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Informative Writing W 3.2 Word Meaning and Relationships L 3.4-3.6	•	Opinion Writing W 3.1		• Conventions L 3.1-3.3			
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Applied Learning Standards: problem solving communication critical thinking research reflection/ evaluation	Арр		communication	critical thinking research r	eflection/ evaluation		
	E						
Expectations for Student Learning (High School only):	Ext	bectations for Student Lea	irning (riigh School only	:			

ENDURING UNDERSTANDING:

Students will understand that each of the unique characters and the settings in the story play an important role in developing friendships and achievements.

PRIOR KNOWLEDGE:

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Students will analyze fictional text structure (character, setting, plot, problem/solution).
- Students will identify main idea/controlling idea in a text.
- Students will write short narrative piece in response to text.
- Students will write a short opinion piece in response to text.
- Students will conduct an extended research project.
- Students will analyze and write grammatically correct sentences.
- Students will define and analyze related words using context clues.

SUGGESTED WORKS:

Fiction

- "Castle on Viola Street" and complementing leveled texts
- "Wilbur's Boast" and complementing leveled texts

Extended Fiction

Charlotte's Web

Nonfiction

"An American Hero Flies Again" and complementing leveled texts •

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:

6.

7.

8.

- 1. Argument writing
- 2. Class discussion
- 3. Dramatization/role
- playing
- Grammar and usage 4. 5.
 - 9 Literature response Graphic organizers
 - 10. Media appreciation

response

Journal

Informational text

Informative writing

- 11. Multi-media/technology
- 12. Narrative writing
- 13. Non- linguistic
- representations
- 14. Note taking and
- summarizing 15. Oral presentation
- 16. Research project
- 17. Vocabulary word wall 18. Writer's notebook
- 19. Word Study 19.
- 20.
- Class discussion/literature response: Students will use story clues to determine the theme of the text. ("Castle on Viola Street" and "Wilbur's Boast")
 - Example: Use examples from the story to show how time and hard work help dreams come true. 0
 - Example: How does Charlotte teach Wilbur to become happy with himself? 0
- Narrative writing: Students will write about a time when they achieved a goal through time and hard work.
- Opinion Writing: Does working together make it harder or easier for you to achieve your goals?
- Informational Writing: Students will explore animal habitats by researching an aquatic animal.
- Multi-media/technology: Students will explore different animal habitats through websites and movie clips (Charlotte's Web).
- Graphic Organizers: Students will analyze text structure through the use of graphic organizers (character/ setting/plot organizer, problem/solution organizer, and main idea/detail organizer).

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

Bloom's Taxonomy

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES: Common Core Curriculum Maps, Josey-Bass, publisher

- Common Core Standards <u>http://www.ride.ri.gov/instruction/commoncore.aspx</u>
- Treasures Additional Resources <u>http://stageforlearning.com/thirddownloads.asp</u>

VOCABULARY

"Castle on Viola Street"

- downtown
- appliances
- owners
- construction
- equipment
- leaky

"Wilbur's Boast"

- conversation
- interrupted
- boasting
- sway
- scrambled
- seized
- rebuild

"An American Hero Flies Again"

- historical
- dispute
- automatically
- requirements

LESSON PLAN for UNIT _____

LESSONS

- Lesson # 1 Summary:
- Lesson #2 Summary:
- Lesson #3 Summary:

OBJECTIVES for LESSON # _____

- Materials/Resources:
- Procedures:
 - Lead –in
 - Step by step
 - Closure

- Instructional strategies:
- Assessments:
 Formative
 - Summative