

**Bi-Borough
New Jersey Student Learning Standards
Language Arts Curriculum**

**Writing
Grade Three**

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**Oradell Public School
River Edge Public School**

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THIRD GRADE WRITING CURRICULUM

TABLE OF CONTENTS

LAUNCHING THE WRITING WORKSHOP	Page 2
RAISING THE QUALITY OF PERSONAL NARRATIVE	Page 5
WRITING ABOUT READING- ESSAY STRUCTURE	Page 8
PERSUASIVE LETTER	Page 11
REALISTIC FICTION	Page 14
WRITING IN A VARIETY OF GENRES	Page 17
NONFICTION CONTENT-AREA	Page 20
ADDENDUM: MODIFICATIONS	Page 23

BY THE END OF THIRD GRADE- LAUNCHING WRITING WORKSHOP

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

W.3.3 Write narratives to develop real or imagined experiences or events using

narrative technique, descriptive details, and clear event sequences.

W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21ST CENTURY SKILLS

9.1.4.A.1 Apply critical thinking and problem solving skills to solve problems

9.1.4.B.1 Gather and evaluate knowledge from a variety of resources that fosters creative and innovative thinking

9.1.4.E.1 Integrate digital media to improve communication

TECHNOLOGY

8.1.4.A.1 Understand how to use digital tools for appropriate application

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Writers use the writing process to choose ideas that are focused and sustain audience interest.

ESSENTIAL QUESTIONS

How do writers use the writing process to choose focused ideas that interest their audience?

MODULE ASSESSMENT

Stamina measures - Active time in the writing process
Publish a personal narrative using the writing process
Use a writing rubric to reflect on an individual piece
Produce an on-demand writing sample

OBJECTIVES

Students will be able to...

- Personalize the writing notebook
- Gather ideas for writing from their own lives and experiences
- Craft a story using the writing process
- Gather ideas by recalling a time or place that matters to them and has importance and finding the small moment of significance to draft a story about
- Select a meaningful moment to draft a personal narrative
- Use pre-writing strategies to draft a personal narrative with a clear beginning, middle, and end
- Zoom in on the heart of the narrative and elaborate the event
- Revise their narratives for descriptive language and dialogue
- Become proficient in using an editor's checklist
- Use a writing rubric to reflect on their writing

MODULE SKILLS

Students will be able to...

- Use the writing process to craft a personal narrative
- Reflect on an individual piece of writing with a rubric
- Practice keyboarding, navigate websites, create charts and graphic organizers

RESOURCES

SUPPLIES:

Composition notebook – Writer’s Notebook

LITERATURE (Mentor Texts):

I’m in Charge of Celebrations by Byrd Baylor

The Other way to Listen by Byrd Baylor

Desert Voices by Byrd Baylor and Peter Parnal

Family Pictures by Carmen Lomas Garza

All the Places to Love by Patricia MacLachlan

Knots on a Counting Rope by Bill Martin Jr, and John Archambault

Wilford Gordon McDonald Partridge by Mem Fox

Isla by Arthur Dorros

26 Fairmount Avenue & Series about his Life- Tomie dePaola

PROFESSIONAL REFERENCES:

Buckner, Aimee. 2005. *Notebook Know-How, Strategies for the Writer’s Notebook*. Portland, Maine: Stenhouse Publishers.

Hindley, Joanne. 1996. *In the Company of Children*. Portland, Maine: Stenhouse

Calkins, Lucy and Medea McEvoy. 2006. *Units of Study For Teaching Writing, Gr 3-5*

Davis, Judy and Sharon Hill. 2003. *The No-Nonsense Guide to Teaching Writing: Strategies, Structures, and Solutions*. Portsmouth, NH: Heinemann

**BY THE END OF THIRD GRADE-
RAISING THE QUALITY OF PERSONAL NARRATIVE**

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.3.3** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.3.3.A** Establish a situation and introduce a narrator and/or characters;
- W.3.3.B** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3.C** Use temporal words and phrases to signal event order.
- W.3.3.D** Provide a sense of closure.
- W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.10** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21ST CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of resources that fosters creative and innovative thinking

9.1.4.E.1 Integrate digital media to improve communication

TECHNOLOGY

8.1.4.A.1 Understand how to use digital tools for appropriate application

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Writers use the writing process to choose significant, focused ideas that sustain audience interest.

ESSENTIAL QUESTIONS

How do writers use the writing process to choose significant, focused ideas that interest their audience?

MODULE ASSESSMENT

Publish a personal narrative using the writing process
Use a writing rubric to reflect on an individual piece

OBJECTIVES

Students will be able to...

- Use a pre-writing strategy to draft a personal narrative with a clear beginning, middle and end
- Gather ideas from personal experiences that are meaningful and significant
- Craft a narrative using the writing process
- Stretch out significant moments to sustain audience interest
- Enrich writing by using internal dialogue and external dialogue
- Revise a writing piece for varied sentence patterns
- Vary word choice to convey precise meaning
- Use revision strategies to improve the narrative
- Use an editor's checklist
- Use a writing rubric to reflect on their writing

MODULE SKILLS

Students will be able to...

- Use the writing process to craft a personal narrative.
- Use internal thinking to effectively convey state of mind, feeling, emotion
- Develop a unique author's voice.
- Practice keyboarding, navigate websites, create charts and graphic organizers

RESOURCES

SUPPLIES:

Composition notebook – Writer’s Notebooks

LITERATURE (Mentor Texts):

Tar Beach by Faith Ringold

My Mamma Had a Dancing Heart by Libba Gray

Fireflies by Julie Brinckloe

Come on, Rain by Karen Hesse

The Hello, Goodbye Window by Norton Juster

Too Many Tamales by Gary Soto

Roller Coaster by Marla Frazee *Raising the Bar

Salt Hands by Jane Chelsea Aragon * Raising the Bar

Mr. George Baker by Amy Hest

Amazing Grace by Mary Hoffman

Christmas Stories by Cynthia Rylant

Saturdays and Tea Cakes by Lester Laminack

Feathers and Fools by Mem Fox

Night in the Country by Cynthia Rylant

Owl Moon by Jane Yolen

Love that Dog by Sharon Creech

Hate that Cat by Sharon Creech

PROFESSIONAL REFERENCES:

Calkins, Lucy and Medea McEvoy. 2006. Units of Study For Teaching Writing, Gr 3-5

BY THE END OF THIRD GRADE- WRITING ABOUT READING

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1.A** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1.B** Provide reason that support the opinion.
- W.3.1.C** Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- W.3.1.D** Provide a conclusion.
- W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.10** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21ST CENTURY SKILLS

- 9.1.4.B.1** Gather and evaluate knowledge from a variety of resources that fosters creative and innovative thinking
- 9.1.4.E.1** Integrate digital media to improve communication

TECHNOLOGY

- 8.1.4.A.1** Understand how to use digital tools for appropriate application

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Writers use the writing process to develop a claim that is supported by their reading, while sustaining audience interest.

ESSENTIAL QUESTIONS

How do writers use the writing process to develop a claim, which is supported by evidence from their reading?

MODULE ASSESSMENT

Publish a personal essay using the writing process

Publish a literary essay using the writing process

Use a writing rubric to reflect on an individual piece

OBJECTIVES

Students will be able to...

- Identify character-driven and narrative-driven themes in text
- Provide evidence to support a thesis/claim
- Use linking words and phrases (i.e. because, therefore, since, for example) to connect opinion and reasons
- Provide a concluding statement or section
- Use pre-writing strategies to draft an essay with a clear beginning, middle, and end
- Craft an organized essay using the writing process
- Identify specific evidence (i.e. dialogue, facts, events) from the text to support a thesis/claim
- Revise a writing piece for varied sentence patterns
- Vary word choice to convey precise meaning
- Use revision strategies to improve the essay
- Use an editor's checklist
- Use a writing rubric to reflect on individual writing

MODULE SKILLS

Students will be able to...

- Understand the structure of an essay
- Use the writing process to craft a 'Personal Essay'
- Use the writing process to craft a 'Literary Essay', presenting a claim, supported with text-based evidence
- Develop a unique author's voice
- Understand a problem that a character in the story is experiencing
- Practice keyboarding, navigate websites, create charts and graphic organizers

RESOURCES

LITERATURE:

Hundred Dresses by Eleanor Estes

Class Clown by Johanna Hurwitz

Seven Kisses in a Row by Patricia McLaughlan

Thank you Mr. Falker by Patricia Polacco

My Rotten Red Headed Older Brother by Patricia Polacco

An Orange for Frankie by Patricia Polacco

Mr. Lincoln's Way by Patricia Polacco

When Jessie Came Across the Sea by Amy Hest

Come on Rain by Amy Hest

PROFESSIONAL REFERENCES:

Angelillo, Janet. 2003. *Writing About Reading: From Book Talk to Literary Essays, Grades 3-8*. Portsmouth, NH: Heinemann.

BY THE END OF THIRD GRADE- PERSUASIVE LETTER

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1.A** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1.B** Provide reasons that support the opinion.
- W.3.1.C** Use linking words and phrases (i.e. *because, therefore, since, for example*) to connect opinion and reasons.
- W.3.1.D** Provide a conclusion.
- W.3.7** Conduct short research projects that build knowledge about a topic.
- W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.10** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21ST CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of resources that fosters creative and innovative thinking
- 9.1.4.E.1** Integrate digital media to improve communication

TECHNOLOGY

- 8.1.4.A.1** Understand how to use digital tools for appropriate application

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Writers use the writing process to develop an argument and support a point of view in order to persuade the reader.

ESSENTIAL QUESTIONS

How do writers use the writing process to write a persuasive letter?

MODULE ASSESSMENT

Publish a persuasive letter using the writing process

Use a writing rubric to reflect on an individual piece

OBJECTIVES

Students will be able to...

- Gather ideas from our lives and personal experiences
- Examine persuasive texts, take notes, and identify key words and phrases
- Differentiate between fact and opinion
- Research and collect data to support their argument
- Introduce the argument and provide reasons that support it
- Use the correct format to write a business letter

MODULE SKILLS

Students will be able to...

- Use the writing process to craft a persuasive letter
- Locate information from text and other media
- Give credit to sources used
- Use linking words and phrases to connect opinion and reasons
- Develop a unique author's stance
- Practice keyboarding, navigate websites, create charts and graphic organizers

RESOURCES

SUPPLIES:

Composition notebook – Writer’s Notebook

MENTOR TEXTS: Collection of Letters to the Editor

Letters from a Nut by Ted L. Nancy

Dear Mrs. LaRue: Letters From Obedience School by Mark Teague

PROFESSIONAL REFERENCES:

Caine, Karen. 2008. *Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise*. Portsmouth, NH: Heinemann.

A Quick Guide to Teaching Persuasive Writing by Sarah Pickard Taylor

BY THE END OF THIRD GRADE- REALISTIC FICTION / MYSTERY STORIES

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.3.3** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.3.3.A** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3.B** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3.C** Use temporal words and phrases to signal event order.
- W.3.3.D** Provide a sense of closure.
- W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6** With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- W.3.10** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21ST CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of resources that fosters creative and innovative thinking

9.1.4.E.1 Integrate digital media to improve communication

TECHNOLOGY

8.1.4.A.1 Understand how to use digital tools for appropriate application

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Writers use the writing process to craft fiction based on realistic fiction texts and real life events.

ESSENTIAL QUESTIONS

How do writers use the writing process to craft fiction based on realistic fiction texts and real life events?

MODULE ASSESSMENT

Publish a realistic fiction story, containing at least one conflict and resolution
Use a writing rubric to reflect on an individual piece

OBJECTIVES

Students will be able to...

- Generate story ideas by thinking about everyday problems in books and real life
- Create identities for their characters with internal and external traits
- Develop a plot using a timeline, story arc or story mountain in order to organize events in a sequence that unfolds naturally
- Use transitional or temporal words and phrases to guide the story along
- Write a focused piece using the elements of a story - character, setting, plot, conflict, resolution
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events - “sensory details”, “show-not-tell”
- Show the response of characters to situations - “show-not-tell”
- Revise a writing piece for varied sentence patterns
- Vary word choice to convey precise meaning.
- Use revision strategies to improve the narrative.
- Use an editor’s checklist
- Use a writing rubric to reflect on individual writing

MODULE SKILLS

Students will be able to...

- Use the writing process to write a realistic fiction story
- Create a believable character, world, conflict, and resolution
- Develop a unique author's voice
- Write a solution to a problem that a character in the story is experiencing
- Show expertise through writing on topics they research to create their story
- Practice keyboarding, navigate websites, create charts and graphic organizers

RESOURCES

LITERATURE:

Stone Fox by John Reynolds Gardner

Class Clown by Johanna Hurwitz

Hundred Penny Box by Sharon Bell

Mathis Hundred Dresses by Eleanor

Estes *Fireflies* by Julie Brinckloe

The Keeping Quilt by Patricia Polacco

Storm in the Night by Mary Stolz

Mr. Lincoln's Way by Patricia Polacco

My Name is Maria Isabell by Alma Flor Ada

PROFESSIONAL REFERENCES:

Calkins, Lucy and Medea McEvoy. 2006. Units of Study For Teaching Writing, Gr 3-5 (Writing Fiction: Big Dreams, Tall Ambitions)

BY THE END OF THIRD GRADE- WRITING IN A VARIETY OF GENRES

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1.A** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1.B** Provide reasons that support the opinion.
- W.3.1.C** Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- W.3.1.D** Provide a conclusion.
- W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2.A.** Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- W.3.2.B** Develop the topic with facts, definitions, and details.
- W.3.2.C** Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information
- W.3.2.D** Provide a conclusion.
- W.3.3** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.3.3.A** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3.B** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3.C** Use temporal words and phrases to signal event order.
- W.3.3.D** Provide a sense of closure.

21ST CENTURY SKILLS

9.1.4.A.1 Apply critical thinking and problem solving skills to solve problems

9.1.4.B.1 Gather and evaluate knowledge from a variety of resources that fosters creative and innovative thinking

9.1.4.E.1 Integrate digital media to improve communication

TECHNOLOGY

8.1.4.A.1 Understand how to use digital tools for appropriate application

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Writers use the writing process to respond to prompts within an established time.

ESSENTIAL QUESTIONS

How do writers use the writing process to respond to prompts within an established time?

MODULE ASSESSMENT

Produce on-demand writing prompts in a variety of genres
Use a writing rubric to reflect on an individual piece

OBJECTIVES

Students will be able to...

- Use the writing process to complete an on demand writing prompt
- Use checklists to revise and edit
- Use rubrics to self-assess individual writing
- Pace themselves in order to complete a task in the allotted time
- Recognize the structure and format of the task
- Identify the genre of the given prompt

MODULE SKILLS

Students will be able to...

- Use the writing process to respond to given prompts across genres
- Write a solution to a problem that a character in the story is experiencing
- Show expertise through writing on topics they research
- Practice keyboarding, navigate websites, create charts and

graphic organizers

RESOURCES

SUPPLIES:

'Performance Coach' lessons/activities

LITERATURE:

Junior Great Books Grade 3

SHORT STORY COLLECTIONS:

Baseball in April- Gary Soto

Every Living Thing- Cynthia Rylant

PROFESSIONAL REFERENCES:

Angelillo, Janet. 2003. Writing to the Prompt: Portsmouth, NH: Heinemann.

**BY THE END OF THIRD GRADE-
CONTENT AREA WRITING:
BECOMING AN EXPERT ON A NONFICTION TOPIC**

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2.A** Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
- W.3.2.B** Develop the topic with facts, definitions, and details.
- W.3.2.C** Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information
- W.3.2.D** Provide a conclusion.
- W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6** With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- W.3.7** Conduct short research projects that build knowledge about a topic.
- W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21ST CENTURY SKILLS

9.1.4.A.1 Apply critical thinking and problem solving skills to solve problems

9.1.4.B.1 Gather and evaluate knowledge from a variety of resources that fosters creative and innovative thinking

9.1.4.E.1 Integrate digital media to improve communication

TECHNOLOGY

8.1.4.A.1 Understand how to use digital tools for appropriate application

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Writers use the writing process to compose informative/explanatory text to examine a topic and convey ideas and information clearly.

ESSENTIAL QUESTIONS

How do writers use the writing process to compose informative/explanatory text to examine a topic and convey ideas and information clearly?

MODULE ASSESSMENT

Publish an informative piece using the writing process
Use a writing rubric to reflect on an individual piece

OBJECTIVES

Students will be able to...

- Examine expository text and highlight pertinent information
- Examine expository text and take notes
- Identify key words and phrases
- Categorize information
- Gather information from a variety of sources
- Examine a topic and select appropriate facts to include

- Use linking words and phrases (i.e. because, therefore, since, for example, also, another, and, more, but) to connect ideas within categories of information
- Provide a concluding statement or section
- Convert notes into a final written piece with a clear sequence
- Revise a written piece for varied sentence patterns
- Vary word choice to convey precise meaning
- Use revision strategies to improve the piece
- Use an editor’s checklist
- Use a writing rubric to reflect on their writing
- Use technology to gather information
- Use technology to share learned information
- Include diagrams, labels, and other non-fiction text features to help the reader understand the topic

MODULE SKILLS

Students will be able to...

- Use the writing process to craft an informational piece
- Locate information from text and other media
- Show expertise through writing on topics they research
- Share text through applications like Google classroom
- Practice keyboarding, navigate websites, create charts and graphic organizers

RESOURCES

LITERATURE:

A River Ran Wild by Lynne Cherry

The Kapok Tree by Lynn Cherry

Cactus Hotel by Brenda Z. Guiberson and Megan Lloyd

The Same Day in March by Marilyn Singe

RECOMMENDED AUTHORS:

Seymour Simon, Lynne Cherry, David Adler

PROFESSIONAL REFERENCES:

Nonfiction Matters: Reading, Writing, and Research in Grades 3-8 by Stephanie Harvey

Is That a Fact by Tony Stead

Differentiation

Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products.

This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. This addendum reveals pathways for differentiation specific to four distinct student populations.

Teachers can differentiate

- **Content** What we teach and how we give students access to the information and ideas that matter
- **Process** How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- **Product** How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students'

- **Readiness** The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- **Interest** What a student enjoys learning about, thinking about, and doing
- **Learning Style** A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

MODIFICATIONS

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Restructure lesson using UDL principles

http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA

Gifted and Talented (*content, process, product and learning environment*)

N.J.A.C. 6A:8--3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Self-Directed Learning Specific ongoing activities in which students work independently

Curriculum Compacting Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level.

Sample resource: <http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Flexible Grouping Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Jigsaw Activities Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Graphic Organizers/Extension Menus Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Students at Risk of School Failure

Districts are required to administer grade level benchmark and/or interim assessments in content areas. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who may be at risk.

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

- Bilingual dictionaries
- Visual aids
- Teacher made adaptations, outlines, study guides
- Varied leveled texts of the same content

Preparing students for the lesson:

- *Building Background Information* Done through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- *Simplifying Language for Presentation* Using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- *Developing Content Area Vocabulary* Done through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary.
- *Concept Development* Enduring understanding requires thorough and contextualized study of subjects across grades and courses.
- *Giving Directions* Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication.
- Provide students with opportunities to participate in numerous discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

WIDA -- <https://www.wida.us/>

Students with Disabilities (*appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team*)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in classroom settings, grades K-12. The primary aim of education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation Expanding student motivation to learn content can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations The primary purpose of these adaptations is to provide special education students with teacher--initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre--teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring Instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward lesson/unit objectives.