

English Language Arts Grade 3

Curriculum Writers - Victoria DiFolco, Elizabeth O'Connell, and Patty Ridlon

STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GLE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p><u>READING</u></p> <p>GLE READING CLUSTERS</p> <ul style="list-style-type: none"> • Reading Fluency • Vocabulary • Literary Texts • Informational Text • Reading Strategies • Breadth of Reading 		<p><u>NECAP GRADE LEVEL EXPECTATIONS</u></p> <p>All of the concepts and skills identified at a given grade level are "fair game" for large scale assessment purposes if indicated by (state assessment, grade...).</p> <p>Each GLE includes three parts:</p> <ul style="list-style-type: none"> • A statement in bold, called the "stem" is at the beginning of each GLE. Each "stem" is the same or similar across the grades for a given GLE, and is meant to communicate the main curriculum and instructional focus of the GLE across the grades. • The unbolded text within a GLE indicates how the GLE is specified at a given grade level. There are often several indicators for each GLE stem. Each indicator is coded and indicated fair game for "state" or "local" assessment • Differences between adjacent grades are underlined. Sometimes nothing is underlined within a GLE. In these situations, differences in adjacent grades "assumes increasing text complexity" and is noted for those GLEs. • Each GLE is coded for the content area, the grade level, the GLE "stem" number, and specific indicator for that GLE stem, (e.g. R - 5-6.2) means R (reading), 5 (grade 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> • problem solving • communication tools • information tools • self-management tools • working with others <p>Applies Principles of Learning (POL) ®</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Analyzes pre-assessment to direct instruction</p> <p>Provides exemplars and rubrics</p> <p>Addresses multiple intelligences and brain dominance</p>	<p><u>Textbook</u></p> <ul style="list-style-type: none"> • <i>Scott Foresman Seeing is Believing</i> <p><u>Core Books</u></p> <ul style="list-style-type: none"> • <i>Scott Foresman classroom libraries</i> <p><u>Supplementary books</u></p> <ul style="list-style-type: none"> • <i>Scott Foresman Resource Book</i> • <i>Guiding Readers and Writers (GRW), gr. 3-5, Fountas and Pinnell</i> • <i>Infusing Critical Thinking Skills in the Content Area (graphic organizers)</i> • <i>Strategies that Work, Harvey, Goudais</i> • <i>Strategies that Work, Non Fiction Matters, Harvey Classroom</i> • <i>Instruction That Works, Marzano (Reading Closet)</i> • <i>Making Words, Cunningham</i> • <i>Reading for Meaning, Miller</i> • <i>Junior Great Books</i> • <i>Reading Essentials, Routman</i> • <i>The Fluent Reader, Rainski</i> • <i>Words Their Way, Johnston, Inverniza, Bear</i> • <i>Keys to Comprehension</i> <p><u>Technology</u></p> <ul style="list-style-type: none"> • <i>MierriamWebster.</i> 	<p><u>REQUIRED</u></p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or informational text • Narrative • Informational (report, procedural) <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> • reading log • learning log <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Scott Foreman Individual Reading Inventory(IRI) • Qualitative Reading Inventory (QRI-3) • Elementary Spelling Inventory • DRA • Running Records <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Dolch word vocabulary development</p> <p>Exhibits</p> <p>Interviews</p> <p>Free writes, quick writes</p> <p>Graphic organizers and/or visual imagery</p> <p>Journals</p>

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		<p>5), 6 (6th GLE stem), 2 (the second specific indicator for the 6th GLE stem).</p> <p>If an outcome does not have a GLE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p>Outcomes and Benchmarks are indicated for all READING GLEs/standards and are secured for this grade level unless indicated with a B for beginning or a D for developing.</p> <p>The instructional strategies, resources, and assessments to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), STANDARDIZED/FORMALIZED tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>	<p>(spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes exhibition of student work with rubrics and criteria charts</p> <p>Collaborates with specialists to differentiate instruction for ALL students</p> <p>READING/WRITING STRATEGIES The teacher</p> <p>Employs ELA best practice reading strategies</p> <ul style="list-style-type: none"> reading aloud think aloud shared reading guided reading self-selected reading <p>Facilitates comprehension strategies</p> <ul style="list-style-type: none"> making connections questioning visualizing inferring determining importance synthesizing information self-monitoring or fix-up predicting <p>Facilitates Literature Circles</p> <p>Facilitates Reader's Workshop</p> <p>Facilitates the development of word walls</p> <p>Models a variety of graphic organizing strategies (e.g. sequence organizers, concept development, compare/contrast organizers, relational organizers, concept word maps, etc.)</p>	<p>com</p> <ul style="list-style-type: none"> computers, internet access, word processing Alpha Smarts books on tape SFreading.com Inspiration™ Video streaming SF Building background CDs Lextile. Com Proquest.com CD Rom Computer resource files <p>Materials</p> <ul style="list-style-type: none"> word walls clear expectations posters dictionaries thesauruses <p>District developed resource</p> <ul style="list-style-type: none"> <u>Scott Foresman</u>, Depth of Knowledge/Multi intelligence matrix (DOK/MI Matrix) <u>R drive</u> <p>School library resources</p> <ul style="list-style-type: none"> Book closets professional videos <p>Community</p> <ul style="list-style-type: none"> Extended Day Enrichment Storyteller PTO Reading Week - inter school activities Guest Readers/Writers Field Trips Town meetings 	<p>Learning contracts</p> <p>Learning logs</p> <p>Literature Circles</p> <p>Multiple Intelligences assessments e.g.</p> <ul style="list-style-type: none"> role playing, short plays (bodily kinesthetic) graphic organizing, sketch journals/ cartooning (visual) collaboration/ conferencing (interpersonal) songs, lyrics (musical) <p>Oral presentations</p> <p>Performance/problem-based tasks</p> <p>Readers' Theater</p> <p>Reading log</p> <p>Rubrics</p> <ul style="list-style-type: none"> Reading comprehension Initial understanding, analysis, interpretation <p>Tests and quizzes</p>

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<p>READING</p> <p>1.1 Reading Fluency and Accuracy (R-11)</p>		<p>Students read grade-level appropriate material at an instructional level with:</p> <p>1.1.1 ACCURACY - Reading material appropriate for grade 3 with at least 90-94% accuracy.(R-3-11.1) as measured to determine Personal Literacy Plans (PLPs) with the following assessments</p> <ul style="list-style-type: none"> SF Individual Reading Inventory (IRI) , Rigby (Running Record) Qualitative Reading Inventory (QRI-3) (district will determine if this is applicable for PLP students) <p>1.1.2 FLUENCY - Reading with <u>appropriate silent and oral reading fluency rates as determined by text demands, and purposes for reading</u> (R-3-11.2) as measured to determine Personal Literacy Plans (PLPs) with the following assessments . Suggested rates 90-120 (oral) and 115-140 (silent)</p> <ul style="list-style-type: none"> SF Individual Reading Inventory (IRI) (Running Record) Qualitative Reading Inventory (QRI-3) (district will determine if this is applicable for PLP students) <p>1.1.3 FLUENCY - Reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (R-4-11.3) as measured to determine Personal Literacy Plans (PLPs) with the following assessments</p> <ul style="list-style-type: none"> SF Individual Reading Inventory(IRI) 	<p>Teacher may model and/or facilitate the following strategies:</p> <ul style="list-style-type: none"> Guided reading Choral instruction Cued phrases Paired reading Reader's theater Audio-recorded assistance Guided reading Repeated reading Read aloud 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> Book closet <i>Guiding Readers and Writers, section 3</i> <i>Scott Foresman take home phonics and easy reader books</i> <i>Matching Books to Readers, Fountas and Pinnell</i> <i>New Standards Speaking and Listening</i> 	<p>Assessments/evidence see pages 1-2</p> <p>STANDARDIZED/ FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> Gates MacGinitie Stanford Diagnostic Reading Test (SDRT) Scott Foreman Individual Reading Inventory(IRI) Qualitative Reading Inventory (QRI-3) Elementary Spelling Inventory DRA Running Records

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		<p>(Running Record)</p> <ul style="list-style-type: none"> • Qualitative Reading Inventory (QRI-3) (district will determine if this is applicable for PLP students) 			
<p>READING</p> <p>1.2 Word identification and strategies</p>		<p>Students apply word identification/decoding strategies by</p> <p>1.2.1 Identifying multi-syllabic words by using:</p> <ul style="list-style-type: none"> • Knowledge of sounds • six syllable types/syllable division <ul style="list-style-type: none"> ○ closed - [not], closed in by a consonant - vowel makes it short sound ○ open [no] - ends in vowel - vowel makes its long sound ○ silent e- [note] - ends in vowel consonant e- vowel makes its long sound ○ vowel combination - [nail] the two vowels together make a sound ○ r- controlled - [bird] - contains a vowel plus "r" - vowel sound is changed ○ consonant - l - e [table] - at the end of the word • word patterns (including prefixes and suffixes, or variant spellings for consonant or vowels) (state assessment, grade 4) (R-3-1.1) <ul style="list-style-type: none"> ○ e.g. students might be asked to match words to words with similar sounds, such as which word rhymes with the word in the box or which word has the same vowel 	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Pre-teaching vocabulary • Multiple exposures • Concept maps • Word building (e.g. reading rods) • Word sort • Chunking • Multi-sensory activities • Flexible word study groups 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • <i>Guiding Readers and Writers</i>, chp. 22 • <i>Word Sorts</i> • <i>Words Their Way</i> • Scott Foresman 3.2: 1671 3.3: 3271, 3511 3.5: 2231, 2451 3.6: 305, 319i-319j, 365k, 389l • <i>Word Study lessons</i>, grade 3, Fountas and Pinnel • <i>Making Words</i> • Scott Foresman word games 	<p>Assessments/evidence see pages 1-2</p> <p>STANDARDIZED/ FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • <i>Gates MacGinitie</i> • <i>Stanford Diagnostic Reading Test (SDRT)</i> • <i>Scott Foreman Individual Reading Inventory (IRI)</i> • <i>Qualitative Reading Inventory (QRI-3)</i> • <i>Elementary Spelling Inventory</i> • <i>DRA</i> • <i>Running Records</i>

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		<p>sound as the word in the box</p> <ul style="list-style-type: none"> o e.g. multi-syllabic words: pretending, discussion o <p>1.2.2 Reading with grade level appropriate words (in connected text) with automaticity (R-3-1.3)</p>	<ul style="list-style-type: none"> • Scott Foreman audio CDs • Repeated readings • Paired reading 		
<p>READING</p> <p>1.3 Vocabulary strategies (R-2)</p>		<p>Students</p> <p>1.3.1 Use strategies to unlock meaning</p> <ul style="list-style-type: none"> • Knowledge of word structure • <u>prefixes/suffixes</u> • base words such as "un-covered" • context clues • <u>other resources, such as, dictionaries, glossaries, or prior Knowledge) (state assessment, grade 4) (R-3-2.1)</u> 	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Concept maps • Semantic impressions • Multiple exposure to words • Word sorts • pre-teaching vocabulary • Increasing independent reading (DEAR) • Graphic organizers • Thesaurus • Word journals • Dictionaries • Chunking/segmenting 	<p>Resources see pages 1-2 Scott Foresman 3.1: 13c, 16, 16b, 39f, 42, 67f, 70b, 89f, 92, 109f, 112, 112b, 133f 3.2: 143c, 146, 146b, 167f, 170, 170b, 187f, 187n, 190, 207f, 210, 225f, 225n, 247f 3.3: 257f, 260, 260b, 283f, 286, 286b, 309f, 312, 327f, 330b, 344, 345, 354b, 351f, 351i-351j, 373f, 373n 3.4: 11c, 14, 37f, 40, 61f, 64b, 87f, 90, 115f, 118b, 137f, 137k 3.5: 150, 150b, 171f, 174, 197f, 200, 200b, 209, 214, 215, 223f, 223i-223j, 226b, 245f, 267f 3.6: 280b, 297f, 319f, 300, 300b, 319f, 322, 322b, 341f, 341n, 344, 344b, 365f, 368, 368b, 379, 389f, 389i-389j</p> <ul style="list-style-type: none"> • dictionaries • thesauruses 	<p>Assessments/evidence see pages 1-2</p> <p>STANDARDIZED/ FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Scott Foreman Individual Reading Inventory(IRI) • Qualitative Reading Inventory (QRI-3) • Elementary Spelling Inventory • DRA • Running Records <p>SF Selection Tests</p>
<p>READING</p> <p>1.4 Breadth of vocabulary (R-3)</p>		<p>Students show breadth of vocabulary Knowledge through demonstrating understanding of word meanings and relationships by...</p> <p>1.4.1 Identifying:</p> <ul style="list-style-type: none"> • synonyms • antonyms 	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Word games • word weaving • stretch to sketch 	<p>Resources see pages 1-2</p> <p>1.4.1 Scott Foresman 3.1: 16b, 42, 42b, 57, 112 3.2: 170, 187f, 190, 210b 3.3: 260b, 286, 312, 327f, 354</p>	<p>Assessments/evidence see pages 1-2</p>

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		<p>1.4.2 Selecting appropriate words to use in context, including content specific vocabulary (e.g. predator/prey), or words with multiple meanings (state assessment, grade 4) (R-3-3.2) or with precise vocabulary (D) (R-4-3.2) or explain the use of words in context (B) (R-5-3.2)</p> <ul style="list-style-type: none"> homonyms/homophones (state assessment, grade 4) (R-3-3.1) shades of meaning (D) e.g. multiple meaning - students identify the intended meaning of words found in text - The word "fall" can mean a time of the year or losing your step.. What words from the passage help you to know what "fall" means in this story? 	<ul style="list-style-type: none"> word rap pictionary charades acrostics guess the covered word word ladders dictionaries thesaurus 	<p>3.4: 11, 14b, 82, 87f, 118, 118b 3.5: 197f, 248, 267f 3.6: 277c, 322, 344, 389f</p> <p>1.4.2 Scott Foresman 3.1: 16b, 42b, 66, 70b, 87, 92b, 108, 112b, 131 3.2: 46b, 165, 170b, 186, 190b, 206, 210b, 224, 228b, 244 3.3: 260b, 286b, 281, 308, 312b, 326, 330b, 350, 354b, 372 3.4: 14b, 40b, 60, 64b, 90b, 113, 118b, 136 3.5: 150b, 169, 174b, 196, 200b, 221, 226b, 244, 248b, 266 3.6: 280b, 295, 300b, 318, 322b, 344b, 364, 368b</p> <ul style="list-style-type: none"> <i>Words Their Way</i> <i>Word Sorts</i> Dolch word lists thesauruses dictionaries 	
<p>READING</p> <p>1.5 Initial understanding of literary text (R-4)</p>		<p>Students demonstrate initial understanding of elements of literary texts by</p> <p>1.5.1 Identifying or describing:</p> <ul style="list-style-type: none"> character(s) setting problem/solution or plot, as appropriate to text (state assessment, grade 4) (R-3-4.1) or identifying any significant changes in 	<p>Teacher may model and/or facilitate use of any and/or all of the following strategies</p> <ul style="list-style-type: none"> Story map Story boards 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> Scott Foresman transparencies and graphic organizers 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Scott Foresman Benchmark Tests as determined by the district

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		<p>character or setting over time (D) (R-4-4.1)</p> <p>1.5.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (state assessment, grade 4) (R-3-4.2)) using a variety of organizers , e.g.</p> <ul style="list-style-type: none"> • written <ul style="list-style-type: none"> • outlining • one sentence summary • visual <ul style="list-style-type: none"> • graphic organizers (such as plot mountain, story map, character maps, KWL, compare/ contrast (Venn Diagrams) evaluation organizers relational organizers (fishbone) • visual imagery (visual vocabulary, comic strips) <p>1.5.3 Generating questions before, during, and after reading to enhance recall, e.g., KWL, Anticipation Guide, predictions, etc. (R-3-4.3)</p> <p>1.5.4 <u>Identifying the characteristics of a variety of types/genres of literary text</u>, e.g.</p> <ul style="list-style-type: none"> • poetry • plays • fairytales • fantasy • fables • tall tales • realistic fiction (R-3-4.4) • folktales (D) 	<ul style="list-style-type: none"> • Verbal and visual paraphrasing and summarizing strategies, e.g. • SF Ten Important Sentences • Plot mountain • Story map, character maps • Compare/ contrast (Venn Diagrams) • Evaluation organizers • relational organizers • KWL • paraphrase passport • T-Chart - important/interesting information • "the most important thing about....." • Kidspiration • School librarian 	<p>1.5.2 Scott Foresman 3.1: 18, 27, 39b, 40–41, 44, 45, 49, 59, 60, 67a, 74, 94, 109b, 110–111, 115, 117, 118, 113, 124, 125, 133a 3.2: 198 3.3: 309m, 351, 356, 358, 359 3.4: 12–13, 18, 19, 21, 29, 37a, 38–39, 43, 44, 45, 53, 55, 61a, 61b, 68, 78, 79, 81, 87b, 105, 120, 131 3.5: 161, 202, 203, 232, 233, 246–247, 251, 254, 255, 261, 267a, 267b 3.6: 298–299, 302, 303, 311, 313, 319a, 324, 342–343, 347, 350, 351, 359, 365a, 370</p> <p>1.5.2 Scott Foresman 3.1: 14–15, 24, 25, 35, 39a, 56 3.2: 179, 238, 239, 247b 3.3: 284–285, 296, 297, 299, 309a, 309b, 319, 320, 327b 3.5: 216, 217</p> <ul style="list-style-type: none"> • Scott Foresman Ten Important Sentences • Kidspiration™ • wipe off graphic organizers resources • School librarian • Book closet • Classroom libraries 	<ul style="list-style-type: none"> • Response to literary or informational text • Narrative • Informational (report, procedural) <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> • reading log • learning log <p>STANDARDIZED/ FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Scott Foreman Individual Reading Inventory (IRI) • Qualitative Reading Inventory (QRI-3) • Elementary Spelling Inventory • DRA • Running Records

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		<ul style="list-style-type: none"> historical fiction (D) (R-4-4.4) mysteries (B) (R-5-4.4) <p>1.5.5 Identifying literary devices as appropriate to genre:</p> <ul style="list-style-type: none"> rhyme dialogue alliteration description (R-3-4.5) simile (D) (R-4-4.5) imagery (B) simple metaphors (B) (R-5-4.5) 		<ul style="list-style-type: none"> Junior Great Books Scott Foresman Index "Genre" Scott Foresman index "Literary Devices" Book closet 	
<p>READING</p> <p>1.6 Analysis of literary text (R-5)</p>		<p>Students analyze and interpret elements of literary texts, citing evidence where appropriate by...</p> <p>1.6.1 Making logical predictions (state assessment, grade 4) (R-3-5.1); explain and support (B) (R-5-5.1)</p> <p>1.6.2 Describing main characters' physical characteristics, personality traits, or interactions, citing thoughts, words, or actions, or providing examples of thoughts, words, or actions that reveal characters personality traits (state assessment, grade 4) (R-3-5.2) or their changes over time (B) (R-5-5.2)</p> <p>1.6.3 Making basic inferences about:</p> <ul style="list-style-type: none"> problem conflict (internal and external) (B) or solution e.g. cause and effect state assessment, 	<p>Teacher may model and/or facilitate use of</p> <ul style="list-style-type: none"> Direct instruction Exemplar text, and other supporting/contextual materials 	<p>Resources see pages 1-2</p> <p>1.6.1 Scott Foresman 3.1: 34, 54, 55, 67b, 68-69, 77, 83, 89m, 90-91, 96, 97, 100, 101, 109a, 126, 127, 133b 3.2: 214, 215, 224-225, 225b, 245 3.3: 272, 273, 352-353, 357, 362, 363, 373a 3.4: 20, 26, 62-63, 69, 75, 76, 87a, 92, 101, 114 3.5: 148-149, 154, 155, 164, 165, 171, 171a, 224-224, 229, 236, 237, 245a, 252, 253 3.6: 282, 285, 289, 296, 297, 297b, 297m, 309, 319b, 333, 341b, 348, 375, 389b</p>	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Scott Foresman Benchmark Tests as determined by the district Response to literary or informational text Narrative Informational (report, procedural) <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> reading log

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		<p>grade 4 (R-3-5.3)</p> <ul style="list-style-type: none"> or the relationship among elements (plot character, setting) within text (e.g. how the setting affects the character or plot development)(B) (R-5-5.3) <p>1.6.4 Identifying who is telling the story (R-3-5.4)</p> <p>1.6.5 Identifying the author's basic message state assessment, grade 4 (R-3-5.5) or theme (D) (R-4-5.5)</p> <p>1.6.6 Identifying possible motives of characters (R-3-5.6) and causes or effects (D) (R-4-5.6)</p> <p>1.6.7 Recognizing explicitly stated causes or effects (R-3-5.7)</p>	<ul style="list-style-type: none"> Literature Circles Reader's Theater Direct instruction Graphic organizers for cause and effect 	<p><u>1.6.2 Scott Foresman</u> 3.1: 49, 60, 110-111, 115, 123, 133a 3.3: 309m 3.4: 18, 19, 61b, 55, 105, 131 3.5: 203, 232, 233, 313</p> <p>1.6.3 Scott Foresman 3.4: 43 3.5: 246-247, 251, 254, 255, 267a 3.6: 301, 342, 343, 347, 359, 365a</p> <p>1.6.5 Scott Foresman 3.1: 68-69, 77, 83, 87, 89a, 108 3.2: 214, 215, 225b, 244, 245 3.3: 281, 309m 3.4: 347m 3.5: 224-225, 229, 236, 237, 245a</p> <ul style="list-style-type: none"> Junior Great Books Folk tale plays 	<ul style="list-style-type: none"> learning log <p>STANDARDIZED/ FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> Gates MacGinitie Stanford Diagnostic Reading Test (SDRT) Scott Foreman Individual Reading Inventory(IRI) Qualitative Reading Inventory (QRI-3) Elementary Spelling Inventory DRA Running Records
<p>READING</p> <p>1.7 Analysis of literary text (R-6)</p>		<p>Students analyze and interpret author's craft, citing evidence where appropriate by...</p> <p>1.7.1 Demonstrating knowledge of use of literary elements and devices (D) (R-4.6.1) to analyze literary works (B) (R-5-6.1)</p> <ul style="list-style-type: none"> imagery (D) simile (D) onomatopoeia (B) exaggeration (D) 	<p>Teacher may model and/or facilitate use of any and/or all of the following strategies</p> <ul style="list-style-type: none"> Journaling Reflective writing Oral presentation Literature Circles 	<p>Resources see pages 1-2</p>	<p>Assessments/evidence see pages 1-2</p> <ul style="list-style-type: none"> Owls <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Scott Foresman Benchmark Tests as determined by the district Response to literary or informational text

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					<ul style="list-style-type: none"> • Narrative • Informational (report, procedural) <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> • reading log • learning log <p>STANDARDIZED/ FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Scott Foreman Individual Reading Inventory (IRI) • Qualitative Reading Inventory (QRI-3) • Elementary Spelling Inventory • DRA • Running Records
<p><u>READING</u></p> <p>1.8 Analysis of literary text/citing evidence (R-16)</p>		<p>Generates a personal response to what is read through a variety of means by ...</p> <p>1.8.1 Comparing stories or other texts to</p> <ul style="list-style-type: none"> • related personal experiences • prior knowledge • or to other <u>books</u> (R-3-16.1), e.g. <ul style="list-style-type: none"> ○ text to self ○ text to text ○ text to world 	<p>Teacher may model and/or facilitate use of any and/or all of the following strategies</p> <ul style="list-style-type: none"> • Text feature scavenger hunt • Reading cover • Remembering • Retelling • Reciprocal teaching • QAR • SQ3R 	<p>Resources see pages 1-2</p>	<p>Assessments/evidence see pages 1-2</p> <p><u>REQUIRED</u></p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or informational text

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					<ul style="list-style-type: none"> • Narrative • Informational (report, procedural) <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> • reading log • learning log <p>STANDARDIZED/ FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Scott Foreman Individual Reading Inventory (IRI) • Qualitative Reading Inventory (QRI-3) • Elementary Spelling Inventory • DRA • Running Records
<p>READING</p> <p>1.9 Initial Understanding of information-al text (R-7)</p>		<p>Students demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>1.9.1 Obtaining information from text features e.g.</p> <ul style="list-style-type: none"> • <u>table of contents</u> • glossary • index • <u>transition words</u> /phrases • <u>bold or italicized text</u> • headings, subheadings 	<p>Teacher may model and/or facilitate use of the following strategies for 1.9</p> <ul style="list-style-type: none"> • Direct instruction • Flexible grouping • Tic tac toe • Cubing 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Scott Foresman non fiction class libraries • Classroom management magazines • Providence 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or

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		<ul style="list-style-type: none"> • <u>graphic organizers, charts, graphs, or illustrations (state assessment, grade 4)</u> (R-3-7.1) • subheadings (D) <p>1.9.2 Beginning to recognize and identify text structure e.g.</p> <ul style="list-style-type: none"> • sequence/chronology (B) • compare/contrast (B) • problem/solution (B) • cause/effect (B) • investigation (B) • proposition/support (B) <p>1.9.3 Obtaining information from text features, e.g.</p> <ul style="list-style-type: none"> • maps (B) • diagrams (B) • tables (B) • captions (B) • timelines (B) • citations (B) • or transitional devices (B) (R-5-7.1) <p>1.9.4 Using information from the text to answer questions related to <u>explicitly state main central ideas or details (state assessment, grade 4)</u> (R-3-7.2)</p> <p>1.9.5 <u>Organizing information to show understanding</u> e.g. representing...</p> <ul style="list-style-type: none"> • <u>main/central ideas</u> • <u>or details within text through charting, mapping, contrasting (state assessment, grade 4)</u> (R-3-7.3), paraphrasing, 	<ul style="list-style-type: none"> • Graphic organizers • Jigsaw activities • Learning contracts • Modeling • Graphic organizers • Jigsaw activities 	<p>Journal</p> <p>1.9.1 Scott Foresman 3.1: 39n, 66, 67n, 87, 89n, 93, 108, 131-133, 133n 3.2: 144-145, 147, 150, 151, 159, 165-167, 167a, 182, 187n, 188g, 196, 197, 206, 207b, 207n, 212, 213, 224-225, 225n, 244-247 3.3: 258-259, 262, 263, 264, 281, 283n, 308-309, 313, 326, 327n, 350, 351n, 372, 373n 3.4: 34, 60, 61n, 86, 87n, 108, 113, 115, 115n, 126, 132, 136-137, 137n, 137o-137t 3.5: 169, 171n, 180, 186, 187, 193, 196-197, 194h, 221-223, 223b, 266-267, 267n 3.6: 295-297, 297n, 316-319, 319n, 341n, 364-365, 365n</p> <ul style="list-style-type: none"> • Content related materials for science and social studies <p>1.9.4 Scott Foresman 3.1: 66-67, 89, 108-109, 131-133 3.2: 165-167, 192-203, 206-207, 207m, 212-221, 224-225, 244-247 3.3: 281-283, 283n, 350-351, 372-373</p>	<p>informational text</p> <ul style="list-style-type: none"> • Narrative • Informational (report, procedural) <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> • reading log • learning log <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Scott Foreman Individual Reading Inventory (IRI) • Qualitative Reading Inventory (QRI-3) • Elementary Spelling Inventory • DRA • Running Records

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		<p>summarizing (D) (R-4-7.3), or comparing/contrasting (B) (R-5-7.3) e.g. two column note-taking</p> <p>1.9.5 Generating questions before, during, and after reading to enhance understanding and recall (R-3-7.4), e.g. KWL, FQR</p> <p>1.9.6 <u>Identifying the characteristics</u> of a variety of types of text, e.g.</p> <ul style="list-style-type: none"> • references: <ul style="list-style-type: none"> ○ dictionaries ○ glossaries ○ reports ○ children’s magazines ○ content trade books ○ textbooks ○ local newspapers ○ children’s/student newspapers (R-3-7.5) ○ encyclopedias (D) (R- 4-7.5) ○ Internet websites (B) ○ biographies (B) (R-5-7.5) • practical/functional: <ul style="list-style-type: none"> ○ procedures/instructions ○ announcements ○ invitations ○ book orders ○ recipes (B) ○ menus (B) (R-5-7.5) 	<ul style="list-style-type: none"> • Providence Journal Teacher’s Guide • Technology instructor 	<p>3.4: 60-61, 113-115, 115n, 171n 3.5: 196-197, 197n, 221-223, 244-245, 266-267, 267n 3.6: 295-297, 297n, 319n</p> <p>1.9.5 Scott Foresman 3.1: 66, 89c-89d, 108-109, 131 3.2: 167, 203, 206, 207m, 211, 221, 239, 244, 245, 247, 247b 3.3: 281, 283, 284-285, 296, 299, 300, 301, 309a, 319, 320, 327b, 372, 373 3.4: 37n, 60, 113, 136, 137 3.5: 221, 244, 266 3.6: 295, 318</p> <ul style="list-style-type: none"> • Providence Journal • Classroom magazines 	
READING		Students analyze and interpret informational text, citing evidence as appropriate by...	Teacher may model and/or facilitate use of the following	Resources see pages 1-2	Assessments/evidence see pages 1-2

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1.10 Analysis and interpretation of informational texts/citing evidence (R-8)		<p>1.10.1 Connecting information <i>within</i> a text state assessment, grade 4 (R-3-8.1), <i>across</i> texts (b) (R-5-8.1)</p> <p>1.10.2 Synthesizing information within or across text(s) e.g.</p> <ul style="list-style-type: none"> • constructing appropriate titles (D) • or formulating assertions (D) • or <i>controlling ideas</i> (state assessment, grade 4) (R-3-8.2) <p>1.10.3 Making basic inferences, drawing basic conclusions, or <i>forming judgments/opinions</i> about central ideas that are relevant (state assessment, grade 4) (R-3-8.3) including author's purpose (e.g. inform, explain, entertain) or message (D) (r-4-8.3)</p> <p>1.10.4 <u>Distinguishing fact from opinion</u> (R-3-8.4)</p> <p>1.10.5 Making inferences about causes or effects (state assessment, grade 4) (R3-8.5)</p>	strategies	<p>1.10.1 Scott Foresman 3.1: 66-67, 87-89, 108-109 3.2: 165-167 3.3: 308-309 3.4: 60-61, 113-115 3.5: 221-223</p> <p>1.10.2. Scott Foresman .1: 131-133 3.2: 165-167, 224-225, 244-247 3.3: 281-283, 350-51, 372-373 3.5: 196-197, 244-245, 266-267</p> <p>1.10.3 Scott Foresman 3.1: 131-133 3.2: 165-167, 224-225, 244-247 3.3: 281-283, 350-51, 372-373 3.5: 196-197, 244-245, 266-267</p> <p>1.10.4 Scott Foresman 3.2: 208-209, 217, 225a 3.5: 172-173, 178, 179, 185, 197a, 230, 231, 245</p> <p>1.10.5 Scott Foresman 3.1: 131-133 3.2: 165-167, 224-225, 244-247 3.3: 281-283, 350-51, 372-373</p> <ul style="list-style-type: none"> • <i>Strategies That Work</i>, pp. 105-114 	<p>SF Owl Questions</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or informational text • Narrative • Informational (report, procedural) <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> • reading log • learning log <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Scott Foreman Individual Reading Inventory (IRI) • Qualitative Reading Inventory (QRI-3) • Elementary Spelling Inventory • DRA

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					<ul style="list-style-type: none"> Running Records
<p><u>READING</u></p> <p>1.11 Strategies for Monitoring and Adjusting (R-12) and Reading Comprehension (R-12)</p>		<p>Students demonstrate the ability to monitor comprehension for different types of text and purposes by</p> <p>1.11.1 Using a range of self-monitoring and self-correction approaches, e.g.</p> <ul style="list-style-type: none"> predicting upcoming text monitoring adjusting rate confirming through the use of print, syntax/language structure, semantics/meaning, or other context cues other context cues (R-3-12.1) 	<p>Teacher may model and/or facilitate use of the following strategies for 1.10</p> <ul style="list-style-type: none"> "fix-up strategies": using prior Knowledge sampling a page for readability summarizing predicting and making text based inferences determining importance generating literal, clarifying, and inferential questions constructing sensory images (making pictures in one's mind) making connections (text to self, text to text, and text to world) taking notes locating, using and analyzing text features and elements to support inferences and generalizations about information (e.g. vocabulary, text structure, evidence, formal use of language, arguments used) using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, logical/sequential) (R-10-13) self-monitoring, self correcting, and skimming/scanning metacognition strategies for understanding text see addendum 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> Junior Great Books Post-its for monitoring text comprehension 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Scott Foresman Benchmark Tests as determined by the district Response to literary or informational text Narrative Informational (report, procedural) <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> reading log learning log <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> Gates MacGinitie Stanford Diagnostic Reading Test (SDRT) Scott Foreman Individual Reading Inventory(IRI) Qualitative Reading Inventory (QRI-3) Elementary Spelling

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					Inventory <ul style="list-style-type: none"> DRA Running Records
READING 1.12 Strategies for Reading Comprehension (R-13)		Students 1.12.1 Uses comprehension strategies <u>before, during, and after</u> reading literary and information text by <ul style="list-style-type: none"> using prior Knowledge sampling a page for readability summarizing (b) predicting and making text based inferences determining importance generating literal, clarifying, and inferential questions (B) contrasting sensory images (making pictures in one's mind) making connections (text to self, text to text, and text to world) taking notes/making notes (B) locating, using and analyzing text features (e.g. <u>transition words, subheadings, bold/italicized print, parts of the book, graphic sources</u> (R-3-13) using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, logical/sequential) (D) (R-4-13) 	Teacher may model and/or facilitate use of the following strategies <ul style="list-style-type: none"> Self-selection of reading materials Lexile™ supported text Metacognition strategies for understanding text see addendum 8 comprehension strategies Think alouds 	Resources see pages 1-2 <ul style="list-style-type: none"> <i>Strategies That Work</i>, pp.82-92 <i>Keys to Reading Comprehension</i> 	Assessments/evidence see pages 1-2 REQUIRED COMMON LOCAL ASSESSMENTS <ul style="list-style-type: none"> Scott Foresman Benchmark Tests as determined by the district Response to literary or informational text Narrative Informational (report, procedural) PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6) PORTFOLIO <ul style="list-style-type: none"> reading log learning log STANDARDIZED/FORMALIZED ASSESSMENTS <ul style="list-style-type: none"> Gates MacGinitie Stanford Diagnostic Reading Test (SDRT) Scott Foreman Individual Reading Inventory(IRI) Qualitative Reading

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					Inventory (QRI-3) <ul style="list-style-type: none"> Elementary Spelling Inventory DRA Running Records
<p><u>READING</u></p> <p>1.13 Breadth of Reading widely (R-14)</p>		<p>Students demonstrate the habit of reading widely by...</p> <p>1.13.1 Reading with frequency including</p> <ul style="list-style-type: none"> in school out of school and summer reading (R-3-9-1) <p>1.13.2 Reading from a wide range of genres/kinds of text, and a variety of authors text (R-3-9.2)</p> <p>1.13.3 Reading multiple texts for depth of understanding an author or genre (R-3-9.3), <u>a subject, a theme (B)</u></p>	<p>Teacher may model and/or facilitate use of the following strategies for 1.13</p> <ul style="list-style-type: none"> Self-selection of reading materials Lexile™ supported text Author's study research projects 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <i>Reading Essentials</i>, chp. 6 <i>Guiding Readers and Writers</i>, chp. 14 	<p>Assessments/evidence see pages 1-2</p> <p>journal</p> <p>reading logs</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Scott Foresman Benchmark Tests as determined by the district Response to literary or informational text Narrative Informational (report, procedural) <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> reading log learning log <p>STANDARDIZED/</p>

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					FORMALIZED ASSESSMENTS <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Scott Foreman Individual Reading Inventory (IRI) • Qualitative Reading Inventory (QRI-3) • Elementary Spelling Inventory • DRA • Running Records
<p><u>READING</u></p> <p>1.14 Breadth of Reading extensively (R-17)</p>		<p>Students demonstrate participation in a literate community by</p> <p>1.14.1 Self selecting reading materials aligned with reading ability and personal interests (R-3-17.1)</p> <p>1.14.2 Participating in in-depth (B) discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (R3-17.2)</p>	<p>Instructional strategies see pages 1-2</p> <ul style="list-style-type: none"> • Literature Circles • Literature discussions 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries • School library and librarian 	<p>Assessments/evidence see pages 1-2 journal</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or informational text • Narrative • Informational (report, procedural) <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-</p>

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					6) PORTFOLIO <ul style="list-style-type: none"> • reading log • learning log STANDARDIZED/ FORMALIZED ASSESSMENTS <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Scott Foreman Individual Reading Inventory(IRI) • Qualitative Reading Inventory (QRI-3) • Elementary Spelling Inventory • DRA • Running Records
<u>READING</u> 1.15 Breadth of reading: Reading for Research Across Content Areas (R-15)		Students read multiple sources of research (including print and non-print) to report information (R-3-15_, solve a problem (B) (R-5-15) 1.15.1 Using sources provided (R-3-15.1) 1.15.2 Evaluating information presented in terms of relevance (R-3-15.2) 1.15.3 Gathering, and using a given structure to organize it (R-3-15.3) 1.15.4 Using evidence to support conclusions(R-3-15-4) 1.15.5 Identifying potential sources of information from those provided (R-5-15.1)	Teacher may model and/or facilitate use of the following strategies <ul style="list-style-type: none"> • Identification and selection of text appropriate to research topic/area of interest library, electronic media and/or databases • Graphic organizer or source information sheets 	Resources see pages 1-2	Assessments/evidence see pages 1-2 <u>REQUIRED</u> COMMON LOCAL ASSESSMENTS <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or informational text • Narrative • Informational (report, procedural) PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-

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					6) PORTFOLIO <ul style="list-style-type: none"> • reading log • learning log STANDARDIZED/ FORMALIZED ASSESSMENTS <ul style="list-style-type: none"> • Gates MacGinitie • Stanford Diagnostic Reading Test (SDRT) • Scott Foreman Individual Reading Inventory(IRI) • Qualitative Reading Inventory (QRI-3) • Elementary Spelling Inventory • DRA • Running Records

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<p><u>WRITING</u></p> <p>GLE WRITTEN COMMUNICATION CLUSTERS</p> <ul style="list-style-type: none"> Habits of Writing Structures of Language Reading-Writing Connection Expressive Writing (narratives, poetry, reflective) Information Writing (reports, procedures) Writing conventions 		<p><u>NECAP GRADE LEVEL EXPECTATIONS</u></p> <p>All of the concepts and skills identified at a given grade level are "fair game" for large scale assessment purposes if indicated by (state assessment, grade...).</p> <p>Each GLE includes three parts:</p> <ul style="list-style-type: none"> A statement in bold. called the "stem" is at the beginning of each GLE. Each "stem" is the same or similar across the grades for a given GLE, and is meant to communicate the main curriculum and instructional focus of the GLE across the grades. The unbolded text within a GLE indicates how the GLE is specified at a given grade level. There are often several indicators for each GLE stem. Each indicator is coded and indicated fair game for "state" or "local" assessment Differences between adjacent grades are underlined. Sometimes nothing is underlined within a GLE. In these situations, differences in adjacent grades "assumes increasing text complexity" and is noted for those GLE_s. Each GLE is coded for the content area, the grade level, the GLE "stem" number, and specific indicator for that GLE stem, (e.g. R - 5-6.2) means R (reading), 5 (grade 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> problem solving communication tools information tools self-management tools working with others <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence' self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Analyzes pre-assessment to direct instruction</p> <p>Models think alouds</p> <p>Provides exemplars and rubrics</p> <p>Addresses multiple intelligences and brain</p>	<p><u>Textbook</u></p> <ul style="list-style-type: none"> <i>Scott Foresman Grade 3</i> <p><u>Consumables</u></p> <ul style="list-style-type: none"> Scott Foresman Spelling Scott Foresman Teacher Resource <p><u>Core Books</u> Scott Foresman classroom libraries</p> <p><u>Supplementary books</u></p> <ul style="list-style-type: none"> <i>6+1 Traits of Writing™</i> <i>The Art of Writing, Lucy Calkins</i> <i>Writing Essentials, Regie Routman</i> <i>Guiding Readers and Writers, gr. 3-8, Fountas and Pinnell</i> <i>Infusing Critical Thinking Skills in the Content Area (graphic organizers)</i> <i>Strategies that Work, Harvey, Goudais</i> <i>Strategies that Work, Non Fiction Matters, Harvey</i> <i>Make It Real</i> <i>Creating Writers, LEVELdel</i> <i>Picture Books, Culham</i> <i>Mini Lessons, Fletcher</i> <i>Words Their Way, Johnston, Inverniza, Bear</i> <p><u>Technology</u></p>	<p><u>REQUIRED</u></p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Scott Foresman Benchmark Tests as determined by the district Response to Literary or informational text Narrative Informational (report, procedural) math problem solving process <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> reading log learning log Readers/Writers' Notebook (science, social studies) writing log <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>District writing prompts and benchmark papers</p> <p>Exhibits</p> <p>Interviews</p> <p>Free writes, quick writes</p> <p>Graphic organizers and/or visual imagery</p> <p>Journals</p> <p>Learning contracts</p> <p>Learning logs</p> <p>Literature Circles</p> <p>Multiple Intelligences assessments e.g.</p> <ul style="list-style-type: none"> role playing, short plays

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		<p>5), 6 (6th GLE stem), 2 (the second specific indicator for the 6th GLE stem).</p> <p>If an outcome does not have a GLE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p>Outcomes and Benchmarks are indicated for all WRITING GLEs/standards and are secured for this grade level unless indicated with a B for beginning or a D for developing.</p> <p>The instructional strategies, resources, and assessments to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), STANDARDIZED/FORMALIZED tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>	<p>dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes exhibition of student work with rubrics</p> <p>Collaborates with specialists to differentiate instruction for ALL students</p> <p><u>WRITING STRATEGIES</u></p> <p>Employs writing process</p> <ul style="list-style-type: none"> • prewriting • drafting • revising • editing • publishing <p>Employs 6+1 Traits of Writing™</p> <ul style="list-style-type: none"> • organization • idea • voice • sentence fluency • convention • word choice • presentation <p>Facilitates Literature Circles</p> <p>Facilitates the development of word walls</p> <p>Models a variety of graphic organizing strategies (e.g. sequence organizers, concept development, compare/contrast organizers, relational organizers, concept word maps, etc.</p>	<ul style="list-style-type: none"> • MierriamWebster.com • Computers, internet access, word processing • computers • Alpha Smarts • books on tape • SFreading.com • Inspiration™ • Video streaming • SF Building Background CDs • Lextile.Com • Proquest.com • listening centers • CD Rom <p><u>Materials</u></p> <ul style="list-style-type: none"> • word wall chart • clear expectations posters • Scot Foresman transparencies and graphic organizers <p><u>District developed resource</u></p> <ul style="list-style-type: none"> • Scott Foresman, Depth of Knowledge/Multi intelligence matrix (DOK/MI Matrix) • 6-Trait District Writing Notebook • R-Drive • rubrics and criteria charts • SF song and rhymes phonics charts • professional videos <p><u>School library resources</u></p> <ul style="list-style-type: none"> • school-wide magazines, newsletters, Editorial 	<ul style="list-style-type: none"> • (bodily kinesthetic) • graphic organizing, sketch journals/ cartooning (visual) • collaboration/ conferencing (interpersonal) • songs, lyrics (musical) <p>Oral presentations</p> <p>Performance/problem-based tasks</p> <p>Readers' Theater</p> <p>Readers' Writers' Notebook (e.g. science, social studies)</p> <p>Reading log</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Response to literary or informational text • Narrative • Informational (report, procedural) <p>Tests and quizzes</p>

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				Board <u>Community</u> <ul style="list-style-type: none"> • Extended Day Enrichment • Storyteller • PTO • guest readers/writers • field trips • town meeting • Service Learning 	
<p><u>WRITING</u></p> <p>2.1. Habits of Writing: Writing Process, Writing Extensively (W-10, W-11)</p>		<p>Students</p> <p>2.1.1 Understand and demonstrate use of writing process:</p> <ul style="list-style-type: none"> • prewriting: <ul style="list-style-type: none"> ○ establish purpose ○ generate ideas ○ organize ideas ○ establish genre format (B) • drafting: <ul style="list-style-type: none"> ○ produce a written draft for a specific audience • revising content: <ul style="list-style-type: none"> ○ reflect, add, delete, define content by self, teacher and peer • editing conventions and mechanics: <ul style="list-style-type: none"> ○ check for correctness with self, teacher, and peer ○ read aloud with self, teacher, and peer • publishing <ul style="list-style-type: none"> ○ share final draft with intended audience (W-5.-10) 	<p>Teacher may model and/or facilitate use of the following strategies</p> <ul style="list-style-type: none"> • Models writing process • Think aloud • Graphic organizing strategies • Conferencing: teacher, peer 	<p>Resources see pages 26-27</p> <ul style="list-style-type: none"> • <i>Write Traits™ Student Traits, lesson 21, revising/editing</i> • Scott Foresman Teacher Manual, index, writing process, units 1-6 	<p>Instructional strategies see pages 26-27</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to Literary or informational text • Narrative • Informational (report, procedural) • math problem solving process <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> • reading log • learning log • Readers/Writers' Notebook (science, social

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		<p>2.1.2 Know and apply the <i>6+1 Traits of Writing™</i> at the appropriate points in the writing process</p> <ul style="list-style-type: none"> • organization • idea • voice • sentence fluency • convention • word choice • presentation <p>2.1.3 Write with frequency including</p> <ul style="list-style-type: none"> • across content areas (e.g. science, social studies, Readers/Writers notebooks) • in-school, out of school • during the summer (W-3-11.1) <p>2.1.4 Share thoughts, observations, or impressions across content areas (W-3-11.2) e.g.</p> <ul style="list-style-type: none"> • Writer's Workshop • Author's Chair • peer/teacher conferencing • self reflection (rubrics, criteria charts, think-pair-share) • parent student share • content area journals <p>2.1.5 Generate topics and write in a variety of genres (W 3-11.3)</p> <ul style="list-style-type: none"> • journal writing, underlining, reading response, free write, quick writes, scientific observations, learning logs, Readers'/Writers' Notebook, letters, 	<ul style="list-style-type: none"> • Tiered assignments • Jigsawing • Anchoring • Think- pair- share • Cubing • Examples • Criteria charts • Rubrics • Multiple instruction strategies • Collaboration with specialists • Quick writes - science • Exemplars 	<ul style="list-style-type: none"> • 6 trait resource packet • <i>Writing Essentials</i>, chapter 3 • <i>Picture Books</i>, p. 86-157 • <i>Guiding Readers and Writers</i>, chapters 5, 24-26 • <i>Guiding Readers and Writers</i>, sections 2 and 6 	<ul style="list-style-type: none"> • studies) • writing log • math problem solving process • SF Benchmark Test, Unit Test Owls • journal writing • underlining • reading response • free write • quick writes • scientific observations learning logs • Readers'/Writers' Notebook, letters • personal notes • criteria charts • rubrics

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		<p>and personal notes</p> <p>2.1.6 Writes in a variety of genres (B) (W-5-11.4)</p> <ul style="list-style-type: none"> • response to literary or informational text • narrative • informational (reports, procedures) 			
<p><u>WRITING</u></p> <p>2.2. Structures of Language - Applying understanding of sentences, paragraphs, text structures (W-1)</p>		<p>Students demonstrates command of the structures of sentences, paragraphs, and text structures by</p> <p>2.2.1 Using the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i></p> <p>2.2.2 Writing a variety of complete sentences (e.g. declarative, exclamatory, and interrogative) (W-3-1.1)</p> <p>2.2.3 Recognizing complete sentences (e.g declarative, exclamatory, and interrogative) (W-3-1.1.)</p> <p>2.2.4 Using varied sentence length and structure (sentence fluency) to enhance meaning (e.g., including phrases and clauses) (B) (W-5-1.1)</p> <p>2.2.5 Recognizing the paragraph form:</p> <ul style="list-style-type: none"> • indenting (W-3-1.6) • main idea (D) (W-5-1.2) • supporting details (D) (W-5-1.2) • problem/solution (B) <p>2.2.6 Recognizing a variety of organizational structures within paragraphs (B) e.g. of text</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Writing process • Writer's workshop • SF writing transparencies • Exemplars • Peer editing • Teacher student conferencing • Exemplars from student work 	<p>Resources see pages 26-27</p> <p>2.2.1 Scott Foresman. Writing Process</p> <p>2.2.2 Write Traits™</p> <p>2.2.5 Scott Foresman, Teacher Manual, graphic organizers e.g.</p> <ul style="list-style-type: none"> • Steps in a process, unit 2, p. 165 • Time Line, unit 2, 	<p>Assessment/evidence see pages 26-27</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to Literary or informational text • Narrative • Informational (report, procedural) • math problem solving process <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> • reading log • learning log • Readers/Writers'

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		<p>structures , e.g. corresponding graphic organizers</p> <ul style="list-style-type: none"> • description (B) • sequential/chronology (B) • proposition/support (B) • compare/contrast (B) (W-5-1.3) <p>e.g. When given a paragraph or text and a description of text structures, students identify structure used or their purposes (B)</p> <p>2.2.7 Applying a variety of organizational structures, format and text structure appropriate to the purpose of the writing across content areas (B) (W-6-1.4), such as</p> <ul style="list-style-type: none"> • outlining • graphic organizers (such as 4 square, story map, character maps, compare/contrast (Venn Diagrams), KWL, time line, graphic sources <p>e.g. When given a Venn diagram, students respond to a prompt using that information</p>	<ul style="list-style-type: none"> • Exemplars from established text 	<p>p. 224; unit 5, p. 244; unit 2, p. 191</p> <ul style="list-style-type: none"> • KWL • Column Chart, unit 2, p 206 • T chart, unit 6, p. 138 • Write Traits™ Inspiration™ 	<p>Notebook (science and social studies)</p> <ul style="list-style-type: none"> • writing log • math problem solving process
<p><u>WRITING</u></p> <p>2.3 Writing in Response to Literary or Informational Text - Showing Understanding of Ideas in</p>		<p>Students</p> <p>2.3.1 Use the writing process (prewriting, drafting, revising, editing, and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.3.2 Show an understanding of plot/ideas/ concepts in literary or informational texts by</p> <ul style="list-style-type: none"> • selecting appropriate information to set context/background (e.g. of providing 	<p>Teacher may model and/or facilitate use of the following strategies</p>	<p>Resources see pages 26-27</p> <ul style="list-style-type: none"> • Scott Foresman Writing Process • Strategies That Work • Response logs, units 1-6 	<p>Assessments/evidence see pages 26-27 REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to Literary or informational text

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Text (W-2)		<p>context: author, title, brief summary) (W-3-2.1)</p> <ul style="list-style-type: none"> • connecting what has been read (plot/ideas/concepts) to: <ul style="list-style-type: none"> ○ prior Knowledge ○ other texts, by referring to relevant ideas_ (W-3-2.3) • summarizing key ideas (B) (W-5-2.2) • referring to and explaining how the connections have deepened the reader's understanding (T-S,T-T) (T-W) (B) (W-5-2.3) 		2.3.2 Scott Foresman, Teacher Manual, Responding to Literature	<ul style="list-style-type: none"> • Narrative • Informational (report, procedural) • math problem solving process <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> • reading log • learning log • Readers/Writers' Notebook (science, social studies) • writing log
<p><u>WRITING</u></p> <p>2.4 Writing in Response to Literary or Informational Text - Making Analytical Judgments about Text (W-3)</p>		<p>Students</p> <p>2.4.1 Use the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.4.2 Make and support analytical judgments about literacy or informational text by (W- 3-3)</p> <ul style="list-style-type: none"> • stating a focus (purpose), when responding to a given question (W-3-3.1), e.g. <ul style="list-style-type: none"> ○ RARE - Restate, answer, reason, example ○ QAR - Question, answer, relationships • maintaining a focus (D) (W-5-3.1) 	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Prewriting • Drafting • Modeling • Questioning • Peer conferencing/review 	<p>Resources see pages 26-27</p> <p>2.4.1 Picture books</p> <p><i>Books, Lessons, Ideas for Teaching the Six Traits, Spadel</i></p> <p>2.4.2 Write Traits™</p> <p><i>Strategies That Work, pp 82-92</i></p>	<p>Assessments/evidence see pages 26-27</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to Literary or informational text • Narrative • Informational (report, procedural)

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		<ul style="list-style-type: none"> organizing ideas, using basic transition (first, next, then finally) and having a concluding statement) (W- 3-3.4) words/phrases and writing a conclusion that provides closure (D) (W-4-3.4) making inferences about the content, events, characters, setting, (W-3-3.2) or common themes (B) (W-5-3.2) e.g. students <ul style="list-style-type: none"> infer character traits by focusing on what they think, say, do, and how other characters treat them infer the setting from story details when not directly stated understand that the setting effects story events using specific details and references to text to support focus(W-3-3.3) or judgment (D) (W-4-3.3) 	<ul style="list-style-type: none"> Chalk talk Journaling Think- pair-share Reflecting ACES 	Response Logs, units 1-6	<ul style="list-style-type: none"> math problem solving process <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> reading log learning log Readers/Writers' Notebook (science, social studies) writing log <p>SF Owl Questions</p>
<p><u>WRITING</u></p> <p>2.5 Narrative Writing - Creating a Story Line (W-4)</p>		<p>Students</p> <p>2.5.1 Use the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.5.2 Recognizes elements of narrative genre (character, problem/solution or personal experience)</p> <p>2.5.3 Organize and relate (writes/tells) a story line/plot/series of events by</p> <ul style="list-style-type: none"> creating a clear understandable storyline 	<p>Teacher may model and/or facilitate use of the following strategies for</p>	<p>Resources see pages 26-27</p> <ul style="list-style-type: none"> Scott Foresman Writing Process, units 1-6 	<p>Assessments/evidence see pages 26-27</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Scott Foresman Benchmark Tests as determined by the district Response to Literary or informational text Narrative

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		<ul style="list-style-type: none"> with a beginning, middle, end (W-3-4.1) <ul style="list-style-type: none"> o character/setting (D) (W-4-5.3) o conflict (B) o outcome/resolution (B) • establishing a problem solution (D) (W-4-4.2) • beginning to establish context by including suitable literary elements such as <ul style="list-style-type: none"> o setting or background (B) o information (B) o problem/conflict/ challenge (B) o resolution (B) (W-5-4.2) • beginning to use transition devices words/phrases to establish clear chronology and to enhance meaning e.g. ellipses (B) (W-5-4.3) 			<ul style="list-style-type: none"> • Informational (report, procedural) • math problem solving process <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> • reading log • learning log • Readers'/Writers' Notebook (science, social studies) • writing log • math problem solving process <p>genre assessment - narrative</p>
<p>WRITING</p> <p>2.6 Narrative Writing - Applying Narrative Strategies (W-5)</p>		<p>2.6.1 Students demonstrate use of narrative strategies by</p> <ul style="list-style-type: none"> • using details (W-3-5.1) • using relevant and descriptive details (D) to advance the plot/story line (B) (W-5-5.1) • identifying characters (W-3-5.3) • using dialogue to advance plot/story line (B) (W-5-5.2) • identifying characters and beginning to develop description, dialogue (B), and actions (B), (W- 	<p>Teacher may model and/or facilitate use of the following strategies</p>	<p>Resources see pages 26-27</p> <p>Scott Foresman unit 1, 67c-67d unit 3 309c-309d unit 4 87c-87d unit 6 297c-297d, 319c-319d</p>	<p>Assessments/evidence see pages 26-27</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to Literary or informational text • Narrative • Informational (report,

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		5-5.3) <ul style="list-style-type: none"> beginning to use voice appropriate to purpose (B) (W-6-5.4) 			procedural) <ul style="list-style-type: none"> math problem solving process PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6) PORTFOLIO <ul style="list-style-type: none"> reading log learning log Readers/Writers' Notebook (science, social studies) writing log math problem solving process genre assessment - narrative
<u>WRITING</u> 2.7 Informational Writing (Reports, Procedures, or Persuasive Writing) - Organizing and Conveying Information (W-6)		In informational writing, students organize ideas/concepts and 2.7.1 Use the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i> 2.7.2 <u>Group ideas with a beginning, middle, and end</u> (W-3-6.1) 2.7.3 Use basic transition words when appropriate (e.g. first, then next, finally) (W-3-6.3) 2.7.4 <u>Provide a concluding statement</u> (W-3-6.4) 2.7.5 <u>Use numbering or words to arrange the steps in</u>	Teacher may model and/or facilitate the following strategies <ul style="list-style-type: none"> Graphic organizers for content development, e.g. Venn diagrams, compare/contrast, KWL 	Resources see pages 26-27 <ul style="list-style-type: none"> Scott Foresman, 3.3, p. 327d, 3.3 pp 267c-267d Write Traits™ Computer resource files District benchmark papers 	Assessments see 26-27 <u>REQUIRED</u> COMMON LOCAL ASSESSMENTS <ul style="list-style-type: none"> Scott Foresman Benchmark Tests as determined by the district Response to Literary or informational text Narrative Informational (report, procedural) math problem solving

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STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GLE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<p>a logical manner (e.g. first, next) (W-3-6.5)</p> <p>2.7.6 Provide a list of materials to be used, if appropriate (W-3-6.6)</p> <p>2.7.7 Use an organizational text structure appropriate to focus/controlling idea (W-5-6.1), e.g.</p> <ul style="list-style-type: none"> • description (B) • sequential (B) • chronology (B) • proposition/support (B) • compare/contrast (B) • problem/solution (B) <p>2.7.8 Begins to select appropriate information to set context, which may include a lead/hook (B) (W-5-6.2), e.g. dialogue, interesting fact, sound, question</p> <p>2.7.9 Synthesize information and create a report/essay e.g.,</p> <ul style="list-style-type: none"> • contains main idea • presents information in an organized way • contains interesting, clear and varied sentences • uses facts to support ideas • uses appropriate voice • provides a conclusion • (e.g. biography, science) <p>2.7.10 Write a report that gives steps on how to make or do something by</p> <ul style="list-style-type: none"> • providing an introduction (lead) 			<p>processs</p> <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> • reading log • learning log • Readers/Writers' Notebook (science, social studies) • writing log <p>genre assessment - procedural and report</p> <p>SF (unit 1-6 test - writing)</p>

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		<ul style="list-style-type: none"> • communicating the steps in a logical manner • advancing the reader’s understanding by explaining the conditions for use and the materials needed • stating problems, mistakes, and misunderstandings the reader might encounter (B) • including, if appropriate, illustrations or diagrams to help the reader visualize the process and understand it more fully • providing a conclusion <p>2.7.11 Convey purpose by</p> <ul style="list-style-type: none"> • establishing a topic (W-3-7.1) • stating and maintaining a focus/controlling idea (W-3-7.2), e.g. “dogs” = topic “dogs” make a good pet” = focus • writing with a sense of audience (W-5-6.2) (B) 			
<p><u>WRITING</u></p> <p>2.7 Informational Writing (Reports, Procedures, or Persuasive Writing) - Using Elaboration Strategies</p>		<p>In informational writing students demonstrate use of a range of elaboration strategies and</p> <p>2.8.1 Analyze and synthesize pre selected facts and writes a report that</p> <ul style="list-style-type: none"> • uses the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>. • includes details/information relevant to topic (W-3-8.1)focus/controlling idea (D) (W- 5-8-2) • includes details for appropriate depth of information (W-3-8.3) : 	<p>Instructional strategies see pages 26-27</p>	<p>Resources see pages 26-27</p> <ul style="list-style-type: none"> • Graphic organizers 	<p>Assessment evidence see pages 26-27</p> <p><u>REQUIRED</u></p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to Literary or informational text • Narrative

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(W-8)		<ul style="list-style-type: none"> • naming • describing • explaining • comparing • use of visual images 			<ul style="list-style-type: none"> • Informational (report, procedural) • math problem solving process <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> • reading log • learning log • Readers/Writers' Notebook (science, social studies) • writing log • math problem solving <p>genre assessment</p>
<p><u>WRITING</u></p> <p>2.9 Applying rules of Grammar and Usage, and (W-9)</p>		<p>In independent writing, students demonstrate command of appropriate English conventions by</p> <p>2.9.1. Identifying or correcting (B) grammatical errors (b) e.g.</p> <ul style="list-style-type: none"> • complete/run-on sentences • subject/verb agreement (W-5-9-1) <p>2.9.2 Identifying parts of speech (B) such as:</p> <ul style="list-style-type: none"> • nouns • verbs • adjectives • adverbs • pronouns 	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Journaling • Self-to-text • Exemplar texts and a range of student work • Document-based questions • Mini lesson (e.g. warm-ups) 	<p>Resources see pages 26-27</p> <ul style="list-style-type: none"> • <i>SF Grammar Handbook</i> • <i>SF Spelling</i> • <i>Words Their Way Sorts</i> • <i>Word Journeys</i> • <i>Word Matters</i> 	<p>Assessment evidence see pages 26-27</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to Literary or informational text • Narrative • Informational (report, procedural)

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		<ul style="list-style-type: none"> • prepositions <p>2.9.3 Applying basic capitalization rules</p> <ul style="list-style-type: none"> • beginning of sentences and names (W-3-9.2) • abbreviations (D) • addresses (D) • proper adjectives and nouns (D) • sentence beginnings (D) (W-5-9-2) <p>2.9.4 Using end punctuation correctly in simple sentences (e.g. period, <u>question mark</u>, <u>exclamation point</u>) (W-3-9.4) and applying punctuation to clarify meaning (B) (W-5-9.4)</p> <ul style="list-style-type: none"> • comma in dates and in a series (D) (W-4-9.3) • end marks (periods, question marks • exclamation points • quotation (B) • question mark end of indirect question (B) <p>2.9.5 Correctly spelling grade-appropriate, high frequency words and using within word patterns correct spelling to include:</p> <ul style="list-style-type: none"> • single syllable words • regular long/short vowels and rules • consonant patterns (e.g. vcce, vce) • homonyms and homophones and applying syllables and affix spelling patterns/rules , e.g. • word endings (D) (e.g. consonant doubling, y 	<ul style="list-style-type: none"> • Exemplars from existing student work • Identification of patterns of error <p>Facilitates the development of High Frequency Words</p> <ul style="list-style-type: none"> • word study groups • writer's workshop • structural analysis • flexible grouping • mini lessons 	<ul style="list-style-type: none"> • <i>Word study lessons 3</i>, Fountas and Pinnell • <i>All Sorts of Sorts</i>, Sharon Brown • <i>Month By Month Phonics</i>, Cunnigham • <i>Making Words</i>, Cunnigham 	<p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> • reading log • learning log • Readers/Writers' Notebook • writing log • math problem solving process <p>Elementary Spelling Inventory</p> <p>District writing Rubrics/ prompts</p>

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		<p>to i, drop e)</p> <ul style="list-style-type: none"> • consonant patterns (B) • units of meaning- common roots (B) • common base words (B) • common pre/suffixes (B) (W-5-9.5) • word families • encode multi syllable words • rules of syllable words (open, closed and syllable type) (compound word and contractions) 			

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<p><u>ORAL COMMUNICATION</u></p> <p>Speaking and Listening (New Standards)</p>		<p>There are no GLE for speaking and listening for grade 3. <i>New Standards Speaking and Listening</i> standards were used for outcomes and benchmarks.</p> <p>The instructional strategies, resources, and assessments to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), STANDARDIZED/FORMALIZED tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> • problem solving • communication tools • information tools • self-management tools • working with others <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence' • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jig sawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Analyzes pre-assessment to direct instruction</p> <p>Provides exemplars and rubrics</p> <p>Addresses multiple intelligences and brain dominance</p>	<p><u>Textbook</u></p> <ul style="list-style-type: none"> • <i>Scott Foresman Seeing is Believing</i> <p><u>Consumables</u></p> <ul style="list-style-type: none"> • Scott Foresman Spelling • Scott Foresman Practice book <p><u>Core Books</u> Scott Foresman classroom libraries</p> <p><u>Supplementary books</u></p> <ul style="list-style-type: none"> • <i>New Standards Speaking and Listening</i> • <i>6+1 Traits of Writing™</i> • <i>The Art of Writing, Lucy Calkins</i> • <i>Writing Essentials, Regie Routman</i> • <i>Guiding Readers and Writers, gr. 3-8, Fountas and Pinnell</i> • <i>Infusing Critical Thinking Skills in the Content Area (graphic organizers)</i> • <i>Strategies that Work, Harvey, Goudais</i> • <i>Strategies that Work, Non Fiction Matters.</i> • Harvey • <i>Empowering Writers Mariconda, Auray</i> <p><u>Technology</u></p> <ul style="list-style-type: none"> • <i>MierriamWebster.com</i> • computers, internet access, word 	<p>Anecdotal records</p> <p>Book Talks</p> <p>Class meetings</p> <p>Criteria charts</p> <p>Interviews</p> <p>Literature Circles</p> <p>Multiple Intelligences assessments e.g.</p> <ul style="list-style-type: none"> • role playing, short plays • (bodily kinesthetic) • graphic organizing, sketch journals/ cartooning (visual) • collaboration/ conferencing (interpersonal) • songs, lyrics (musical) <p>Oral presentations</p> <p>Reader's Theater</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Accountable Talk • Oral presentation <p>Student celebrations</p>

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			<p>(spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes exhibition of student work with rubrics</p> <p>Collaborates with specialists to differentiate instruction for ALL students</p> <p>Facilitates Literature Circles</p> <p>Facilitates Reader's Theater</p> <p>Facilitates the development of word walls</p> <p>Models a variety of graphic organizing strategies (e.g. sequence organizers, concept development, compare/contrast organizers, relational organizers, concept word maps, etc.</p>	<ul style="list-style-type: none"> • processing computers • Alpha Smarts • Books on tape • SFreading.com • Inspiration • Video streaming • SF Building background CDs • Lextile. Com • Proquest.com • listening centers • CD Rom • New Standards CDs • SF Prior Knowledge and Audio CD <p><u>Materials</u></p> <ul style="list-style-type: none"> • word wall chart • clear expectations posters • criteria charts <p><u>District developed resource</u></p> <ul style="list-style-type: none"> • District DI course materials <p><u>School library resources</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> • Extended Day Enrichment • Storyteller • PTO facilitated events • field trips 	<p>Student led opening ceremonies</p> <p>Town meetings</p>

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<p>ORAL COMMUNICATION</p> <p>Habits 3.1 Talking a lot</p>		<p>In oral communication, students</p> <p>3.1.1 Talk about what they think, read, or experience</p> <p>3.1.2 Explain or speak from another person's perspective</p> <p>3.1.3 Talk about ideas or information gained from sources beyond personal experience</p> <p>3.1.4 Talk in small groups to collaborate on a project ask questions, and make comments or suggestions to facilitate work on task or project</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> Literature Circles Comprehension thinking strategies Peer editing Town meeting planning Fish bowl Think alouds 	<p>Resources see pages 36-37 and may include</p> <ul style="list-style-type: none"> <i>New Standards Speaking and Listening pp. 193-264</i> editing phones 	<p>Assessment evidence see pages 36-37 and may include</p>
<p>ORAL COMMUNICATION</p> <p>Habits 3.2 Talking to One's Self</p>		<p>In oral communication, students</p> <p>3.2.1 Make spontaneous corrections</p> <p>3.2.2 Talk to themselves out loud to make plans, guide behavior or monitor thinking</p> <p>3.2.3 Rehearse steps they will use to solve a problem</p> <p>3.2.4 Mimic adult language used in problem solving</p> <p>3.2.5 Recite facts to confirm what has been memorized</p> <p>3.2.6 Silently monitor their comprehension of text, including understanding of individual words, using words of self-correcting strategies</p>	<p>Teacher may model and/or facilitate the following strategies 3.2</p> <ul style="list-style-type: none"> Math problem solving Hands-on content learning Study buddies 	<p>Resources see pages 1-2 and may include</p> <ul style="list-style-type: none"> Post-it notes to monitor comprehension 	<p>Assessment evidence see pages 1-2 and may include</p>

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<p>ORAL COMMUNICATION</p> <p>3.3 Habits Conversing at Length on a Topic</p>		<p>By the end of grade 3, students should</p> <p>3.3.1 Initiate and sustain a conversation with eight or more lengthy exchanges</p> <p>3.3.2 Consistently ask for clarification</p> <p>3.3.3 Consistently recognize and respond to indirect and direct indicators that others need clarification</p> <p>3.3.4 Imitate topics within conversations that are in progress</p> <p>3.3.5 Sustain conversation by extending others</p> <p>3.3.6 Express and solicit opinions</p> <p>3.3.7 Ask open-ended questions</p> <p>3.3.8 Repair and revert to topic when necessary</p> <p>3.3.9 Raise topics likely to be of interest to another person</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> Literature Circles Book Talks 	<p>Resources see pages 36-37 and may include</p> <ul style="list-style-type: none"> <i>News Standards Speaking and Listening CD</i> <i>Classroom magazines</i> 	<p>Assessment evidence see pages 36-37 and may include</p>
<p>ORAL COMMUNICATION</p> <p>3.4 Habits Discussing Books</p>		<p>By the end of grade 3, students</p> <p>3.4.1 Note and talk about author's craft: word choice, beginnings, and endings, plot, and character development</p> <p>3.4.2 Use comparison and analogies to explain ideas</p> <p>3.4.3 Refer to Knowledge gained during discussion</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> Small and large group discussions Literature Circles Junior Great Books 	<p>Resources see pages 36-37 and may include</p> <ul style="list-style-type: none"> <i>Reading with Meaning</i> <i>Reading Essentials</i> 	<p>Assessment evidence see pages 36-37 and may include</p>

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		<p>3.4.16 Uses reasoning and information from within and outside the text to examine arguments</p> <p>3.4.17 Describe in their own words what new information they gained from non fiction text and how that information relates to their prior knowledge</p> <p>With functional documents</p> <p>3.4.18 Follow instructions or directions they read in more complicated texts</p>	<ul style="list-style-type: none"> • Kites program (science) 	<ul style="list-style-type: none"> • Classroom libraries • SF materials • <i>Junior Great Books</i> 	
<p>ORAL COMMUNICATION</p> <p>Kinds of Talk and Resulting Genres</p> <p>3.5 Narrative</p>		<p>With fictional narratives, by the end of grade three students</p> <p>3.5.1 Independently give a lengthy and richly detailed account in which the actual sequence of events is clear even though event may be told out of deliberately to build anticipation or through use of flashbacks</p> <p>3.5.2 Pass along a story they have heard, giving enough detail or nuance to do justice to the original version</p> <p>3.5.3 Solicit and/or engage the listener's attention (beginning with the time, location or main character of the story)</p> <p>3.5.4 Orient the listener to the setting with precise choice of detail</p> <p>3.5.5 Cluster useful descriptive information in the beginning</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Book report projects • Book Talks • Writer's workshop • Planning for Town Meeting 	<p>Resources see pages 36-37 and may include</p>	<p>Assessment evidence see pages 36-37 and may include</p>

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		3.5.6 Describe information and evaluate or reflect upon it 3.5.7 Describe internal events or reactions as well as external events 3.5.8 Develop characters by clearly stating their goals and motivations and attempting to resolve or satisfy them before the story's end 3.5.9 Include quotations 3.5.10 Comment and reflect on how things were resolved 3.5.11 Make the end of the story directly or with coda to bring the impact of the past experience up to the present time			
ORAL COMMUNICATION Kinds of Talk and Resulting Genres 3.6 Explaining and Seeking Information		By the end of third grade students will 3.6.1 Seek out multiple resources for information such as libraries, governmental and professional agencies, the Internet, and identified experts 3.6.2 Conduct firsthand interviews 3.6.3 Give increasingly elaborate and extended descriptions of objects, events and concepts 3.6.4 Support opinions or provide specific examples to support generalizations 3.6.5 Give a short prepared speech or report	Teacher may model and/or facilitate the following strategies <ul style="list-style-type: none"> • Preparation for school magazine • Classroom newsletters • Reports/projects • Cooperative learning 	Resources see pages 36-37 and may include	Assessment evidence see pages 36-37 and may include Reports, projects

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		<p>informing others about some object, event or person</p> <p>3.6.6 Tutor others in new and somewhat complicated tasks</p>			
<p>ORAL COMMUNICATION</p> <p>Kinds of Talk and Resulting Genres</p> <p>3.7 Getting Things Done</p>		<p>By the end of grade 3, students will</p> <p>3.7.1 Listen to, comprehend and carry out directions with eight or more steps</p> <p>3.7.2 Ask specific questions to clarify a novel task, persisting if necessary to get information</p> <p>3.7.3 Ask clarifying questions to learn what a person knows</p> <p>3.7.4 Describe alternate ways to complete a task or reach a destination</p> <p>3.7.5 Use visual aids, such as charts, diagrams, or maps to augment language</p> <p>3.7.6 Engage in extended conversations about a problem, with both sides presenting and listening to arguments and solutions</p> <p>3.7.7 Disagree with another person's argument and then generate and promote alternate solutions to reach agreement</p> <p>3.7.8 Collaborate by seeking out peers to solve problems, disagreeing diplomatically, and assigning or delegating tasks to organize a group</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • How to procedural writing • Think alouds • Think- pair-share • Classroom meetings • Literature discussions 	<p>Resources see pages 36-37 and may include</p> <ul style="list-style-type: none"> • SF materials 	<p>Assessment evidence see pages 36-37 and may include</p>

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<p>ORAL COMMUNICATION</p> <p>Kinds of Talk and Resulting Genres</p> <p>3.8 Producing and responding to Performan- ces</p>		<p>By the end of grade 3, students</p> <p>3.8.1 Describe their reaction to a performance, giving details to support opinions</p> <p>3.8.2 Attend to more challenging performances that go beyond entertainment of present unfamiliar material</p> <p>3.8.3 Draw from a rehearsed repertoire to give a brief performance</p> <p>3.8.4 Conduct and/or make lengthier presentations † the class or take part in full-length performances in front of larger groups or unfamiliar audiences</p> <p>3.8.5 Give an author performance, reading from their own material out loud</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Reader's Theater • Classroom plays • Project presentations • Writer's workshop 	<p>Resources see pages 36-37 and may include</p> <ul style="list-style-type: none"> • PTO sponsored events • Town Meeting 	<p>Assessment evidence see pages 36-37 and may include</p>
<p>ORAL COMMUNICATION</p> <p>Language Use and Conventions</p> <p>3.9 Rules of Interaction</p>		<p>By the end of grade three, students</p> <p>3.9.1 Consistently observe politeness conventions</p> <p>3.9.2 Hold themselves and others accountable to the rules by using verbal reminders</p> <p>3.9.3 Speak one at a time, look at and listen to the speaker, signal for a chance to speak, adjust volume to the setting, and hold the floor and yield when appropriate</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Classroom management 	<p>Resources see pages 36-37 and may include</p> <p>Criteria charts</p>	<p>Assessment evidence see pages 36-37 and may include</p>

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STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GLE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>ORAL COMMUNICATION</p> <p>Language Use and Conventions</p> <p>3.10 Word Play and Grammatical Awareness</p>		<p>By the end of grade 3, students</p> <p>3.10.1 Identify the number of syllables in a word</p> <p>3.10.2 Play with alliteration, tongue twisters and onomatopoeia</p> <p>3.10.3 Use double meanings or multiple meanings of words for riddles and jokes</p> <p>3.10.4 Detect a variety of speech ambiguities and understand the intended meaning</p> <p>3.10.5 Start to play with made-up languages</p> <p>3.10.6 Identify subjects and verbs in simple sentences</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Word study groups • Reader's Theater • Writer's workshop 	<p>Resources see pages 36-37 and may include</p> <ul style="list-style-type: none"> • Classroom libraries • SF libraries • SF Teacher Resource Manual 	<p>Assessment evidence see pages 36-37 and may include</p>
<p>ORAL COMMUNICATION</p> <p>Language Use and Conventions</p> <p>3.11 Vocabulary and Word Choice</p>		<p>By the end of grade 3, students</p> <p>3.11.1 Build word maps that show the relationship between words, placing newly acquired words in categories that are relevant</p> <p>3.11.2 Use specialized vocabulary related to school subjects</p> <p>3.11.3 Provide definitions of words from definitions using simple super ordinates</p> <p>3.11.4 Learn new words from reading or being read to daily</p> <p>3.11.5 Demonstrate flexibility by choosing from word</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Concept mapping 	<p>Resources see pages 36-37 and may include</p> <ul style="list-style-type: none"> • Post-its for charts word sorts • Classroom charts • Student dictionaries word walls SF Prior Knowledge CD SF Resource books • School library 	<p>Assessment evidence see pages 36-37 and may include</p>

English Language Arts Grade 3

Curriculum Writers - Victoria DiFolco, Elizabeth O'Connell, and Patty Ridlon

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		<p>options to show precision or effect</p> <p>3.11.6 Study word families</p> <p>3.11.7 Develop a basic awareness of meaningful word parts and identify how they relate to certain words</p> <p>3.11.8 Increase vocabulary of verbs, adjectives, and adverbs to speak fluently and exercise options in word choice</p> <p>3.11.9 Use and explain metaphoric language</p> <p>3.11.10 Understand and produce antonyms and synonyms</p> <p>3.11.11 Understand and produce homonyms and homographs, and homophones</p>		<p>and librarian for specialized literature</p>	