

**ORANGE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
OFFICE OF ENGLISH LANGUAGE ARTS**

Third Grade

PARCC Aligned Curriculum Guide



Unit 1

School Year 2015-2016

Grade 3 Unit Plan

Unit 1

Unit planning provides you with a sense of direction and organization that helps the teacher and the class to achieve significant academic gains within a particular time period. “It encourages alignment between teaching practice and three interrelated goals – **Acquisition** (of knowledge and skills), **Meaning Making** (understanding of “big ideas”) and **Transfer of learning.**” –Wiggins and McTighe



Grade	3
Unit	1
Unit Theme	Learning Lessons
Unit Focus	<p>Students will be reading various texts inclusive of the theme "Learning Lessons." Through each of the texts, students will encounter characters and people that learn life lessons through their actions. In each of the texts, decisions are made by characters or people in which they discover something about themselves and/or influence others.</p> <p>Using these texts, students will study characters in ways that will build critical thinking skills. Students will concentrate on characters' thoughts, feelings, actions, traits, and motivations in order to make inferences. By analyzing characters, students will develop the ability to look for clues and learn to use these clues to infer internal characteristics and traits of a character. Students will read to identify how characters change and support their ideas with specific information from the text about the characters' relationships and interactions with their community (setting) and other characters. Understanding characters expands a reader's comprehension of a text.</p>

Grade Level Standards

The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task (Common Core State Standards adopted 2010).

Focus Standards

Reading: Literature

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including, fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a

character or setting).

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- 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 (using keyboarding skills) as well as to interact and collaborate with others

W.3.10 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.

Language

L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- b. Explain the function of nouns, pronouns, and verbs in general and their functions in particular sentences.
- d. Form and use regular and irregular plural nouns.
- f. Form and use regular and irregular verbs.
- k. Produce simple, compound, and complex sentences

L.3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- c. Use commas and quotation marks in dialogue.
- e. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

b. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.6 Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Reading Foundations

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text

c. Decode multi-syllable words.

d. Read grade-appropriate irregularly spelled words

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and *expression* on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

Pacing

Marking Period 1: September 8-November 12, 2015

Essential Questions

What do **readers** do when they do not understand everything in a text?

How do **readers** construct meaning from text?

How do I figure out a **word** I do not know?

Enduring Understandings

Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.

Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.

Readers use language structure and context clues to identify the intended meaning

Why do readers need to pay attention to a writer's choice of **words**?

of words and phrases as they are used in text.

How do good **writers** express themselves? How does process shape the writer's product?

Words powerfully affect meaning.

Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.

How do **writers** develop a well written product?

Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

How can **discussion** increase our knowledge and understanding of an idea(s)?

Oral discussion helps to build connections to others and create opportunities for making learning concrete.

How do **speakers** express their thoughts and feelings?

Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

LEARNING OUTCOMES

Student Goals:

To show proficiency, I will:

- Demonstrate independence
- Use the story elements, including setting, characters, theme, plot and so on, in order to analyze a text
- Use various strategies to understand the meaning of unfamiliar words, such as context clues, Latin & Greek prefixes/suffixes, root words, etc.
- Analyze characters to identify and understand theme in a text
- Produce writing appropriate to task, purpose, and audience
- Use a variety of strategies before, during, and after reading to construct, monitor, and confirm meaning, including
- Use reading strategies such as predicting, asking and answering text-dependent questions, inferring, summarize,
- Support reasons with evidence in order to understand and critically analyze the text.
- Use speaking and listening to interact with others for the purposes of contributing to a class discussion
- Use academic vocabulary when
 - sharing and explaining ideas, viewpoints, and opinions,
 - adjusting thinking/beliefs,
 - solving problems
 - completing tasks
 - presenting ideas and information
 - recounting experiences

Assessments (See *terms* for definitions)

Screening	Formative	Summative	Authentic
<ul style="list-style-type: none"> • Running Records • Unit Pretest • On Demand Writing 	<ul style="list-style-type: none"> • Mid Unit Check-Point • Exit Tickets • Anecdotal Notes • Talk Moves • Quiz • Quick-Writes • Concept Map • Think-Pair-Share • Use of Individual Whiteboards • Summaries & Reflections • Text Dependent Questions (TDQs) 	<ul style="list-style-type: none"> • End of Unit Tests • Open-Ended Responses to Literature • Published Writing Pieces • On-Demand Writing 	<p>(Students are to select <u>one</u> activity of <u>their choice</u>).</p> <ul style="list-style-type: none"> • Write and perform a Play (based on a fable) • Create a PowerPoint, Prezi or iMovie (describe the events that led a specific character to learn a lesson.) • Construct a bridge out of various materials. Test the strength of the bridge and explain how you devised it including your problems/solutions, steps and why you chose that structure. Furthermore, explain what made your bridge successful or what made it unstable. If your bridge was unstable, explain how you would have constructed it differently. • Create an actual book, iBook, or digital book about one of the fables you read. However, write it from a different character's point of view.

Integrated Standards

Reading: Informational Text (incorporate during interactive read alouds)

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4 Determine the meaning or general academic and domain specific words and phrases in a text relevant to a grade three topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Writing (incorporate during responses to texts)

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide concluding statement or section.

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

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

Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and Expressing their own clearly.

- a. 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. 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an

understandable pace.

a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Sample Reader's Workshop Schedule

Reader's Workshop with Mini Lesson (45 minutes)		Reader's Workshop with Interactive Read Aloud (45 minutes)	
Mini Lesson: Connection Teaching Point Active engagement Link	<u>10 minutes</u>	Interactive Read Aloud	<u>20 minutes</u>
Practice: Students practice the strategy from the mini lesson using whole group class novels. (individual, small group, center based)	<u>20 minutes</u>	Independent Reading	<u>20 minutes</u>
Independent Reading: Students read at the independent level using the strategies they have learned to work towards their individual goal . <u>Student role:</u> stop and jot, and or writing in reader's notebooks. <u>Teacher Role:</u> Reading conferences, guided reading and or small group instruction.	<u>10 minutes</u>	Share	<u>5 minutes</u>
Share: Brief review of lesson, set up for	<u>5 minutes</u>		

Reading Materials	Pacing	Strategies *teach through interactive read aloud or mini lesson	Student Assessment/Evidence/Research
<p><u>Extended Text (1)</u> (Grade appropriate novels Including but not limited to the list below)</p> <p><u>Freckle Juice</u>, Judy Bloom Guided Reading Level M Lexile level 370 Possible themes: Pride and Self-Esteem, Understanding Self and Others, Individuality</p> <p><u>Fantastic Mr. Fox</u>, Roald Dahl Guided Reading Level P; Lexile Level 600 Possible Themes: Cleverness, Kindness and Compassion</p> <p><u>Short Texts (5-9)</u></p> <p><u>Myths and Fables</u></p> <p><u>Fables</u> by Arnold Lobel Lexile Level 540; Guided Reading Level N; Possible Themes: Manners and conduct</p> <p><u>Aesop's Fables</u> by Ann McGovern Lexile Level 780; Guided Reading Level: S Possible themes: Manners, Conduct, and Values</p> <p><i>How Coyote Saved Fire</i> (archived Storyworks myth November/December 2013)</p> <p><i>The Hunt For Medusa's Head</i> (archived Storyworks myth October 2012)</p> <p>(Informational Texts include biographies & autobiographies, books about history, social studies, science, the arts, technical texts—directions,</p>	<p>September 8-18 <i>Launching Reader's Workshop</i></p> <p>-----</p> <p>Week of September 21-25 <i>Summarizing</i></p> <p>-----</p> <p>Week of September 28-October 9 <i>Describing Characters in a Story</i></p>	<p><u>What Good Readers Do</u> How to Complete Your Book Logs <u>Student Engagement</u> -Break Reads (stamina strategy) -Stamina Chart -<u>Choosing the Right Book</u> -Reread to Get Back Into Your Book -Monitoring Student Engagement <u>Reading Conference</u> <u>Interactive Read Alouds</u> (pg. 84) -Setting up a Reader's Notebook</p> <p>-----</p> <p><u>Summarizing</u> -Summarizing What's Most Important -Story Mountain -Making Connections to the Problem -Angled Summaries -Summarize Based on What a Character Wants -Stop and Jot After Every Chapter</p> <p>-----</p> <p><u>Character Traits</u> -Stop & Jot -Turn & Talk -traits -"Trait, Said/Did, Think" -"It Says, I know, So I Think" <u>Character Feelings</u></p>	<p>-Student Interest , Reading Interest, and Engagement Inventories -<u>Book Logs</u> -Reader's Notebook Entries -Teachers will conduct short informal running records and fluency record -Beginning of the Year Assessment (Pre-Test)</p> <p>-----</p> <p>Stop and Jots Reader's Notebook Entries Book Logs Responses to Literature Daily Reading Conferences</p> <p>-----</p> <p>Stop and Jots Reader's Notebook Entries Book Logs Responses to Literature Daily Reading Conferences</p>

forms—and information displayed in graphs, charts, maps, etc.)

Science

Bridges by Matthew Danzeris
(Journeys-Informational Text)
National Geographic Readers: Cats vs. Dogs
Storyworks articles

Social Studies

Robeto Clementer: Pride of the Pittsburg Pirates
by Jonah Winter (Journeys -Biography)
Roberto Clemente by Dorling Kindersley Readers
Pop's Bridge by Eve Bunting (Journeys -Historical Fiction)
A Lesson for Martin Luther King Jr. by Denise Lewis Patrick
Storyworks articles

Language

A Book About Verbs by Ruth Heller
Merry-Go-Round: A Book About Nouns
Many Luscious Lollipops: A Book About Adjectives
A Cache of Jewels (World of Language) by Ruth Heller
Words, Words, Words by Janet Allen
Bringing Words to Life by Isabel Beck

October 12-October 16
Character Motivations

October 19-November 2
Lessons, Moral, Central Message

November 3-4
End of Module Assessment

November 9-11

-How's the Character Feeling?
-Feelings Change
-Empathize to Understand
-Character Theories

Motivations

-Stop & Jot
-Turn and Talk
-Understanding a Motivation
-How Secondary Characters Affect Main Characters
-Problems Characters Face
-Character, Actions, and Reactions
-How the Character Acts Differently Before and After the conflict

-What Can Characters Teach Me?
-How Do Other Characters Teach the Main Character?
-Character's Mistake and Possible Lessons(Morals)
-Character-Action-Character-Response-Lesson(Moral)
-Title-Real World Issue-So What About it?
-Asking Questions About Characters
-"Trait, Said/Did, Think, Big Idea"

Administer Module A Benchmark Assessment

Reflect and Reteach using the same

Stop and Jots
Reader's Notebook Entries
Book Logs
Responses to Literature
Mid Module Assessment

Stop and Jots
Reader's Notebook Entries
Book Logs
Responses to Literature

Stop and Jots
Reader's Notebook Entries
Book Logs
Responses to Literature
Administer Module A Benchmark Assessment

Stop and Jots

	Reflect and Reteach	strategies during independent reading and reading conferences	Reader's Notebook Entries Book Logs Responses to Literature
Sample Writer's Workshop Schedule (45 minutes)			
Mini Lesson: Connection Teaching Point Active Engagement Link		<u>10 minutes</u>	
Independent Practice: Students work alone or with their writing partner, applying strategies learned to their own writing. Here, students will be at different stages of the writing process. The teacher's role is the facilitator...circulating the room, monitoring, encouraging, conferring, and providing help as needed. The teacher can confer with individual students or small groups. Peer conferring may also take place.		<u>25 minutes</u>	
Share: Brief review of lesson, set up for tomorrow or students share work.		<u>10 minutes</u>	
Writing Materials	Pacing	Strategies	Student Assessment/Evidence
Text <u>Lucy Calkins Units of Study-Narrative: Bends I, II, IV</u> <u>Writing Pathways</u> <u>If...Then...Curriculum</u> Genre Narratives (4) <ul style="list-style-type: none"> two reflective of the writing process two on demand Literary Analysis Tasks Responses to Informational text Sample Narrative Topics	September 8-18th <i>Launching Writer's Workshop</i>	What is Writer's Workshop Establishing Rituals and Routines Introduce the writer's notebook Generate lots of thinking, talking and writing What Good Writer's Do Interactive Read Alouds Immersion Lessons <u>On Demand Writing:</u> <i>"I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment"</i>	Writer's Workshop Independent writing Shared writing On demand writing Writer's Notebook entries Reflection Response to Texts

For ideas, students can use:

- heart maps
- writing territories
- writer's notebooks

Suggestions for Integrating Opinion and Informational Writing during Reader's Workshop

Sample Opinion Essay Topics (Response to Texts)

- A response to literature (i.e./ In the text, Freckle Juice, do you think Andrew learned a lesson? Do you think it was fair of Sharon to sell Andrew a recipe for Freckle Juice?)
- *Storyworks* debates

Sample Informative Topics (Response to Informational Text)

- Animals [basic facts, animal babies, interaction with others, and habitats, endangered] *Explain the reasons elephants are endangered.*
- Biographies –*Explain what makes George Washington a good leader.*
- Historical Events
- Author Study

Week of September 21
Unit 1: Crafting True Stories Bend I

Week of September 28
Unit 1: Crafting True Stories Bend II

Week of October 5
Units of Study-Unit 1- Crafting True Stories Bend II

Week of October 12
Editing

story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have 45 minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing."

In your writing, make sure you:

- Write a beginning for your story.
 - Use transition words to tell what happened in order.
 - Elaborate to help readers picture your story.
 - Show what your story is really about.
 - Write an ending for your story.
- (*Writing Pathways* pg. 182-found in the Units of Study Kit)

Sessions 2; 3; and 4 & 6
For Session 4, extend the share time to allow for Self Editing (see Session 6)

Sessions 7 and 8

Sessions 9; 10 & 11
For Session 10, extend the share session to allow for paragraphing (see session 11)

Using editing marks to edit my writing

	<p>Publishing</p> <hr/> <p>Week of October 19 Units of Study-Unit 1- Crafting True Stories Bend III</p> <hr/> <p>Week of October 26 Units of Study-Unit 1- Crafting True Stories Bend IV</p> <hr/> <p>November 2-12 Units of Study-Unit 1- Crafting True Stories Bend IV Celebrate Portfolios On Demand Writing</p>	<p>Publishing my writing</p> <hr/> <p>Sessions 12, 13, 14 & 16</p> <hr/> <p>Sessions 17, 18, 19</p> <hr/> <p>Session 20 Class Publishing Party Choosing Pieces from your Writing Folder to Place in Your Portfolio Reflecting on Your Writing Administer a second on demand writing using the same prompt</p>	
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Type of Assessment	Rubric	Student Sample	Student Strengths	Student Goals
Running Record	Scoring the Running Record	Sample Running Record	<ul style="list-style-type: none"> -Looks at beginnings of words -Uses all three cueing systems 	-Teach strategies to help read the whole word: <i>Slow down and think, "Does that make sense?; Does it sound right?; Does it look right?" Check the beginning and end of the word.</i>
Fluency Record	Oral Reading Rates Rubric	Fluency Record	<ul style="list-style-type: none"> -Reads in two word phrases -Pauses at punctuations 	-Teach strategies to assist with phrasing: Rereading, scooping more than 2 words at

				a time, read with a partner, let your eyes preview what's coming next.
Book Logs	N/A	Book Log	<ul style="list-style-type: none"> -chooses books that are a good fit, and in a variety of genres -reads at an appropriate page per minute rate (3/4 of a page per minute) -reads for about 60 minutes per day -reads at home and at schools -reads an appropriate level 	<ul style="list-style-type: none"> -teach to read when she is done, stop at a place that's good for the book, not when the timer goes off -focus on reading one book until completion before starting another
Engagement Inventories	N/A	Engagement Inventory	<ul style="list-style-type: none"> -Has strategies to get started reading -Can sustain reading for long periods of time -Jots about her reading to hold onto ideas 	-Is she switching to a new book in the midst of another chapter book? If so, perhaps working to sustain on one book the entire time.
Student Interest	N/A	Student Interest Inventory	N/A	N/A
Reading Interest	N/A	Reading Interest	<ul style="list-style-type: none"> -reads 30 minutes a day -reads a variety of books -Enjoys reading 	-increase reading stamina
Stop & Jot	Character Continuum	Stop & Jot	-named what was in	-teach to think about

			the text and pictures	the character's feelings and emotions.
Notebook Entry/Writing About Reading	PARCC Literary Analysis Task Rubric (scroll to bottom of page)	Notebook Entry	<ul style="list-style-type: none"> -Makes interpretations -Uses social issues a way to make interpretations -empathizes with characters -uses words to describe characters -provide some text evidence 	<ul style="list-style-type: none"> -develop interpretations that are less obvious -see character in a complex way -analyze secondary characters -use more precise language when analyzing characters --provide more detailed text evidence
Anecdotal Notes	N/A	Teacher Sample	<ul style="list-style-type: none"> -stop & jots -book log updated -growth in reading stamina 	-Teach to think about why the character is saying and or doing certain things (character motivation)
Differentiation (see Appendix for definitions and examples)	Literacy Centers	Graphic Organizers	Teacher Think-Alouds	Double Entry Journals
	Scaffolded Questions	Guided Reading	Modeling	Role Playing
	Tiered Lessons	Question Stems	Exemplars	Text Coding
	Flip Books	Comprehension Bookmarks	Vocabulary Maps	Written Conversations
	Cubing & Think Dots	Choices (by intelligences)		
Technology	<u>Roberto Clemente</u> http://www.scholastic.com/browse/subarticle.jsp?id=4786			

	<p> http://mrnussbaum.com/roberto-clemente/ https://www.youtube.com/watch?v=pbItQjK0Bo#t=116 Roberto Clemente (3,000th Hit) https://www.youtube.com/watch?v=XsmggPxb_xM#t=10 Golden Gate Bridge http://www.history.com/this-day-in-history/golden-gate-bridge-is-born http://www.travelchannel.com/video/tour-the-golden-gate-bridge-11321 http://www.history.com/topics/san-francisco/videos/deconstructing-history-golden-gate-bridge Building of the Golden Gate Bridge http://www.youtube.com/watch?v=FKU1PTyHtbM Aesop's Fable http://video.about.com/childrensbooks/Overview-of-Aesop-s-Fables.htm (overview) http://read.gov/aesop/001.html http://www.taleswithmorals.com/ http://americanfolklore.net/folklore/childrens-stories/ http://pbskids.org/lions/stories/ http://www.umass.edu/aesop/fables.php Short fables and history of Aesop http://gec.kmu.edu.tw/~lc/ecorner/eBook/Teaching%20With%20Aesop's%20Fables.pdf Use as resource to obtain fables. Activities provided are not suitable for grade level. </p>	
Resources	<p><u>Teacher Resources</u></p> <p> https://www.readworks.org/lessons/grade3/theme/lesson-1 "The Solution to Reading Comprehension" Lessons, Units, Reading Passages, Question Sets, etc. www.achievethecore.org Sample lessons, Student Writing Samples, Assessment Questions, Curricular Tools, Differentiation Strategies and Professional Development. www.thinkcentral.com JOURNEYS Companion Website. Provides all of JOURNEYS materials including TE, Student Editions, Reproducibles, Leveled Readers, Assessments, Interactive Whiteboard Lessons, etc. www.tech4learning.com Tools to Engage, Create and Share. Useful Technology </p>	<p><u>Student Resources</u></p> <p> www.spellingcity.com Activities, games, skill building based on grade-level words or teacher/school added. www.brainpop.com Quizzes, games, activities on curricular content http://www.eduplace.com/graphicorganizer Graphic organizers to structure writing projects, to help in problem solving, decision making, studying, planning research and brainstorming www.studyisland.com Students can complete online assignments, review lessons and play games based on specific skills/standards addressing the Common Core. www.thinkcentral.com </p>

	<p>Extension Ideas for JOURNEYS. http://exchange.smarttech.com/search.html SMART notebook lessons http://www.learner.org/jnorth/tm/InstrucStrat9.html A sampling of stories, pictures, slideshows, and video clips from nature, just for kids! www.corestandards.org Grade level standards, book lists, writing exemplars http://hil.troy.k12.mi.us/staff/bnewingham/myweb3/ Beth Newingham's classroom website complete with teacher resources, lesson ideas, etc. www.readingandwritingproject.com Teachers College Reading and Writing Project provides resources such as reading & writing assessments, word study, professional development opportunities, etc. www.k12reader.com Reading Instruction Worksheets, Powepoints and PDF's supporting balanced literacy, Grammar Reference, Phonemic Awareness & Phonics, Reading Comprehension, Sentence Types, Sight Words. www.thewritesource.com Writing topics, Student Models, Publish It!, Research Links, etc. http://worldbookonline.com/wb/products?ed=all&gr=Welcome+Orange+Twp+School+District Offers an encyclopedia, dictionary, atlas, homework help, study aids, and curriculum guides. http://www.proquestk12.com/productinfo.shtml Offers a complete lineup of classroom- and library-focused, subscription-based research tools. Many of these education solutions offer elementary, middle, and high schools content that is reading level-linked (lexiled), supports 21st-century information literacy, and helps differentiate instruction across all K-12 curriculum areas.</p>	<p>JOURNEYS Companion Website. Provides all of JOURNEYS materials including TE, Student Editions, Reproducibles, Leveled Readers, Assessments, Interactive Whiteboard Lessons, etc. www.funbrain.com Reading activities and games for kids. www.abcya.com Reading games for Grades K-5. http://www.kidzsearch.com/ The #1 Kids' Safe Search Engine-Powered by Google. http://kids.nationalgeographic.com/ National Geographic Kids—Information, games and videos for children. http://www.timeforkids.com/homework-helper Time for Kids Homework Helper</p>
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Skills and Definitions

PARCC TERMS

Performance-Based Assessments (PBA): Performance-based assessment is an alternative that is designed to encompass a better overall representation of student progress to gather a demonstration of the scope of knowledge a student has on a subject rather than simply testing the accuracy of their response on a selection of questions.

Literary Analysis Task (LAT): This task will ask students to carefully consider literature worthy of close study and compose an analytic essay.

Research Simulation Task (RST): In this task, students will analyze an informational topic presented through several articles or multimedia stimuli. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write two analytic essays.

Narrative Task (NT): In this task, students may be asked to write a story, detail a scientific process, write a historical account of important figures, or describe an account of events, scenes or objects, for example.

Evidence-Based Selected Response (EBSR): a traditional selected-response question with a second selected-response question that asks students to provide textual evidence that supports the answer they provided to the first questions.

Technology-Enhanced Constructed Response (TECR): this item uses technology to capture student comprehension of texts in authentic ways.

Prose-Constructed Response (PCR): this item asks students to create an extended and complex written response.

OTHER TERMS

Formative Assessment: Formative: a process used by teachers and students during instruction that provides explicit feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Formative assessment is a method of continually evaluating students' academic needs and development within the classroom and precedes local benchmark assessments and state-mandated summative assessments.

3 Types of Formative Assessments:

1. **"In the Moment"** (those that happen during a lesson)
2. **"planned-for-interaction"** (those decided before instruction)
3. **"curriculum-embedded"** (embedded in the curriculum and used to gather data at significant points during the learning process).

Summative Assessment: cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met. (State-mandated assessments, District benchmark or interim assessments, End-of-unit or -chapter tests)

Authentic Assessment: refers to assessment tasks that requires students to demonstrate their knowledge, skills, and strategies by creating a response or a product (conducting research and writing a report, developing a character analysis, debating a character's motives, creating a mobile of important information they learned, dramatizing a favorite story, drawing and writing about a story, conducting research and writing a report, developing a character analysis, debating a character's motives, creating a mobile of important information they learned, dramatizing a favorite story, drawing and writing about a story).

reading strategies: purposeful, cognitive actions that students take when they are reading to help them construct and maintain meaning. Reading successfully goes well beyond fluency and word recognition and relies heavily upon comprehension of text.

- **monitor:** is the ability of a reader to be aware, while reading, whether a text is making sense or not.

	<ul style="list-style-type: none"> • using and creating schema: making connections between the new and the know, building and activating background knowledge • asking questions: generating questions before, during, and after reading that lead you deeper into the text. • determining importance: deciding what matters most, what is worth remembering • making inferences: to figure out something the author does not say. • using sensory and emotional images: creating mental images to deepen and stretch meaning • synthesizing: creating an evolution of meaning by combining understanding with knowledge from other texts/sources <p>drawing conclusions: a smart "guess" about something the author does not say (be sure to define guess to your students)</p> <p>text structure: how the information within a written text is organized.</p> <p>reader's point of view: an opinion the reader has about the overall story and/or about specifics in the story: the setting, the characters, and the plot; To use personal experiences and background knowledge to make connections with the text.</p> <p>author's point of view: the author's purpose for writing the story and the message/lesson/moral the author wants the reader to receive (including first and third person).</p> <p>character's point of view: the character's opinion and perspective of the plot, setting, and other characters in a story.</p> <p>main or central idea: an important idea about the topic</p> <p>supporting detail: a fact or example the tells about a main idea</p> <p>lesson: something that is learned</p> <p>theme: the lesson or message of a story</p> <p>evidence: evidence comes from within the text itself, not from the reader's opinion or experience.</p> <p>critically analyze: to study the parts of something</p> <p>evaluate: to think carefully about something</p>
Authors	Gianna Pasceri, Jenelle Stokes, Germaine Tarver, and Chanelle Wolfe,
Contact	
Evaluation/Reflection	<p><u>Module Reflections</u> (Please email your responses to _____ at the end of the marking period)</p> <p>When thinking about your practice:</p> <ul style="list-style-type: none"> • What worked? • What do you think could have been done more effectively in your lessons and instruction? • What do I need to learn more about? • What resources were helpful?