

Curriculum Plan

Creating Effective
Readers, Writers, and Mathematicians
in a
Student-Centered and Inquiry-based
Third Grade Classroom.

by Caryn L. Camp

June, 2001

Curriculum Plan Template

Title

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Curriculum Framework

This Curriculum Plan is based on the following frameworks:

Backward Design approach to Curriculum Planning (based on Essential Questions):

1. Identify Desired Results – GOAL
2. Determine Acceptable Evidence – ASSESSMENT
3. Plan Learning Experiences and Instruction (how students will achieve desired result) – ACTIVITIES

Elements of a Balanced Literacy Program:

	READING	WRITING
MODELED	Read-aloud (listening) Level of reading more difficult than independent reading level of students	i.e. Morning Message
SHARED	Choral Reading Teacher reading-aloud while thinking-aloud about the strategies being used.	i.e. Language Experience Approach; Interactive Writing; Teacher writing with the overhead projector, and thinking-aloud about strategies used.
GUIDED	Small literature groups – instructional reading level	Writers' Workshop
INDEPENDENT	SSR or DEAR – independent reading level	Journal Writing, Fast-writes

Components of a Mini-lesson (for teaching a skill or strategy)

1. Introduce (strategy or skill)
2. Demonstrate (strategy or skill) – modeling
3. Practice (strategy or skill)
4. Review (strategy or skill)
5. Apply (strategy or skill) – in literature group or thematic unit

Framework for Reading Comprehension Goals (5 subprocesses) (Thompkins, 2001)

1. Microprocesses
2. Integrative Processes
3. Macroprocesses
4. Elaborative Processes
5. Metacognitive Processes

Frameworks for Word Study Goals:

Spelling/Decoding (Pinnell & Fountas, 1998)	Vocabulary-building (Thompkins, 2001).
<ul style="list-style-type: none"> • Features of Print • High-Frequency Words • Letter-sound relationships • Word Patterns • Word-Solving Strategies • Skill in using references, resources, and proofreading 	<ul style="list-style-type: none"> • Strategies for predicting the meaning of unknown words • Six types of context clues • Development of Full Word Knowledge • Application of vocabulary words in real life (across content areas)

Frameworks for WRITERS' WORKSHOP

The Writing Process	The Six Traits of Writing Assessment
<ol style="list-style-type: none"> 1. Plan (pre-write) 2. Fast-write (rough draft) 3. Revise 4. Edit 5. Recopy 6. Publish 7. Reflection/New Ideas & Insights 	<ol style="list-style-type: none"> 1. Ideas and Content 2. Organization 3. Voice 4. Word Choice 5. Sentence Fluency 6. Conventions

Written Summary of Plan

This plan is based on the Essential Question: What type of curriculum and learning environment will create effective readers, writers, and mathematicians (problem-solvers) in a student-centered and Inquiry-based third grade classroom? Thus, the desired outcome, or goal, is essentially twofold. First, the classroom will be student-centered and Inquiry-based. Acceptable evidence of this includes behavior that demonstrates ownership, responsibility, accountability, and values of respect, work ethic, and teamwork. In addition, students will create independent and/or collaborative projects based on their choice of inquiry. Second, the students will become effective readers, writers, and mathematicians. Acceptable evidence of this includes demonstrating a repertoire of skills and strategies for use in reading comprehension, decoding and spelling of words, increasing vocabulary, the writing process, and problem-solving. This plan describes the learning environment, experiences, and instruction that will promote the desired outcome of having effective readers, writers, and mathematicians in a student-centered and Inquiry-based third grade classroom.

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Introduction

This curriculum plan is based on the following principles:

- Inquiry-based Learning (also Reading and Writing across the Content Areas)
- Balanced Literacy
- Readers’ Workshop (Centers)
- Small instructional reading groups: Guided Reading, Literature Circles, and/or Grand Conversations
- Skills and Strategies for Reading Comprehension, Word Study, Writing, and Problem-Solving are modeled, practiced, and applied every day
- Writers’ Workshop
- Mathematicians’ Workshop
- Flexible Groupings: Individual, Paired, Small Group, Cooperative Groups, Whole Class
- Student Ownership in goal-setting, activities, assessment, and reflection
- Knitting & Form Drawing as effective precursor to handwriting (developing of fine motor skills)

Overall Goals of the Program

See Section B

- ❑ A learning environment that reflects a student-centered classroom by fostering student ownership and exploration of Essential Questions (“Inquiry Learning”).
- ❑ A curriculum plan that fosters student ownership by allowing students, independently or collaboratively, to engage in Inquiry: to wonder and explore, to design and create projects, to publish and present their findings, to reflect, and to plan new inquiries.
- ❑ A curriculum plan that provides students with strategies and skills, through modeling, practice, and application, that help them to become more effective readers, writers, and mathematicians (problem-solvers).

Identified Need Program Will Address

This program will address the following needs:

- The need for improved reading comprehension
- The need for richer and more meaningful writing, particularly in response to literature
- The need for reading and writing across the content areas
- The need for students to have more problem-solving strategies
- The need for students to explain their strategies in written or verbal form
- The need for students to become more effective readers and writers.

Objectives

See Section B

Assessment of Goals

See Sections C,D,E,F, and G

Description of Program

1. **Readers’ Workshop:**
 - ✓ Minilesson on Reading Comprehension Strategy/Skill
 - ✓ Minilesson on Word Study (spelling/decoding or vocabulary) Strategy/Skill
 - ✓ Independent or Buddy Reading for Literature Circles
 - ✓ Reading Journals
 - ✓ Grand Conversations in Literature Circles
 - ✓ Guided Reading group if necessary
 - ✓ Centers: Science or Social Studies theme for Action Research, Word Study Strategy/Skill practice/application, and Reading Comprehension Strategy/Skill practice/application. Current Events for application of Reading Comprehension skills and strategies. Computer programs for Word Study (i.e. word histories) or Reading Comprehension (or relevance to Essential Question – science/social studies theme)
 - ✓ Poetry Response: Reading Comprehension, Playing with Language
2. **Voluntary Reading** (SSR or DEAR)
3. **Writers’ Workshop:**
 - ✓ Minilesson on Writing Trait Strategy, Step in the Writing Process, or Playing with Language
 - ✓ Fast-write with prompt

- ✓ Workshop time for working on items in author's folder
 - ✓ Writing in the content area (science or social studies) to explore the Essential Question. (i.e. making a Waldorf-style textbook for a Science concept like: How does Earth compare to the other planets?)
 - ✓ Writing for independent or collaborative Inquiry Projects (exploring essential questions regarding a science or social studies concept).
 - ✓ Writing in Student-Parent-Teacher Journal (weekly)
- 4. Mathematicians' Workshop:**
- ✓ Daily MVP (Most Valuable Problem)
 - ✓ Math and Literature (Solving and Creating Story Problems)
 - ✓ Student-designed Independent/Collaborative Projects (Application of Math Concepts)
- 5. Student Ownership:**
- ✓ Choice of books for voluntary reading
 - ✓ Choice of research question at Action Research Center ("Inquiry Learning")
 - ✓ Choice of current event to study
 - ✓ Choice of what to communicate in writing
 - ✓ Self-monitoring: Student Checklists
 - ✓ Self-assessment: Rubrics for assessing individual performance and group performance

Interventions/Adaptations

- FOR ESL STUDENTS** (also beneficial for others):
- ESL students are benefited when their native language plays a role in their literacy instruction. (Au, 1993).*
- ESL students may understand the story but be unable to verbalize their understanding in English, thus scaffolding may include the following steps:
 1. In English, teacher reads the story aloud to the students in a clear, deliberate manner.
 2. In English, teacher facilitates a review of the story's plot.
 3. In English, teacher leads an initial discussion of the story by asking questions that guide their responses, and then elaborating on student responses.
 4. Discuss unfamiliar vocabulary.
 5. For homework, students reread the story and make note of any other vocabulary they want to learn.
 6. On the next day, comprehension questions are given to students, and students are allowed to answer in their native language.
 - Read literature aloud to ESL students (and rest of class), so that students will become acquainted with the structure of narratives in English and with literary language, including such phrases as "once upon a time..."
 - Choose well-written, high-interest books where illustrations support the text, and where stories have predictable patterns and repetitive language. Fairy tales are excellent because of their consistent structure: problem, 3 events, resolution.
 - Make writing authentic. Use dialogue journals: Teacher responds by repeating some of student's ideas using conventional English grammar, and by showing respect for student's ideas by responding to them. Allow journal to be written in native language if so desired.
 - Center literacy instruction on the understanding and communication of meaning.
 - Incorporate the arts into literacy instruction: art, music, and dramatic presentations

- Incorporate students' experiences into literacy instruction. Invite family members.
- Flood students with literacy-rich experiences. One becomes a better reader by reading, and a better writer by writing. Some linguistic skills may be transferred from one language to another (i.e knowing how to organize ideas in writing, ability to produce complex descriptions).

FOR READERS WHO NEED GUIDANCE WITH THE 3 CUEING SYSTEMS:

- Instead of placing these students in a student-directed literature circle, put them in a guided reading group that will focus on the 3 cueing systems:
 - ✓ Visual (graphophonemic): Does it look right?
 - ✓ Structural (syntactic): Does it sound right?
 - ✓ Meaning (semantic): Does it makes sense

FOR READERS IN LITERATURE CIRCLES THAT NEED SUPPORT:

- Buddy Reading

FOR HIGH-ABILITY READERS:

- If there are a few readers with advanced comprehension strategies, put them in a lit circle together with a challenging book of their choice, but have them be with mixed-ability groups for the remainder of the Reading Workshop centers.

FOR RELUCTANT WRITERS:

- Treat them as though they are a writer. Emphasize that putting "pen to paper" is communicating. Show some first-grade semiphonetic writing and explain that the child who wrote that is a writer. That child communicated a message.
- Emphasize that whatever they write is owned by them. It goes in their Author's Folder and they can decide whether to take it on to publication or not.
- If they struggle with too many choices, give them a single prompt.
- Rather than push, provide alternative ways for them to communicate in the beginning – such as with art, music, or drama.
- Teach them how to knit and work on Form Drawing to help their fine motor skills.
- Let them watch and see the excitement of publication and presenting for students who take their writing through to completion, or for students who read a first draft from the Authors Chair.
- Allow them to read their first draft in the Authors Chair.

Management of the Program

The goal of this program is to have a student-centered classroom in which the students have a sense of ownership, responsibility, and accountability. However, the routines of a student-centered classroom take some time for students to learn. As with a mini-lesson, routines will be introduced, modeled, practiced, reviewed, and applied. In time, the routines will go from being predominantly teacher-directed to predominantly student-directed.

Routines to be learned (in the order they will be introduced):

1. FIRST WEEK OF SCHOOL (and continuing throughout the year):
 - Clear Expectations for behavior in class ("what does respect look like?")
 - Clear Expectations for behavior during transitions from one activity to the next
 - Classroom, Hallway, and School Rules (and Consequences)
 - Routine for lining up
 - Organizational system of classroom (where to find things, where to put things)
 - Take-home folders (Goes-home-Stays-home AND Goes-home-Comes-back)
2. AFTER THE ABOVE ROUTINES HAVE BEEN PRACTICED SUFFICIENTLY:

- Small Group or Cooperative Group Rules (beginning with non-academic tasks before moving to academic tasks like the student-led literature circles)
 - Student-led Literature Circles (staying on task, sharing, being responsible and accountable)
3. INTRODUCING ONE CENTER OR STEP AT A TIME (with each new experience being modeled, practiced, reviewed, and applied before the next step is introduced):
- Reading Workshop Centers (accountability and responsibility – using time wisely and effectively)
 - Writers’ Workshop (accountability and responsibility – using time wisely and effectively)
 - Steps of the Writing Process
4. ACCOUNTABILITY and OWNERSHIP:
- Self-monitoring (checklists)
 - Self-assessment (rubrics)

I believe there are 3 keys to the management of this program:

1. Providing clear directions and expectations, sufficient demonstration, and plenty of time for practice, review, and application of new skills, strategies, and routines.
2. Hooking the students. Getting the students engaged, interested, excited...so they begin to take ownership in their learning, and want to participate.
3. Effective Teaching Practices: providing appropriate teacher language, scaffolding, modifications according to ability level and learning style, and consistency of high standards.

Community Involvement

Parental Involvement	Community Involvement
Communication: weekly class newsletters, brief notes home, e-mail, phone	Field Trips
Parents in the classroom for... <ul style="list-style-type: none"> • Helping with assessment • Participation in small reading groups • Listening to children read-aloud or give presentations • Helping with publishing of books • Helping with project such as knitting, sewing, etc. • Presenting a topic or story to the students • Being a scribe or Reading aloud to students with special needs participating in whole class activity 	Students work on projects to benefit the community: <ul style="list-style-type: none"> • Plant flowers around school • Create section of newspaper on community events • Be a reporter: Interview someone in the community • Read to younger students • Read to younger children who have recently moved to the United States and don't speak English yet • Participate in a Soup Kitchen?
Parent-teacher conferences, Portfolios of student work	Invite guest speakers from the community
Open House	Read about events in the community from the newspaper
Inviting family members to presentations (i.e. presenting family stories, plays)	Invite the press to appropriate activities! (i.e. the State Archaeology Lab visiting the school)
Inviting family members on field trips	Write a letter to a congressman, editor of the newspaper, or President
Students teaching their parents how to do something	

Materials/Technological Resources

Writing Tools and Materials (containers of...)	Organizing Folders/Crates (storage systems for...)	Art Supplies	Resource and Reference Materials	Technology hardware and software
Pencils	Math folders	String	Dictionaries	4 computers hooked up to Internet
Colored pencils	Reading journals	Thread, needles	Thesauruses	Tape player and recorder
Crayons	Writing Workshop binders	Paper-mache paste	Encyclopedias	TV and VCR
Markers	Homework turned in	Paints	Kids Discover (set)	Overhead Projector & Screen
Scissors	???Mailbox for students (returned work) – maybe “take-home” folders)	Cooking ingredients?	National Geographic World	Software programs: i.e. Magic Schoolbus, A.D.A.M., Accelerated Reader?, Interactive books
Glue sticks	Thematic folders and/or Action Research folders	Cardboard: bin for cereal boxes, tubes, egg cartons, etc. (students bring in)	Scholastic News	Educational I websites: www.allwords.com www.wordcentral.com www.thesaurus.com etc.
Rulers	Knitting		Word Wall	Access to a multimedia projector
Clipboards	Student checklists & rubrics	Other...	Posters	Listening Center
Paper			Library	

Sample Weekly Schedule and Curriculum Map

It is easy to list every effective method of reading and writing instruction. It is hard to figure out how to organize and synthesize all the methods one wants to use, and all the strategies and skills one wants to teach. It is even harder to figure out how to fit them into a daily or weekly schedule. Once I had listed everything I felt was important for an effective curriculum plan, I decided that I had better see if it would all fit into a weekly schedule before I went any further! In so doing, I had a big “a-ha!” about reading and writing across the content areas in third grade.

WRITTEN DESCRIPTION OF PROCESS, AND OF SAMPLE MAP THAT FOLLOWS:

I was determined to have the recommended 80-minute block for Reading Workshop, and the daily Writers’ Workshop. I was also determined to include all the elements of Balanced Literacy. In addition, I knew it was important for strategies and skills to be introduced, modeled, practiced, and applied. I soon found that I didn’t have enough time in the day! For example, I couldn’t have both an 80-minute block of Reading Workshop centers plus time for minilessons on skills and strategies for reading comprehension and word study every day. I also found that I had almost no time available for social studies and science units. I had to stop and re-think.

MINI-LESSONS:

Knowing that a mini-lesson needs to include time for modeling, practice, and application of the

skill/strategy, I decided to use the mini-lesson times for the modeling and practice, and the workshop times for application. For example, I decided that the mini-lesson on a reading comprehension or word study strategy/skill could include the introduction, modeling (via shared reading), and practice. For application to content areas, a center during Reading Workshop could have a science or social studies activity in which the strategy/skill may be used. Even though a minilesson on comprehension strategies occurs twice in a week, they will not be on different strategies. The same strategy will be practiced and reviewed and used in centers, writing, and reading for a week or more. For the two minilessons on word study, one will probably be on spelling/decoding skills, and one on vocabulary-building strategies. I am not sure that will be enough, as it is recommended to have them daily, so I will have to see how it goes. Vocabulary will also be explored during minilessons on writing strategies that are about “playing with language.”

On Mondays and Wednesdays, students have time during “reading” to read independently or with a buddy for their literature circle assignment. They will also use that time to complete any notes or questions in their Reading Journals that they will need for their next meeting. On Tuesdays and Thursdays, the literature circles will meet for Grand Conversations using the notes in the Reading Journals. If there is a group of students who need help with the 3 cueing systems, I will meet with a guided reading group on all four days (during the independent reading time on Mondays and Wednesdays). For the other groups, I may eventually only meet with them for one of their two weekly discussions, and use the remainder of the center time to do individual assessments in reading.

READERS' WORKSHOP:

For the Reading Workshop centers on Tuesdays and Thursdays, each is an 80-minute block made up of 4 twenty-minute blocks. If there are four small reading groups, then each group will be scheduled for one of those 4 blocks. The remaining blocks will be divided up among the six centers – all of which I want attended on either Tuesday or Thursday.

1. **SIGN SYSTEMS** (combined with an ART CENTER): I may schedule this center. Literature Circles may want to attend the art center together – in the event they are working on creating an illustrated poster or story map, or puppets for a dramatic presentation, etc. Inquiry Groups may want to attend this center together for use of materials in their projects. Focus will be on communicating in ways other than language: pictures, symbols, musical notes, hand signals, numbers, secret code, morse code, etc.
2. **COMPUTER CENTER:** The computer center will also have to be scheduled, but not necessarily with the same group members. I will try to have the other centers mix up the students. One new Internet web site will be introduced each week. The web sites will be fun

and educational – i.e. games for studying the history of words or practicing cloze.

3. **CURRENT EVENTS CENTER** (Or, this could be the **PERSPECTIVES CENTER** and include both Current Events and History): I will provide *Scholastic News*, *Time for Kids*, and newspapers, and let students look for the 5 w's (who, what, when, where, and why). This center will also be used for considering perspectives and points of view.
4. **ACTION RESEARCH (INQUIRY)**: This center will be called Action Research or Inquiry Station. This center will have copies of *Kids Discover* magazine, *National Geographic World*, and other resources. Individual students or Inquiry Groups may practice their "tools of Inquiry" at this center by taking notes, making maps and diagrams, and synthesizing information in their Inquiry Journals/Folders. Students may either come up with a question they are interested in researching, or they may select a prepared question that focuses on the science or social studies concept for that month (i.e. Which planet is farthest away? What is the surface of the moon like?). That was my initial idea – very simple – questions about a topic written out on index cards. Pick a card or write your own. However, as I read and learned more about Inquiry Learning, my vision clarified: Now, my goal is to have one overarching question – an "umbrella" Essential Question – the "big EQ" – that has to do with a science or social studies concept, and have this concept be the focus of the class for 4 – 8 weeks. The week prior to beginning a new EQ, I will put materials out at this station for students to look at and think about. Then, as a class, the students will brainstorm more specific questions that they want to focus on – in relation to the big EQ. Students can either form an Inquiry Group to pursue their question, or work alone. They will be required to prepare a plan and present it to me, do their research, read, write, discuss, and design/create a project or published piece of writing that will demonstrate their findings. Lastly, they will share with the class, and then write a reflection of the experience. If there are four to eight different sub-questions being explored about our big EQ, and these groups then present them to each other, then everyone learns a lot about the big umbrella topic. All of the workshops (Reading, Writing, Math) will include time for working on the Inquiry Projects – though math may be a different project.
5. **COMP CENTER** and
6. **WORLD OF WORDS**: For the remaining two centers, one will focus on applying the strategy/skill presented in the Word Study minilesson of the day before, and one on the Comprehension Strategy presented (i.e. making a Venn Diagram, or a Concept Map).

POETRY: READING COMPREHENSION:

Fridays will be Poetry days. The Dias style of studying poetry has been shown to greatly improve reading comprehension and vocabulary. Using a poem that is *very difficult* for the students to understand, groups of 4 students spend 20-25 minutes reading and discussing and rereading the

poem. Then all of the students convene together and each group shares the meaning they uncovered from the poem. Each subsequent group has to build on what the previous group shared. My literacy instructor did this with her class every Thursday for a full year and highly recommends it. Following this time, I think the students may be inspired to write some poetry of their own. I will see.

SUMMARY OF READING:

Therefore, reading (modeled, shared, guided, and independent) occurs for 80-90 minutes on Monday through Thursday. (The science or social studies theme, based on the essential question for the month, is interwoven during this time, and the reading-writing connection is also included.) There are 50 minutes of reading, with a focus on comprehension, on Friday.

HANDWRITING:

During the handwriting/knitting time, I would like to try beginning with only knitting for a month or two, and then introduce “form drawing” for a month, and then finally, when fine motor skills have had a chance to warm up, move into handwriting. During this time, students may work on knitting or “form drawing” once their handwriting is “passed off.”

The Mathematicians’ Workshop is scheduled for one hour each day, with an additional 10 minutes twice a week for drilling on math facts. Math will be described at the end.

WRITERS’ WORKSHOP:

Although I intended for there to be Writers’ Workshop with a minilesson on either writing process or writing strategies every day, I found that there wasn’t any time left in the week for blocks devoted to science and social studies. It is at this point that I realized the “a-ha!” about reading and writing across the content areas. I knew that it would be possible to use centers during Readers’ Workshop, and various writing assignments during Writers’ Workshop, to cover a lot of Science and Social Studies content. However, I still wanted some time available for hands-on activities, plays, or projects. Because I was so moved by seeing the students at the Waldorf-based Charter School create their own “textbooks” using primary sources, I decided that I would like to try it with my third graders (though maybe later in the year). There are 3 science themes required for third grade. One is on studying the solar system. I think it would be feasible for students to create a “textbook” on the planets. The pages have text on one side surrounded by a border of form drawing, and an illustration on the opposite side. Transparent paper separates the two so that the colors don’t smear and transfer. The student’s best handwriting is required. It is a book for them to take great pride in. Their “best work.” If I do this, work will occur during some of Writers’ Workshop. Pre-writing and Writing will also occur during this time for the Inquiry

Projects.

I want at least 3 days per week of Writers' Workshop to include 45 minutes of uninterrupted writing. For my minilessons on writing strategies, the practice will be in the form of a prompted fast-write, and the application will be during the remainder of Writers' Workshop. My guess is that Writers' Workshop will go to the end of the day – with the last 20 minutes being for Authors Talk Time, Authors Chair, or other ways of sharing and celebrating. On Fridays, Writing Workshop will begin with students writing letters to their parents in our School-Home Journals.

MATHEMATICIANS' WORKSHOP

For Math, there are three elements that I would like to include in the curriculum, though not all will be detailed in this plan. First, I would like to begin each math class with a Problem-Solving task. Either all or some will be done by cooperative groups. Each problem-solver will be responsible for writing out an explanation of the strategy chosen, and some will share orally with the class. Second, I would like to offer a math-literature connection, though not every day. After listening to a picture book, students may solve and create story problems. Third, I would like to implement a math curriculum idea presented in the book *It's Time: Celebrating Math with Projects* by New Zealand authors Jeni Wilson and Lynda Cutting. This plan, which I observed in the grade 4-5 multi-age classroom of Dawn Pisel in Juneau, Alaska, offers instruction 3 days each week, and then allows 2 days for work on independent/collaborative projects that the students have designed themselves. The projects must include an application of the math concepts being taught in the current unit, and the units last at least 3 weeks (so there are at least 6 days available for working on the project). Students are responsible for writing a plan, scoring on a rubric, and writing a reflection for their projects. By creating projects that apply math to the real world, students connecting Inquiry to math – and experiencing ownership of their learning.

REVIEW OF PLAN FOR INQUIRY LEARNING:

If it wasn't for trying to create a mock weekly schedule, and getting the big "a-ha!" about the necessity of integrating science and social studies into the Reading Workshop and Writers' Workshop, I wouldn't have come up with the idea of using Essential Questions based on the Science and Social Studies topics as my organizing principle for the year-at-a-glance. Now that I realize that is how my science and social studies concepts will be covered, I can come up with an essential question for each concept, and decide on a project for that concept that will make use of Reading Workshop and Writers' Workshop. Or, I could provide a center in Reading Workshop for the students to do some wondering about the topic, and then let them create their own sub-questions. Students could join an Inquiry Group based on what sub-question they are interested

in exploring, and the group could decide how to design, create, and present a project. We could focus on one big Essential Question (the Umbrella Topic) at a time, and that may take us 4 – 8 weeks. The theme can be brought out during shared reading, choral reading, literature groups, centers, and writing projects. It is very exciting! Once I know the concepts that need to be covered, and decide on the essential questions, the next step is to figure out which genres go best with which science/social studies topics, and which comprehension strategies go best with which genres, etc. The goal is to have as many parts of the day complementing each other as possible. That is integrating the curriculum.

Another idea presented by Short & Harste (1996), in regards to Inquiry Learning, is to have a broad concept, such as “cycles,” “discovery,” “systems,” or “change,” to connect all the big Essential Questions throughout the year in the classroom. A larger umbrella. I was mulling this over and thought about a few broad concepts that might be fun and easy to fit with just about any science or social studies concept:

My first thought was “**distance.**” Distance can be used with so many different meanings; it is easily used in math with measurement, fractions, problem-solving, etc. There are close relatives and “distant” relatives. Planets are a certain distance away from Earth. Etc.

My next thought was “**connections.**” Connect-the-dot challenges are familiar to students. The challenge for the year would be to draw a line between any two points (ideas, authors, characters, plots, science concepts, planets, plants, people, personal connections, etc etc) that have anything in common – and make the connection. There is so much interconnectedness between every part of life (fiction and non-fiction), that I could see lots of intricate webs being mapped out continuously – maybe one big one on a wall. It would be an exciting way to see the overall picture of the year, and all that we have learned, and how it all relates to each other. The skill of making graphic organizers would be learned well! It is also a good skill for reading comprehension and for planning what to write.

I continued to think about “broad” concepts. I thought of **Sign Systems** (multiple ways of communicating other than just with words), and of **Perspectives** (multiple lens through which to look at every concept, story, current event, piece of history, etc.). For the latter, I thought it would be fun to create an Editorial section for a class newspaper where the same issue has to be described from different points of view (from the point of view of a historian, a politician, a mathematician, an anthropologist, a biologist, etc.) It would be interesting just to take an object, like a “dock,” and ask the students how these different people would describe it (i.e. a mathematician might say it is a rectangle with an area of ...; an anthropologist might say that the

dock was a place for people to meet and be social; a biologist might say that dock has caused problems for the fish because of the boats disrupting their environment.) For non-fiction, students could look at two sides to a historical event (i.e. “the Pilgrims vs. the Native Americans,” or “who were the first humans to explore the continent of North America?”) How about planets? How would “aliens” from another world view the Earth and some of our customs? For fiction, students could re-tell a story from differing points of view (that of different characters) – i.e. The Three Little Pigs from the view of the wolf.

I found it a lot of fun to come up with these ideas. By the time I was done, I had come up with one that combined Sign Systems, Perspectives, and Connections **with Language and Numbers!** The History of the Alphabet and the History of Number Systems have always been interesting to me, and so it was fun to bring them into the picture. For a look at the web I came up with, see the page following the Curriculum Map (titled: WEB OF SIGN SYSTEMS)

The process of creating this curriculum plan has allowed me to see the interconnectedness of life – from looking at common attributes, to cause and effect, to problem and resolution, to compare and contrast, to seeking patterns, to connecting our prior knowledge to our new experiences – things have a way of tying together! This awareness has made realize how I will be forever finding new connections, and how much fun that will be to do with my students.

ATTACHMENT A: SAMPLE WEEKLY SCHEDULE FOR THIRD GRADE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
9:00	Comp. Strategy Mini-lesson (practice – coop groups?)	9-9:10 Morning Meeting	Comp. Strategy Mini-lesson (practice – coop groups?)	9-9:10 Morning Meeting	9-9:10 Morning Meeting	9:00
9:10		9:10 center 1/ lit circle 1 9:10 – 10:50 Reading Workshop (Centers): Current Events, Art, Action Research, Computer, Comp Center (strategy), Word Work. Students attend their lit circle for one block, and choose 3 centers (all six must be attended between Tues and Thurs.)	Independent Reading and Reading Journal for literature circle group With Miss Camp: one guided reading group or individual assessment	9:10 center 1/ lit circle 1 9:10 – 10:50 Reading Workshop (Centers): Current Events, Art, Action Research, Computer, Comp Center (strategy), Word Work. Students attend their lit circle for one block, and choose 3 centers (all six must be attended between Tues and Thurs.)	READING POETRY (Dias style) (focus on comprehension) (9:10 – 10:00)	9:10
9:30	Independent Reading and Reading Journal for literature circle group With Miss Camp: one guided reading group or individual assessment		Independent Reading and Reading Journal for literature circle group With Miss Camp: one guided reading group or individual assessment			9:30
10:00	Word Work Skill Mini-lesson (practice – coop groups?)	9:50 center 3/lit circle 3 10:10 center 4/lit circle 4	Word Work Skill Mini-lesson (practice – coop groups?)	9:50 center 3/lit circle 3 10:10 center 4/lit circle 4	Writing Poetry	10:00
10:30	S N A C K a n d R E A D - A L O U D					
10:45	Knitting, Form Drawing, or Handwriting	10:50 math facts (drill)	Knitting, Form Drawing, or Handwriting	10:50 math facts (drill)	Knitting	10:45
11:00	MATHEMATICIANS' WORKSHOP Problem-Solving or Literature-Math Connection Share strategies (or solve/create story problems) Instruction (mini-lesson) Practice – coop groups?			MATHEMATICIAN'S WORKSHOP: MATH MINI-PROJECT TIME		11:00
12-1	L U N C H a n d R E C E S S					12-1
1-1:45	MUSIC	GYM	MUSIC	GYM	ART ?	1-1:45
1:45	S I L E N T S U S T A I N E D R E A D I N G (S S R)					1:45
2:00	WRITERS' WORKSHOP (ALL WEEK) 2:00 – 3:00 Writing Strategy Mini-lesson (aspect of writing process, or one of six traits)		This will continue to be the time for Writing Strategy lessons, Journal Writing, & Writers' Workshop, though may be used at some point during year for Waldorf Model of: WRITING SCIENCE TEXTBOOKS! Form Drawing, Illustrations and for WRITING for INQUIRY PROJECTS		Writing Workshop: Letter to Parents	2:00
2:15	(practice – fast write with prompt)					2:15
2:30	Writing Workshop: Independent Work, Editors Table, Peer Conferences					2:30
2:45						2:45
3:00	OPTIONS: Continue Writers' Workshop, Authors Chair, Presentations, Author Talk Time, work in Inquiry Groups, or use time for some hands-on Social Studies and Science Activities				Sharing and Celebration of Student Work	3:00
3:30	D I S M I S S				A L	3:30

SAMPLE CURRICULUM MAP (YEAR-AT-A-GLANCE) FOR THIRD GRADE

“Umbrella” Essential Question → for topic in Science or Social Studies	What is a community?		What was this country like before 1000 AD? ☺		What are different habitats?		What makes matter (gas, liquid, solid) change?	What is the solar system?		
	September	October	November	December	January	February	March	April	May	June
Guided Reading or small group instruction (genre)	Assess level of reading, review 3 cue systems Begin Reading Journals	Introduce lit circles (one new circle per week). Practice writing questions in Reading Journal and having Grand Conversations	Student Choice – Sometimes Inquiry Groups may form a Lit Circle. One project required per book: Story Map, Readers’ Theater, Re-telling from the perspective of different character, Graphic Organizer (depicting cause/effect, compare/contrast, problem/resolution, connection between book and personal lives or other books), puppet show, write and sing a song, pop-up book, letter to author, flip book, put on a play. Discussion during Lit circles may be in the form of Grand Conversations, or with assigned roles. Students are not allowed to read the same genre three times in a row. Reading Journals continue.							
Shared Reading	Picture Walk with Predictions, Write questions (RT, T&S, OYO) for stories read aloud. Story Maps (beginning, middle, end)	Choral Reading to practice chunking phrases, Put cut-up sentences back together	Use this time to model the strategies and skills being worked on that week, and to talk about different genre. Model thinking-aloud. Emphasize “a-ha’s!” October: Family Story November: Historical Fiction December: Editorial (persuasive) February: Folktale March: Myth, Animal Story April: Mystery May: Science Fiction							
Reading Comprehension Strategies	Using Shared Reading: Predicting, Writing Questions, Chunking, Cloze, Inferences about pronouns		Story Maps (characters, setting, plot) Making webs	Venn Diagrams Compare and Contrast	Cause and Effect	Problem & Resolution (Fairy Tales)	Comparative literature: folklore.	Take notes of key points (i.e. clues in mysteries)		
Word Work (language/vocab)	Using Shared Reading, Phonemic Awareness: Choral Reading, Rhymes, Onomatopoeia Playing with Language: alliteration Begin Weekly Homonyms		Synonyms & Antonyms (begin vocab notebooks) Thesaurus Dictionary?	Prefixes, Suffixes, Compound Words, Syllabication, Word Histories (Word History Maps) Dictionary skills Vocab-building activities: Concept Map, Exclusion Brainstorming, Concept Posters, Dramatizing Words			Playing with Language: Similes and Metaphors	Playing with Language: Idioms Idiom Posters	Homonym Posters Multiple meanings of words - map	Games: Making new words out of old words, making word chains
Reading Workshop Centers	First two weeks: Practice small group rules with non-academic activities. Next six weeks: Introduce one center each week.		Centers include: 1) Sign Systems (primarily art), 2) “Perspectives” or Current Events, 3) Inquiry or “Action Research,” 4) Computer, 5) Comp Center, and 6) World of Words or “Playing with Language.” Introduce one new web site each week. Provide resources and materials at the Inquiry Station to reflect the Essential Question for that month or period.							

“Umbrella” Essential Question → for topic in Science or Social Studies	What is a community?		What was this country like before 1000 AD? ☺		What are different habitats?		What makes matter (gas, liquid, solid) change?	What is the solar system?		
	September	October	November	December	January	February	March	April	May	June
Study and Research Skills	Look at magazines & newspapers – looking for 5 W’s (primary sources) Interviewing	Scientific Method: Ask a question, form a hypothesis, make a plan, list materials	How to make a timeline Using the Internet for research.	Making webs and diagrams of key points – seeing connections	Look for patterns Encyclopedia	Looking at it from different perspectives	Using different sign systems			
Writing Workshop (genre)	Getting to Know You (interviewing, writing biography)	Family Stories (begin class newspaper?) School-Home Journal	Begin Pen Pals Historical fiction	Editorial for newspaper (persuasive)	Begin a Waldorf-style textbook (may take all year) – on an Inquiry EQ	Folktale	Myth or Animal Story ??	Mystery	Sci-Fi	
Writing Trait Strategies	Writers’ Notebooks/ Authors Folders begin. Pre-writing: Brainstorming, webbing, storyboards, sketching. Writing rough draft.	Pre-writing Storyboard or story map, timeline? Decide on beginning and end, and 3 events in order. Authors Circles and Revision	Self-Editing and Editors Table and Publication Organization: Is there a beginning and an end? What is the sequence of events?	Editors Table Voice: What is the purpose? Who is the audience?	Ideas and Content: Lots of work with pre-writing – making graphic organizers. Supporting details: 5 W’s: Practice Sentence Expansion	Sentence Fluency: Sentence combining using connectors, and Sentence decombining. Sentence expansion. Story Maps	Word Choice: Playing with language. Figurative language (similes, metaphors, idioms), pronoun substitutions, compare and contrast.	Organization: What is the best sequence of clues for your mystery? Can the reader guess the ending? How to build suspense.	Conventions: Look at older pieces of writing and do some self- editing?	
The big project (may be individual or group choice)	Authors Chair Class Magazine	Authors Chair Storytelling	Projects may include: Murals, books, poems, songs, pieces of writing, webs, charts, “experience centers,” skits, models, etc. All projects must use at least two sign systems, and present at least two perspectives. All projects must begin with a written plan and teacher conference, and finish with a written reflection plus a rubric from each member. Inquiry Groups must keep a log of their meetings, goals, brainstorming, use of Inquiry Tools such as timelines, webs, graphs, charts, and diagrams, plus a list of their primary sources.							
Math (problem-solving daily, story problems weekly, writing and sharing strategies, ongoing independent projects)	Practice cooperative group work. Place value	Adding & subtracting, mental math	Measurement	Graphing	Geometry	Multiplication & Division	Fractions	Decimals and Money	Projects Probability	Projects
Other	Make knitting needles, introduce knitting	Knitting, Introduce Form Drawing.	Introduce handwriting (knitting and form drawing continue)							

WEB OF SIGN SYSTEMS



GOALS AND OBJECTIVES OF THE CURRICULUM PLAN

ESSENTIAL QUESTION: What type of curriculum and learning environment will create effective readers, writers, and mathematicians in a student-centered and Inquiry-based Third Grade classroom?

GOAL	OBJECTIVES	HOW?
<p>A learning environment that reflects a student-centered and Inquiry-based classroom</p>	<p>Evidence of a student-centered and Inquiry-based classroom: (Thompkins, 2001; Au, 1993; Dewey, 1956; Short, 1996):</p> <ul style="list-style-type: none"> ✓ Students actively explore “essential questions” (Inquiry Learning). ✓ Students decide on projects they will complete to show what they learned in their inquiry. ✓ Students pursue “authentic” activities using reading, writing, listening, and talking. ✓ Students discuss the relationships between events in novels and events in their own lives. ✓ Students collaborate with each other. ✓ Students talk about their ideas and strategies. ✓ Students share and celebrate their writing with an authentic audience. ✓ Students take ownership in their learning by setting goals, using checklists for self-monitoring, and using rubrics for self-assessment. 	<p>Classroom Environment contains:</p> <ul style="list-style-type: none"> • Multiple Sign Systems available (ability to communicate through language, art, music, drama, movement, math) • Opportunities for Expression, Reflection, and Collaboration (i.e. Class Meetings, Journals, Inquiry Groups, Rubrics) • Variety of Resources
<p>A curriculum plan that fosters interest and growth in reading, writing, and problem-solving</p> <p>(creates effective readers, writers, and problem-solvers).</p>	<p>Evidence of becoming Effective Readers (Thompkins, 2001). Students...</p> <ul style="list-style-type: none"> ✓ Are fluent oral and silent readers. ✓ View reading as a process of creating meaning. ✓ Decode rapidly. ✓ Have large vocabularies. ✓ Understand the organization of stories, plays, informational books, poems, and other texts. ✓ Use a variety of strategies. ✓ Monitor their understanding as they read. <p>Evidence of becoming Effective Writers (Thompkins, 2001). Students...</p> <ul style="list-style-type: none"> ✓ Vary how they write depending on the purpose for writing and the audience that will read the composition. ✓ Use the writing process flexibly. ✓ Focus on developing ideas and communicating effectively. ✓ Turn to classmates for feedback on how they are communicating. ✓ Monitor how well they are communicating on a piece of writing. ✓ Use formats and structures for stories, poems, letters, and other texts. ✓ Use a variety of strategies. ✓ Postpone attention to mechanical correctness until the end of the writing process. <p>Evidence of becoming Effective Mathematicians (or Effective Problem Solvers):</p> <ul style="list-style-type: none"> ✓ Use a variety of strategies for solving problems ✓ Communicate Strategy (“explain your reasoning”) – Able to put Metacognitive thought process into words (orally and written) ✓ Collaborate with other students ✓ Apply to real life: Create a problem for peers to solve. ✓ Connect math and literature through solving and creating story problems. ✓ Invent, Design/Plan, Create, Present, and Write a Reflection on (independently or collaboratively) a project that applies math concept to real life. (Inquiry Math) 	<p>Daily Schedule contains:</p> <ul style="list-style-type: none"> • Reading Comprehension (Strategies and Skills) • Word Study (Strategies and Skills) <ul style="list-style-type: none"> □ Word Identification (decoding/ spelling) □ Language/ Vocabulary Knowledge • Elements of a Balanced Literacy Program (including voluntary reading) • Writer’s Workshop: The Writing Process (and Strategies on the Six Traits of Writing) • Inquiry Learning: Reading and Writing across the Content areas (concepts of science and social studies) • Mathematicians’ Workshop • Daily MVP (most valuable problem) in math. • Math Mini-Projects (independent or collaborative)

LEARNING ENVIRONMENT

Essential Question: In a student-centered third-grade classroom, how can the environment foster ownership, self-confidence, responsibility, and values, as well as engagement in Inquiry Learning?

GOAL	OBJECTIVE (ASSESSMENT described at bottom of table)	HOW?
<p>A learning environment that fosters...</p> <ul style="list-style-type: none"> ❑ student ownership ❑ self-confidence ❑ responsibility ❑ values of: respect, interdependence, independence, work ethic, and originality <p><i>Learning does not occur by an action done to the child, but by the child's mind actively seeking and participating, and this is influenced by the environment of the classroom.</i> (John Dewey, paraphrased)</p>	<p>Evidence of Student Ownership and Self-confidence:</p> <ul style="list-style-type: none"> • General evidence(Au, 1993): <ul style="list-style-type: none"> ✓ Students see opportunities everywhere for learning. ✓ Students think and take pleasure in using their intellects. ✓ Students able to trust their own judgments. • Specific evidence (Thompkins, 2001; Au, 1993): Students... <ul style="list-style-type: none"> ✓ Express their own ideas and opinions. ✓ Choose topics for writing and books for reading. ✓ Talk about books they are reading. ✓ Share their writing with classmates and receive recognition for books they publish. ✓ Pursue "authentic" activities using reading, writing, listening, and talking. ✓ Discuss the relationships between events in novels and events in their own lives. ✓ Decide on projects they will complete to show what they learned in a content area unit. <p>Evidence of Responsibility (including Habits of Work): Students will...</p> <ul style="list-style-type: none"> ✓ Use time wisely ✓ Have their materials organized ✓ Have pencils sharpened ✓ Follow the school and classroom rules ✓ Accept the consequences both positive and negative that are a result of their actions and choices. ✓ Bring permission slips, signed notes, homework, books, etc. to school on time. <p>Evidence of Respect: Students...</p> <ul style="list-style-type: none"> ✓ Do not talk when teacher or speaker is talking. ✓ Do not behave disruptively during class time. ✓ Show respect for people and their property, ideas, time, & personal space. 	<p>Physical Lay-out of Classroom <i>"If I want my students to be organized, then I better model being organized myself." – Cinda Stanek, 5th grade teacher.</i></p> <ul style="list-style-type: none"> • Daily schedule • Monthly Calendar • Morning Message • Rules and Consequences Posted • Teacher Mailbox or Suggestion Box • Organized Classroom: <ul style="list-style-type: none"> ✓ Library and Reading Area ✓ Coats and Backpacks Area ✓ Meeting Area ✓ Supplies Area (containers of colored pencils, crayons, markers, scissors, glue sticks, rulers, clipboards) <p>FLEXIBLE GROUPINGS</p> <ul style="list-style-type: none"> • Individual • Paired (i.e. Think-Pair-Share, Buddy Reading, Buddy Journals) • Small Group <ul style="list-style-type: none"> ✓ Cooperative Groups ✓ Literature Circles ✓ Guided Reading ✓ Interest Groups • Whole Class <p>Teach Rules for Small Groups:</p> <ul style="list-style-type: none"> • Depend on other students • Be responsible for your behavior and the group's behavior • Listen to other students • Everyone contribute <p>Class Meetings and other Community-Building Activities</p>

	<p>Evidence of Interdependence (collaborative and cooperative work): Students...</p> <ul style="list-style-type: none"> ✓ Share work equally. ✓ Make an effort. ✓ Respect each other. <p>Evidence of Work Ethic (Au, 1993): Students consider work to be...</p> <ul style="list-style-type: none"> ✓ enjoyable ✓ purposeful ✓ real, serious, good (being busy is good) 	<p>Rubrics (students share in self-assessment)</p> <p>Self-checklists (for self-monitoring & accountability)</p>
<p>An environment that fosters...</p> <p>❑ Engagement in Inquiry Learning</p> <p><i>Learners will not pursue the questions that really matter in their lives unless they are in an environment where their ideas and lives are valued.</i> (Short & Harste, 1996)</p>	<p>Evidence of Inquiry Learning: (see Table on Writing Workshop)</p> <ul style="list-style-type: none"> ✓ Students have choice in what they explore. ✓ Students use classroom resources, space, and time to actively explore Essential Questions. ✓ Students collaborate with each other. ✓ Students talk about their ideas and strategies. ✓ Students share and celebrate their findings with an authentic audience. 	<p>Environment provides for the three sources of knowledge that Inquirers draw on:</p> <ol style="list-style-type: none"> 1. Time and Space for Building on the Known: Students' experiences, background knowledge, and interests. (what students know, perceive, and feel). 2. Multiple Sign Systems available (ability to communicate through language, art, music, drama, movement, math) 3. Multiple Knowledge Systems (variety of "lens" offering different perspectives – i.e. through the eyes of a historian, a biologist, a mathematician, an anthropologist, etc.)

ASSESSMENT:

- Observe and Listen:
 - ✓ Are students "on-task"?
 - ✓ Do students seem interested and excited about their learning activities?
 - ✓ Do students respect each other? (i.e. listen while someone else is talking)
 - ✓ Do students know where things are?
 - ✓ Do students talk about what they are learning?
- Read:
 - ✓ Read the notes that students write and put in the Teacher Mailbox.
 - ✓ Read the rubrics and checklists filled out by students.
- Speak and Listen:
 - ✓ Ask the students how it feels to be in the classroom, and if they have any suggestions for making it better.
 - ✓ Ask the students if there is anything they need for their Inquiry Exploration that is not in the classroom.

READING COMPREHENSION

Essential Question: What activities will allow a third grader to experience the different types of the comprehension process?

	GOAL (Desired Result)	ASSESSMENT (Acceptable Evidence)	ACTIVITIES (How to achieve desired result)
MICROPROCESSES	Able to chunk a sentence into appropriate parts/phrases	Listen to student reading aloud Observe student put sentence back together correctly	Choral reading Cut sentence into phrases (chunks), mix up, and put back together.
	Able to complete cloze within a single sentence	See words chosen by student to complete single-sentence cloze	Single-sentence cloze
INTEGRATED PROCESSES	Able to complete cloze (every five words) within a paragraph	See words chosen by student to complete multiple sentence cloze	Multiple-sentence cloze (every five words)
	Able to make inferences about identity of pronouns	See student write the correct identity of pronoun, or hear student respond to clarifying question with the correct identity of pronoun	i.e. Jack jumped over the candlestick. He burnt his foot. Who is "he"?
	Able to make inferences about cause and effect	Look at graphic organizer.	Graphic organizer for cause and effect
	Able to notice how connective words (i.e. also, however, because, unless, first, second, third) create relationships between sentences	Student combines short sentences into longer ones that contain connectives. Look at what student circles.	Sentence combining Circle connectives in sample text
	Able to recognize synonym substitutions	Ask student how "big" compares to "huge."	"That creature wasn't just big, it was huge!"
MACROPROCESSES	Able to categorize	Look at the categories to see if they make sense. Are students able to re-categorize items using different attributes?	Combine items with similarities into categories (make a chart or poster). Take the same items and categorize them according to different attributes.
	For fiction, able to retell the sequence of events in a story and the story structure (character, setting, problem, events, solution)	Student completes a graphic organizer (story map) Oral retelling checklist Written summary checklist	Student completes a graphic organizer (story map) Oral retelling Written summary
	For nonfiction, able to locate the 5 w's, or able to list main argument, key points, and summary of text	Student completes a graphic organizer Oral or written retelling checklist	Student completes a graphic organizer Oral or written retelling

	For cycles and sequences, able to depict the correct order from beginning to end (or cyclical)	Student completes a graphic organizer	Student completes a graphic organizer
ELABORATIVE PROCESSES	Able to compare and contrast information within the text/story, two different stories or pieces of literature, or something in text (character, setting, problem, plot, information) to reader's own life (make connections)	Complete a Venn Diagram	Complete a Venn Diagram
	Able to consider other points of view	Student writes a journal entry written from the point of view of a character in the story	Student writes a journal entry written from the point of view of a character in the story
METACOGNITIVE PROCESSES	Able to make predictions by picture reading	Listen to students' predictions and their reasoning.	Students take a picture walk through book and then predict what will happen in the story. Students explain their reasoning.
	Able to think-aloud the thought process of choosing a strategy	Listen.	Teacher models the art of verbalizing what she's thinking as she reads. Students practice in small groups.
MULTIPLE PROCESSES (including Metacognitive Process)	Able to write questions (right there, think and search, on your own)	Read the questions that the students wrote, and observe growth over time.	After reading, students write questions to ask their peers in Lit Circle.
	Able to participate in Grand Conversations within a small literature circle	Student writes out questions for other members of literature circle that require some reflection and comprehension process	Student writes out questions for other members of literature circle that require some reflection and comprehension process
	Able to take notes for specific purposes: main idea, unknown words, a-has, questions, schema connectors	Student takes notes for specific purposes: main idea, unknown words, a-has, questions, schema connectors	Student takes notes for specific purposes: main idea, unknown words, a-has, questions, schema connectors
	Able to perform a specific role in literature circle – that requires reading for a specific purpose	Student takes notes for specific purposes, and discusses: main idea, unknown words, a-has, questions, schema connectors	Student takes notes for specific purposes, and discusses: main idea, unknown words, a-has, questions, schema connectors

Strategies versus Skills (Thompkins, 2001)

Reading and Writing Strategies (problem-solving tactics)	Reading and Writing Skills (once learned, do automatically)
<ol style="list-style-type: none"> 1. Tapping Prior Knowledge 2. Predicting 3. Organizing Ideas 4. Figuring out unknown words 5. Visualizing 6. Making connections (to own life, to other literature, etc.) 7. Revising Meaning 8. Playing with language 9. Summarizing 10. Evaluating 	<ol style="list-style-type: none"> 1. Comprehension Skills 2. Decoding and Spelling Skills 3. Language Skills 4. Study Skills 5. Reference Skills

WORD STUDY: STRATEGIES AND SKILLS FOR DECODING/SPELLING AND VOCABULARY

Essential Question: What activities will allow a third grader to gain competency in decoding/spelling and vocabulary skills?

GOAL (general)	GOAL (specific)	ASSESSMENT	ACTIVITIES
WORD STUDY (decoding and spelling)	(Desired Result)	(Acceptable Evidence)	(How to achieve desired result)
Goal #1: Knowledge of how to look at and use Features of Print	<ul style="list-style-type: none"> • Able to notice and use clusters and patterns of letters for aid in decoding and spelling (reading and writing) • Able to connect letters to sounds, and some letters to more than one sound when combined with other letters 	<p>Student explains how he/she used a known word to help read or write an unknown word.</p> <p>Look at visual representations of word families and letter clusters</p> <p>i.e. Student able to read/write cake and city.</p>	<p>Teacher models using known cluster sounds to help in reading or writing (use a known word to help read/write an unknown word)</p> <p>Students make word walls or visual representations of word families and letter clusters.</p> <p>Students practice solving new words in same word families.</p>
Goal #2: Knowledge of a large core of high-frequency words	<ul style="list-style-type: none"> • Able to have greater fluency in reading • Able to have a greater vocabulary in writing (and more momentum) 	<p>See high-frequency words correctly spelled in writing, and heard pronounced when reading with fluency.</p>	<p>READING (independent, buddy, shared, guided)</p> <p>WRITING (independent, guided)</p>
Goal #3: Understanding of simple and complex letter-sound relationships	<ul style="list-style-type: none"> • Able to hear individual sounds, syllables, onsets and rimes, word parts, and whole word units • Able to connect the sounds of a word to graphic symbols (letters) 	<p>Listen to how words with complex letter-sound relationships are pronounced when reading.</p> <p>Look to see if written words contain all the sounds of the word.</p>	<p>READING Pronounces words with simple and complex letter-sound relationships</p> <p>WRITING Speaking words aloud help student to spell word in writing</p>
Goal #4: Ability to notice and use word patterns (letters and groups of letters) that represent sound and meaning. (How words sound, look, and mean)	<p>Understanding of word patterns that include consonants, vowels, phonograms, syllables, word structure, and useful spelling rules.</p>	<p>Look at the words students create from an old word.</p> <p>Homonym poster reflects accurate understanding.</p> <p>Look at word sorts</p> <p>Listen to word games</p>	<p>From mini-lessons, practice (creating graphic organizers, word families on word walls), and using in writing, students develop understanding of word patterns (see table)</p> <p>Students play Word Games during Reading Workshop</p>

		Look at writing and listen to reading	Students practice making new words out of old words by changing letters or clusters, adding endings, forming compound words. Students create homonym posters
Goal #5: Ability to use a repertoire of word-solving strategies	<ul style="list-style-type: none"> • Use similar word pattern from known word to help with unknown word • Use known rhyming word to help with unknown word • Use knowledge of homonyms • Use knowledge of consonant sounds, vowel sounds, cluster or combination sounds. • Use knowledge of prefix, suffix, and root meanings • Use grammar or syntax: “does it sound right?” • Use semantics: “does it make sense?” • Look at parts of the word (especially with compound words) 	<p>Ask student to think-aloud while solving a word being read or written. Listen.</p> <p>Look at word pattern maps/webs created by students.</p> <p>Notice spelling in student’s writing. For example, if student spells the word <i>brought</i> wrong – as <i>braught</i> – chances are he/she is trying to use a strategy, and thought of the word <i>caught</i> that rhymes. Word may be misspelled, but word-solving strategy is being used.</p>	<p>Teacher models variety of word-solving strategies by thinking-aloud. i.e. the word <i>caught</i>: “I know the word <i>cot</i> is like a bed, and I know the word <i>taught</i> rhymes so <i>auight</i> might be right, and I know that using k for the “k” sound doesn’t look right, so I think it is <i>caught</i>.” (strategies: homonym, rhyme, c/k understanding).</p> <p>Provide practice opportunities during Reading Workshop</p> <p>Make a web of words with different patterns the same as the central word: “snowshoe” connect to sunlight (compound word), snake (sn cluster), blow (ow combination), shine (sh digraph, shoe – word within the word)</p>
Goal #6: Skill in using references, resources, and proofreading so as to become increasingly independent in reading and writing	<ul style="list-style-type: none"> • Know how to locate errors or notice when words don’t look right • Able to use knowledge of how words sound, look, and mean to correct errors • Able to use references and resources to correct errors. (dictionary, thesaurus, word walls, word charts) 	<p>Student re-reads what he/she writes to see if anything doesn’t look or sound right.</p> <p>Student tries two or three strategies for self-monitoring and self-correcting before asking teacher. (word wall, dictionary, individual word chart, thinking of known word with similar sound, etc.)</p>	<p>Daily Oral Language (DOL): Write sentence on board with errors in it, and students correct it.</p> <p>Teacher models during shared writing. Make errors and asks students if anything doesn’t “look right.”</p> <p>Students consider if words look right, sound right, and make sense. Students look for words on word walls, in dictionaries</p>

GOAL (general) WORD STUDY (vocabulary)	GOAL (specific) (Desired Result)	ASSESSMENT (Acceptable Evidence)	ACTIVITIES (How to achieve desired result)
Learn strategies for making predictions about unknown words using context clues, morphemic analysis, and prior knowledge	<ul style="list-style-type: none"> • Use variety of strategies in figuring out meaning of word • Dictionary • Ask someone • Context clues • Think about substitute words that would make sense (synonyms) • Look at key words in sentence • Look at picture • Read around the word and then go back to it 	Hear student think-aloud as he/she acts as a “word detective” and decides what strategies to use.	<p>Teacher models the strategies a reader may use to predict the meaning of a word. Teacher thinks-aloud during shared reading.</p> <p>Students practice in small groups</p> <p>Direct instruction of dictionary use</p> <p>Modeling of context clues (below)</p> <p>Repetition</p>
Learn six types of context clues as modeled by teacher	<ul style="list-style-type: none"> • Definition • Example-illustration • Contrast • Logic • Root words, suffixes, prefixes (look at syllables) • Grammar 	Hear student think-aloud as he/she acts as a “word detective” and considers the clues.	<p>Teacher models the use of these context clues during shared reading.</p> <p>Students practice during guided reading with the help of teacher’s clarifying questions</p>
Develop full word knowledge	<ul style="list-style-type: none"> • Multiple meanings • Synonyms • Antonyms • Homonyms • Figurative Meanings (similes, metaphors, idioms) • Etymologies (word histories) 	<p>See visual representations and illustrations created by students</p> <p>See dramatic demonstrations of word meanings</p>	<ul style="list-style-type: none"> • Word posters • Word maps (graphic organizers) • Homophone posters • Idiom posters • Vocab notebooks • Concept posters • Dramatizing words • Word sorts • Word chains • Semantic Feature Analysis • Vocab Card Files • Vocab word games • Associations/Analogies • Concept Ladder • Exclusion Brainstorming • Individual Word Walls • Pocket Chart Word Walls for Categorizing Words • Visiting word study web sites: www.wordcentral.com www.allwords.com
Apply vocabulary words to real life (meaningful use)	Use vocabulary words in literature groups and thematic units	<p>See vocabulary words used in students’ writing; hear in students’ speaking (conversations)</p> <p>Look at concept maps</p>	<p>Presentation of Words:</p> <ul style="list-style-type: none"> • In concept clusters (i.e. from same book, or about same science concept) – Make concept maps • With connections to background knowledge <p>Words available at writing center</p>

Word Patterns

CONSONANTS:

- Consonant clusters, families
 - S clusters: st, sp, sn, sm, sl, sc, sk, sw and spl, str, spr, scr, squ
 - L clusters: bl, cl, fl, gl, pl
 - R clusters: br, cr, dr, fr, gr, pr, tr
- Consonant digraphs (2 consonants represent one sound. i.e. ch, wh, sh, th)
- Sounds of "f" (ph – phone, gh – laugh, cough)
- Sounds of "k" (c – car, k – key)
- Doubling consonants (little, runner, summer, dress, bell)
- Final digraphs (letter cluster at end of word. i.e. ck, nk, ng)
- C and G (two sounds each, hard and soft – car, face, giraffe, get)
- Silent consonants (i.e. knowledge, wrap)

VOWELS:

- Long and short
- Vowel combinations (ow, igh, ea)
- Two sounds of oo
- Vowels with r (ar, er, ir, ur, or)
- Silent e

PHONOGRAMS:

- Vowel + consonant combinations that make word families (ake, at, ade, it, am)

OPEN & CLOSED SYLLABLES:

- Open syllable ends in vowel

STRUCTURE OF WORDS:

- Contractions
- Compound words
- Prefixes & suffixes
- Synonyms & Antonyms
- Homonyms
- Plurals
- Possessives
- Clipped words (i.e. bike for bicycle, champ for champion)
- Abbreviations
- Syllabication
- Greek & Latin word roots (i.e. aqua means water in Latin)
- Other (Words from sound – onomatopoeia – buzz, whoosh; Words from names – teddy bear for Theodore Roosevelt; Portmanteau words – wriggle + squirm = squiggle)

Pinnell, G.S. and Fountas, I.C. (1998). What children need to know about letters and words. In Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom. (pp. 87-103). Portsmouth, NH: Heinemann

Useful Spelling Rules

- **Qu Rule:** Always put a **u** after a **q**
- **Syllable Rule:** Every syllable has a vowel or **y**
- **Two sounds of c,g:** Soft **c** or **g** is usually followed by **i, y, or e**
- **Ei or ie Rule:** Write **i** before **e** except after **c** or when sounds like **a** as in neighbor
- **Silent e Rule:** When a word ends in silent **e**, drop the **e** when adding an ending that begins with a vowel
- **Adding Endings to Words that End in y:** Change the **y** to **i** when adding an ending to a word that ends with consonant **y** (except if adding **ing**)
- **Adding Endings:** Double the final consonant of a word that ends with a single vowel and consonant before adding a suffix that begins with a vowel (stop, stopping)

Forming Plurals

- **Add s:** Add **s** to most words to form the plural (car, cars). Also add **s** to words ending in the vowel **y** (monkey, monkeys)
- **Add es:** Add **es** to words that end with **s, ss, sh, ch, x** (box, boxes)
- **Change f to v:** Change **f** or **fe** to **v** and add **es** to words ending in **f** or **fe** (half, halves)
- **Change y to i:** Change **y** to **i** and add **e** to words ending in **y** preceded by a consonant
- **Change spelling:** Some words change their spelling to form the plural (mouse, mice)
- **Spelling stays the same:** Some words are spelled the same in both the singular and plural forms (sheep, sheep)

Pinnell, G.S. and Fountas, I.C. (1998). What children need to know about letters and words. In Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom. (pp. 87-103). Portsmouth, NH: Heinemann

Rules for Adding Endings to Words

- **Most words:** Simply add the ending to most root words. Walk → walks, walked, walking
- **Words ending in e:** When a word ends in silent e, drop the e when adding an ending that begins with a vowel. Hope → hoping, hoped
- **Words ending in y:** Change the y to i when adding an ending unless the ending is ing. Carry → carried, carrying
- **Words ending in a single vowel and a consonant:** Double the final consonant before adding an ending that begins with a vowel. Stop → stopping, stopped

Understandings About Syllables

- Words have parts that you can hear
- Some words have just one part and others have more than one part
- You can clap and count the parts of words
- Every syllable has a vowel sound
- Usually, endings and prefixes are syllables in themselves
- When you add a prefix, the spelling of the root word doesn't change (reread)
- When a word has two consonants in the middle, divide the syllables between the consonants (bet-ter)
- Syllables ending with a vowel have long vowel sounds (ho-tel)
- Syllables ending with a consonant have short vowel sounds (mat-tress)
- When a word ends with le, the consonant preceding it joins the cluster to make a syllable (trou-ble)
- Letter clusters such as th, ch, wh, sh, ck, nk, and ng usually stay together in a syllable.
- Prefixes, Suffixes, and endings are syllables that have meaning.

Pinnell, G.S. and Fountas, I.C. (1998). What children need to know about letters and words. In Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom. (pp. 87-103). Portsmouth, NH: Heinemann

Syllabication Rules: One Vowel Sound per Syllable

1. When two consonants come between two vowels in a word, divide syllables between the consonants. (cof-fee, bor-der, hec-tic, plas-tic, jour-ney)
2. When there are more than two consonants together in a word, divide syllables keeping the blends together. (em-ploy, mon-ster, lob-ster, en-trance, bank-rupt)
3. When there is one consonant between two vowels in a word, divide syllables after the first vowel. (ca-jole, bo-nus, fau-cet, plu-ral, gla-cier)
4. If following the third rule does not make a recognizable word, divide syllables after the consonant that comes between the vowels. (doz-en, dam-age, ech-o, meth-od, cour-age)
5. When there are two vowels together that do not represent a long-vowel sound or a diphthong, divide syllables between the vowels. (cli-ent, du-et, po-em, cha-os, li-on, qui-et)

Thompkins, G.E. (2001). Developing Fluent Readers and Writers, In Literacy for the 21st Century: A Balanced Approach. (2nd ed. p. 212). Upper Saddle River, NH: Merrill.

Examples of The Authoring Cycle and The Writing Process in Action!

(For Skills/Strategies being used, and ideas for Assessment, see the Essential Question about the Writing Process)

The Authoring Cycle	The Writing Process	Examples
Building from the Known		<ul style="list-style-type: none"> • “Getting to Know You” (interviews for student magazine) • “Family Stories” (for class collection, student collection, storytelling for parents) • Personal Time lines
Taking the Time to Find Questions for Inquiry	1. Pre-writing: Brainstorming, Webbing 2. Rough Draft: fast-write, journal	<ul style="list-style-type: none"> • Observe life, gather ideas (“I wonder...”), conduct research, write observations, share ideas/collaborate • Brainstorming Topic Lists • Writers’ Notebooks • Webbing • Sketch Journals • Writing Invitations i.e. Picture Setting or Group Composed Book or Pen Pals • Storyboards • Authors Folders • Uninterrupted Writing Time
Gaining New Perspectives	3. Peer conferences	<p>Authors Circles (for audience perspective regarding in-process drafts or rough drafts – focus on MEANING, not on conventions) “Does it make sense?”</p> <ul style="list-style-type: none"> • Share drafts (read own piece to group of 2 or 3 listeners) – Before reading, tell authors why he/she brought this piece to Authors Circle (what part of the piece does the author want response to or suggestions on) • Listeners restate what they heard before asking any questions • See how other authors handle suggestions, solve problems, revise pieces • Discuss writing strategies <p>Author Talk Time – talk in small groups or as whole class about what writers found significant or problematic that day</p> <p>Study Group – Researching a certain genre or content that they are writing about in their work (i.e. mysteries, pollution)</p>
Attending to Difference	4. Revision, self-editing	<ul style="list-style-type: none"> • Modeling by teacher important • Writer determines what to revise and what not to revise – maintain ownership. • Self-editing for spelling, punctuation, capitalization • Use checklists • Look at personal goals • Do not require copying over before submitting to Editors Table
Sharing What Was Learned	5. Editors’ Table 6. Publication 7. Celebration	<p>Editors Table:</p> <ul style="list-style-type: none"> • Shift in perspective –seeing the purpose of writing is “to be read” and thus the need for conventions to show regard for the reader • Learn and practice the rules of spelling, punctuation, capitalization, grammar • Recognize importance of conventions as read other people’s work • Editors are part of the “real world” – all published writing is edited. • Writing that is not going to be published does not have to be edited • Read first for making sense, and then for conventions

		<p>Formal/Informal Publication</p> <ul style="list-style-type: none"> • Must have an audience, a purpose, and continuous use • Group & individual books, newspapers, class magazines, displays in class and hallway, posters, games, invitations, announcements • Performance to outside audience (i.e. families) • Authors Chair – reader sits in Authors Chair and reads own writing to class or small group (informal publication). Often will be first draft that students like to share. <p>Celebrating Authorship (i.e. having Author Teas to invite other students, principal, parents, enjoy refreshments)</p>
Planning New Inquiries	Reflection, Learning Logs, Strategy Lessons	<ul style="list-style-type: none"> • Upon completion of a piece, students examine what they learned, how they learned, and their goals for learning • “What have I learned from this piece of writing and this experience that I want to remember and use another day?” • “How does the strategy I used affect my writing?” • Self-evaluation, Reflection, or Learning Log may be put in Authors Folder or Portfolio. Students observe over time. <p>Strategy Lessons</p> <ul style="list-style-type: none"> • Self-correction • Self-monitoring for meaning during reading • Talking with a neighbor • Reading drafts aloud to someone else • Brainstorming with someone • Student-led: i.e. “How I create suspense” • Three parts: Experience it, Verbalize it, Reflect on it.
Taking Thoughtful New Action	Invitations for Action	<p>Some Invitations to Action:</p> <ul style="list-style-type: none"> • Pen Pals • Personal Journals • Message Board • Getting to Know You • Family Stories • Picture Setting • Written Conversation • Learning Logs • Literature Logs • Science Logs • Math Logs • Community Logs • Group Composed Books <p>Take a risk and try new genres, topics, & strategies.</p>

MATHEMATICS: PROBLEM SOLVING AND INDEPENDENT PROJECTS

Essential Question: In a third grade classroom, how can daily MVP (Most Valuable Problems) and Independent Projects help students become effective mathematicians and problem-solvers?

GOAL	ASSESSMENT	ACTIVITY
<p>REPertoire OF PROBLEM-SOLVING STRATEGIES</p> <p>Collaboration</p> <p>Sharing of Strategies</p> <p>Math and Writing: “Explain your Reasoning”</p> <p>Students accumulate a wide variety of problem-solving strategies that they are able to select from and explain why (orally and written).</p>	<p>PROBLEM SOLVING:</p> <ul style="list-style-type: none"> Is student careful to understand the problem before beginning work? Can student restate the problem? Does student brainstorm with any peers prior to choosing a strategy? Does student use an appropriate strategy? Does the student assess the validity of his/her answer? Does student use the same strategy every time? Which strategies has the student not yet used? <p>REASONING & PROOF</p> <ul style="list-style-type: none"> Does student make and observe patterns in mathematics? Does student make conjectures based on reasoning? Does student justify process and results? <p>COMMUNICATION</p> <ul style="list-style-type: none"> Is student able to put his/her thought process into words? Does he/she effectively communicate (in writing and orally) his/her reasoning behind choosing that strategy? <p>CONNECTIONS</p> <ul style="list-style-type: none"> <p>REPRESENTATIONS</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> ✓ Use a variety of strategies for solving problems: <ul style="list-style-type: none"> ☐ Act out or use objects ☐ Make a picture, diagram, model ☐ Make an organized list, table, graph ☐ Guess and Check ☐ Look for a pattern ☐ Work backwards ☐ Logical Reasoning/thinking ☐ Make it simpler ☐ Brainstorming ☐ Estimate ☐ Eliminate irrelevant information ✓ Communicate Strategy (“explain your reasoning”) – Put metacognitive thought process into words (orally and written) ✓ Collaborate with other students ✓ Apply to real life: Create a problem for peers to solve.
<p>MATH-LITERATURE CONNECTION</p>	<ul style="list-style-type: none"> Observe what the students do to help them decide on a strategy? (i.e. draw pictures, circle key information, cross out unnecessary information, talk to a neighbor or collaborate with a small group, act it out?) Listen to how students discuss the characters and plot of the story while working on the problems, and when they explain their strategies and solutions. Do they comment on whether or not the solution would make sense in the context of the story? Do the students make conjectures based on the solution (wonder or predict how it would affect the story)? Observe and listen while students create story problems based on their own stories – what strategies are most commonly used for solving the problems they create? How can I help them create problems that use different strategies? 	<p>Students connect math to literature:</p> <ul style="list-style-type: none"> ✓ Students solve and create story problems after hearing a picture book being read aloud. ✓ Students may create story problems for stories they have written during Writers’ Workshop.
<p>MATH INQUIRY:</p> <p>Student-designed Projects connecting math to real life.</p>	<ul style="list-style-type: none"> Read Students’ Math Mini-Project Planning Guides: Are students clear about their process and product, their timeline, and the materials they will require? Do they draw a sketch or diagram, or make an outline or a storyboard? Listen to the student’s explanation during the planning conference? Is the student able to communicate his/her plan and reasoning? Look at the rubrics filled out by students. How do the students assess their Habits of Work, Math Content and Concepts Applications, and Organization and Format? Read the Project Reflections written by students. 	<p>Math Mini-Projects (based on the book, <i>It’s Time: Celebrating Math with Projects</i> by Wilson & Cutting, and as implemented in the grade 4-5 classroom of Dawn Pisel in Juneau, Alaska)</p> <ul style="list-style-type: none"> ✓ Invent, Design (Write a plan), Create, Assess with a rubric, Present, & Write a Reflection on (independently or collaboratively) a project that applies math concept to real life.

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New York State Standards for English Language Arts

GOAL	OBJECTIVE	
ELA Standard (Listen, Speak, Read, and Write)	Content	Performance
Standard 1: Language for Information and Understanding: Students will listen, speak, read, and write for information and understanding. Key Words: Information and Comprehension	A s L i s t e n e r s a n d R e a d e r s ...	
	<ul style="list-style-type: none"> • Collect data, facts, and ideas. • Discover relationships, concepts, and generalizations. • Use knowledge generated from oral, written, and electronically produced texts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams <input type="checkbox"/> Select information appropriate to the purpose of their investigation and relate ideas from one text to another <input type="checkbox"/> Select and use strategies they have been taught for notetaking, organizing, and categorizing information <input type="checkbox"/> Ask specific questions to clarify and extend meaning <input type="checkbox"/> Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words <input type="checkbox"/> Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns
	A s S p e a k e r s a n d W r i t e r s ...	
	<ul style="list-style-type: none"> • Use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit language. <ul style="list-style-type: none"> ✓ Acquire language ✓ Interpret language ✓ Apply language ✓ Transmit language 	<ul style="list-style-type: none"> <input type="checkbox"/> Present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts <input type="checkbox"/> Select a focus, organization, and point of view for oral and written presentations <input type="checkbox"/> Use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference <input type="checkbox"/> Use details, examples, anecdotes, or personal experiences to explain or clarify information <input type="checkbox"/> Include relevant information and exclude extraneous material <input type="checkbox"/> Use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts <input type="checkbox"/> Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms

ELA Standard (Listen, Speak, Read, and Write)	Content	Performance
Standard 2: Language for Literacy Response and Expression Key Word: Schema Connection	<p style="text-align: center;">A s L i s t e n e r s a n d R e a d e r s ...</p> <ul style="list-style-type: none"> • Read/ listen to oral, written, and electronically produced texts and performances from American and world literature. • Relate texts and performances to their own lives. • Develop an understanding of the diverse social, historical, and cultural dimensions the texts & performances represent. 	<ul style="list-style-type: none"> <input type="checkbox"/> Read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs; plays and media productions; and works of fiction and nonfiction intended for young readers <input type="checkbox"/> Recognize some features that distinguish the genres and use those features to aid comprehension <input type="checkbox"/> Understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives <input type="checkbox"/> Use inference and deduction to understand the text <input type="checkbox"/> Read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning <input type="checkbox"/> Evaluate literary merit
	<p style="text-align: center;">A s S p e a k e r s a n d W r i t e r s ...</p> <ul style="list-style-type: none"> • Use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure <input type="checkbox"/> Explain the meaning of literary works with some attention to meanings beyond the literal level <input type="checkbox"/> Create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary <input type="checkbox"/> Observe the conventions of grammar and usage, spelling, and punctuation

ELA Standard (Listen, Speak, Read, and Write)	Content	Performance
Standard 3: Language for Critical Analysis and Evaluation: Students will listen, speak, read, and write for critical analysis and evaluation. Key Word: Evaluation	<p style="text-align: center;">A s L i s t e n e r s a n d R e a d e r s ...</p> <ul style="list-style-type: none"> • Analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. 	<ul style="list-style-type: none"> <input type="checkbox"/> Read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts, such as advertisements, commercials, and letters to the editor <input type="checkbox"/> Make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement <input type="checkbox"/> Recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis <input type="checkbox"/> Evaluate their strategies for reading and listening critically (such as recognizing bias or false claims), and understanding the differences between fact and opinion) and adjust those strategies to understand the experience more fully
	<p style="text-align: center;">A s S p e a k e r s a n d W r i t e r s ...</p> <ul style="list-style-type: none"> • Use oral and written language that follows that accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues. <ul style="list-style-type: none"> ✓ Variety of perspectives ✓ Opinions & judgments 	<ul style="list-style-type: none"> <input type="checkbox"/> Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence <input type="checkbox"/> Present arguments for certain views or actions with reference to specific criteria that support the argument (e.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost) <input type="checkbox"/> Monitor and adjust their own oral and written presentations to meet criteria for competent performance (e.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact) <input type="checkbox"/> Use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing

ELA Standard (Listen, Speak, Read, and Write)	Content	Performance
Standard 4: Language for Social Interaction: Students will listen, speak, read, and write for social interaction. Key Word: Communication	As Listeners and Readers... <ul style="list-style-type: none"> Use the social communication of others to enrich their understanding of people and their views. 	Listening and Speaking <ul style="list-style-type: none"> Listen attentively and recognize when it is appropriate for them to speak. Take turns speaking and respond to other's ideas in conversations and familiar topics Recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
	As Speakers and Writers... <ul style="list-style-type: none"> Use oral and written language that follows the accepted conventions of the English language for effective social communications with a wide variety of people. 	Reading and Writing <ul style="list-style-type: none"> Exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions Adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message Read and discuss published letters, diaries, and journals to learn the conventions of social writing