

Deep Knowledge Building

Knowledge about the world develops across four units, as students dig deeply into science content like marine life, social studies content like U.S. states, and literature content like traditional tales. Through extensive reading, writing, research, and analysis, students learn new information, develop vocabulary, build expertise in a wide variety of disciplines.

Students are guided to think about how knowledge is presented and organized when reading and writing in three modes of informational, argument, and narrative writing, including the choice of appropriate text structure, vocabulary, and craft. Engagement with a wide variety of texts prepares students to complete an authentic final writing project related to both the knowledge-building unit and students' interests. Students plan, draft, revise, edit their project to produce an accurate written representation of their learning and present to authentic audiences.

Every Teacher Guide includes daily lessons, sample unit calendars, pacing guides, and explicit guidance on how to facilitate a comprehensive study of the structures of the genre in each unit. Units are accompanied by research questions, graphic organizers, and rubrics, as well as publishable quality texts and an extensive research library that reflects a range of complexity and text types appropriate to the unit under study.



Teacher Guide: Grade 5, Unit 2 Ecosystems (Informational Research Unit)
Week 5, Day 2: Interactive Read-Aloud Sample and Writing to Text

ANIMAL ADAPTATIONS


Research Card

Reader: _____ Room: _____

Select an animal to research.

Research Questions:

1. Describe the animal's behavior and explain how these adaptations help it survive.
2. Describe the animal's physical characteristics and explain how these adaptations help it survive.
3. Describe the biome in which this animal lives. What are the biggest survival challenges in this biome? What adaptations help the animal to survive in its biome?
4. Diagram this animal's food web. What adaptations help the animal find food and avoid being eaten?
5. Chart the stages in this animal's life cycle. What adaptations help the animal to successfully grow and reproduce?
6. Identify and describe threats to this animal's survival.



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Day 3 Lesson Focus: Become Experts on RQ #6

Grade-Level Instruction	Differentiated Support
Read/Write/Discuss Complex Text 20-40 min.	Reading Lab 20-40 min.
	Writing 20-40 min.

Read/Write/Discuss Complex Text

1. Establish Today's Learning Goal: RQ #6
By the end of today, each of you will be an expert on RQ #6 for your topic.

2. Pre-Reading: RQ #6
Capture/Inspire/Make It Real
Engage students in learning about this RQ by activating prior knowledge, asking an urgent question, and/or asking students to apply these concepts to their own world. Decide what will count as evidence of student learning and make this clear to the class.

Introduce Key Concepts Using RQ #6 FPO Pages
Have a large version of the FPO page for RQ #6 up on the board. Use the FPO pages to introduce students to the key concepts at the heart of this Research Question. Pre-teach these concepts ONLY when they will not be taught through the text your class will read today.

Unpacking the Key Concepts in a Research Question
Each Research Question is written to address an essential idea/standard in the Unit of Study. If you focus instruction on ensuring all students understand this idea, independent research will be much more successful. See the "Argument Prompts" page of the thematic overview for key concepts for each Research Question.

First Project Organizer

RQ #6: Threats to Survival

Week	Read/Write/Discuss	Reading Lab	Writing

Week 4, Day 3 185

3. Close Reading of Informational Text

Goal: Determine What the Author Is Saying/Learn RQ Key Concepts

Select a rich passage from the text that will build students' knowledge of the key Science concepts at the heart of today's Research Question. The class will read and reveal this selection over the course of the next two days, so select a passage (or set of passages) that is worth the time and attention. Read the text in appropriate chunks (1-2 pages at most).

Read Text
Use a combination of teacher Read-Aloud, Partner Reading, and/or Independent Reading as appropriate to the text and your students' current abilities.

Model/Guided Practice: RQ #6
Pair/Share: Have students work in pairs to answer the questions below based on the text.

What is the author saying about RQ #6? How do you know? Why does it matter to our study of Animal Adaptations?

- Define.
- Explain.
- Give an example.
- Cite the BEST piece of text evidence.

Formative Assessment: Listen in as students work to determine what (if anything) you need to clarify.

- Is there a common misunderstanding to address?
- What else do students need to learn from this text in order to master this concept?
- Are there other vocabulary words or concepts students need to know in order to be successful with their independent research?

4. Write to Text: RQ #6

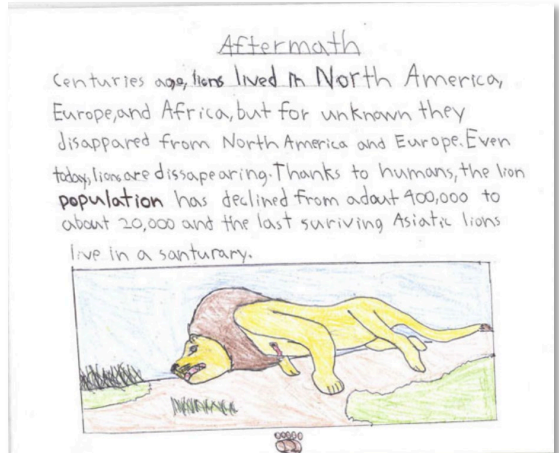
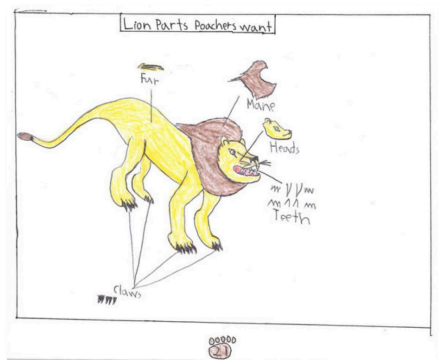
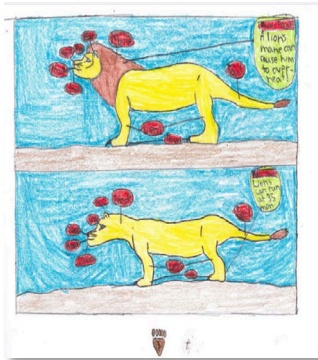
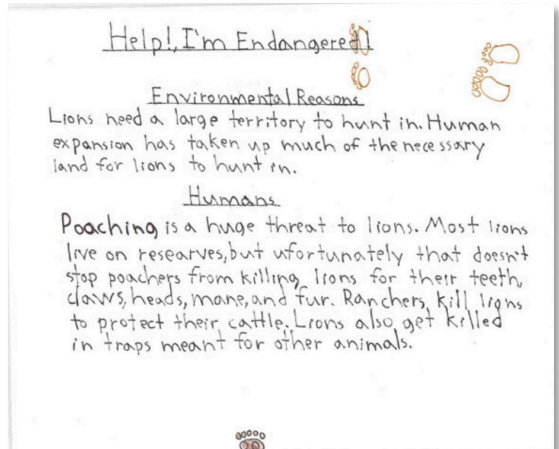
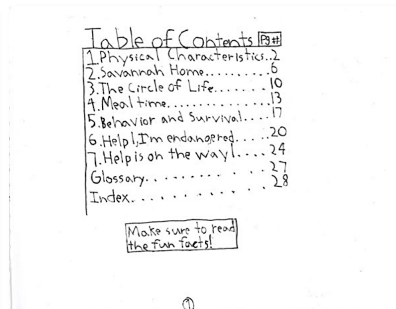
Set Writing Prompt
Now it is your turn. Work with your partner to add as much information as you can to this FPO page for RQ #6.

(Provide additional copies of this FPO page to reserve students' FPO packets for their notes on their own research topics.)

Guided Practice/Students Write
Students complete answers to the Writing Prompt. As soon as a student completes a proficient response (as assessed by you), they get up and help a peer.

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Teacher Guide: Grade 5, Unit 2 Ecosystems (Informational Research Unit)
Week 9, Final Project: Student Writing Sample



Teacher Guide: Grade K, Unit 4 Entomology (Informational Research Unit)
Topic 1, Lesson 2: The Evidence for WOW Facts

Evidence for "WOW!" Facts
Topic 1, Lesson 2



Background Information
Continue to inspire students' interest in the study of bugs. If there was a particular area of interest that arose yesterday, consider building on that today (e.g., show a clip of soldier ants moving large objects; if students discovered that bees are the largest group in the Animal Kingdom, project an image search to see the diversity of the 350,000 species).

Classroom Setup and Materials

Supplies

"WOW!" Fact Rubric: Create a large poster to show students how to explain what they learn using text evidence.

"WOW!" Fact Rubric	
1 pt. I learned...	👉
1 pt. I know this because it says...	👉 or 👉
1 pt. I know this because the picture shows...	
2 pts. Proficient Answer	😊

Flash Cards for new Power Words and Word Wall as his him

New Center Suggestions

Writing Center: "WOW!" Books

Provide materials for students to make "WOW!" Books. Use a stem like WOW! Did you know that...?

1.2

Morning Meeting	Interactive Read-Aloud	Science Lab	Writing	Centers	Reading Lab	Music/Drama/Literature
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Science Lab: Evidence for "WOW!" Facts

Observation/Speculation/Note-Making
Pictures as Evidence
We just practiced using a book as evidence to prove that different "WOW!" Facts are true. Now we will practice using **FOOT** as a picture as proof.

Postproject a large photograph of a bug. Use close observation and a high threshold for what counts as sufficient evidence to have the class create a chart:

Things we can PROVE are true from this picture	Things we think are true, but CAN'T PROVE from just this picture	QUESTIONS we have based on this picture

Review If Necessary
Review the Focus Standards from *Reading* as necessary: CCSS.RL.K.2, RL.K.3, RI.K.4, and RI.K.5. Make sure of students who might need small-group intervention with these Focus Standards.

- RI.K.2: What did you learn from this book? How do you know this is true?
- RI.K.3: Read the story using key details that you understand.
- RI.K.4: I think the author wants us to know... (the author's point) message—either read directly from the text or infered... What do you see in the picture(s) on this page that might support this point? Why?
- RI.K.5: I'll ask you a question about something in the text... Now you ask me a question...
- RI.K.6: Are there any words in this text that you have never heard before? What do you think they might mean?

Independent Research: Rubric and Reading Practice
Today, as you read, be on the look out for "WOW!" Facts. Make sure that you are ready to PROVE your fact is true using evidence from the text or the pictures of your book. Have the students read as many books (together, in pairs, individually) as the class energy allows.

Accountable Talk
Picture Shows: Give your partner a two-point answer to prove your "WOW!" Fact.
Crank students to use the "WOW!" Fact Rubric to share their answers.
Group Share: Who has a "WOW!" Fact to add to the class chart?

As students answer, the rest of the class listens and uses their fingers to show how many points the speaker has earned.

Assessment and Record-Keeping
Do a quick and informal scan to see if everyone can give a two-point answer. Make a quick record of who has it and who doesn't on your Status of the Class chart.

Beele

1.2

Morning Meeting	Interactive Read-Aloud	Science Lab	Writing	Centers	Reading Lab	Music/Drama/Literature
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Writing

Interactive Writing: "WOW!" Facts
Today, you will each write about a "WOW!" Fact you learned today. (Students are not required to write about the suggested topic. Allow students to write about whatever they want.)

Think aloud as you plan out your writing: The coolest fact I learned today is about flies. I learned from this picture (refer to evidence) that flies eat trash!

Think aloud as you write: I'm going to draw a picture of a fly in a garbage can eating trash, just like in this book. I'll write: "Flies love to eat. They even eat gross trash!"

What should my title be? Who has a good title for my composition (e.g., "Funky Fly Food")?

Emphasize the use of the following:

- Purposeful decisions about what to write
- Blends/Digraphs
- Known Power Words
- Phonics based spelling (starting a word aloud, identifying the sounds you hear, and writing letters to match those sounds in the order you hear them)
- Sentences
- Titles
- Environmental print

Who knows what they are going to write about? Give each student a dated sheet of writing paper as soon as they are able to say what they are going to write about.

Independent Writing
Encourage students to express themselves in drawing/writing whatever ways they can. They will probably draw first. Then, as they write, typical forms to expect include the following:

- Scribble
- Magic line (a blank line to represent a word or whole thought)
- Random letters
- Letters that match sounds

(See Kinsey Developmental Writing Scale in Appendix.)

Phonics-Based Spelling
Continue to support students as they write developmentally appropriate approximations of oral language.

Foundational Skills Focus

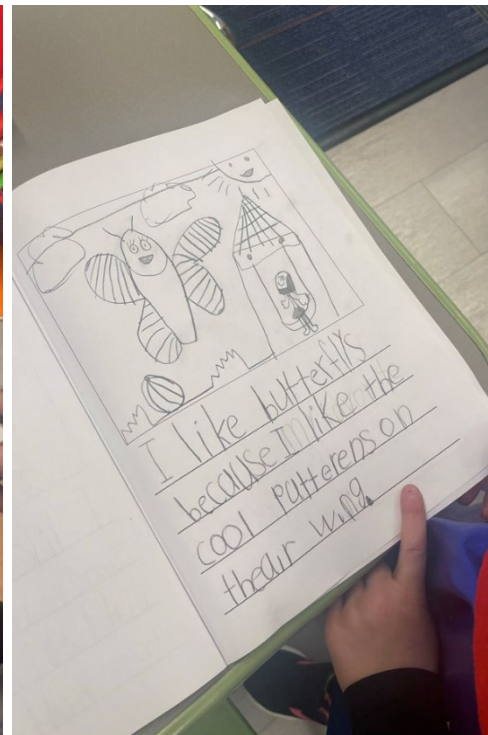
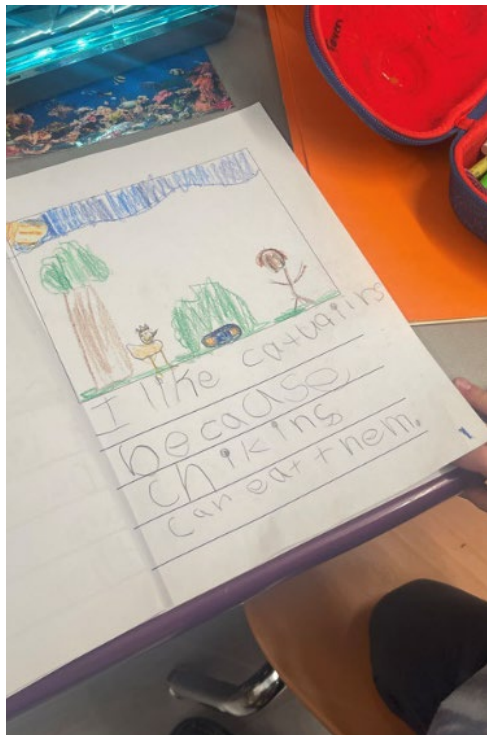
Word Study
Read and Spell 2G Words

Phonics
Reinforce Blends and Digraphs

Stretch It Out
As students attempt to write words, do not spell the words for them. They will ask you to do this, but you must make it clear that you will not spell words for them. They can look for words around the room, or they can Stretch It Out. Teach students to stretch out the word as they say it slowly and write down the sounds they hear. Teach them to hear sounds, providing them with the agency to spell words themselves.

WOW!
Flies love to eat. They even eat gross trash!

Teacher Guide: Grade K, Unit 4 Entomology (Informational Research Unit)
Topic 1, Lesson 2: Student Writing Samples and Pacing Guide



ENTOMOLOGY					Pacing Guide	
Each lesson is packed with rich content and, depending on student interest, can be enjoyed several times. Repetition and further exploration promote depth of inquiry and build students' knowledge on the topics.						
Lesson	Topic	Science Objectives	Reading Standards	Phonological/Phonemic Awareness	Foundational Skills Focus	Phonics/Word Study
Topic 1: Introduction to Entomology: The World of Bugs						
1.1	Wild World of Bugs	Students are excited to learn more about bugs.				happy, many
1.2	Evidence for "WOW!" Facts	Learn to support assertions with evidence (from text/pictures).			Clued and rmc	ai, hi, him
1.3	Types of Bugs	Distinguish between types of bugs and explain the differences between them. Sort bugs by number of legs, six, eight, or ten (more than eight).				over, her, girl
Topic 2: Insects						
2.1	What Makes an Insect an Insect?	Name animals that are insects and animals that are not. Understand that an insect has six legs, three body sections, and one pair of antennae.				or, your
2.2	Insect Physical Adaptations	Describe how insects' body parts allow them to thrive in their environment.				good, too
2.3	Insect Behaviors	Describe how insects' behaviors allow them to thrive in their environment.			Clued and rmc	new, how
2.4	Insect Life Cycles	Use the terms egg, nymph, larva, pupa, and adult to describe the life cycle of various insects (three stages [nymph] vs. four stages [larva/pupa]).				home, come
2.5	Butterfly Metamorphosis	Describe the life cycle of butterflies, including explaining the steps of metamorphosis.				fun, jump

Teacher Guide: Grade 3, Unit 3 Traditional Tales & World Cultures (Literature Genre Lab)

CCSS W.3 Rubric for a Proficient Narrative Piece

3 pts.	<p><i>I engage and orient the reader by:</i></p> <ul style="list-style-type: none"> Establishing a situation/setting Introducing a narrator and/or character Organizing an event sequence that unfolds naturally
3 pts.	<p><i>I use narrative techniques to develop experiences and events and to show the responses of characters to situations:</i></p> <ul style="list-style-type: none"> Dialogue Description Pacing
1 pt.	<p><i>I convey events and experiences precisely, through the use of:</i></p> <ul style="list-style-type: none"> Concrete words and phrases Sensory details Transitional words and phrases to show the order of events
1 pt.	<p><i>I provide a conclusion that follows from the events and experiences of my story.</i></p>
1 pt.	<p><i>My story elements and techniques follow the "rules" of the genre.</i></p>
1 pt.	<p><i>My settings, characters, and events effectively communicate my lesson/message/theme.</i></p>
10 pts.	<p>Proficient Answer</p>

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Day 2 Lesson Focus: Story Structure

Read/Write/Discuss Complex Text

1. Establish Today's Learning Goal
Now that you have a whole draft, today you will revise your writing of a traditional tale for structure. Do you begin with the right scene? Do you end in the correct place? Have you included all the most important scenes/events that carry your story from start to finish in a way your reader can follow or in a way that makes him/her care about your characters, your story, your theme(s)?

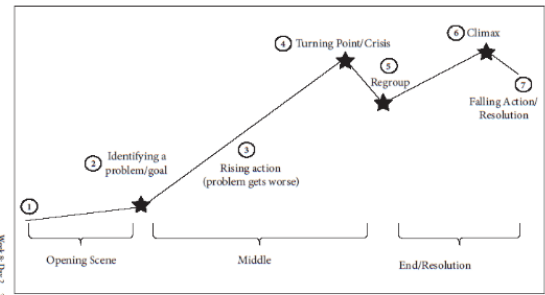
2. CCSS R.5/W.3: Story Structure
Story structure: The organization and order of events within a story. Plot or distribute: "Plotting the Standard Story Structure."

3. Model/Guided Practice: Story Structure
Return to your traditional tale that is a great example of short story writing. Let's look closely at the structure of this traditional tale. Have students work in small groups to analyze how the author organizes this traditional tale.
Event sequence/story structure: Graph the sequence of events in this traditional tale, labeling the problem/goal, rising action, climax, resolution, etc.
Distribution of time: Which parts of the structure get the most time (most words, details, attention)? Why? Do you think this was effective?
Generalization to rules of the genre: Is this distribution of time common in "Traditional Tales"? Why/why not?
Application: What is one thing this author did that you want to try in your own writing?

4. Teacher Work
Formative Assessment
Observe as students discuss to identify gaps in content knowledge or text comprehension. Use what you learn to inform your instruction.

5. Wrap Up
Bring the whole group back together. Highlight key learning and add to the class graphic organizer.

Plotting the Standard Story Structure



Teacher Guide: Grade 3, Unit 3 Traditional Tales & World Cultures (Literature Genre Lab)
Student Writing Sample and Final Project Rubric



Final Project Rubric



Name: _____ Teacher: _____
Room: _____ Grade: _____ Date: _____
Your Project Title: _____ Your Topic: _____

Points Earned	Points Possible	Category	Goals
	20	Authentic Voice	<ul style="list-style-type: none"> Text was clearly composed by the student and not copied from other books/sources.
	20	Literary Elements	<ul style="list-style-type: none"> The narrative starts with a beginning that introduces characters and a setting. The narrative includes a plot appropriate to the genre, including a problem and solution that communicates an intended lesson. The narrative includes a clear sequence of events. The narrative includes an ending. The literary elements and techniques follow the "rules" of the genre.
	20	Narrative Techniques	<ul style="list-style-type: none"> The narrative uses linking words to show the order of events. Illustrations (if used) enhance the elements of the narrative. The narrative uses details to describe the actions, thoughts, and feelings of the characters.
	20	Effort/Quality	<ul style="list-style-type: none"> The author was clearly invested in making this a work of high quality. The author feels that this is one of the best things he or she has done. The narrative is interesting and fun to read.
	20	Writing Standards Expertise	<ul style="list-style-type: none"> The narrative covers all points on the appropriate writing rubric.
	100	Total	

Teacher's Comments: _____ Parent's Comments: _____

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Teacher Guide: Grade 3, Unit 4 Marine Life (Argument Research Unit)
Instructional Resources & Student Rubrics

Day 2 Lesson Focus: Elements of Argument

Grade-Level Instruction		Differentiated Support	
Debate 15-30 min.	Read Complex Text 15-30 min.	Reading Lab 20-40 min.	Writing 20-40 min.

Debate

1. Establish Today's Learning Goal

Post and refer to the Focus Standard(s).
Post the "Elements of Argument" chart.

By the end of this Unit, each of you will write a well-reasoned, well-researched argument on your research topic. We will use this "Elements of Argument" chart to help us practice and improve our argument skills over the course of the Unit.

2. Introduce Elements of Argument Through Talk

One way to help students see that the key concepts in Argument (opinions/evidence/reasoning) are ideas that they already use in their own lives is to introduce the ideas through talk. (Smith, Wilhelm, & Fredrickson, *OK, You! Putting Argument to Work Both in School and Out*, 2012, p. 11).

- 1. Opinion**
Have students rank something related to the Unit (e.g., most dangerous, most disgusting, strangest, etc.). This is their claim/point of view/opinion.
- 2. Evidence/Reasoning**
Ask students to explain WHY they've ranked them this way (evidence and reasoning).
- 3. Push Their Thinking**
Ask them questions like:
 - What makes you say that?
 - So what?
 - Why?

Why So What?

By responding to the questions why?, so what? and who says? every day, learners begin to recognize and satisfy the requirements of argument.

— Smagorinsky et al., *Teaching Students to Write Arguments*, 2011, p. 2

Argument, Identity Affirmation, Frontloading, and Oracy Development

Help students see how their everyday argumentation skills are connected to the academic argumentation they will be doing in this Unit. MLLs will be more confident (lower affective filter) and more able to fully participate with some simple scaffolds:

- Provide a structure and sentence stems clearly posted whenever possible.
- Model (and have them practice) the pronunciation of words/sentence stems ahead of time.
- When appropriate, allow MLLs to express themselves in their home language and/or write down what they want to say first, so they have that additional written support.
- Be aware of cultural differences that might explain some students' resistance to take on certain roles or attitudes considered acceptable in mainstream argument "rules of engagement."

Week 1: Day 2 27

Grade-Level Instruction		Differentiated Support	
Debate 15-30 min.	Read Complex Text 15-30 min.	Reading Lab 20-40 min.	Writing 20-40 min.

Read Complex Text

Use a short essay (even a single-paragraph argument) to define/provide an example of opinion, evidence, and reasoning.

1. Model

Today we are going to practice locating an author's claim/position/opinion as we read to learn more about *Marine Life* and some of the issues involving it.

Think aloud as you model how you identify an author's opinion, evidence, and reasoning.

CCSS R.8 Practice Rubric

1 pt.	Opinion: Identify the author's opinion (main idea/position/ point of view).
1 pt.	Evidence: Identify the evidence the author uses to support this opinion.
1 pt.	Reasoning: Identify the reasoning the author uses to explain how this evidence supports/proves this opinion.
3 pts.	Predicted Answer

You may notice that the author makes multiple points in the text. These are also sometimes called sub-claims, reasons, or supporting ideas. Fifth graders are expected to identify which evidence and reasoning support which points. This will be addressed in future weeks, so address it now only if the multiple opinions/points cause confusion for your students.

2. Guided Practice

Have students work through a second short essay in pairs to identify the author's opinion, evidence, and reasoning. If you notice students having difficulty, introduce/review the difference between facts and opinions.

Students will not be experts on Argument today. The idea is to introduce them to the concepts, which they will practice and improve upon over the course of the next nine weeks. Don't let the ELA standards overwhelm the joy and interest of the Unit content.

3. Wrap Up

Create an "Issues in Marine Life" Anchor Chart. Collect issues/ controversies related to this Unit of Study.

Suggested Text

Save the Ocean by Sara Murphy and Traci Dibble

Your Core Text includes examples of argument essays that can be used as Mentor Texts to teach the Elements of Argument or, later in the Research Lab, analyze an author's craft. For this lesson, reread the engaging argument passage from *Save the Ocean* that you read yesterday or any other text with an explicit argument (i.e., opinion, evidence, reasoning). Actual titles included in your collections may vary.

Gradual Release of Responsibility/ Apprenticeship

I Do/ You Watch: Model Clear Goals
Teacher models the behavior or the use of key vocabulary, concepts, and thought processes as they want students to do it. Students need an example of what good looks like.

You Do Together/ I Help: Gradual Release of Responsibility
Teacher continues to model, inviting students to contribute as they are ready.

You Do It Alone/ Assist, as Needed: Independent
Students apply these lessons during independent practice as teacher listens in and observes to assess proficiency. Repeat until all students are proficient.

— Specific wording adapted from Wilhelm, *Improving Comprehension with Think-Aloud Strategies*, 2001, p. 14

Fact vs. Opinion

Fact: Something that can be proven, something that everyone (or most reasonable people) agrees on.
Opinion: Something that one thinks, believes, or feels about a topic; something that other people could disagree with.

Week 1: Day 2 28

Grade-Level Instruction		Differentiated Support	
Debate 15-30 min.	Read Complex Text 15-30 min.	Reading Lab 20-40 min.	Writing 20-40 min.

Writing

1. Set Focus

What did you think was the most important thing you learned about *Marine Life*? What makes this the most important (or some other evaluative statement that requires students to form an opinion)?

Be sure to include:

- Your opinion.
- Evidence.
- Your reasoning.
- At least one direct quote, with source(s) cited.

2. Model

Model if necessary to ensure students' success with the prompt.

3. Independent Writing

Students write for 10-30 minutes.

4. Teacher Work

Monitor for Engagement

Ensure all students are on task.

Formative Assessment/Writing Coach

Check for Understanding

Observe students as they write. Make sure students are making adequate progress.

One-on-One Conferences

Coach students who need support to form opinions, locate relevant evidence, add logical reasoning, and/or cite their sources.

Share Good Examples

As you locate great examples in students' work, point them out to the class.

Document

Collect student writing as evidence of students' learning. Use the Status of the Class chart to record which students were able to answer the Writing Prompt proficiently.

CCSS R.1/W.1 Rubric

1 pt.	Opinion: The most interesting thing I learned was...
1 pt.	Evidence: Describe what you learned. Include a quote from one or more of the texts you read.
1 pt.	Reasoning: I think this is really interesting because...
1 pt.	Citation: title, author, page number
4 pts.	Proficient Answer

Week 1: Day 2 31

Teacher Guide: Grade 3, Unit 4 Marine Life (Argument Research Unit)
Student Constructed Response Sample

Your Argument	Counterargument
Claim: I believe that plastic is the biggest threat to marine life.	Conflicting Viewpoint:
Evidence/Reasoning: In the text it says that fish get tangled up in it. And make it hard or impossible to breathe.	Evidence/Reasoning: Also another reasoning is that sea turtles eat jellyfish they may get confused and eat a plastic bag.
Now I know that plastic is the biggest threat to marine life.	at least the number one like, I found this in "save the ocean"
Page 40! The author is "counter-argument"	

Constructed Response

Answer the debate prompt. Make an argument that advances one side while still addressing the concerns of the other. Use evidence from multiple texts to support your answer.

In my opinion the single biggest threat to marine life is plastic. I think plastic is bad because it saves the ocean it says 9 million tons of plastic end up in the ocean adding to the 150 million tons already there. It says plastic can get caught around animals necks and make it hard or impossible to breathe. Around 100,000 marine animals die every year from being caught in plastic. That's why plastic is a threat to marine animals.