



# Ramping up Relevance through ELA/SS Units

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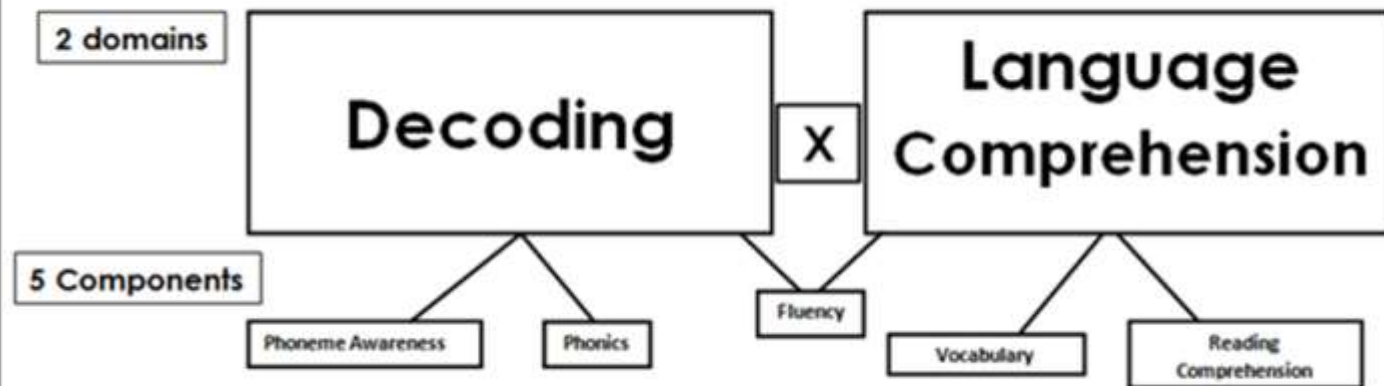


## Content and Literacy Objectives

- Participants will gain knowledge of an approach to KCCRS aligned cross-curricular unit design.
- Participants will use focused note taking and discussion to process information.

# Simple View of Reading

Two Domains and Five Essential  
Components of Reading



Unit design is based on *Understanding by Design*

(Wiggins and McTighe)

# ELA/SS Core Instruction

Decoding	Reading Comprehension	Process Writing	Reading and Conferencing
<p>Students learn patterns to decode and encode words.</p> <p>Teachers use the Decoding Routine Teacher's Guide and provided student materials.</p>	<p><b>"In the Text"</b></p> <p>Students read and interact with text.</p> <ul style="list-style-type: none"><li>• Vocabulary Instruction</li><li>• Close Reading</li><li>• Writing to Learn</li><li>• Speaking and Listening</li></ul> <p>Teachers use the IUG to plan instruction.</p>	<p>Students learn to write narratives, opinions, and informative/explanatory text.</p> <ul style="list-style-type: none"><li>• Writing Process</li><li>• Grammar</li><li>• Conventions</li><li>• Speaking and Listening</li></ul> <p>Teachers use the IUG to plan instruction.</p>	<p>Students build reading fluency and read for enjoyment.</p> <ul style="list-style-type: none"><li>• 10 minutes – Fluency Practice</li><li>• 10 minutes – Teacher Read Aloud</li><li>• 10 minutes – Self-Selected Reading</li></ul> <p>Teachers establish a monthly Progress Monitoring Schedule.</p>



## Our Goal

- To design a guaranteed and viable curriculum for elementary grades that incorporates the KCCRS-ELA/Literacy and HGSS.
  - Use existing adopted resources.
  - Support students in developing a world view through examining compelling big ideas.



# ELA/SS Core Curriculum Components

- **Year at a Glance**
- **Focus KCCRS by Unit**
- **Instructional Unit Guide (IUG) – Six Units**
  - **Decoding Routine/Word Mapping Overview**
  - **Focus KCCRS and planning support for reading and writing instruction**
  - **Social Studies planning support**
  - **Close Reading Exemplar**
  - **MDPT Exemplar (3<sup>rd</sup> – 5<sup>th</sup>)**
  - **Sample Unit Map**
  - **Student Resources**
- **Core ELA/SS Overview Guide**

# Focused Note Taking

## A Guaranteed and Viable ELA/SS Curriculum Wichita Public Schools

### Year at Glance

Unit 1: The American Revolution	Unit 2: The American Revolution	Unit 3: The American Revolution	Unit 4: The American Revolution
<p><b>Unit 1: The American Revolution</b></p> <p>Students will learn about the American Revolution, including the causes, the battle of Bunker Hill, and the signing of the Declaration of Independence.</p>	<p><b>Unit 2: The American Revolution</b></p> <p>Students will learn about the American Revolution, including the causes, the battle of Bunker Hill, and the signing of the Declaration of Independence.</p>	<p><b>Unit 3: The American Revolution</b></p> <p>Students will learn about the American Revolution, including the causes, the battle of Bunker Hill, and the signing of the Declaration of Independence.</p>	<p><b>Unit 4: The American Revolution</b></p> <p>Students will learn about the American Revolution, including the causes, the battle of Bunker Hill, and the signing of the Declaration of Independence.</p>

### Focus KCERS by Unit

Unit 1: The American Revolution	Unit 2: The American Revolution	Unit 3: The American Revolution	Unit 4: The American Revolution
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### Instructional Unit Guide

Unit 1: The American Revolution	Unit 2: The American Revolution	Unit 3: The American Revolution	Unit 4: The American Revolution
<p><b>Unit 1: The American Revolution</b></p> <p>Students will learn about the American Revolution, including the causes, the battle of Bunker Hill, and the signing of the Declaration of Independence.</p>	<p><b>Unit 2: The American Revolution</b></p> <p>Students will learn about the American Revolution, including the causes, the battle of Bunker Hill, and the signing of the Declaration of Independence.</p>	<p><b>Unit 3: The American Revolution</b></p> <p>Students will learn about the American Revolution, including the causes, the battle of Bunker Hill, and the signing of the Declaration of Independence.</p>	<p><b>Unit 4: The American Revolution</b></p> <p>Students will learn about the American Revolution, including the causes, the battle of Bunker Hill, and the signing of the Declaration of Independence.</p>

### Notes: Purpose & Benefits

<p><b>Notes: Purpose &amp; Benefits</b></p> <p>Notes are a key component of learning. They help students organize their thoughts, understand the material, and retain information. Notes also provide a record of what has been learned, which can be used for review and study.</p>	<p><b>Notes: Purpose &amp; Benefits</b></p> <p>Notes are a key component of learning. They help students organize their thoughts, understand the material, and retain information. Notes also provide a record of what has been learned, which can be used for review and study.</p>
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### Close Reading Exemplar

Close Reading Exemplar	Notes: Purpose & Benefits
<p><b>Close Reading Exemplar</b></p> <p>This exemplar shows how to use a close reading strategy to analyze a text. It includes a sample text, a list of questions, and a table for recording answers.</p>	<p><b>Notes: Purpose &amp; Benefits</b></p> <p>Notes are a key component of learning. They help students organize their thoughts, understand the material, and retain information. Notes also provide a record of what has been learned, which can be used for review and study.</p>

### Multidisciplinary Performance Task Exemplar

Multidisciplinary Performance Task Exemplar	Notes: Purpose & Benefits
<p><b>Multidisciplinary Performance Task Exemplar</b></p> <p>This exemplar shows how to use a multidisciplinary performance task to assess student learning. It includes a sample task, a list of questions, and a table for recording answers.</p>	<p><b>Notes: Purpose &amp; Benefits</b></p> <p>Notes are a key component of learning. They help students organize their thoughts, understand the material, and retain information. Notes also provide a record of what has been learned, which can be used for review and study.</p>

### Sample Unit Map

Sample Unit Map	Notes: Purpose & Benefits
<p><b>Sample Unit Map</b></p> <p>This map shows the sequence of units in the curriculum. It includes a list of units, a description of each unit, and a table for recording the sequence of units.</p>	<p><b>Notes: Purpose &amp; Benefits</b></p> <p>Notes are a key component of learning. They help students organize their thoughts, understand the material, and retain information. Notes also provide a record of what has been learned, which can be used for review and study.</p>

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ELA/SS Year at a Glance 2015-2016, First Grade

Unit 1: Change Aug. 18-Sept. 25 (28 days)	Unit 2: Responsibility Sept. 28-Nov. 6 (28 days)	Unit 3: Relationships Nov. 9-Dec. 22 (28 days)
<b>HGSS Focus Standard 4:</b> Societies experience continuity and change over time.	<b>HGSS Focus Standard 2:</b> Individuals have rights and responsibilities.	<b>HGSS Focus Standard 5:</b> Relationships between people, place, idea, and environments are dynamic.
<b>As we grow, we change and things around us change.</b>  <ul style="list-style-type: none"> <li>What changes occur as people and animals grow?</li> <li>What things become different as we grow?</li> <li>What can we learn from changes around us?</li> </ul>	<b>Responsibility is shown through actions and behaviors.</b>  <ul style="list-style-type: none"> <li>How does one show responsibility?</li> <li>Why is important to show responsibility at home and at school?</li> </ul>	<b>Relationships connect people, places, and ideas.</b>  <ul style="list-style-type: none"> <li>What kinds of relationships do people have with one another?</li> <li>What types of relationships exist in nature?</li> <li>How do relationships change over time?</li> </ul>
<b>Writing Text Type –</b> W.1.2 Informative/Explanatory	<b>Writing Text Type –</b> W.1.3 Narrative	<b>Writing Text Type –</b> W.1.1 Opinion
Unit 4: Consequences Jan. 5-Feb. 19 (31 days)	Unit 5: Choices Feb. 22-Apr. 8 (28 days)	Unit 6: Ideas Apr. 11- May 24 (30 days)
<b>HGSS Focus Standard 1:</b> Choices have consequences.	<b>HGSS Focus Standard 1:</b> Choices have consequences.	<b>HGSS Focus Standard 3:</b> Societies are shaped by beliefs, ideas, and diversity.
<b>Consequences can be either good or bad.</b>  <ul style="list-style-type: none"> <li>What choices can lead to good consequences?</li> <li>What choices can lead to bad consequences?</li> </ul>	<b>Choices have an impact.</b>  <ul style="list-style-type: none"> <li>What can we learn from our choices?</li> <li>How do our choices impact our lives?</li> <li>How do our choices impact nature?</li> </ul>	<b>Ideas lead to new discoveries.</b>  <ul style="list-style-type: none"> <li>Where do ideas come from?</li> <li>In what ways do ideas impact our world?</li> </ul>
<b>Writing Text Type –</b> W.1.3 Narrative	<b>Writing Text Type –</b> W.1.2 Informative/Explanatory	<b>Writing Text Type –</b> W.1.1 Opinion

Refer to Focus KCCRS by Unit Document and Instructional Unit Guides for specificity.

## Decoding Routine Units at a Glance

Unit 1 Aug. 18-Sept. 25 (28 days)	Unit 2 Sept. 28-Nov. 6 (28 days)	Unit 3 Nov. 9-Dec. 22 (28 days)
U1W1- Short a, i U1W2- Short o, e, u U1W3- Short a, VCe (a_e) U1W4- Short i, VCe (i_e) U1W5- Short o, VCe (o_e)	U2W1- Short u, VCe (u_e) cute U2W2- Blends U2W3- Long a, ay, ai U2W4- Long i, igh, ie, y U2W5- Long o, oa, ow, oe	U3W1- Long e, ee, ea U3W2- Long u, VCe (u_e) tune U3W3- Digraphs ch, tch, ph U3W4- Digraphs sh, th, wh U3W5- Triple consonant blends
Unit 4 Jan. 5-Feb. 19 (31 days)	Unit 5 Feb. 22-Apr. 8 (28 days)	Unit 6 Apr. 11- May 24 (30 days)
U4W1- Vowel-r, ar, or U4W2- Vowel-r, er, ir, ur U4W3- Vowel team oo (as in spoon & book) U4W4- Vowel team ew, ue U4W5- Vowel team au, aw	U5W1- Vowel team ou, ow (as in cow) U5W2- Vowel team oi, oy (as in boy) U5W3- Schwa U5W4- Silent consonants gn, kn, wr U5W5- Hard and soft C	U6W1- Hard and soft G U6W2- Vowel-r phonograms are, air U6W3- Vowel-r phonograms eer, ere, ear U6W4- Vowel-r phonograms or, ore, oar U6W5- Review

Refer to Decoding Routine Teacher's Guide for daily lessons.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>READING FOUNDATIONAL SKILLS</b>						
<b>PHONICS AND WORD RECOGNITION</b>						
RF.4.3 – Know and apply grade-level phonics and word analysis skills in decoding words.						
RF.4.3a – Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.						
<b>FLUENCY</b>						
RF.4.4 – Read with sufficient accuracy and fluency to support comprehension.						
RF.4.4a – Read on-level text with purpose and understanding.						
RF.4.4b – Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.						
RF.4.4c – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.						
<b>READING LITERATURE</b>						
<b>KEY IDEAS AND DETAILS</b>						
RL.4.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.						
RL.4.2 – Determine a theme of a story, drama, or event in a text; summarize the text.						
RL.4.3 – 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).						
<b>CRAFT AND STRUCTURE</b>						
RL.4.4 – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).						
RL.4.5 – Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.						
RL.4.6 – Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.						
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>						
RL.4.7 – Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.						
RL.4.9 – Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and						

<b>RANGE OF READING AND TEXT COMPLEXITY</b>						
RL.4.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.						
<b>READING INFORMATIONAL</b>						
<b>KEY IDEAS AND DETAILS</b>						
RI.4.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.						
RI.4.2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text.						
RI.4.3 – 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.						
<b>CRAFT AND STRUCTURE</b>						
RI.4.4 – Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.						
RI.4.5 – Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.						
RI.4.6 – Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.						
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>						
RI.4.7 – Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.						
RI.4.8 – Explain how an author uses reasons and evidence to support particular points in a text.						
RI.4.9 – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.						
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>						
RI.4.10 – By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.						

# Processing – Year at a Glance & Focus KCCRS by Unit

Most Important Point (MIP)

- Shoulder partner share
- Add to your notes

Year at a Glance

A Guaranteed and Viable K-12 Curriculum

Florida Public Schools

Notes: Purpose & Benefits

Focus KCCRS by Unit

Instructional Use Guide

**Language Comprehension & Writing Block (90 min.)****Big Idea:** Diversity**Enduring Understanding:** Diversity is everywhere.**Essential Question(s):**

- What is diversity?
- How are people shaped by diversity?
- How does diversity impact life?

**\*Culminating Writing Performance Demonstration**

Write an **informative** piece explaining how diversity can impact a community or our world. W.3.2

**Recommended Texts at a Glance: Unit 5**

These texts are reserved for this unit only and are available to all schools in the district. Schools may choose additional text from this list or additional resources as time allows, but may not use these texts with other units due to mobility within our district.

Refer to the "In the Text" - Reading to Learn and Comprehend page for recommended text groupings.

<b>Horizons Social Studies</b> (see Social Studies page for additional information when planning with these texts)	<b>Treasures</b>	<b>McGraw Hill Science or McGraw Hill Health</b>
Chapter 1, - Snapshot of a Community: Eagle Colorado, p. 4 - People Live in Communities, p. 12 - People Work at Many Jobs, p. 16 - Many People, One Community, p. 22 Chapter 2 - Every Community Has a Story, p. 48 Read Kansas - P-15 I Live In Kansas! Freedom Week: - A New Nation, p. 338 - A New Government, p. 342	<b>Student Book 3.1</b> Unit 1 - First Day Jitters, p. 14 - Making New Friends, p. 34 - Dear Juno, p. 42 - Home Sweet Harlem (Time for Kids), p. 76 - All are Equal: It's the Law! p. 82 Unit 3 - What's for Lunch? p. 308 - The Jones Family Express, p. 356 <b>Student Book 3.2</b> Unit 4 - Susan B. Anthony: A Pioneer for Women's Rights, p. 146 Unit 6 - A Castle on Viola Street, p. 294	McGraw Hill Health - McGraw Hill Science - <a href="http://www.readworks.org">www.readworks.org</a>

[www.readworks.org](http://www.readworks.org) is a website with free passages. Passages from this site have been listed as possible texts that tie to other texts and topics. The first time a teacher goes to the site, they will have to sign up for a FREE account, after that you will log in each time you go on.

**Process Writing & Language – Learning to Write (30min)**

Process Writing instruction should prepare students for the Culminating Process Writing Performance Demonstration and should address the writing process, grammar, and conventions.

- Teachers should "plan instruction with the end in mind" by designing lessons that provide modeling and practice of the focus text type and related Focus Writing and Language KCCRS.
- Provide students opportunities to write multiple drafts of the focus text type before assigning the Culminating Writing Performance Demonstration during the last week of the unit.
- Note: At this time, buildings may use the Write Source books as a resource and student reference when teaching grammar and writing. Refer to the correlation document.

**Daily Process Writing Instruction Includes:**

- 5-10 min. - Explicit instruction with modeling (grammar, writing process, conventions, KCCRS text types)
- 20-30 min. - Students apply skills through writing while the teacher confers and provides feedback

**\*Culminating Process Writing Performance Demonstration**

Write an **informative** piece explaining how diversity can impact a community or our world. W.3.2

**Focus KCCRS****Writing**

**W.3.2** – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- **W.3.2a** – Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- **W.3.2b** – Develop the topic with facts, definitions, and details.
- **W.3.2c** – Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- **W.3.2d** – Provide a concluding statement or section.

**W.3.4** – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**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.

**Language**

**L.3.1a** – Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (see appendix page 18)

**L.3.1i** – Produce simple, compound, and complex sentences. (see appendix page 18)

**L.3.2a** – Capitalize appropriate words in titles.

**Speaking and Listening**

**SL.3.1a** – Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL.3.1b** – Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).



### "In the Text" – Focus KCCRS for Reading

The KCCRS listed below have been identified as Focus Standards for this unit and must be **intentionally planned for, explicitly taught, and practiced** by students. Some standards may contain multiple skills and/or concepts that will require targeted planning and instruction. Repeated instruction and practice throughout the unit should be planned for all Focus KCCRS. Additional KCCRS for this unit may be selected by teachers to compliment specific texts.

Reading Literature (RL)	Reading Informational Text (RI)
<b>RL.3.1</b> – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>RI.3.1</b> – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RL.3.4</b> – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<b>RI.3.4</b> – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
	<b>RI.3.8</b> – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Reading Foundational Skills (RF)	Speaking and Listening (SL)
<b>RF.3.4c</b> – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>SL.3.1a</b> – Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	<b>SL.3.1b</b> – Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
Language (L)	Writing - Text Connected Writing (W)
<b>L.3.4a</b> – Use sentence-level context as a clue to the meaning of a word or phrase.	<b>W.3.10</b> – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>L.3.4d</b> – Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	

**"In the Text" – Reading to Learn and Comprehend (50-60 minutes)**

After each text selection has been read and focused on with instruction, quickly revisit the Big Idea, Enduring Understanding, and Essential Questions to make applicable connections by adding to the anchor charts.

**Recommended Text Groupings**

The following texts are the recommended texts for this unit. Students are required to read text daily, experiencing a range of text types from different content areas throughout the unit.

Refer to KCCRS to select standards to focus instruction for each selected text.

**Reading Performance Demonstrations****Text-Connected Writing to Learn**

The Reading Performance Demonstrations require students to demonstrate reading comprehension (*Focus KCCRS*) through writing and support teachers in evaluating student learning.

Suggested Duration: 4 days	<b>First week of school: Procedure-building</b> <ul style="list-style-type: none"> <li>Making New Friends, p. 34 <i>Treasures 3.1</i></li> <li>First Day Jitters, p. 14 <i>Treasures 3.1</i></li> </ul>	<b>RI.3.1</b> Ask and answer questions about the first day of school, how the characters were feeling, and why.
	Take time this first week to build relationships, and set up procedures and routines.	
Suggested Duration: 4 days	<b>Connection 1: Diversity within communities</b> <ul style="list-style-type: none"> <li>People Live in Communities, p. 12 <i>Horizons</i></li> <li>People Work at Many Jobs, p. 16 <i>Horizons</i></li> </ul>	<b>RI.3.1:</b> Ask (or write) a question about the text (e.g. What different skills do people have? Why do people live in a community?)  (consider having students answer their partner's questions)
	<b>Text Analysis and Connection to Big Idea:</b> What are ways a community can be diverse? Use examples from the texts that you read.	
Suggested Duration: 8 days	<b>Connection 2: Diversity among people</b> <ul style="list-style-type: none"> <li>Many People, One Community, p. 22 <i>Horizons</i></li> <li>What's For Lunch? p. 308 <i>Treasures 3.1</i></li> <li>Home Sweet Harlem, Saving a Language, and Girls at School, p. 76 <i>Treasures 3.1</i></li> <li>The Jones Family Express, p. 356 <i>Treasures 3.1</i></li> <li>A Castle on Viola Street, p. 294 <i>Treasures 3.2</i></li> </ul>	<b>RI.3.1:</b> Ask (or write) a question about the text and then answer using information explicitly from the text.  <b>RI.3.4 &amp; RI.3.4:</b> Explain what the word _____ means. How did you determine the meaning? (context clues, looked up in dictionary/glossary)
	<b>Text Analysis and Connection to Big Idea:</b> What similarities and differences do you see in the communities that the Jones Family (from <i>The Jones Family Express</i> ) and the narrator's family (from <i>A Castle on Viola Street</i> ) live in?	



Suggested Duration: 8 days	<b>Connection 2: Diversity among people</b> <ul style="list-style-type: none"> <li>• Many People, One Community, p. 22 Horizons</li> <li>• What's For Lunch? p. 308 Treasures 3.1</li> <li>• Home Sweet Harlem, Saving a Language, and Girls at School, p. 76 Treasures 3.1</li> <li>• The Jones Family Express, p. 356 Treasures 3.1</li> <li>• A Castle on Viola Street, p. 294 Treasures 3.2</li> </ul>	<b>RL3.1:</b> Ask (or write) a question about the text and then answer using information explicitly from the text.  <b>RL3.4 &amp; RI.3.4:</b> Explain what the word _____ means. How did you determine the meaning? (context clues, looked up in dictionary/glossary)
	<b>Text Analysis and Connection to Big Idea:</b> What similarities and differences do you see in the communities that the Jones Family (from The Jones Family Express) and the narrator's family (from A Castle on Viola Street) live in?	

There are two Reading Performance Demonstrations aligned with the Focus KCCRS. After studying the Reading Performance Demonstrations, considering the Suggested Duration and student needs, teachers determine which texts to use. The duration may also be adjusted as needed.

Social Studies Instruction		
Utilize this page to integrate and extend Social Studies instruction. The ideas under "planning support" specifically support the Social Studies text, addressing both ELA KCCRS and HGSS, and may be taught during Language Comprehension Block or Social Science Time.		
Social Studies Text (supports RI.10)		Planning Support – HGSS, Possible Tasks, and Discussion Questions
<b>Big Idea:</b> Diversity <b>Enduring Understanding:</b> Diversity is everywhere. <b>HGSS Standard 3:</b> Societies are shaped by beliefs, ideas, and diversity. (main focus)		
Chapter 1 Horizons	People Live in Communities, p. 12	<ul style="list-style-type: none"><li>RI.3.1 - see IUG page 5, Connection 1</li><li>What is diverse about a community? HGSS 3</li><li>Why do people choose to live in a community? HGSS 1</li></ul>
	People Work at Many Jobs, p. 16	<ul style="list-style-type: none"><li>What are different skills that people in our community have? HGSS 3</li><li>Why is it important to have so many different jobs in one community? HGSS 3</li></ul>
	Many People, One Community, p. 22	<ul style="list-style-type: none"><li>How do different customs and cultural traditions shape your community? HGSS 3</li></ul>
	People Getting Along, p. 26 (additional text if you have time)	<ul style="list-style-type: none"><li></li></ul>
Chapter 2 Horizons	Every Community Has a Story, p. 48	<ul style="list-style-type: none"><li>RI.3.8 - see IUG page 6, Connection 3</li><li>What does your community need to remain vital? HGSS 3</li></ul>
Read Kansas	<p>P-151 Live in Kansas!</p> <ul style="list-style-type: none"><li>- Atchison</li><li>- Atwood</li><li>- Chanute</li><li>- Dodge City</li><li>- Elkhart</li><li>- Junction City</li><li>- Wichita</li><li>- Overland Park</li><li>- Salina</li><li>- Sharon Springs</li></ul> <p>When having students share, consider having smaller groups so that all students have to present about their town/city to their group.</p>	<ol style="list-style-type: none"><li>Place students in small groups and assign text (there are 10 different Read KS Passages for P-15).</li><li>Students read assigned text.</li><li>Students reread text while taking notes on 2 column notes note-taking sheet (see attached).</li><li>Students discuss plan to share out.</li><li>Students share while other students are attentively listening and taking notes on each of the different towns/cities in KS. (see attached note-taking sheet)</li></ol>
Overall Discussion Questions: <ul style="list-style-type: none"><li>What diversity do we see in our Wichita Community? HGSS 3</li></ul>		

What is the story of the Kansas town/city you read about?

\_\_\_\_\_ is in the \_\_\_\_\_ region of Kansas.  
 In 2000, \_\_\_\_\_ people lived there. One interesting thing  
 I learned about \_\_\_\_\_ is \_\_\_\_\_.  
 Another interesting thing is \_\_\_\_\_.  
 \_\_\_\_\_ is a city in Kansas.

Possible Example:

Atchison is in the northeast region of Kansas. In 2000, 10,232 people lived there. One  
 interesting thing I learned about Atchison is that the Pony Express started its route in Atchison.  
 Another interesting thing is that Amelia Earhart lived in Atchison. Atchison is a city in Kansas.

**Editable student resources are  
 produced to support reading  
 comprehension and process  
 writing.**

Two Column Notes: I live in Kansas

Town/City	
Location	
Population/year	
Anyone famous from the area?	
What's important in this community?	
Other information	

In summary,

# Processing – Instructional Unit Guide (IUG)

## Most Important Point (MIP)

- Shoulder partner share
- Add to your notes

The image shows a sample Instructional Unit Guide (IUG) form, tilted diagonally. The form is titled "A Guaranteed and Valid EIA/SE Curriculum" and "World's Public Schools". It includes sections for "Year of Course", "Course Description", "Learning Objectives", "Instructional Unit Guide", and "Notes: Purpose & Benefits". The form is designed for detailed curriculum planning and documentation.



## Instructional Exemplars

- Close Reading Routine
- Multidisciplinary Performance Task (MDPT) Exemplar

These exemplars provide a model for teachers to engage students in purposeful reading and analysis of text. Each exemplar demonstrates a sound approach that addresses multiple KCCRS and skills.

2nd Grade ELA Instructional Unit Guide – Unit 1 Relationships

2015-2016

Connection 4: Close Reading Routine\*

Primary Text: The Constitution of the United States. A True Book (pp. 35-39 and 18-19)  
Secondary Text from Horizons: Our Country's Government pp. 70-73  
These may require multiple instructional blocks. Plan accordingly.

Connection 4: Close Reading Book (pp. 35-40)  
 Primary Text: The Constitution of the United States, A True Book (pp. 70-73)  
 Secondary Text from Horizons: Our Country's Government (pp. 70-73)  
 Each Phase may require multiple instructional blocks. Plan accordingly.

Phase 1: Say: Today we will read part of an informational text called The Constitution of the United States. This text will teach us about this important and powerful country and our country's government more than 200 years ago.

1. Say: You are looking at a photograph of the original Constitution on page 6. of the United States. This document that created our country and still guides our country today.

2. Display the photograph of the \_\_\_\_\_ for 8-10 to build background.

2. Display the photo.
3. Read aloud pages 8-10 to build background.

4. Explain: 55 delegates (men representatives) were sent to a big meeting called the Constitutional Convention to develop a plan for a new government.

5. Display pages 18-19 under the document camera. Ask students to read the text and answer the questions. Then, ask them to discuss the text and answer the questions. The text is as follows:

6. Display pages 8-9 on the document camera organized in paragraphs. Show that the paragraphs. Think-aloud to identify the example: **What was the entire section of text was all about creating a federal**

7. Reread the 2<sup>nd</sup> paragraph on p. 1 and then think aloud to identify the main idea. What is this paragraph mostly about? What is the focus of the paragraph?

8. Reread the paragraph. **What is it most**, up in three parts or branches.) **of government.**

9. Writing to Learn: I learned ...

FOCUS KCCRS  
RI.2.2

2nd Grade ELA Instructional Unit Guide - Unit 1 Relationships

Phase 2:  
Draft and  
rereading of  
text or  
ion

1. Say: Text features help readers locate key  
informational text. Let's use text features  
The Constitution of the United

2. Display pages 8 &  
headings  
the

2015-20

Phase 2:  
Craft and  
Structure – Partial  
or full rereading of  
the text or  
selection

"How does the text say it?" – Tim Shanahan

Optional: Refer to stems on Backing Up with evidence Anchor Chart.

FOCUS KCCRS  
RI.2.5

Phase 3:  
Integration of  
Knowledge and  
Ideas – Partial or  
full rereading of the  
text or selection

Additional Required  
Text: Secondary  
Text from Horizons:  
Our Country's  
Government pp. 70-  
73

“What does the text mean? What is its value? How does the text connect to other texts?”  
Tim Sk

Focus KCCRS  
RI.2.9

5. Writing to Learn: Text features help readers...  
 Say: We will read another text about our country's government and compare it to the information we learned from The Constitution of the United States.
2. Guide students in reading Our Country's Government. Structure the reading to meet the needs of your students.
3. Use the chart below to compare and contrast the process for each student or complete a class chart.

Both texts	Alike

Both texts...		Alike	Different

4. Writing to Learn: Both of the texts are about difference between the two texts is....

Different	Our Country's Government
on of	

3rd Grade - Unit 1 MDPT Process 2015-2016  
Bold Text = suggested teacher talk

**(share on day 1)**

**Topic:**

Women's Rights: Susan B. Anthony

**Guiding questions:**

How do you know Susan B. Anthony never gave up when it came to women's rights?

How did Susan B. Anthony contribute to women eventually getting to vote?

**Text Type for your writing:**

Informative/Explanatory

**Instructions:**

Read the resources provided. You may make notes on the texts or use graphic organizers to make your thinking clear.

1

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3rd Grade - Unit 1 MDPT Process 2015-2016  
Bold Text = suggested teacher talk

**(share on final day only)**

**Prompt:**

After reading and reviewing these three resources, address the following prompt:

A person new to our country is wondering why the 19th amendment is sometimes called the Susan B. Anthony Amendment. Using the resources provided as sources of information, explain with at least 2-3 reasons why this amendment could be called the Susan B. Anthony Amendment.

**Reminders:**

Be sure your response includes:

- Introduction of the topic
- The topic developed with facts and details
- Linking words and/or phrases
- Concluding statement

2

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USD 259 Curriculum and Instructional Design

## Test Strategy

### Author and Me

The answer is not directly stated. Connect the clues to figure it out.

# Susan B. Anthony:

## A Pioneer for Women's Rights

by Maja James

SUSAN B. ANTHONY was born on February 15, 1820 to a Quaker family. Quakers believe that everyone should be treated fairly. In meetings, Quaker girls got up and spoke just as the boys did. Women could vote on church matters. Anthony's parents made sure that their daughters got a good education.

The freedoms Anthony had might not seem strange today. However, in the early 1800s, girls were not given an equal education and women could not own property.

In 1851 Anthony met Elizabeth Cady Stanton. They became close friends and leaders in the women's suffrage movement. The suffrage movement tried to get women the right to vote. They believed that "all men and women were created equal."

Susan B. Anthony



This cartoon shows Susan B. Anthony chasing after President Grover Cleveland in her fight for women's right to vote

Click for enlargement and credits

### Susan B. Anthony Supports Women's Suffrage Amendment March 8, 1884

Chances are that when your great-grandmother was young, she couldn't vote even though your great grandfather could. It was because of the hard work of a lot of women and men that your mom and grandmother can vote today. Susan B. Anthony helped lead that hard work. On March 8, 1884, Anthony testified before Congress supporting women's suffrage (right to vote). She urged senators to support an amendment to the U.S. Constitution that, she said, "shall prohibit the disenfranchisement of citizens of the United States on account of sex..."

In some newspapers, Anthony was called a fanatic and ridiculed for her views.



### Susan B. Anthony Supports Women's Suffrage Amendment March 8, 1884

Until 1919 that Congress voted to direct the ratifying of a constitutional amendment to allow women to vote. Nicknamed the " amendment" in honor of the leader who led the movement, the Nineteenth Amendment was passed in August 1920. For more than 70 years, Susan B. Anthony fought for women's rights alongside men on Election Day.

Imagine an election in which your dad could vote but your mom couldn't?

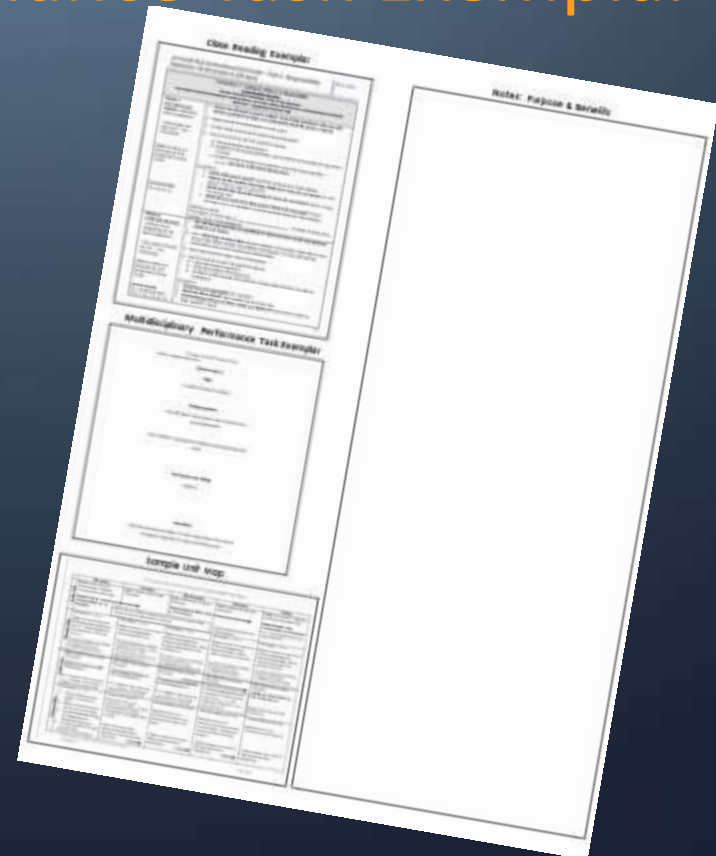
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Photo shows suffragist Florence Jaffray "Daisy" Harriman (1870-1947) holding a banner with the words "Failure is impossible, Susan B. Anthony, Votes for Women." (Source: Flickr Commons project, 2009)

# Processing – Close Reading Routine Exemplar Multidisciplinary Performance Task Exemplar Most Important Point (MIP)

- Shoulder partner share
- Add to your notes



# 3rd Grade, Unit 1 ELA Purposeful Planning SAMPLE Unit Map

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p align="center"><b>ELA/SS Unit 1, 3rd Grade: August 18 - September 25, 2015 (28 days)</b></p> <p><b>Big Idea:</b> Diversity  <b>Enduring Understanding:</b> Diversity is everywhere.  <b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>What is diversity?</li> <li>How are people shaped by diversity?</li> <li>How does diversity impact life?</li> </ul> <p><b>*Close Reading routine - replaced by the Constitution Day/Freedom Week Routine</b></p> <p><b>*Culminating Process Writing Performance Demonstration:</b> Write an <b>informative</b> piece explaining how diversity can impact a community or our world.</p> <div> <p><b>Core Instructional Block:</b></p> <ul style="list-style-type: none"> <li>In the Text: 50-60 minutes</li> <li>Process Writing: 30-40 minutes</li> </ul> <p>This unit map is one example and is not required; however it can be used as is or modified as needed.</p> </div> <div> <p><b>Texts to embed into Social Studies Block:</b>            All Social Studies texts are mapped out on this sample map to allow teachers time in the Social Science Block to focus on Science.</p> </div>				
<b>In the Text</b>	8/17 District In-service	8/18 FLEX	8/19 <i>Making New Friends, p. 34</i> <i>Treasures 3.1</i>	8/20 First Day Jitters, p. 14 <i>Treasures 3.1</i>	8/21 <div> <p>→</p> <p><b>RI.3.1</b> Ask and answer questions about the first day of school, how the characters were feeling and why.</p> </div>
<b>Process Wrtg</b>		Process Writing: FLEX	Process Writing: FLEX	Skill Lesson: L.3.2a Capitalize appropriate words in titles.  Students apply by writing the titles of their different textbooks and texts. (apply in all writing in unit)	Skill Lesson: L.3.1i Review simple sentences & introduce independent clauses.  Students apply by writing simple sentence(s) about the first week of school, procedures or rules.

### 3rd Grade, Unit 1 ELA Purposeful Planning SAMPLE Unit Map

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>In the Text</b>	<b>8/24</b> Introduce Unit; Connection 1 Explicit Vocab Instruction Intro  <i>People live in Communities, p. 12 Horizons</i>	<b>8/25</b> Distributed Vocab Practice  <i>RI.3.1: Ask (or write) a question about the text and then answer using information explicitly from the text.</i>	<b>8/26</b> Distributed Vocab Practice  <i>People Work at Many Jobs, p. 16 Horizons</i>	<b>8/27</b> Distributed Vocab Practice  Text Analysis Question for Connection 1.	<b>8/28</b> Connection 2 Explicit Vocab Instruction Intro  <i>Many People, One Community, p. 22 Horizons</i> RI.3.1 Reading Performance Demonstration
<b>Process Wrtg</b>	Skill Lesson: L.3.1a  Begin an anchor chart while explicitly teaching nouns. Name objects in the classroom that are nouns.  Students apply by writing simple sentence(s), underlining all nouns.	Skill Lesson: L.3.1a  Begin or add on to anchor chart while explicitly teaching pronouns.  Students apply by writing simple sentence(s). One with the noun, then another with the pronoun replacing the noun.	Skill Lesson: L.3.1a  Begin or add on to anchor chart while explicitly teaching adjectives. What adjectives describe the classroom?  Students apply by writing simple sentence(s), underlining all adjectives.	Skill Lesson: L.3.1a  Begin or add on to anchor chart while explicitly teaching verbs. What verbs happen at school?  Students apply by writing simple sentence(s), underlining all verbs.	Skill Lesson: L.3.1a  Begin or add on to anchor chart while explicitly teaching adverbs. What adverbs describe the verbs at school?  Students apply by writing simple sentence(s), underlining all adverbs.
<b>In the Text</b>	<b>8/31</b> Distributed Vocab Practice  <i>What's For Lunch, p. 308 Treasures 3.1</i>  RI.3.4 Explain what the word _____ means. How did you determine the meaning?	<b>9/1</b> Distributed Vocab Practice  <i>Home Sweet Harlem, p. 76-77 Treasures 3.1</i>  RI.3.4 Explain what the word _____ means. How did you determine the meaning?	<b>9/2</b> Distributed Vocab Practice  <i>The Jones Family Express, p. 356 Treasures 3.1</i>  RL.3.4 Explain what the word _____ means. How did you determine the meaning?	<b>9/3</b> Distributed Vocab Practice  Introduce Backing Up with Evidence Process: How do you think _____ was feeling in the story? How do you know?	<b>9/4</b> Distributed Vocab Practice  <i>Castle on Viola Street, p. 294 Treasures 3.2</i>  Begin Backing up with Evidence.
<b>Process Wrtg</b>	Skill Lesson: L.3.1a  1. Pick a topic (soccer game, concert, zoo, etc.). 2. Write a sentence with just a noun and verb. 3. Students rewrite to add an adjective to describe their noun. 4. Students rewrite to add an adverb. Repeat as time allows.	Process Writing: W.3.2  Explicitly introduce informative writing. Share template/think sheet. Complete one together as a class.  Topic: Communities Facts: (brainstorm from reading "in the text time") (top part)	Process Writing: W.3.2a&b  Explicitly focus on introducing topic and developing topic with facts.  (again apply as a class using template from yesterday)	Process Writing: W.3.2c  Explicitly focus on introducing linking words and phrases. (Create an anchor chart on linking words.)  (again apply as a class in the template from yesterday)	Process Writing: W.3.2d  Explicitly focus on introducing conclusions.  (again apply as a class in the template from yesterday)

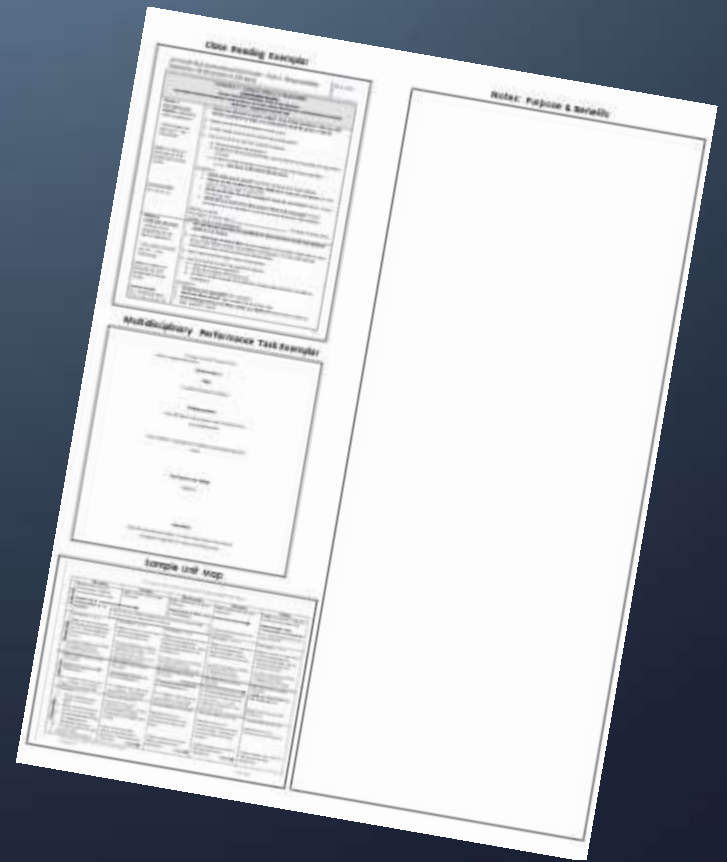
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 \*Required

May 2015

# Processing – Sample Unit Map

Most Important Point (MIP)

- Shoulder partner share
- Add to your notes



# ELA/SS Core Curriculum Components

- Year at a Glance
- Focus KCCRS by Unit
- Instructional Unit Guide (IUG) – Six Units
  - Decoding Routine/Word Mapping Overview
  - Focus KCCRS and planning support for reading and writing instruction
  - Social Studies planning support
  - Close Reading Exemplar
  - MDPT Exemplar (3<sup>rd</sup> – 5<sup>th</sup>)
  - Sample Unit Map
  - Student Resources
- Core ELA/SS Overview Guide



The Instructional Unit Guide (IUG) represents “what” needs to be taught and learned.

Through Purposeful Planning, teachers determine the “how” to meet the needs of their students.

# Core ELA/SS Core Year Overview Guide

## 3rd Grade Core ELA Overview Guide



Wichita Public Schools  
USD 259

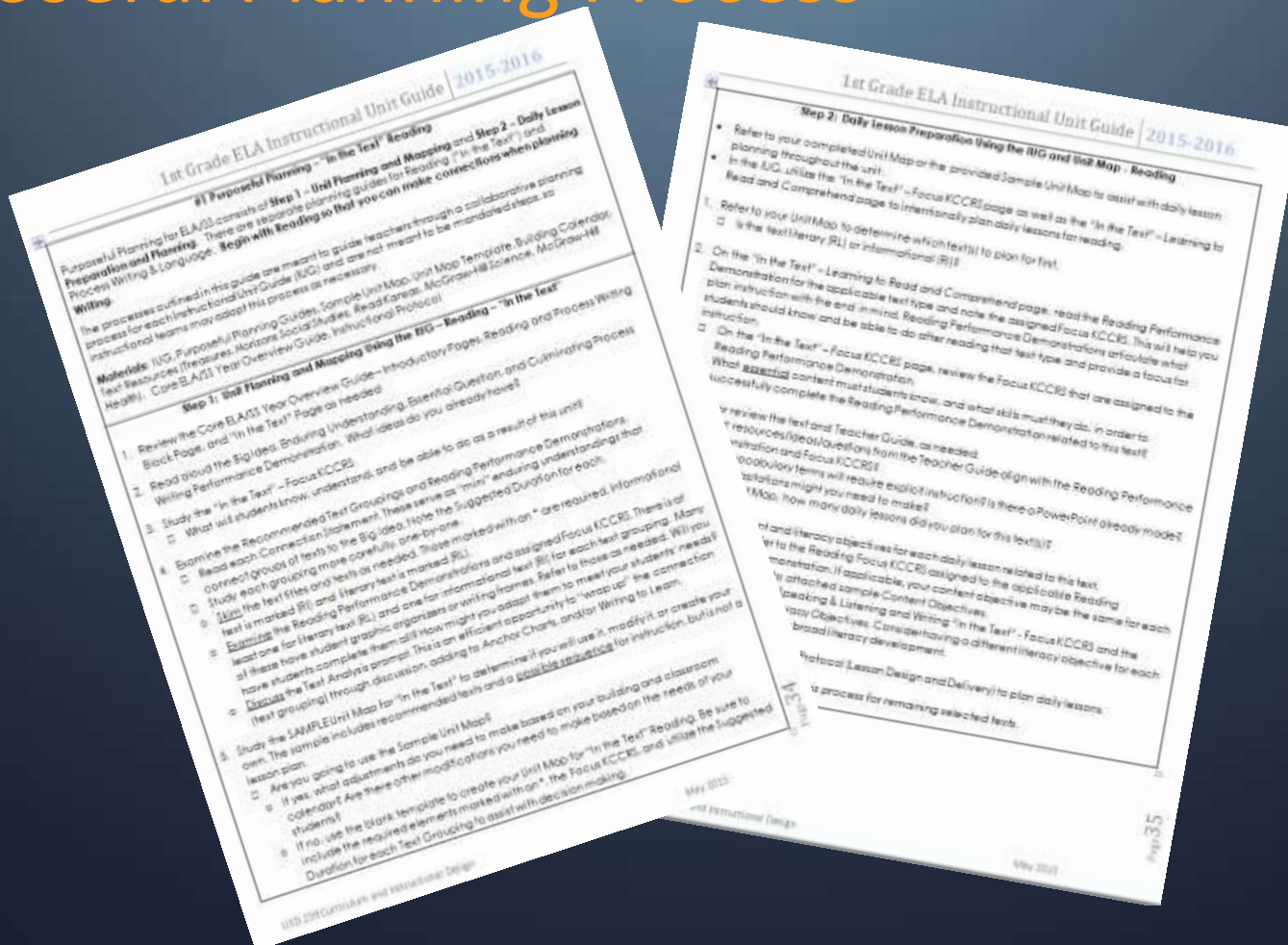
## ELA Overview Guide | 3rd Grade

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# Purposeful Planning Process





## Content and Literacy Objectives

- Participants will gain knowledge of an approach to KCCRS aligned cross-curricular unit design.
- Participants will use focused note taking and discussion to process information.



Thank you!

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