

Grade 3 Unit Plan

Module A

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
Module	A
Unit Theme	Learning Lessons
Unit Summary	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.
Big Idea	In this unit, students will study characters in ways that will build critical thinking skills. Students will concentrate on characters' thoughts, feelings, actions, traits, motivations, and points of view in order to make inferences. By analyzing characters, student 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.
Pacing	Use Journeys Unit 1 9 weeks (First Marking Period)
Background	<p>In order to understand characters students should be able to :</p> <ul style="list-style-type: none"> • articulate the structure of a story in order to analyze and make inferences about the characters and determine central ideas or themes • articulate the structure of a story to summarize the key details and ideas • focus on character's thoughts, traits, motivations, actions, and feelings • read texts to gather information and draw conclusions before declaring an opinion or idea • when reading informational texts, articulate connections (making meaning) i.e/ cause and effect, chronological, problem/solution, descriptions, comparison/contrast • engage in meaningful classroom discussion where they speak about and listen to the analyses of characters • express their thoughts on characters through writing <p>Note to Teacher: In order to understand the message in fables, students need to understand the elements of a fable, the characteristics of a fable, and vocabulary used when analyzing fables. Teaching students the background of Aesop and where the fables originated from is also helpful</p> <p>When introducing the students to the text <u>Roberto Clemente</u>, provide the students background information on Roberto Clemente's life as well as the racial issues that existed at that time. Tie Roberto Clemente's life into Hispanic Heritage Month lessons and activities.</p> <p><u>Pop's Bridge</u> centers around the San Francisco community during the construction of the Golden Gate Bridge. Provide the students with</p>

	background information on The Golden Gate Bridge, why was it constructed and the process of which the bridge was constructed. *(see student resources for videos that support the above)	
LEARNING OUTCOMES:	<p>Student Goals:</p> <p><i>To show proficiency, I will:</i></p> <ul style="list-style-type: none"> • demonstrate independence • use details from the text and my own knowledge to infer deeper meanings • analyze to determine the central message or theme in text • use details from the text to explain how I determined the central message or theme • use context clues to interpret words and phrases • produce writing appropriate to task, purpose, and audience <p>Use a variety of strategies before, during, and after reading to construct, monitor, and confirm meaning, including: -predicting, asking and answering Text-Dependent questions, summarizing, drawing conclusions, making inferences, defining words and phrases, using text features, comparing and contrasting, identifying text structure, determining point of view, determine main or central idea, lesson & theme, and supporting reasons with evidence in order to understand and critically analyze the text.</p> <p>Use speaking and listening to interact with others for the purposes of contributing to a class discussion, sharing and explaining ideas, viewpoints, and opinions, solving problems, completing tasks, presenting ideas and information, and recounting experiences in order to develop a deeper understanding of the text.</p>	
Essential Questions What do readers do when they do not understand everything in a text? Why do readers need to pay attention to a writer's choice of words? How do readers construct meaning from text? How do good writers express themselves? How does process shape the writer's product?		Enduring Understandings Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension Words powerfully affect meaning. Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.

<p>How do writers develop a well written product?</p> <p>How can discussion increase our knowledge and understanding of an idea(s)?</p>	<p>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.</p> <p>Oral discussion helps to build connections to others and create opportunities for making learning concrete.</p>		
<p>Assessments</p>	<p>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.</p> <p><u>3 Types of Formative Assessments:</u></p> <ol style="list-style-type: none"> 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). <ul style="list-style-type: none"> • Exit Tickets • Anecdotal Notes • Talk Moves • Quiz • Quick-Writes • Concept Map • Think-Pair-Share • Use of Individual Whiteboards • Summaries & Reflections • Text Dependent Questions (TDQs) 	<p>Summative: 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)</p> <ul style="list-style-type: none"> • DWA • Benchmark • End of Unit Tests • Open-Ended Responses to Literature • Published Writing Pieces • On-Demand Writing 	<p>Authentic Assessment: Authentic: 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).</p> <ul style="list-style-type: none"> • See Culminating Activities (Students are to select <u>one</u> activity of <u>their choice</u>).

RL Standards	Built In		When Appropriate		
	Grade Level Standard	Anchor Standard	Specific Standard	Anchor Standard	
	RL.3.1 Ask and answer questions to demonstrate understanding of a text, <u>referring explicitly to the text as the basis for the answers.</u>	RL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>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.</u>	RL.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
	<u>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language</u>	RL.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<u>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.</u>	RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
	RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	RL.6 Assess how point of view or purpose shapes the content and style of a text.	
	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.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</u>	RL.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	

		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.	RL.10 Read and comprehend complex literary and informational texts independently and proficiently			
RI Standards	Built In		When Appropriate			
	Grade Level	Standard	Anchor Standards	Grade Level	Standard	Anchor Standard
	RI.3.1	Ask and answer questions to demonstrate understanding of a text, <u>referring explicitly to the text as the basis for the answers.</u>	RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea</u>	RI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
	<u>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</u>		RI.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.3.6 Distinguish their own point of view from that of the author of a text.	RI.6 Access how point of view or purpose shapes the content and style of a text.	
	<u>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.</u>		RI.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<u>RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</u>	RI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	
	RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., A section, chapter, scene, or	RI. 3.9 Compare and Contrast the most important points and key details presented in two texts on the same topic.	RI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take	

		stanza) relate to each other and the whole.			
		RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
		RI.3.10 Read and comprehend complex literary and informational texts independently and proficiently.	RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.		
Writing Standards	Built In		When Appropriate		
	Grade Level Standard	Anchor Standard	Grade Level Standard	Anchor Standard	
	W.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	W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	W.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	W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	

		<p>reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide concluding statement or section.</p>		<p>characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order. Provide a sense of closure.</p>	
		<p>W.2 Write informative / explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>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</p>	<p>W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
		<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>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</p>	<p>W.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 tasks, purposes, and</p>

				audiences.	audiences	
		W.3.7 Conduct short research projects that build knowledge about a topic.	W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
		W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
	Content Standard					
		Grade Level Standard		Anchor Standard		
Speaking and Listening		<p>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.</p> <p>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.</p> <p>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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>		SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		

	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.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	
	SL.3.3 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
	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.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	
	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.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of Presentations	
	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.)	SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Language	<u>L.3.1</u> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. b. Explain the function of nouns, pronouns, and verbs in general and their functions in particular sentences. c. Use reciprocal pronouns correctly d. Form and use regular and irregular plural nouns.	L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

	<p>e. Use abstract nouns (e.g., childhood)</p> <p>f. Form and use regular and irregular verbs.</p> <p>g. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>h. Ensure subject-verb and pronoun antecedent agreement.*</p> <p>j. Use coordinating and subordinating conjunctions.</p> <p>k. Produce simple, compound, and complex sentences</p>		
	<p><u>L.3.2</u> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>e. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	<p><u>L.3.4</u> 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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>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.</p>	L.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
	<p><u>L.3.5</u> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and</p>	L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	

	<p>phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>		
	<p><u>L.3.6</u> 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).</p>	<p>L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	
Reading Foundations	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words</p>	N/A	
	<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p>	N/A	
Teaching Tasks-Reading	<p>Extended Text (1) (<i>Grade appropriate novels Including but not limited to the list below</i>)</p> <p>Freckle Juice, Judy Bloom- Lexile level 370; Guided Reading Level M; Possible themes: Pride and Self-</p>	<p>Tasks (see appendix for definitions)</p> <p>Guided Reading</p> <p>Close Reading</p>	

<p>Esteem, Understanding Self and Others, Individuality</p> <p><u>Fantastic Mr. Fox</u>, Roald Dahl-Lexile Level 600; Guided Reading Level P; Possible Themes: Cleverness, Kindness and Compassion</p> <p><u>Stone Fox</u>, John Reynolds Gardiner Lexile Level 550; Guided Reading Level P; Possible Themes: Courage, Bravery, Heroism, Determination and Perseverance</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><i>(Informational Texts include biographies & autobiographies, books about history, social studies, science, the arts, technical texts—directions, forms—and information displayed in graphs, charts, maps, etc.)</i></p> <p><u>Science</u></p> <p>Bridges by Matthew Danzeris (Journeys-Informational Text)</p> <p>Storyworks articles</p> <p><u>Social Studies</u></p>	<p>Cooperative learning Groups</p> <p>Literacy Centers</p> <p>Answering Text Dependent Questions</p> <p>Reader's Workshop</p> <p>Read Alouds</p> <p>Shared Reading</p> <p>Learning Log</p> <p>Exit Tickets</p> <p>Jigsaw</p> <p>Reflection</p> <p>Response to Literature/Informational text</p> <p>Reader's Theater</p>
--	---

	<p><u>Robeto Clementer: Pride of the Pittsburg Pirates</u> by Jonah Winter (Journeys -Biography)</p> <p><u>Pop's Bridge</u> by Eve Bunting (Journeys -Historical Fiction)</p> <p><i>Storyworks</i> articles</p>		
Teaching Tasks- Writing	<p>Text</p> <p><u>Lucy Calkins Units of Study-Narrative: Bend I</u></p> <p><u>Write Source</u>(teacher resource)</p> <p><u>6+1 Writing Traits</u> (teacher resource)</p> <p>Sample Opinion Essay Topics</p> <ul style="list-style-type: none"> • What kind of pet is best, a cat or a dog? • A response to literature (i.e./ In the text, <u>Freckle Juice</u>, do you think Andrew learned a lesson? Do you think it was fair of Sharon to sell Andrew a recipe for Freckle Juice?) • <i>Storyworks</i> debates • Should teachers and students be friends on Facebook? • Should you be allowed to stay up an hour later? <p>Sample Narrative Topics</p> <p>For ideas, students can use:</p> <ul style="list-style-type: none"> • heart maps • writing territories • writer's notebooks <p>Sample Informative Topics (Research Project)</p> <ul style="list-style-type: none"> • Animals [basic facts, animal babies, interaction with others, and habitats] • Biographies • Dog Breeds 	<p>Genre</p> <p>Opinion (2)</p> <p>Narratives (2)</p> <ul style="list-style-type: none"> • one reflective of the writing process • one on demand <p>Informative (1 Research Project)</p> <p>Literary Analysis Task (1)</p>	<p>Tasks</p> <p>Writer's Workshop</p> <p>Independent writing</p> <p>Shared writing</p> <p>On demand writing</p> <p>Journal Writing</p> <p>Reflection</p>

	<ul style="list-style-type: none"> • Historical Events • Author Study 			
Culminating Activity	<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. 			
Skills and Definitions	<p style="text-align: center;"><u>PARCC TERMS</u></p> <p>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.</p> <p>Literary Analysis Task (LAT): This task will ask students to carefully consider literature worthy of close study and compose an analytic essay.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Technology-Enhanced Constructed Response (TECR): this item uses technology to capture student comprehension of texts in authentic ways.</p> <p>Prose-Constructed Response (PCR): this item asks students to create an extended and complex written response.</p> <p style="text-align: center;"><u>OTHER TERMS</u></p> <p>Formative Assessment: 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.</p> <p>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)</p>			

	<p>Authentic Assessment: 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).</p> <p>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.</p> <ul style="list-style-type: none"> • monitor: is the ability of a reader to be aware, while reading, whether a text is making sense or not. • 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>			
Graphic Organizers *see gmail folder	Main idea Chart Fable/Moral Chart Inquiry Chart Knowledge/Question/Response Self Questioning Chart			
Differentiation (see Appendix for	Literacy Centers	Graphic Organizers	Teacher Think-Alouds	Double Entry Journals

definitions and examples)	<p>Scaffolded Questions</p> <p>Tiered Lessons</p> <p>Flip Books</p> <p>Cubing & Think Dots</p>	<p>Guided Reading</p> <p>Question Stems</p> <p>Comprehension Bookmarks</p> <p>Choices (by intellogences)</p>	<p>Modeling</p> <p>Exemplars</p> <p>Vocabulary Maps</p>	<p>Role Playing</p> <p>Text Coding</p> <p>Written Conversations</p>
Technology	<p>Roberto Clemente http://www.scholastic.com/browse/subarticle.jsp?id=4786 http://mrnussbaum.com/roberto-clemente/ https://www.youtube.com/watch?v=pbltQjlk0Bo#t=116 Roberto Clemente (3,000th Hit) https://www.youtube.com/watch?v=XsmqqPxb_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>Teacher Resources</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</p>	<p>Student Resources</p> <p>www.spellingcity.com Activities, games, skill building based on grade-level words or teacher/school added. www.brainpop.com</p>		

	<p>Sample lessons, Student Writing Samples, Assessment Questions, Curricular Tools, Differentiation Strategies and Professional Development.</p> <p>www.thinkcentral.com JOURNEYS Companion Website. Provides all of JOURNEYS materials including TE, Student Editions, Reproducibles, Leveled Readers, Assessments, Interactive Whiteboard Lessons, etc.</p> <p>www.tech4learning.com Tools to Engage, Create and Share. Useful Technology Extension Ideas for JOURNEYS.</p> <p>http://exchange.smarttech.com/search.html SMART notebook lessons</p> <p>http://www.learner.org/jnorth/tm/InstrucStrat9.html A sampling of stories, pictures, slideshows, and video clips from nature, just for kids!</p> <p>www.corestandards.org Grade level standards, book lists, writing exemplars</p> <p>http://hil.troy.k12.mi.us/staff/bnewingham/myweb3/ Beth Newingham's classroom website complete with teacher resources, lesson ideas, etc.</p> <p>www.readingandwritingproject.com Teachers College Reading and Writing Project provides resources such as reading & writing assessments, word study, professional development opportunities, etc.</p> <p>www.k12reader.com Reading Instruction Worksheets, Powepoints and PDF's supporting balanced literacy, Grammar Reference, Phonemic Awareness & Phonics, Reading Comprehension, Sentence Types, Sight Words.</p> <p>www.thewritesource.com Writing topics, Student Models, Publish It!, Research Links, etc.</p> <p>http://worldbookonline.com/wb/products?ed=all&gr=Welcome+Orange+Twp+School+District Offers an encyclopedia, dictionary, atlas, homework help,</p>	<p>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</p> <p>www.studyisland.com Students can complete online assignments, review lessons and play games based on specific skills/standards addressing the Common Core.</p> <p>www.thinkcentral.com JOURNEYS Companion Website. Provides all of JOURNEYS materials including TE, Student Editions, Reproducibles, Leveled Readers, Assessments, Interactive Whiteboard Lessons, etc.</p> <p>www.funbrain.com Reading activities and games for kids.</p> <p>www.abcy.com Reading games for Grades K-5.</p> <p>http://www.kidzsearch.com/ The #1 Kids' Safe Search Engine-Powered by Google.</p> <p>http://kids.nationalgeographic.com/ National Geographic Kids—Information, games and videos for children.</p> <p>http://www.timeforkids.com/homework-helper Time for Kids Homework Helper</p>
--	--	--

	<p>study aids, and curriculum guides.</p> <p>http://www.proquestk12.com/productinfo.shtml</p> <p>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>	
Authors	Gianna Pasceri , Germaine Tarver ,Chanelle Wolfe, Jenelle Stokes	
Contact	Germaine Tarver tarverge@orange.k12.nj.us	
Evaluation/Reflection	<p><u>Module Reflections</u> (Please email your responses to Germaine Tarver 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? 	