

<p>How will real life experiences help you to understanding different story genres?</p> <p>What is a technical text?</p> <p>How do prefixes and suffixes change a word?</p> <p>How will self-correcting help you read efficiently?</p> <p>What is a context clue?</p> <p>Why does your opinion need substantiation?</p> <p>What facts are needed in writing?</p>	<p>similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Responding to Literature 11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American world cultures.</p>	<p><u>Informational Text</u> <i>Key Ideas & Details</i></p> <p><i>Craft and Structure</i></p> <p><i>Integration of Knowledge & Ideas</i></p> <p><i>Range of Reading and Level of Text Complexity</i></p>	<p>➤ Self-select text based upon personal preferences.</p> <ul style="list-style-type: none"> Ask and answer questions understanding of a text, referring explicitly to the text as the basis for answers. Determine the main idea of the text; recount the key details and explain how they support the main idea. 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? Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topics or subject area. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Distinguish their own point of view from that of the author in a text. 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). Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first, second, third in a sequence). Compare and contrast the most important points and key details presented in two texts on the same topic. 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 by the end of year 	<p>Samples of student work accumulated overtime on a range of writing styles.</p> <p>Writing rubrics.</p> <p>Examples of writing across the curriculum</p> <ul style="list-style-type: none"> reports journals literature logs <p>Literature extension</p> <ul style="list-style-type: none"> scripts for drama visual arts written forms webs charts time lines murals <p>Student record of books read and attempted</p> <p>Audio tape of reading</p> <p>Book Talks</p> <p>Multiple choice</p>	<ul style="list-style-type: none"> Think aloud Working with words Guided Reading Choral Reading Partner Reading Independent Reading (SSR) Mini lessons Journaling Author’s chair Great Books: Text Based Discussions format. <p><i>Biographies, autobiographies, historical, scientific and technical books and texts.</i> <i>Graphs, charts, maps and digital sources</i> Examples: Grades 2-3</p> <ol style="list-style-type: none"> A Medieval Feast From Seed to Plant The Story of Ruby Bridges A Drop of Water: A Book of Science and Wonder Moonshot: The Flight of Apollo 11 What Happens to a Hamburger The Digestive System by Rebecca L. Johnson or Kristin Petrie Good Enough to Eat Showdown at the Food Pyramid The Mighty Muscular and Skeletal Systems Muscles Bones The Astounding Nervous System The Nervous System
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<p>How does a well organized sequence improve writing?</p> <p>What do good writers do?</p> <p>How do you find out information about a topic?</p> <p>Is listening important to reading and writing?</p> <p>Why are rules important in a group?</p> <p>How do you stay on topic when in a discussion?</p> <p>Will hearing and watching others speak improve your own speaking?</p>	<p><u>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING</u></p> <p>Text Type and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Begins in Grade 3)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>Research to Build Present and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on questions,</p>	<p><u>Foundational Skills</u></p> <p><i>Phonics and Word Recognition</i></p> <p><i>Fluency</i></p> <p><u>Writing</u></p> <p><i>Text Types and Purpose</i></p>	<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ➢ Identify and know the meaning of the most common prefixes and derivational suffixes. ➢ Decode words with common Latin suffixes ➢ Decode multisyllable words. ➢ Read grade-level appropriate irregularly spelled words. • Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ➢ Read grade-level text with purpose and understanding. ➢ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ➢ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> ➢ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. ➢ Provide the reasons that support the opinion. ➢ Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. ➢ Provide a concluding statement or section. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> ➢ Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ➢ Develop the topic with facts, definitions, and details. ➢ Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. ➢ Provide a concluding statement or section. • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> ➢ Establish a situation and introduce a narrator and/or 	<p>Forced choice</p> <p>Open response</p>	<p>A-Z Reading http://www.readinga-z.com/</p> <p>Book Talks: www.scholastic.com/librarians/ab/booktalks.htm</p> <p>http://www.teachersfirst.com/100books.cfm</p> <p>Brain Pop http://www.brainpop.com/</p> <p><u>Classroom Assessment & Grading</u>, Robert Marzano Cooperative Learning Spencer Kagan www.KaganOnline.com</p> <p><u>Classrooms That Work: They Can All Read and Write</u> by Patricia Cunningham and Richard L. Allington</p> <p>CCSS for ELA and Literacy include 3 appendices: •Appendix A Research supporting key elements of the standards and Key Terms •Appendix B: Test Exemplars and Sample Performance Tasks •Appendix C: Samples of Student</p>
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<p>Where do you hear proper English spoken?</p> <p>Where do you see proper English written?</p>	<p>demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the informational texts to support analysis, reflection, and research.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection and research.(Begins in Grade 4)</p> <p>Range of Writing (Beings in Grade 3)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time-frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.</p> <p>Responding to Literature</p> <p>11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.</p> <p><u>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING</u></p> <p>Comprehension and Collaboration</p> <p>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.</p>	<p><i>Production and Distribution of Writing</i></p> <p><i>Research to Build and Present Knowledge</i></p> <p><i>Range of Writing</i></p> <p><i>Responding To Literature</i></p> <p><i>Speaking & Listening</i></p> <p><i>Comprehension and Collaboration</i></p>	<p>characters; organize an event sequence that unfolds naturally.</p> <ul style="list-style-type: none"> ➤ Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. ➤ Use temporal words and phrases to signal event order. ➤ Provide a sense of closure. <p><i>*With guidance and support from adults:</i></p> <ul style="list-style-type: none"> • Produce writing in which the development and organization are appropriate to task and purpose. (Grade specific standards for writing.)* • Develop and strengthen writing as needed by planning, revising, and editing. (Command of Language standards up to and including grade 3.)* • Use technology to produce and publish writing (use keyboarding skills) as well as interact and collaborate with others.* • Conduct short research projects that build knowledge about a topic. • Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline specific tasks, purposes and audiences. • Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class. • 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' ides and expressing 		<p>Writing</p> <p>Common Core: http://www.emsc.nysed.gov/ciai/ http://engageny.org/teachers/</p> <ul style="list-style-type: none"> • Getting Started With the Common Core • Common Core Implementation, instructional Shifts Video Series • Curriculum Exemplars <p>Cooperative Learning: Cooperative Learning, Spencer Kagan www.KaganOnline.com</p> <p><u>Common Formative Assessments</u>, Larry Ainsworth and Donald Viegut</p> <p><u>Curriculum 21: Essential Education For A Changing World</u>, Heidi Hayes Jacobs</p> <p><u>Critical Thinking: Basic Theory and Instructional Structures Handbook</u> Richard W. Paul, Linda Elder</p> <p>The DIBELS measures the 5</p>
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	<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style appropriate to task, purpose, and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE</u></p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language (Begins in Grade 2)</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to</p>	<p><i>Presentation of Knowledge and Ideas</i></p> <p><u>Language</u></p> <p><i>Conventions of Standard English</i></p>	<p>their own clearly.</p> <ul style="list-style-type: none"> ➤ Come to discussions prepared having read or studied required material; explicitly draw on that preparations and other information known about the topic to explore ideas under discussion. ➤ Follow agreed upon rules of discussion. (e.g., gain the floor in a respectful way, listening to others with care, speaking one at a time about the topics and texts under discussion. ➤ Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. ➤ Explain their own ideas and understanding in light of the discussion. ➤ Seek to understand and communicate with individuals from different cultural backgrounds. <ul style="list-style-type: none"> • 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 • Ask and answer questions about information from a speaker offering appropriate elaboration or detail. <ul style="list-style-type: none"> • Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking at an understandable pace. • 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. • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <i>See Grade 3 Language standards 1 and 3.</i> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar when writing or speaking. <ul style="list-style-type: none"> ➤ Explain the functions of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences. ➤ Form and use regular and irregular plural nouns. 	<p>Big Ideas in early literacy identified by the National Reading Panel:</p> <ul style="list-style-type: none"> •Phonemic Awareness •Alphabetic Principle •Accuracy and Fluency •Vocabulary •Comprehension <p>https://dibels.uoregon.edu/</p> <p><u>The Differentiated Classroom: Responding To The Needs Of All Learners.</u> Carol Ann Tomlinson</p> <p>250 Dolch Words. http://dolchword.com/</p> <p><u>Effective Classroom Assessment: Linking Assessment with Instruction</u> by Catherine Garrison, Dennis Chandler, and Michael Ehringhaus</p> <p><u>The Fountas & Pinnell Leveled Book List, K–8+ (2009–2011 Edition, Print Version).</u> Irene Fountas and Gay Su Pinnell</p> <p>Great Books: : Shared Inquiry www.greatbooks.org</p> <p><u>Handbook of Instructional Practices for Literacy Teacher-Educators: Examples...</u> Joyce Many</p> <p><i>Journeys: Word Study: Teachers Guide L3</i> <i>Journeys Weekly, Benchmark</i></p>
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	<p>comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify 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> <p>5. Demonstrate understanding of figurative language, word relationships and nuances of word meanings.</p> <p>6. Acquire and use accurately a range of general words and phrases.</p>	<p><i>Knowledge of Language</i></p> <p><i>Vocabulary Acquisition and Use</i></p>	<ul style="list-style-type: none"> ➤ Use abstract nouns. (e.g., <i>childhood</i>) ➤ Form and use regular and irregular verbs. ➤ Form and use the simple verb tenses. (e.g., <i>I walked, I walk, I will walk</i>). ➤ Ensure subject-verb agreement and pronoun-antecedent agreement.* ➤ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. ➤ Use coordinating and subordinating conjunctions. ➤ Produce simple, compound, and complex sentences. • Demonstrate command of conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ➤ Capitalize appropriate words in titles. ➤ Use commas in addresses. ➤ Use commas and quotation marks in dialogue. ➤ Form and use possessives. ➤ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiling, cries, happiness</i>). ➤ Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. ➤ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. • Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> ➤ Choose words and phrases for effect.* ➤ Recognize and observe differences between the conventions of spoken and written Standard English. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading</i> and content, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> ➤ Use sentence-level context as a clue to the meaning of word or a phrase. ➤ Determine the meaning of the new word formed when a 	<p>and Unit Tests L3</p> <p><i>Journeys: Comprehensive Language and Literacy Guide</i>, 3. https://www.k6.thinkcentral.com/ePC/start.do</p> <p><u><i>The Key Elements Of Classroom Management: Managing Time And Space, Student Behavior, And Instructional</i></u> (EBOOK) Joyce C. McLeod, Janice Fisher, Ginny Hoover</p> <p><u><i>Leveling Books K-6: Matching Readers to Text</i></u> [Paperback] Brenda M. Weaver</p> <p><u><i>Mosaic of Thought: Teaching Comprehension in a Reader’s Workshop</i></u> By Ellin Oliver Keene and Susan Zimmerman.</p> <p><u><i>Portfolio Assessment in the Reading-Writing Classroom</i></u> by Robert J. Tierney, , Mark A. Carter, and Laura E. Desai (Christopher Gordon, 1991 ISBN 0-926842-08-0.) Professional Book</p> <p>Running Records: http://www.readinga-z.com/guided/runrec/howto.html</p>
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			<p>known affix is added to a known word (<i>e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <ul style="list-style-type: none"> ➤ Use a known root word as a clue to the meaning of an unknown word with the same root (<i>e.g., company/companion</i>). ➤ Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases <ul style="list-style-type: none"> • Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> ➤ Distinguish the literal and nonliteral meanings of words and phrases in context (<i>e.g., take steps</i>). ➤ Identify real-life connections between words and their use (<i>e.g., describe people who are friendly or helpful</i>). ➤ Distinguish shades of meanings among related words that describe states of mind or degrees of certainty (<i>e.g., knew, believed, suspected, heard, wondered</i>). • Acquire and use accurately grade-appropriate, conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationship. (<i>e.g. after dinner that night we went looking for them</i>) 		<p>http://www.learnnc.org/lp/editions/readassess/1.0</p> <p>http://www.reading.org/</p> <p>Response to Intervention: www.nysrti.org/ www.interventioncentral.org/ www.rti4success.org/</p> <p>Rubrics http://www.bpsd.mb.ca/tech_files/PrimListeningSpeaking.pdf</p> <p>Writing Process http://www.readwritethink.org <i>Using Formative Assessment to Monitor Learning and Inform Instruction: Giselle O. Martin-Kniep, Ph. D</i></p>
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