</p> <p>Students will recognize argumentative texts, consider the pros and cons of other author's issues to develop their own claims, and write argumentative paragraphs.</p> 

Narrative (54-71 sessions)	
<u>Beginnings (5-7)</u>	<p>Reading Response Outcomes:</p> <p>Students will gain deeper comprehension of story beginnings and be better prepared to respond to questions relating to the following literary elements: character, setting, and motivation.</p> <p>*Steps 1-9 of the Steps to Constructed Response will be rehearsed through the Literary Analysis Task.</p> 
L2- Analyze the Beginning (1-2)	
L4- Literary Analysis Task- Beginnings (4-5)	
<u>Elaborative Detail (14-21)</u>	<p>Reading Response Outcomes:</p> <p>Students will become more aware of reading segments with rich elaboration and strengthen their ability to both visualize and infer. Character feelings and traits will also become clearer.</p> <p>*Steps 1-9 of the Steps to Constructed Response will be rehearsed through the Literary Analysis Task.</p> 
L1- Story Critical Characters, Settings, Objects (1)	
L3- General or Specific? (1)	
L4- Story Critical Elements in Literature (1)	
L5- Creating Elaborative Segments (3-6)	
L6- Elaborative Detail- Reading with Author's Eyes (2-4)	
L8- Feelings and Showing or Telling? (2-3)	
L9- Literary Analysis Task- Elaborative Detail (4-5)	
Assessment #4 to show continued growth in all skill areas	
<u>Suspense (9-10)</u>	<p>Reading Response Outcomes:</p>

L1- Find the Suspense (1)	<p>Students will more easily identify the main problem, conflict, tension, and foreshadowing while also better following the development of the plot.</p> <p>*Steps 1-9 of the Steps to Constructed Response will be rehearsed through the Literary Analysis Tasks.</p> 
L3- Red Flag Words and Phrases (1)	
L4- The Magic Of Three (3)	
L6- Literary Analysis Task- Suspense (4-5)	
<u>Main Event (9-13)</u>	
L1- Comparing Summaries and Fully Elaborated Main Events (2)	
L3- Main Event- Guided Practice (3-6)	
L4- Literary Analysis Task- Main Event (4-5)	
<u>Endings (9-11)</u>	<p>Reading Response Outcomes:</p> <p>Students will determine the themes of stories and be able to analyze how main characters grow or change from beginning to end and lessons that emerge.</p> <p>*Steps 1-9 of the Steps to Constructed Response will be rehearsed through the Literary Analysis Tasks.</p> 
L1- Analyze the Ending (1-2)	
L2- Extending the Ending (4)	
L4- Literary Analysis Task- Extended Endings (4-5)	
<u>Prompts and Process Writing (8-9)</u>	
L4- Theme (3-4)	
L5- Writing in Response to Multiple Texts (5)	
Assessment #5 to show continued growth in all skill areas	