



# Year at a Glance



# Planning and Scheduling Timelines

# 2009 • 2010

**Arlene C. Ackerman, Ed.D.**  
SUPERINTENDENT OF SCHOOLS

**Maria Pitre-Martin, Ph.D.**  
CHIEF ACADEMIC OFFICER

**The School District of Philadelphia  
School Reform Commission**

---

Robert L. Archie Jr., Esq., Chairman  
Denise McGregor Armbrister  
Johnny Irizarry  
Heidi A. Ramirez, Ph.D.



# THE SCHOOL DISTRICT OF PHILADELPHIA

440 NORTH BROAD STREET  
PHILADELPHIA, PENNSYLVANIA 19130

September 2009


Dear Colleagues,

As we embark on the new academic year, we invite you to review the 2009-2010 *Planning and Scheduling Timelines (PST)*. This year's PST reflects only essential revisions, based on feedback from classroom teachers with extensive expertise in teaching the core curriculum. The PST is designed to guide your instruction and to ensure that the curriculum is aligned to the Pennsylvania content standards. The PST references many School District of Philadelphia resources, such as the *Core Curriculum* documents and *Access to the Core Curriculum Strategies Guide*, as well as textbooks; web-based resources are referenced to engage all learners in relevant content and to develop 21st century skills. PSTs are available in both published and electronic formats; live links to web-based resources are available in SchoolNet.

The *Year-at-a-Glance (YAG)* looks noticeably different in some content areas and at some grade levels. For example, in the literacy *YAG*, teaching goals and objectives replace story titles; we believe this change better communicates the instructional intent. We encourage teachers to look at the big picture. We urge teachers to make learning more comprehensible by building on what students already know, and by providing multiple opportunities for students to practice and apply new learning.

We wish you and your students a successful school year and we hope that this document, as well as those documents referenced in this guide, will help you plan and implement the best possible learning experiences for your students.

Sincerely,

A handwritten signature in black ink, appearing to read "Linda Chen", with a stylized, flowing script.

Linda Chen, Deputy  
Office of Teaching and Learning



## ASSESSMENT ANCHORS

The State Department of Education recently released a set of Assessment Anchors for grades 3 to 11. The Assessment anchors detail and clarify which Reading Standards will be assessed on the PSSA. The Assessment Anchors are:

- **CLEAR** – The anchors clarify which standards are assessed on the PSSA. They are easy to read.
- **FOCUSED** – The anchors identify a core set of standards that could be reasonably assessed.
- **ALIGNED** – The anchors directly align to the Pennsylvania State reading standards.
- **GRADE APPROPRIATE** – The anchors provide clear examples of skills and knowledge that should be learned at each grade level.
- **RIGOROUS** – Performance tasks will still be used to assess higher order reasoning and problem solving skills.
- **MANAGEABLE** – The anchors identify content that could be taught in a manageable way before the Spring administration of the PSSA.

On the Planning and Scheduling Timeline there is an asterisk next to each content descriptor that is aligned to an assessment anchor. In the Core Curriculum there are teaching suggestions to insure proficient teaching and learning of the specific content.

The State Department of Education is also identifying the eligible content for each assessment anchor. This identifies the content you must teach to best prepare students for the PSSA. As the eligible content is released, it will be shared with you in specially designed teaching packets to help you embed the skills and content in your daily instruction.

## OVERVIEW OF READING ASSESSMENT ANCHORS FOR GRADE 3

### R3.A. Comprehension and Reading Skills

R3.A.1 Understand Fiction Appropriate to Grade Level

R3.A.2 Understand Nonfiction Appropriate to Grade Level

### R3.B. Interpretation and Analysis of Literature

R3.B.1 Understand Components Within and Between Texts

R3.B.2 Understand Literary Devices in Fictional and Nonfictional Text

R3.B.3 Understand Concepts and Organization of Nonfictional Text



**FIRST CYCLE TEXT THEME: FAMILY, FRIENDS, CLASSMATES AND PETS NEED TO COUNT ON US TO ACT AS A PART OF A SUPPORTIVE, RESPONSIBLE TEAM.**

WK.	DATES	NO. OF DAYS	ASSESSMENT	INTENDED LEARNING OUTCOMES
1	9/8-9/11	4		Students will: <ul style="list-style-type: none"> <li>describe characters' feelings, actions and motivations</li> <li>identify setting</li> <li>locate information from text</li> <li>use graphic organizers</li> <li>use word parts to decode unfamiliar words</li> <li>expand vocabulary by associating new words with known concepts</li> <li>practice expressive, accurate oral reading</li> <li>write an organized published piece with focused ideas</li> </ul>
2	9/14-9/18	5		
3	9/21-10/02	9	<i>Predictive 1</i>	
4	10/05-10/09	5		
5	10/13-10/16	4	<i>Benchmark 1</i>	
6	10/19-10/23	5		

**SECOND CYCLE TEXT THEMES: WORKERS IN THE COMMUNITY KEEP THE NEIGHBORHOOD RUNNING AND HELP EACH OTHER DO THEIR JOBS.**

1	10/26-10/30	5		Students will: <ul style="list-style-type: none"> <li>become persistent self-directed learners</li> <li>work together as a classroom community</li> <li>differentiate fact from opinion</li> <li>determine the main idea</li> <li>summarize key details and events in a variety of texts</li> <li>use word parts to decode unfamiliar words</li> <li>expand vocabulary by associating new words with known concepts</li> <li>develop oral reading fluency</li> <li>compose focused informational pieces and summaries</li> </ul>
2	11/02-11/06	4		
3	11/09-11/13	4		
4	11/16-11/20	5		
5	11/23-12/04	8	<i>Benchmark 2</i>	
6	12/07-12/11	5	<i>Report Card Cycle Closes 12/17</i>	

**THIRD CYCLE TEXT THEMES: DEVELOPING NEW SKILLS AND KNOWLEDGE HELPS US TO BECOME FULLY FUNCTIONING MEMBERS OF OUR FAMILIES, COMMUNITIES, AND SOCIETY.**

1	12/14-12/18	5	<i>Report Card Conferences</i>	Students will: <ul style="list-style-type: none"> <li>distinguish between informational and fictional text</li> <li>identify author's purpose/cite evidence from text</li> <li>build skills for decoding unfamiliar words</li> <li>practice oral fluency</li> <li>summarize key details and events</li> <li>write a focused informational paragraph and personal narrative using dialogue</li> </ul>
2	12/21-1/08	8		
3	1/11-1/15	5		
4	1/19-1/22	4		
5	1/25-2/05	10	<i>Predictive 2</i>	
6	2/08-2/12	5		

**FOURTH CYCLE TEXT THEME: OUR WORLD IS DIVERSE AND FILLED WITH SPECIAL HABITATS AND HOMES FOR ALL.**

1	2/16-2/19	4		Students will: <ul style="list-style-type: none"> <li>apply knowledge of phonics and word analysis to decode unfamiliar words</li> <li>discriminate between fact and opinion</li> <li>make connections between and among texts</li> <li>develop oral reading fluency</li> <li>develop ideas and topics as they write narrative pieces</li> </ul>
2	2/22-2/26	5		
3	3/01-3/05	5		
4	3/08-3/12	5		
5	3/15-3/19	5	<i>Benchmark 3 • Report Card Cycle Closes 3/17</i>	
6	3/22-3/26	5	<i>Report Card Conferences</i>	

**FIFTH CYCLE PSSA • TEXT THEME: LIFE IS A JOURNEY OF DISCOVERY.**

1	4/05-4/09	5		Students will: <ul style="list-style-type: none"> <li>identify, interpret, compare and contrast narrative elements</li> <li>use graphic aids to summarize the main idea and supporting details</li> <li>use context clues, word parts and knowledge of multiple meaning words to decode unfamiliar words</li> <li>write in the narrative and informational forms</li> </ul>
2	4/12-4/16	5	<i>PSSA/PSSA Modified Math • PSSA Reading</i>	
3	4/19-4/23	5	<i>PSSA Writing (Grades 5 &amp; 8)</i>	
4	4/26-4/30	5	<i>PSSA Science (Grades 4 &amp; 8)</i>	
5	5/03-5/07	5	<i>PSSA Make-ups • All subjects &amp; All grades</i>	
<b>ONLY 5 WEEKS IN THIS CYCLE</b>				

**SIXTH CYCLE TEXT THEME: SEEK AND FIND. LIFE IS A JOURNEY OF DISCOVERY.**

1	5/10-5/14	4		Students will: <ul style="list-style-type: none"> <li>locate and synthesize information from fictional and non-fictional texts</li> <li>discriminate between fantasy and reality while identifying author's purpose</li> <li>use context clues and word parts to decode unfamiliar words</li> <li>compare and contrast narrative events</li> <li>write sequentially organized informational and persuasive pieces with vivid language</li> </ul>
2	5/17-5/21	5	<i>Predictive 3</i>	
3	5/24-5/28	5		
4	6/01-6/04	4		
5	6/07-6/11	5		
6	6/14-6/17	4	<i>Report Cards Issued</i>	





**Planning and Scheduling Timeline**  
**STORYTOWN**

**FIRST CYCLE LITERACY 3 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

During this cycle, the goal of my teaching is that students will act as life long learners who collaborate with a team, work in a socially responsible fashion and understand diversity. The students will describe characters' feelings, actions, and motivations and identify setting. Students will locate information from text and use graphic organizers. Students will use word parts to decode unfamiliar words as they expand their vocabulary by associating new words with known concepts and practice expressive, accurate oral reading. Students will learn how to write an organized published piece with focused ideas and robust word choices.

TEACHING OBJECTIVE: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY <small>*DENOTES ELIGIBLE CONTENT</small>	PA STANDARD STATEMENT(S) <small>REFER TO PAGE(S) IN CORE CURRICULUM</small>	TEXTUAL REFERENCES STRUCTURED LESSONS
<p><b>Reading Week 1</b></p> <p><b>Theme Connections:</b> p. T14-T15 <b>Theme Project:</b> p. T12</p> <p>Provide students with opportunities to present/share activities related to their summer reading</p> <p><b>*Establish routines for Literacy Block</b> <b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Teamwork/Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Retell/summarize major ideas/themes of a story*</li> </ul>	<p><b>1.1G p. 30</b></p>	<p><b>HARCOURT STORYTOWN:</b> <i>BOOK 3.1: THEME 1: School Days</i></p> <p><b>Week 1</b> Daily Read Alouds including Summer Books (see T &amp; L website for complete list of books) Big Books Use additional material if needed.</p>
<p><b>Reading Weeks 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Characters and Setting</li> <li>• Use Graphic Organizers</li> </ul> <p><b>Connections:</b> pp. T70-T71; pp. T166-T167 <b>Develop Oral Language/Read Aloud</b> <b>Phonics/Word Work:</b> Daily plan Short Vowels, CVC,VCCV; Endings -ed, -ing - <b>High-Frequency Words</b> <b>Check Comprehension</b> p. T56; p. T152 <b>Fluency:</b> Daily plan *Podcasts available <b>Robust Vocabulary:</b> Daily plan <b>Grammar:</b> Sentences: Statements/Questions; Commands and Exclamations <b>Writing:</b> Descriptive Paragraphs: Ideas; Interview: Ideas <b>*Establish routines for Literacy Block</b> <b>Small Group/Guided Reading:</b> Optional <b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Teamwork/Collaboration</li> <li>• Understanding Diversity</li> <li>• Creativity/Innovation</li> <li>• Lifelong Learning/Self Direction</li> </ul>	<ul style="list-style-type: none"> <li>• Identify literary elements in stories*</li> <li>• Use self-monitoring comprehension strategies</li> <li>• Read and respond to nonfiction/fiction/poetry/drama*</li> <li>• Connect new information/ideas*</li> <li>• Read a variety of genres</li> <li>• Use knowledge of phonics/word analysis/context clues*</li> <li>• Retell or summarize major ideas*</li> <li>• Use appropriate rhythm/pronunciation</li> <li>• Read familiar text aloud with accuracy</li> <li>• Acquire a reading vocabulary*</li> <li>• Use complete sentences</li> <li>• Revise writing by adding details/descriptive words</li> <li>• Write with a consistent focus</li> <li>• Write a descriptive paragraph</li> <li>• Use complete sentences</li> <li>• Write informational pieces (interview questions)</li> </ul>	<p><b>1.3B p. 42</b> <b>1.1D p. 24</b> <b>1.3F p. 50</b> <b>1.1H p. 32</b> <b>1.1C p. 22</b> <b>1.1G p. 30</b> <b>1.1E p. 26</b> <b>1.5F p. 68</b> <b>1.5E p. 68</b> <b>1.5A p. 58</b> <b>1.4A p. 52</b> <b>1.4B p. 52</b></p>	<p><b>Week 2</b> Read Aloud Read-Aloud Anthology: <i>First Day Jitters</i> p.4 <i>Ruby the Copycat</i> p.T45 Meet the Author and Illustrator p. T55 Paired Selection: <i>The Singing Marvel</i> p. T69 • Podcast: T56</p> <p><b>Week 3</b> Read Aloud Read-Aloud Anthology: <i>Tiger, Tiger!</i> p. 8 <i>The Day Eddie Met the Author</i> p. T141 Meet the Author and Illustrator pp. T76-T77 Paired Selection: <i>Good Books, Good Times, Surprise</i> p. T165 • Podcast: T152</p>
<p><b>Reading Weeks 4 and 5</b></p> <ul style="list-style-type: none"> <li>• Locate Information</li> <li>• Use Prior Knowledge</li> </ul> <p><b>Connections:</b> pp. T.248-249; pp. T330-T331 <b>Develop Oral Language/Read Aloud</b> <b>Phonics/Word Work:</b> Daily plan Long Vowel Digraphs, CVCe, CVVC; Plurals -s, -es- <b>High-Frequency Words</b> <b>Check Comprehension</b> p. T234; p. T316 <b>Fluency:</b> Daily plan *Podcast available <b>Robust Vocabulary:</b> Daily plan <b>Small Group/Guided Reading:</b> Daily <b>Grammar:</b> Complete and Simple Subjects and Predicates; Compound Subjects and Predicates <b>Writing:</b> Informational: Organization; Biography: Organization <b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Understanding Diversity</li> <li>• Professionalism/Work Ethic</li> <li>• Information Technology Application</li> <li>• Teamwork/Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze text organization to derive meaning*</li> <li>• Connect new information/ideas to known information*</li> <li>• Read and respond to nonfiction/fiction/poetry/drama*</li> <li>• Read a variety of genres</li> <li>• Use knowledge of phonics/word analysis/context clues*</li> <li>• Retell or summarize major ideas*</li> <li>• Use appropriate rhythm/pronunciation</li> <li>• Acquire a reading vocabulary*</li> <li>• Use complete sentences</li> <li>• Use sentences of differing lengths/complexities</li> <li>• Gather and organize information</li> <li>• Write an informational paragraph</li> <li>• Write narrative pieces (Biography)</li> </ul>	<p><b>1.2A p. 34</b> <b>1.1G p. 30</b> <b>1.3F p. 50</b> <b>1.1H p. 32</b> <b>1.1C p. 22</b> <b>1.1E p. 26</b> <b>1.5F p. 68</b> <b>1.5B p. 60</b> <b>1.4B p. 54</b></p>	<p><b>Week 4</b> Read Aloud Read-Aloud Anthology: <i>A One-Room School</i> p. 12 <i>Schools Around the World</i> p. T. 225 Paired Selection: <i>Keys to the Universe</i> p. T247</p> <p><b>Week 5</b> Read Aloud Read-Aloud Anthology: <i>Reaching for the Moon</i> p. 14 <i>Ellen Ochoa, Astronaut</i> p. T307 Paired Selection: <i>What's In the News?</i> p. T329 • Podcast: T316</p>
<p><b>Reading Week 6</b></p> <ul style="list-style-type: none"> <li>• Characters and Setting</li> <li>• Locate Information</li> <li>• Use Graphic Organizers</li> <li>• Use Prior Knowledge</li> </ul> <p>Readers' Theater *Podcast available <b>Develop Oral Language/Read Aloud</b> <b>Phonics/Word Work:</b> Review Daily plan Comprehension Review: Daily plan <b>High-Frequency Words</b> <b>Fluency:</b> Daily plan <b>Robust Vocabulary:</b> Daily plan <b>Small Group/Guided Reading:</b> Daily Theme Wrap-up and Review: pp. T432-433 <b>Grammar:</b> Review <b>Writing:</b> Revising and Publishing <b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Ethics/Social Responsibility</li> <li>• Lifelong Learning/Self Direction</li> <li>• Teamwork/Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Identify literary elements in stories*</li> <li>• Analyze text organization to derive meaning*</li> <li>• Use self-monitoring comprehension strategies</li> <li>• Connect new information/ideas to known information*</li> <li>• Identify the structures in drama</li> <li>• Read a variety of genres</li> <li>• Use knowledge of phonics/word analysis/context clues*</li> <li>• Demonstrate comprehension (Standards 1.1.3G*)</li> <li>• Use appropriate rhythm/pronunciation</li> <li>• Acquire a reading vocabulary*</li> <li>• Edit writing using conventions of language</li> <li>• Revise writing to improve details/order</li> <li>• Present and or defend written work</li> <li>• Write narrative/informational pieces</li> </ul>	<p><b>1.3B p. 42</b> <b>1.2A p. 34</b> <b>1.1D p. 24</b> <b>1.1G p. 30</b> <b>1.3E p. 48</b> <b>1.1H p. 32</b> <b>1.1C p. 22</b> <b>1.1E p. 26</b> <b>1.5F p. 68</b> <b>1.5E p. 66</b> <b>1.5G p. 70</b> <b>1.4A p. 52</b> <b>1.4B p. 54</b></p>	<p><b>Week 6</b> Read Aloud Read-Aloud Anthology: Great Inventions: <i>The Television</i> p. 18 Read Aloud-Read Along Readers' Theater: <i>The School News</i> p. T381 • Podcast: T379</p> <p><i>Note: Use alternative texts to address the objectives if needed.</i></p>

At the end of this cycle, students are able to demonstrate their understanding of characterization through a variety of team, group and individual performance tasks, projects and assignments. Students can locate information in texts and use graphic organizers to assist with their comprehension. Students continue to build their knowledge of word learning strategies and word parts as they develop robust listening, speaking, reading and writing vocabularies. Students are rereading familiar texts and actively participating in Readers' Theater to enhance fluency and support comprehension. Students are writing organized, focused informational and narrative paragraphs.

**FIRST CYCLE LITERACY 3 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Text Theme:** Family, friends, classmates and pets need to count on us to act as part of a supportive, responsible team.


WEEK DATES	SUPPORTS FOR 21 <sup>ST</sup> CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	PSSA CONNECTION TO "WHAT I WILL TEACH"
<p>Cycle 1 Week 1  4 days  Sept. 8 to Sept. 11</p>	<p><b>Idea(s) for Investigation</b> Character Development <a href="http://www.goodcharacter.com/EStopics.html">http://www.goodcharacter.com/EStopics.html</a>  <i>See SchoolNet for updated internet links</i>  <b>21st Century Applied Skills</b> • Teamwork/Collaboration</p>	<p><b>PSSA Multiple Choice</b> What is the main idea of the passage?</p>	<p><b>Critical Thinking</b> See Core Curriculum <b>page 40</b> for more strategies to teach comparing and contrasting using graphic organizers. <b>Writing</b> See Core Curriculum <b>page 52</b> for more strategies to teach narrative writing. <b>Accessing the Core Strategies Guide</b> See <b>Section 2 pages 6-7, 27</b> for Establishing Routines for Literacy Block and Procedures.</p>
<p>Cycle 1 Week 2  5 days  Sept. 14 to Sept. 18  PSSA/ Constructed Response  Cycle 1 Week 3 9 days  Sept. 21 to Oct. 2 Predictive 1</p>	<p><b>Idea(s) for Investigation</b> Mockingbirds <a href="http://www.birds.cornell.edu/AllAboutBirds/BirdGuide/Northern_Mockingbird.html">http://www.birds.cornell.edu/AllAboutBirds/BirdGuide/Northern_Mockingbird.html</a> <a href="http://www.afb.org/braillebug/">http://www.afb.org/braillebug/</a>  <i>See SchoolNet for updated internet links</i>  <b>21st Century Applied Skills</b> • Understanding Diversity • Teamwork/Collaboration  <b>Idea(s) for Investigation</b> Authors <a href="http://www.janbrett.com">http://www.janbrett.com</a> <a href="http://www.eric-carle.com/home.html">http://www.eric-carle.com/home.html</a>  <i>See SchoolNet for updated internet links</i>  <b>21st Century Applied Skills</b> • Creativity/Innovation • Lifelong Learning/Self Direction</p>	<p><b>PSSA / Point Question Constructed Response</b> How does Ruby feel about herself at the end of the passage? Give at least two examples from the selection to support your answer.  <b>PSSA Multiple Choice</b> Which word best describes Eddie at the end of this passage?</p>	<p><b>Comprehension</b> See Core Curriculum <b>page 18</b> for more strategies to teach author's purpose. <b>Vocabulary</b> See Core Curriculum <b>page 26</b> for interactive strategies to teach vocabulary. <b>Accessing the Core Strategies Guide</b> See <a href="http://reading.uoregon.edu">http://reading.uoregon.edu</a> for Strategies for Teaching Vocabulary.  <b>Comprehension</b> See Core Curriculum <b>page 18</b> for more strategies to teach author's purpose. <b>Phonics</b> See Core Curriculum <b>page 22</b> for strategies to create word family charts (-ame, -ake). <b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 47</b> for Self-Monitoring.</p>
<p>Cycle 1 Week 4  5 days  Oct. 5 to Oct. 9  PSSA/ Constructed Response  Cycle 1 Week 5 4 days  Oct. 13 to Oct. 16 Benchmark 1</p>	<p><b>Idea(s) for Investigation</b> School Years Around the World <a href="http://www.timeforkids.com/TFK/media/teachers/pdfs/2001F/011102WR1.pdf">http://www.timeforkids.com/TFK/media/teachers/pdfs/2001F/011102WR1.pdf</a>  <i>See SchoolNet for updated internet links</i>  <b>21st Century Applied Skills</b> • Lifelong Learning/Self Direction • Understanding Diversity • Professionalism/Work Ethic  <b>Idea(s) for Investigation</b> Space <a href="http://spaceplace.jpl.nasa.gov/en/kids/index.shtml">http://spaceplace.jpl.nasa.gov/en/kids/index.shtml</a>  <i>See SchoolNet for updated internet links</i>  <b>21st Century Applied Skills</b> • Lifelong Learning/Self Direction • Information Technology Application • Professionalism/Work Ethic</p>	<p><b>PSSA / Point Question Constructed Response</b> Describe the ways that schools around the world are different from your school. Give two details from the passage to support your response.  <b>PSSA Multiple Choice</b> Which of these did Ellen Ochoa help invent?</p>	<p><b>Critical Thinking</b> See Core Curriculum <b>page 30</b> for more strategies to teach main idea. <b>Comprehension</b> See Core Curriculum <b>page 32</b> for more strategies to teach self-monitoring during reading. <b>Grammar</b> See Core Curriculum <b>page 68</b> for more strategies to teach types of sentences. <b>Accessing the Core Strategies Guide</b> See <b>Section 1 page 22</b> for Cognitively Guided Instruction.  <b>Critical Thinking</b> See Core Curriculum <b>page 30</b> for more strategies to teach main idea. <b>Vocabulary</b> See Core Curriculum <b>page 28</b> for interactive strategies to develop vocabulary. <b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 50</b> for Subject Matter Organizers.</p>
<p>Cycle 1 Week 6  5 days  Oct. 19 to Oct. 23</p>	<p><b>Idea(s) for Investigation</b> The Learning Site: <a href="http://www.harcourtschool.com/storytown">www.harcourtschool.com/storytown</a>  <i>See SchoolNet for updated internet links</i>  <b>21st Century Applied Skills</b> • Ethics/Social Responsibility • Lifelong Learning/Self Direction • Teamwork/Collaboration</p>	<p><b>PSSA / Point Question COMPARE TEXT Constructed Response</b> List at least one way <i>What's in the News?</i> and <i>The School News</i> are alike and two ways they are different. Give details from both passages to support your response.</p>	<p><b>Narrative Elements</b> See Core Curriculum <b>page 42</b> for more strategies to teach identifying narrative elements, i.e. characters. <b>Accessing the Core Strategies Guide</b> See <b>Section 3 page 68</b> for Reluctant Writers Strategies.</p>

**SECOND CYCLE LITERACY 3 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

During this cycle, the goal of my teaching is that students will work toward becoming persistent, self-directed learners with a strong work ethic. They work together as a classroom community and foster teamwork and collaboration to accomplish their goals. Students will differentiate facts from opinion, determine the main idea and summarize key details and events in a variety of texts. Students will learn to use word parts to decode unfamiliar words. Students will expand their vocabulary by associating new words with known concepts and continue to develop oral reading fluency. Students will learn how to write focused informational pieces and summaries.

TEACHING OBJECTIVE: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY <small>*DENOTES ELIGIBLE CONTENT</small>	PA STANDARD STATEMENT(S) <small>REFER TO PAGE(S) IN CORE CURRICULUM</small>	TEXTUAL REFERENCES STRUCTURED LESSONS
<p><b>Reading Weeks 1 and 2</b></p> <p><b>Theme Connections:</b> pp. T14-T15</p> <ul style="list-style-type: none"> <li>• Fact and Opinion</li> <li>• Monitor Comprehension: Reread</li> </ul> <p><b>Connections:</b> pp. T70-T71; pp. T166-T167</p> <p><b>Develop Oral Language/Read Aloud</b></p> <p><b>Phonics/Word Work:</b> Daily Plan</p> <p>Compound Words, Inflections; Consonant Digraphs: <i>ch, tch, sh, wh</i> -</p> <p><b>High-Frequency Words</b></p> <p><b>Check Comprehension</b> p. T58; p. T154</p> <p><b>Fluency:</b> Daily plan *Podcast available</p> <p><b>Robust Vocabulary:</b> Daily plan</p> <p><b>Small Group/Guided Reading:</b> Daily</p> <p><b>Grammar:</b> Complete Sentences; Common and Proper Nouns</p> <p><b>Writing:</b> Character Sketch/Sentence Fluency; How-To Paragraph: Instructions</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Professionalism/Work Ethic</li> <li>• Teamwork/Collaboration</li> </ul> 	<ul style="list-style-type: none"> <li>• Differentiate facts from opinion*</li> <li>• Use self-monitoring comprehension strategies</li> <li>• Read and respond to nonfiction/fiction/poetry/drama*</li> <li>• Connect new information/ideas*</li> <li>• Read a variety of genres</li> <li>• Use knowledge of phonics/word analysis/context clues*</li> <li>• Retell or summarize major ideas*</li> <li>• Use appropriate rhythm/pronunciation</li> <li>• Acquire a reading vocabulary*</li> <li>• Use complete sentences</li> <li>• Write with descriptive words</li> <li>• Write in a logical order</li> <li>• Write narrative pieces</li> <li>• Write an informational piece</li> </ul>	<p><b>1.2A p. 34</b></p> <p><b>1.1D p. 24</b></p> <p><b>1.3F p. 54</b></p> <p><b>1.1G p. 30</b></p> <p><b>1.1H p. 32</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.5F p. 68</b></p> <p><b>1.5D p. 64</b></p> <p><b>1.5C p. 62</b></p> <p><b>1.4A p. 52</b></p> <p><b>1.4B p. 54</b></p>	<p><b>HARCOURT STORYTOWN:</b> <i>BOOK 2.1: THEME 2: Together We Can</i></p> <p><b>Week 1</b> Read Aloud Read-Aloud Anthology: <i>Pop's Bridge</i> p. 22 <i>The Babe and I</i> p. T44 Meet the Author and Illustrator p. T57 Paired Selection: <i>America's National Pastime</i> p. T68 • Podcast: T99</p> <p><b>Week 2</b> Read Aloud Read-Aloud Anthology: <i>Animals and Their Trainers</i> p.26 <i>Aero and Officer Mike</i> p. T144 Meet the Author and Illustrator p. T153 Paired Selection: <i>It's About Dogs</i> p. T164 • Podcast: T154</p>  
<p><b>Reading Weeks 3 and 4</b></p> <ul style="list-style-type: none"> <li>• Main Idea and Details</li> <li>• Summarize</li> </ul> <p><b>Connections:</b> pp. T252-T253; pp. T334-T335</p> <p><b>Develop Oral Language/Read Aloud</b></p> <p><b>Phonics/Word Work:</b> Daily plan</p> <p>Diphthongs: <i>ou, ow, oi, oy</i> Consonant Blends: <i>str, scr, spr-</i></p> <p><b>High-Frequency Words</b></p> <p><b>Check Comprehension</b> p. T238; p. T320</p> <p><b>Fluency:</b> Daily plan *Podcasts available</p> <p><b>Robust Vocabulary:</b> Daily plan</p> <p><b>Small Group/Guided Reading:</b> Daily</p> <p><b>Grammar:</b> Abbreviations; Singular and Plural Nouns</p> <p><b>Writing:</b> Descriptive Paragraph; Summary</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding Diversity</li> <li>• Lifelong Learning/Self Direction</li> <li>• Information Technology/Application</li> </ul> 	<ul style="list-style-type: none"> <li>• Distinguish between essential/nonessential information*</li> <li>• Summarize the major ideas/themes of the text*</li> <li>• Read and respond to nonfiction/fiction/poetry/drama*</li> <li>• Connect new information/ideas*</li> <li>• Read a variety of genres</li> <li>• Use knowledge of phonics/word analysis/context clues*</li> <li>• Retell or summarize major ideas*</li> <li>• Use appropriate rhythm/pronunciation</li> <li>• Acquire a reading vocabulary*</li> <li>• Edit writing using conventions of language</li> <li>• Use descriptive words and action verbs</li> <li>• Use nouns, pronouns...properly</li> <li>• Write in logical order including beginning, middle, end</li> <li>• Write informational pieces (e.g., descriptions and summaries)</li> </ul>	<p><b>1.2A p. 34</b></p> <p><b>1.1G p. 30</b></p> <p><b>1.3F p. 50</b></p> <p><b>1.1H p. 32</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.5F p. 68</b></p> <p><b>1.5D p. 64</b></p> <p><b>1.4B p. 54</b></p>	<p><b>Week 3</b> Read Aloud Read-Aloud Anthology: <i>Weird Friends</i> p. 28 <i>How Animals Talk</i> p. T228 Paired Selection: <i>Partners in the Wild</i> p. T250 • Podcast: T277</p> <p><b>Week 4</b> Read Aloud Read-Aloud Anthology: <i>How Can You Make Gold?</i> p. 32 <i>Stone Soup</i> p. T310 Meet the Author and Illustrator p. T319 Paired Selection: <i>The Legend of Johnny Appleseed</i> p. T332 • Podcast: T320, T361</p>  
<p><b>Reading Week 5</b></p> <ul style="list-style-type: none"> <li>• Fact and Opinion</li> <li>• Main Idea and Details</li> <li>• Monitor Comprehension: Reread</li> <li>• Summarize</li> </ul> <p><b>Readers' Theater</b></p> <p><b>Develop Oral Language/Read Aloud</b></p> <p><b>Phonics/Word Work:</b> Compound Words/Consonant Digraphs and Blends/Diphthongs Daily plan</p> <p><b>Comprehension Review:</b> Daily plan</p> <p><b>High-Frequency Words</b></p> <p><b>Fluency:</b> Daily plan *Podcast available</p> <p><b>Robust Vocabulary:</b> Daily plan</p> <p><b>Small Group/Guided Reading:</b> Daily</p> <p><b>Grammar:</b> Review sentences, nouns, abbreviations</p> <p><b>Writing:</b> Writing Process</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Ethics/Social Responsibility</li> <li>• Teamwork/Collaboration</li> </ul> 	<ul style="list-style-type: none"> <li>• Differentiate facts from opinion*</li> <li>• Distinguish between essential/nonessential information*</li> <li>• Use self-monitoring comprehension strategies</li> <li>• Summarize the major ideas/themes of the text*</li> <li>• Identify the structures in drama</li> <li>• Read a variety of genres</li> <li>• Use knowledge of phonics/word analysis/context clues*</li> <li>• Demonstrate comprehension (Standards 1.1.3G*)</li> <li>• Use appropriate rhythm/pronunciation</li> <li>• Acquire a reading vocabulary*</li> <li>• Edit writing using conventions of language</li> <li>• Revise writing to improve details/order</li> <li>• Present and or defend written work</li> <li>• Write narrative/informational pieces</li> </ul>	<p><b>1.2A p. 34</b></p> <p><b>1.1D p. 24</b></p> <p><b>1.1G p. 30</b></p> <p><b>1.3E p. 48</b></p> <p><b>1.1H p. 32</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.5F p. 68</b></p> <p><b>1.5E p. 66</b></p> <p><b>1.5G p. 70</b></p> <p><b>1.4A p. 52</b></p> <p><b>1.4B p. 54</b></p>	<p><b>Week 5</b> Read Aloud Read-Aloud Anthology: <i>Goldilocks and the Three Bears</i> p. 34 Read Aloud-Read Along Readers' Theatre: <i>The Case of the Three Bears' Breakfast</i> p. T385 Paired Selection: <i>Reading a Science Textbook</i> p. T421 • Podcast: T385</p> 
<p><b>Reading Week 6</b></p> <ul style="list-style-type: none"> <li>• Reteach, review, accelerate, enhance understanding as needed</li> <li>• Theme Wrap-up and Review: pp. T440-T441</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Creativity/Innovation</li> <li>• Teamwork/Collaboration</li> </ul>			<p><b>Week 6</b> <i>Note: Use alternative texts to address the noted objectives.</i></p> <p>Read-Aloud Anthology</p>

At the end of this cycle, students are able to demonstrate learning individually as well as part of a partnership or group through presentations, projects, performance tasks and assignments. Students are able to demonstrate their understanding of main idea, summarize important information and differentiate fact from opinion as they respond critically to text. They can decode unfamiliar words using various word learning strategies as they continue to build robust listening, speaking, reading and writing vocabularies. Students are writing organized informational pieces and summaries.

**SECOND CYCLE LITERACY 3 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Text Theme:** Workers in the community keep the neighborhood running and help each other do their jobs. Students will learn more about how the world works. Notice how the characters in the story help each other and work together to accomplish goals.







WEEK DATES	SUPPORTS FOR 21 <sup>ST</sup> CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	PSSA CONNECTION TO "WHAT I WILL TEACH"
<p>Cycle 2 Week 1</p> <p>5 days</p> <p>Oct. 26 to Oct. 30</p> <p>Cycle 2 Week 2</p> <p>4 days</p> <p>Nov. 2 to Nov. 6</p> <p>PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> Heroes/Babe Ruth <a href="http://www.myhero.com/myhero/hero.asp?hero=b_ruth">http://www.myhero.com/myhero/hero.asp?hero=b_ruth</a> Teamwork <a href="http://www.songsforteaching.com/unclebrothers/teamwork.htm">http://www.songsforteaching.com/unclebrothers/teamwork.htm</a> See <i>SchoolNet</i> for updated internet links</p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Teamwork/Collaboration</li> <li>• Professionalism/Work Ethic</li> </ul> <p><b>Idea(s) for Investigation</b> Working Dogs <a href="http://www.workingdog.org/Dogs">http://www.workingdog.org/Dogs</a> <a href="http://www.aspc.org/site/PageServer?pagename=kids_pc_dog_411">http://www.aspc.org/site/PageServer?pagename=kids_pc_dog_411</a> See <i>SchoolNet</i> for updated internet links</p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Teamwork/Collaboration</li> <li>• Professionalism/Work Ethic</li> </ul>	<p><b>PSSA Multiple Choice</b> Which of the following sentences is <i>not</i> a fact?</p> <p><b>PSSA ✓ Point Question Constructed Response</b> Use at least three examples from the passage to explain the significance of Aero to Officer Mike.</p>	<p><b>Fact and Opinion</b> See Core Curriculum <b>page 34</b> for more strategies to teach facts from opinion within text.</p> <p><b>Fluency</b> See Core Curriculum <b>page 32</b> for strategies to teach fluency and comprehension.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 2 pages 6-7, 27</b> for Establishing Routines for Literacy Block and Procedures.</p> <p><b>Comprehension</b> See Core Curriculum <b>page 24</b> for more strategies to teach self-monitoring during reading.</p> <p><b>Writing</b> See Core Curriculum <b>page 52</b> for more strategies to teach narrative writing.</p> <p><b>Accessing the Core Strategies Guide</b> See <a href="http://reading.uoregon.edu">http://reading.uoregon.edu</a> for Strategies for Teaching Vocabulary.</p>
<p>Cycle 2 Week 3</p> <p>4 days</p> <p>Nov. 9 to Nov. 13</p> <p>Cycle 2 Week 4</p> <p>5 days</p> <p>Nov. 16 to Nov. 20</p> <p>PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> Animals That Help Us <a href="http://www.fbi.gov/kids/k5th/kidsk5th.htm">http://www.fbi.gov/kids/k5th/kidsk5th.htm</a> See <i>SchoolNet</i> for updated internet links</p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding Diversity</li> <li>• Lifelong Learning/Self Direction</li> </ul> <p><b>Idea(s) for Investigation</b> Myths, Folktales, &amp; Fairy Tales <a href="http://teacher.scholastic.com/writewit/mff/index.htm">http://teacher.scholastic.com/writewit/mff/index.htm</a> See <i>SchoolNet</i> for updated internet links</p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity/Innovation</li> <li>• Leadership</li> </ul>	<p><b>PSSA Multiple Choice</b> Read the incomplete summary of the passage. Which important detail is left out?</p> <p><b>PSSA ✓ Point Question Constructed Response</b> Write another title for this passage. Explain your choice using two examples from the passage to support your response.</p>	<p><b>Critical Thinking</b> See Core Curriculum <b>page 30</b> for more strategies to teach main idea.</p> <p><b>Vocabulary</b> See Core Curriculum <b>page 28</b> for interactive strategies to develop vocabulary.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 47</b> for Self-Monitoring.</p> <p><b>Critical Thinking</b> See Core Curriculum <b>page 30</b> for more strategies to teach summarize.</p> <p><b>Comprehension</b> See Core Curriculum <b>page 32</b> for more strategies to teach self-monitoring during reading.</p> <p><b>Grammar</b> See Core Curriculum <b>page 68</b> for more strategies to teach types of sentences.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 1 page 22</b> for Cognitively Guided Instruction.</p>
<p>Cycle 2 Week 5</p> <p>8 days</p> <p>Nov. 23 to Dec. 4</p> <p>Benchmark 2</p>	<p><b>Idea(s) for Investigation</b> Health and the Environment <a href="http://kids.niehs.nih.gov/games.htm">http://kids.niehs.nih.gov/games.htm</a> See <i>SchoolNet</i> for updated internet links</p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Ethics/Social Responsibility</li> <li>• Teamwork/Collaboration</li> </ul>	<p><b>PSSA Multiple Choice</b> Which word is an <i>antonym</i> for the underlined word in this sentence? The <u>generous</u> man gave food to the hungry neighbor.</p>	<p><b>Critical Thinking</b> See Core Curriculum <b>page 30</b> for more strategies to teach main idea.</p> <p><b>Vocabulary</b> See Core Curriculum <b>page 26</b> for more strategies to teach word building.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 50</b> for Subject Matter Organizers.</p>
<p>Cycle 2 Week 6</p> <p>5 days</p> <p>Dec. 7 to Dec. 11</p>	<p><b>Idea(s) for Investigation</b> Community Jobs <a href="http://www.hud.gov/kids/whatsjob.html">http://www.hud.gov/kids/whatsjob.html</a> See <i>SchoolNet</i> for updated internet links</p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Creativity/Innovation</li> <li>• Teamwork/Collaboration</li> </ul>	<p><b>PSSA ✓ Point Question COMPARE TEXT Constructed Response</b> Give at least two ways <i>Stone Soup</i> and <i>The Legend of Johnny Appleseed</i> are similar and one way they are different. Use specific examples from the passages to support your answer.</p>	<p><b>Accessing the Core Strategies Guide</b> See <b>Section 3 page 68</b> for Reluctant Writers Strategies.</p>

**THIRD CYCLE LITERACY 3 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

During this cycle, the goal of my teaching is that students will demonstrate personal accountability and effective work habits as they distinguish between informational and fictional text and identify author's purpose. Students will continue to build skills for decoding unfamiliar words including knowledge of word parts and word learning strategies. They will practice reading with appropriate accuracy, reading rate and expression. Students will summarize key details and events while expanding their vocabulary by associating new words with known concepts. Students will learn how to write a focused informational paragraph, a personal narrative and dialogue.

TEACHING OBJECTIVE: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY <small>*DENOTES ELIGIBLE CONTENT</small>	PA STANDARD STATEMENT(S) <small>REFER TO PAGE(S) IN CORE CURRICULUM</small>	TEXTUAL REFERENCES STRUCTURED LESSONS <small>REFER TO THE COORDINATING DOCUMENT</small>
<p><b>Reading Week 1 and 2</b></p> <p><b>Theme Connections:</b> pp. T14-T15</p> <ul style="list-style-type: none"> <li>Plot</li> <li>Use Story Structure *Podcast available</li> </ul> <p><b>Connections:</b> pp. T66-T67; pp. T164-T165</p> <p><b>Develop Oral Language/Read Aloud</b></p> <p><b>Phonics/Word Work:</b> Daily plan Syllable C-le; Consonant digraphs</p> <p><b>High-Frequency Words</b></p> <p><b>Check Comprehension</b> p. T54; p. T152</p> <p><b>Fluency:</b> Daily plan *Podcasts available</p> <p><b>Robust Vocabulary:</b> Daily plan</p> <p><b>Small Group/Guided Reading:</b> Daily</p> <p><b>Grammar:</b> Possessive Nouns; Singular and Plural Pronouns</p> <p><b>Writing:</b> Paragraph that compares: Voice; Realistic Story: Voice</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Ethics/Social Responsibility</li> <li>Lifelong Learning/Self Direction</li> <li>Understanding Diversity</li> </ul> 	<ul style="list-style-type: none"> <li>Identify literary elements (plot)*</li> <li>Use self-monitoring comprehension strategies</li> <li>Read/respond to nonfiction/fiction/poetry/drama*</li> <li>Connect new information/ideas*</li> <li>Read a variety of genres</li> <li>Use knowledge of phonics/word analysis/context clues*</li> <li>Retell or summarize major ideas*</li> <li>Use appropriate rhythm/pronunciation</li> <li>Acquire a reading vocabulary*</li> <li>Edit writing</li> <li>Use nouns, pronouns...properly</li> <li>Write with a sharp distinct focus</li> <li>Write a narrative</li> </ul>	<p><b>1.3B p. 42</b></p> <p><b>1.1D p. 24</b></p> <p><b>1.3F p. 50</b></p> <p><b>1.1G p. 30</b></p> <p><b>1.1H p. 32</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.5F p. 68</b></p> <p><b>1.5A p. 58</b></p> <p><b>1.4A p. 52</b></p>	<p><b>HARCOURT STORYTOWN:</b> <i>BOOK 3.1: THEME 3: As We Grow</i></p> <p><b>Week 1</b> Read Aloud Read-Aloud Anthology: <i>Evie and Margie</i> p. 38 <i>Loved Best</i> p. T45 Meet the Author and Illustrator p. T53 Paired Selection: <i>The Shepherd Boy and the Wolf</i> p. T65 • Podcast: T54</p> <p><b>Week 2</b> Read Aloud Read-Aloud Anthology: <i>The Sunset In My Mailbox</i> p.44 <i>A Pen Pal for Max</i> p. T141 Meet the Author and Illustrator p. T151 Paired Selection: <i>Postcards From Around the Globe</i> p. T163 • Podcasts: T140, T152</p>  
<p><b>Reading Weeks 3 and 4</b></p> <ul style="list-style-type: none"> <li>Author's Purpose</li> <li>Ask Questions</li> </ul> <p><b>Connections:</b> pp. T254- T255; pp. T338-T339</p> <p><b>Develop Oral Language/Read Aloud</b></p> <p><b>Phonics/Word Work:</b> Daily plan Consonants/s/c,/j/g, dge; VCV and VC/V Syllables</p> <p><b>High-Frequency Words</b></p> <p><b>Check Comprehension</b> p. T240; p. T324</p> <p><b>Fluency:</b> Daily plan *Podcasts available</p> <p><b>Robust Vocabulary:</b> Daily plan</p> <p><b>Small Group/Guided Reading:</b> Daily</p> <p><b>Grammar:</b> Subject and Object Pronouns; Pronoun- Antecedent Agreement</p> <p><b>Writing:</b> Explanation: Sentence Fluency; Cause and Effect: Sentence Fluency</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Lifelong Learning/Self Direction</li> </ul> 	<ul style="list-style-type: none"> <li>Identify the purposes/types of various texts*</li> <li>Answer/construct questions to clarify understanding*</li> <li>Read/respond to nonfiction/fiction/poetry/drama*</li> <li>Connect new information/ideas*</li> <li>Read a variety of genres</li> <li>Use knowledge of phonics/word analysis/context clues*</li> <li>Retell or summarize major ideas*</li> <li>Use appropriate rhythm/pronunciation</li> <li>Acquire a reading vocabulary*</li> <li>Use nouns, pronouns...properly</li> <li>Use complete sentences</li> <li>Write using literary elements (plot-cause/effect)</li> <li>Write informational pieces</li> <li>Write a narrative piece</li> </ul>	<p><b>1.1A p. 18</b></p> <p><b>1.1G p. 30</b></p> <p><b>1.3F p. 50</b></p> <p><b>1.1H p. 32</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.3B p. 42</b></p> <p><b>1.5F p. 68</b></p> <p><b>1.5E p. 66</b></p> <p><b>1.4B p. 54</b></p> <p><b>1.4A p. 52</b></p>	<p><b>Week 3</b> Read Aloud Read-Aloud Anthology: <i>The Money Tree</i> p.48 <i>A Tree Is Growing</i> p. T227 Meet the Author and Illustrator p. T239 Paired Selection: <i>Ancient Trees Survive In California's Mountains</i> p. T252 • Podcast: T240</p> <p><b>Week 4</b> Read Aloud Read-Aloud Anthology: <i>A Log's Life</i> p. 50 <i>One Small Place in a Tree</i> p. T315 Meet the Author and Illustrator p. T323 Paired Selection: <i>Be A Birdwatcher</i> p. T337 • Podcast: T324</p>  
<p><b>Reading Week 5</b></p> <ul style="list-style-type: none"> <li>Plot</li> <li>Author's Purpose</li> <li>Use Story Structure</li> <li>Ask Questions</li> </ul> <p>Readers' Theater</p> <p><b>Develop Oral Language/Read Aloud</b></p> <p><b>Phonics/Word Work:</b> Review- Daily plan</p> <p><b>High-Frequency Words</b></p> <p>Comprehension Review: Daily plan</p> <p><b>Fluency:</b> Daily plan *Podcast available</p> <p><b>Robust Vocabulary:</b> Daily plan</p> <p><b>Small Group/Guided Reading:</b> Daily</p> <p><b>Grammar:</b> Review- Daily plan</p> <p><b>Writing:</b> Revise and Publish, Review: Voice and Sentence Fluency</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Teamwork/Collaboration</li> <li>Creativity/Innovation</li> </ul> 	<ul style="list-style-type: none"> <li>Identify literary elements (plot)*</li> <li>Identify the purposes/types of various texts*</li> <li>Use self-monitoring comprehension strategies*</li> <li>Answer/construct questions to clarify understanding*</li> <li>Identify the structures in drama</li> <li>Read a variety of genres</li> <li>Use knowledge of phonics/word analysis/context clues*</li> <li>Demonstrate comprehension (Standards 1.1.3G*)</li> <li>Use appropriate rhythm/pronunciation</li> <li>Acquire a reading vocabulary*</li> <li>Edit writing using conventions of language</li> <li>Revise writing to improve details/order</li> <li>Present and or defend written work</li> <li>Write narrative/informational pieces</li> </ul>	<p><b>1.3E p. 48</b></p> <p><b>1.1G p. 30</b></p> <p><b>1.1D p. 24</b></p> <p><b>1.3E p. 48</b></p> <p><b>1.1H p. 32</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.5F p. 68</b></p> <p><b>1.5E p. 66</b></p> <p><b>1.5G p. 70</b></p> <p><b>1.4A p. 52</b></p> <p><b>1.4B p. 54</b></p>	<p><b>Week 5</b> Read Aloud Read-Aloud Anthology: <i>Thunder Cake</i> p. 54 Read Aloud-Read Along Readers' Theatre: <i>Ask the Experts</i> p. T391 Paired Selection: <i>Iris and Walter True Friends</i> p. T423 • Podcast: T389</p> 
<p><b>Reading Week 6</b></p> <ul style="list-style-type: none"> <li>Reteach, review, accelerate, enhance understanding as needed</li> <li>Theme Wrap-up and Review: pp. T442-443</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Lifelong Learning/Self Direction</li> <li>Creativity and Innovation</li> <li>Understanding Diversity</li> </ul>			<p><b>Week 6</b> <i>Note: Use alternative texts to address the noted objectives.</i></p> <ul style="list-style-type: none"> <li>Additional Support Activities</li> <li>Theme Resources</li> <li>Additional Resources</li> </ul>

At the end of this cycle, students are able to demonstrate their ability to work productively alone and with others as they construct meaning and respond critically to fiction and nonfiction texts. Students are able to determine the author's purpose through performance tasks, presentations and projects. Students can summarize important information and make valid predictions about texts. They are able to decode unfamiliar words using various word learning strategies as they continue to build robust speaking, reading and writing vocabularies as well as oral reading fluency. Students are writing a well organized, focused informational paragraph and a personal narrative.

**THIRD CYCLE LITERACY 3 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Text Theme:** As we grow, we develop new skills and knowledge that help us to become fully functioning members of our families, communities and society. Come explore new ideas and expand your world with these stories.




WEEK DATES	SUPPORTS FOR 21 <sup>ST</sup> CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	PSSA CONNECTION TO "WHAT I WILL TEACH"
<p>Cycle 3 Week 1 5 days Dec. 14 to Dec. 18 Report Card Conferences</p>	<p><b>Idea(s) for Investigation</b> Fables <a href="http://www.studyzone.org/testprep/ela4/a/fablel.cfm">http://www.studyzone.org/testprep/ela4/a/fablel.cfm</a> See <i>SchoolNet</i> for updated internet links</p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Ethics/Social Responsibility</li> </ul>	<p><b>PSSA Multiple Choice</b> How would you describe Carolyn's feelings at the beginning of the story?</p>	<p><b>Writing</b> See Core Curriculum page 60 for more strategies to teach writing on a topic with supporting details. <b>Critical Thinking</b> See Core Curriculum page 18 for more strategies to teach purposes of texts <b>Accessing the Core Strategies Guide</b> See Section 3 page 67 for Reluctant Writer Strategies.</p>
<p>Cycle 3 Week 2 8 days Dec. 21 to Jan. 8 PSSA/Constructed Response</p>	<p><b>Idea(s) for Investigation</b> World Languages <a href="http://www.hello-world.com">http://www.hello-world.com</a> See <i>SchoolNet</i> for updated internet links</p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Understanding Diversity</li> <li>• Ethics/Social Responsibility</li> </ul>	<p><b>PSSA ✓ Point Question Constructed Response</b> Using your own words, summarize the passage. Include at least one important detail from the beginning, the middle and the end of the selection.</p>	<p><b>Comprehension</b> See Core Curriculum page 30 for more strategies to teach retelling and summarizing. <b>Vocabulary</b> See Core Curriculum page 28 for more strategies to teach vocabulary development. <b>Accessing the Core Strategies Guide</b> See Section 3 page 62 for Retention Problems.</p>
<p>Cycle 3 Week 3 5 days Jan. 11 to Jan. 15</p>	<p><b>Idea(s) for Investigation</b> Paper Making <a href="http://www.ecokidsonline.com/pub/fun_n_games/printables/activities/assets/science_nature/paper_making.pdf">http://www.ecokidsonline.com/pub/fun_n_games/printables/activities/assets/science_nature/paper_making.pdf</a> See <i>SchoolNet</i> for updated internet links</p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> </ul>	<p><b>PSSA Multiple Choice</b> In the passage, the word <i>rustling</i> means</p>	<p><b>Comprehension</b> See Core Curriculum page 38 for more strategies to teach identifying genres. <b>Critical Thinking</b> See Core Curriculum page 40 for more strategies to teach comparing texts. <b>Accessing the Core Strategies Guide</b> See Section 4 page 50 for Subject Matter Organizers.</p>
<p>Cycle 3 Week 4 4 days Jan. 19 to Jan. 22 PSSA/Constructed Response</p>	<p><b>Idea(s) for Investigation</b> Life as a Wildlife Biologist <a href="http://www.dnr.state.wi.us/org/caer/ce/eeek/job/genny.htm">http://www.dnr.state.wi.us/org/caer/ce/eeek/job/genny.htm</a> See <i>SchoolNet</i> for updated internet links</p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> </ul>	<p><b>PSSA ✓ Point Question Constructed Response</b> According to the passage, explain how a tree can get a hole in it. Include at least three details from the story in your explanation.</p>	<p><b>Critical Thinking</b> See Core Curriculum page 34 for more strategies to teach making inferences. <b>Writing</b> See Core Curriculum page 68 for more strategies to teach editing skills. <b>Accessing the Core Strategies Guide</b> See Section 3 page 66 for Writing Accommodations.</p>
<p>Cycle 3 Week 5 10 days Jan. 25 to Feb. 05 Predictive 2</p>	<p><b>Idea(s) for Investigation</b> Being a Problem Solver <a href="http://pbskids.org/arthur/games/yougottobekidding/index.html">http://pbskids.org/arthur/games/yougottobekidding/index.html</a> See <i>SchoolNet</i> for updated internet links</p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Teamwork/Collaboration</li> <li>• Creativity/Innovation</li> </ul>	<p><b>PSSA Multiple Choice</b> Which word or phrase <b>best</b> describes a character trait of the students in <i>Ask the Experts</i>?</p>	<p><b>Comprehension</b> See Core Curriculum page 24 for more strategies to teach self-monitoring while reading. <b>Writing</b> See Core Curriculum page 60 for more strategies to teach writing on a topic with supporting details. <b>Accessing the Core Strategies Guide</b> See Section 3 page 67 for Reluctant Writer Strategies.</p>
<p>Cycle 3 Week 6 5 days Feb. 8 to Feb. 12</p>	<p><b>Idea(s) for Investigation</b> The Learning Site: <a href="http://www.harcourtschool.com">www.harcourtschool.com</a> See <i>SchoolNet</i> for updated internet links</p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Creativity and Innovation</li> <li>• Understanding Diversity</li> </ul>	<p><b>PSSA ✓ Point Question COMPARE TEXT Constructed Response</b> Give at least two ways that <i>One Small Place in a Tree</i> and <i>A Tree is Growing</i> are different and one way they are alike. Use details from the passages in your response.</p>	<p><b>Vocabulary</b> See Core Curriculum page 26 for interactive strategies to teach high-frequency words. <b>Comprehension</b> See Core Curriculum page 32 for strategies to teach fluency and comprehension. <b>Accessing the Core Strategies Guide</b> See Section 4 page 64 for Listening Passage Overviews.</p>

**FOURTH CYCLE LITERACY 3 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

During this cycle, the goal of my teaching is that students will develop their ability to think creatively and in innovative ways through an exploration of literature. Students will apply knowledge of phonics and word analysis to decode unfamiliar words. Students will discriminate between fact and fiction; make connection between and among texts as they expand their vocabulary by associating new words with known concepts. Students will continue to develop oral reading fluency. Students will learn how to develop ideas and topics as they write narrative pieces.

TEACHING OBJECTIVE: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY <small>*DENOTES ELIGIBLE CONTENT</small>	PA STANDARD STATEMENT(S) <small>REFER TO PAGE(S) IN CORE CURRICULUM</small>	TEXTUAL REFERENCES STRUCTURED LESSONS
<p><b>Reading Weeks 1 and 2</b></p> <p><b>Theme Connections:</b> pp. T14-T15 Reading • Compare and Contrast (Narrative Elements) • Monitor Comprehension: Read Ahead <b>Connections:</b> pp. T68-T69; pp. T168-T169 <b>Develop Oral Language/Read Aloud</b> <b>Phonics/Word Work:</b> Daily plan R-Controlled Vowel/or/, Letter Patterns; R-Controlled Vowel/ur/, Letter Patterns <b>High-Frequency Words</b> <b>Check Comprehension p.</b> T54; p. T152 <b>Fluency:</b> Daily plan *Podcast available <b>Robust Vocabulary:</b> Daily plan <b>Small Group/Guided Reading:</b> Daily <b>Grammar:</b> Adjectives; Adjectives that Compare <b>Writing:</b> Character Sketch: Conventions; Play Scene: Conventions <b>Address 21st Century Applied Skills</b> • Understanding Diversity • Leadership • Ethics/Social Responsibility</p> 	<ul style="list-style-type: none"> <li>Identify literary elements*</li> <li>Use self-monitoring comprehension strategies</li> <li>Read/respond to nonfiction/fiction/poetry/drama*</li> <li>Connect new information/ideas*</li> <li>Read a variety of genres</li> <li>Use knowledge of phonics/word analysis/context clues*</li> <li>Retell or summarize major ideas*</li> <li>Use appropriate rhythm/pronunciation</li> <li>Acquire a reading vocabulary*</li> <li>Use adjectives properly</li> <li>Edit writing using conventions</li> <li>Write narrative pieces</li> </ul>	<p><b>1.3B p. 42</b> <b>1.1D p. 24</b> <b>1.3F p. 50</b> <b>1.1G p. 68</b> <b>1.1H p. 32</b> <b>1.1C p. 22</b> <b>1.1E p. 26</b> <b>1.5F p. 68</b> <b>1.4A p. 52</b></p>	<p><b>HARCOURT STORYTOWN:</b> <i>BOOK 3.2: THEME 4: Tales To Tell</i></p> <p><b>Week 1</b> Read Aloud Read-Aloud Anthology: <i>Red Riding Hood</i> p. 58 <i>Lon Po Po</i> p. T45 Meet the Author and Illustrator p. T53 Paired Selection: <i>Abuelita's Lap</i> p. T67 • Podcast: T54</p> <p><b>Week 2</b> Read Aloud Read-Aloud Anthology: <i>Storytelling Trees</i> p. 62 <i>Two Bear Cubs</i> p. T141 Meet the Author and Illustrator p. T151 Paired Selection: <i>Brave Measuring Worm</i> p. T165</p> 
<p><b>Reading Weeks 3 and 4</b></p> <ul style="list-style-type: none"> <li>Theme</li> <li>Use Story Structure</li> </ul> <p><b>Connections:</b> pp. T252-T253; pp. T336-T337 <b>Develop Oral Language/Read Aloud</b> <b>Phonics/Word Work:</b> Daily plan Suffixes; Prefixes <b>High-Frequency Words</b> <b>Check Comprehension p.</b> T238; p. T322 <b>Fluency:</b> Daily plan *Podcasts available <b>Robust Vocabulary:</b> Daily plan <b>Small Group/Guided Reading:</b> Daily <b>Grammar:</b> Articles; Action Verbs <b>Writing:</b> Story Dialogue: Voice; Folktale: Voice <b>Address 21st Century Applied Skills</b> • Lifelong Learning/Self Direction • Professionalism/Work Ethic • Teamwork/Collaboration</p> 	<ul style="list-style-type: none"> <li>Retell/summarize major ideas/themes of a story*</li> <li>Use self-monitoring comprehension strategies</li> <li>Read/respond to nonfiction/fiction/poetry/drama*</li> <li>Connect new information/ideas*</li> <li>Read a variety of genres</li> <li>Use knowledge of phonics/word analysis/context clues*</li> <li>Use appropriate rhythm/pronunciation</li> <li>Acquire a reading vocabulary*</li> <li>Write with a sharp focus</li> <li>Write sentences/paragraph with one central idea</li> <li>Use verbs properly</li> <li>Write a narrative piece</li> </ul>	<p><b>1.1G p. 30</b> <b>1.1D p. 24</b> <b>1.3F p. 50</b> <b>1.1G p. 68</b> <b>1.1H p. 32</b> <b>1.1C p. 22</b> <b>1.1E p. 26</b> <b>1.5A p. 58</b> <b>1.5B p. 60</b> <b>1.5F p. 68</b> <b>1.4A p. 52</b></p>	<p><b>Week 3</b> Read Aloud: <i>Big Book of Rhymes and Poems</i> <i>Building Liberty</i> p. 64 <i>Me and Uncle Romie</i> p. T227 Meet the Author and Illustrator p. T237 Paired Selection: <i>The Art of Collage</i> p. T251 • Podcast: T238</p> <p><b>Week 4</b> Read Aloud Read-Aloud Anthology: <i>Luck</i> p. 68 <i>Half-Chicken</i> p. T313 Meet the Author and Illustrator p. 321 Paired Selection: <i>I Sailed On Half A Ship</i> p. T340 • Podcast: T322</p>  
<p><b>Reading Week 5</b></p> <ul style="list-style-type: none"> <li>Compare and Contrast (Narrative Elements)</li> <li>Theme</li> <li>Read Ahead</li> <li>Use Story Structure</li> <li>Readers' Theater</li> </ul> <p><b>Develop Oral Language/Read Aloud</b> <b>Phonics/Word Work:</b> Review Daily plan <b>High-Frequency Words</b> <b>Comprehension Review:</b> Daily plan <b>Fluency:</b> Daily plan *Podcast available <b>Robust Vocabulary:</b> Daily plan <b>Small Group/Guided Reading:</b> Daily <b>Grammar:</b> Review Adjectives, Articles, Action Verbs <b>Writing:</b> Revise and Publish, Review: Conventions, Voice <b>Address 21st Century Applied Skills</b> • Teamwork/Collaboration • Professionalism/Work Ethic</p> 	<ul style="list-style-type: none"> <li>Identify literary elements*</li> <li>Retell/summarize major ideas/themes of a story*</li> <li>Use self-monitoring comprehension strategies</li> <li>Identify the structures in drama</li> <li>Read a variety of genres</li> <li>Use knowledge of phonics/word analysis/context clues*</li> <li>Demonstrate comprehension (Standards 1.1.3G*)</li> <li>Use appropriate rhythm/pronunciation</li> <li>Acquire a reading vocabulary*</li> <li>Edit writing using conventions of language</li> <li>Revise writing to improve details/order</li> <li>Present and or defend written work</li> <li>Write narrative/informational pieces</li> </ul>	<p><b>1.3B p. 42</b> <b>1.1G p. 30</b> <b>1.1D p. 24</b> <b>1.3E p. 48</b> <b>1.1H p. 32</b> <b>1.1C p. 22</b> <b>1.1E p. 26</b> <b>1.5F p. 68</b> <b>1.5E p. 66</b> <b>1.5G p. 70</b> <b>1.4A p. 52</b> <b>1.4B p. 54</b></p>	<p><b>Week 5</b> Read Aloud Rea-Aloud Anthology: <i>The Tragic Night</i> p. 74 Read Aloud-Read Along Readers' Theatre: <i>Backstage With Chris and Casey</i> p. T389 Paired Selection: <i>The Cracked Chinese Jug</i> p. T421 • Podcast: T387</p> 
<p><b>Reading Week 6</b></p> <ul style="list-style-type: none"> <li>Reteach, review, accelerate, enhance understanding as needed</li> <li>Theme Wrap-up and Review: pp. T440-T441</li> </ul> <p><b>Address 21st Century Applied Skills</b> • Teamwork/Collaboration • Professionalism/Work Ethic</p>			<p><b>Week 6</b> <i>Note: Use additional texts to address the noted objectives.</i> • Additional Support Activities • Theme Resources • Additional Resources</p>

At the end of this cycle, students are able to demonstrate their learning through individual, partner and group projects and tasks as they construct meaning and respond critically to texts using information from narrative elements and literary devices. Students are able to decode unfamiliar words using various word learning strategies as they continue to build robust speaking, listening, reading and writing vocabularies and fluency. They are writing organized, focused narrative pieces.

**FOURTH CYCLE LITERACY 3 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Text Theme:** Watch as the characters demonstrate the ways creativity and imagination can help us solve problems and express our feelings and emotions. Our lives can be fuller when we dream big.




WEEK DATES	SUPPORTS FOR 21 <sup>ST</sup> CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	PSSA CONNECTION TO "WHAT I WILL TEACH"
<p>Cycle 4 Week 1 4 days Feb. 16 to Feb. 19</p>	<p><b>Idea(s) for Investigation</b> Chinese Folktale-music site <a href="http://artsedge.kennedy-center.org/content/3317/nightingale.swf">http://artsedge.kennedy-center.org/content/3317/nightingale.swf</a> See <i>SchoolNet</i> for updated internet links</p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding Diversity</li> <li>• Leadership</li> </ul>	<p><b>PSSA Multiple Choice</b> Which would be the <b>best</b> alternative title for this passage?</p>	<p><b>Critical Thinking</b> See Core Curriculum page 50 for more interactive strategies to teach reading comprehension.</p> <p><b>Writing</b> See Core Curriculum page 62 for more strategies to teach developing a good beginning to a story.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 3 page 63 for Beginning, Middle, and End.</p>
<p>Cycle 4 Week 2 5 days Feb. 22 to Feb. 26</p> <p>PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> Myths from Other Lands <a href="http://www.planetozkids.com/oban/legends.htm">http://www.planetozkids.com/oban/legends.htm</a> See <i>SchoolNet</i> for updated internet links</p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Ethics/Social Responsibility</li> <li>• Leadership</li> </ul>	<p><b>PSSA ✓ Point Question</b> <b>Constructed Response</b> What would be another good title for <i>Two Bear Cubs</i>? Support your answer with at least two details from the passage.</p>	<p><b>Writing</b> See Core Curriculum page 58 for strategies to teach focus (audience and purpose).</p> <p><b>Critical Thinking</b> See Core Curriculum page 34 for more strategies to teach making inferences.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 4 page 44 for Providing Contiguity.</p>
<p>Cycle 4 Week 3 5 days March 1 to March 5</p>	<p><b>Idea(s) for Investigation</b> Be A Book Illustrator <a href="http://www.rif.org/readingplanet/activitylab/illustrate.msp">http://www.rif.org/readingplanet/activitylab/illustrate.msp</a> See <i>SchoolNet</i> for updated internet links</p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Professionalism/Work Ethic</li> </ul>	<p><b>PSSA Multiple Choice</b> Which statement is a fact about music?</p>	<p><b>Grammar</b> See Core Curriculum page 64 for more strategies to teach using descriptive words in writing.</p> <p><b>Phonics</b> See Core Curriculum page 22 for interactive strategies to teach suffixes.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 4 page 46 for Response Cards.</p>
<p>Cycle 4 Week 4 5 days March 8 to March 12</p> <p>PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> Poetry <a href="http://pbskids.org/arthur/games/poetry/index.html">http://pbskids.org/arthur/games/poetry/index.html</a> See <i>SchoolNet</i> for updated internet links</p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Teamwork/Collaboration</li> </ul>	<p><b>PSSA ✓ Point Question</b> <b>Constructed Response</b> Give the main idea of the passage including at least three important details.</p>	<p><b>Vocabulary</b> See Core Curriculum page 26 for more strategies to teach how to create antonym charts.</p> <p><b>Comprehension</b> See Core Curriculum page 24 for more strategies to teach creating mental images.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 4 page 54 for Use of Juxtaposition of Non-Examples.</p>
<p>Cycle 4 Week 5 5 days March 15 to March 19</p> <p>Benchmark 3</p>	<p><b>Idea(s) for Investigation</b> Jobs in the Theater <a href="http://knowitall.org/kidswork/theater/jobplay/index.html">http://knowitall.org/kidswork/theater/jobplay/index.html</a> See <i>SchoolNet</i> for updated internet links</p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Teamwork/Collaboration</li> <li>• Professionalism/Work Ethic</li> </ul>	<p><b>PSSA Multiple Choice</b> The author's purpose for writing this passage was</p>	<p><b>Comprehension</b> See Core Curriculum page 36 for more strategies to teach evaluating media information.</p> <p><b>Critical Thinking</b> See Core Curriculum page 30 for more strategies to teach main idea and supporting details.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 4 page 36 for Guided Notes.</p>
<p>Cycle 4 Week 6 5 days March 22 to March 26</p> <p>Report Card Conferences</p>	<p><b>Idea(s) for Investigation</b> Performing Arts <a href="http://www.literacyconnections.com/ReadersTheater.html">http://www.literacyconnections.com/ReadersTheater.html</a> The Learning Site: <a href="http://www.harcourtschool.com">www.harcourtschool.com</a> See <i>SchoolNet</i> for updated internet links</p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity/Innovation</li> <li>• Teamwork/Collaboration</li> </ul>	<p><b>PSSA ✓ Point Question</b> <b>COMPARE TEXT</b> <b>Constructed Response</b> Compare the ways <i>Me and Uncle Romie</i> and <i>Half Chicken</i> both fit the theme Tales to Tell. Use at least one example from each passage to support your response.</p>	<p><b>Critical Thinking</b> See Core Curriculum page 46 for more strategies to teach identifying structures in poetry.</p> <p><b>Comprehension</b> See Core Curriculum page 32 for more strategies to teach fluency and comprehension.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 4 page 23 for Choral Response.</p>

**FIFTH CYCLE LITERACY 3 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

During this cycle, the goal of my teaching is that students will learn to act responsibly with the interests of the larger community in mind. Students will learn to summarize text, identify, interpret, compare and contrast narrative elements and effectively use graphic aids to unlock meaning from texts. Students will learn to use context clues, word parts and knowledge of multiple meaning words to decode unfamiliar words. Students will continue to expand their vocabulary by associating new words with known concepts. Students will learn how to write in the narrative and informational forms.

TEACHING OBJECTIVE: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY <small>*DENOTES ELIGIBLE CONTENT</small>	PA STANDARD STATEMENT(S) <small>REFER TO PAGE(S) IN CORE CURRICULUM</small>	TEXTUAL REFERENCES STRUCTURED LESSONS
<p><b>Reading Weeks 1 and 2</b></p> <p><b>Theme Connections:</b> pp. T14-T15 Reading • Sequence • Reread • Author's Message (Main Idea) <b>Connections:</b> pp. T70-T71; pp. T166-T167 <b>Develop Oral Language/Read Aloud</b> <b>Phonics/Word Work:</b> Daily plan Vowel Variants/oo/; Vowel Variant/o/, Prefixes and Suffixes <b>High-Frequency Words</b> <b>Check Comprehension:</b> p. T56; p. T152, T162  <b>Fluency:</b> Daily plan *Podcasts available <b>Robust Vocabulary:</b> Daily plan <b>Small Group/Guided Reading:</b> Daily <b>Grammar:</b> The Verb- be; Main and Helping Verbs <b>Writing:</b> Explanation: Sentence Fluency; Summary: Sentence Fluency <b>Address 21st Century Applied Skills</b> • Understanding Diversity • Lifelong Learning/Self Direction</p>	<ul style="list-style-type: none"> <li>Analyze text organization/content to derive meaning*</li> <li>Use self-monitoring comprehension strategies</li> <li>Distinguish between essential/non-essential information*</li> <li>Read/respond to nonfiction/fiction/poetry/drama*</li> <li>Connect new information/ideas*</li> <li>Read a variety of genres</li> <li>Use knowledge of phonics/word analysis/context clues*</li> <li>Retell or summarize major ideas*</li> <li>Use appropriate rhythm/pronunciation</li> <li>Acquire a reading vocabulary*</li> <li>Use verbs properly</li> <li>Use sentences of different lengths/complexities</li> <li>Write an informational paragraph</li> </ul>	<p><b>1.2A p. 34</b> <b>1.1D p. 24</b> <b>1.3F p. 50</b> <b>1.1G p. 30</b> <b>1.1H p. 32</b> <b>1.1C p. 22</b> <b>1.1E p. 26</b> <b>1.5F p. 68</b> <b>1.5D p. 64</b> <b>1.4B p. 54</b></p>	<p><b>HARCOURT STORYTOWN:</b> <i>BOOK 3.2: THEME 5: A Place For All</i></p> <p><b>Week 1</b> Read Aloud Read-Aloud Anthology: <i>Living at the Bottom of the World</i> p. 76 <i>Antarctic Ice</i> p. T45 Meet the Author and Photographer p. T55 Paired Selection: <i>Diary of a Very Short Winter Day</i> p.T69 • Podcast: T56 </p> <p><b>Week 2</b> Read Aloud Read-Aloud Anthology: <i>They Only Come Out At Night</i> p. 78 <i>Bat Loves the Night</i> p. T143 Meet the Author and Illustrator p. T151 Paired Selection: <i>Bottlenose Dolphins</i> p. T165 • Podcast: T152 </p>
<p><b>Reading Weeks 3 and 4</b></p> <ul style="list-style-type: none"> <li>Cause and Effect (Narrative Elements -Plot)</li> <li>Answer Questions</li> </ul> <p><b>Connections:</b> pp. T250-T251; pp. T332-T333 <b>Develop Oral Language/Read Aloud</b> <b>Phonics/Word Work:</b> Daily plan Prefixes, Homophones T254; Schwa, Syllables and Accents, Homophones T336 <b>High-Frequency Words</b> <b>Check Comprehension:</b> p.T238; Retelling p. T320, Fact and Opinion T346 <b>Fluency:</b> Daily plan <b>Robust Vocabulary:</b> Daily plan <b>Small Group/Guided Reading:</b> Daily <b>Grammar:</b> Present-Tense Verbs; Past and Future Tense Verbs <b>Writing:</b> Fantasy: Organization; Persuasive: Organization <b>Address 21st Century Applied Skills</b> • Teamwork/Collaboration • Ethics/Social Responsibility • Professionalism/Work Ethic • Creativity/Innovation</p>	<ul style="list-style-type: none"> <li>Identify literary elements*</li> <li>Answer/construct questions to clarify understanding*</li> <li>Read/respond to nonfiction/fiction/poetry/drama*</li> <li>Connect new information/ideas*</li> <li>Read a variety of genres</li> <li>Use knowledge of phonics/word analysis/context clues*</li> <li>Retell or summarize major ideas*</li> <li>Use appropriate rhythm/pronunciation</li> <li>Acquire a reading vocabulary*</li> <li>Use verbs properly</li> <li>Sustain a logical order</li> <li>Gather/organize information</li> <li>Write a narrative (fantasy)</li> <li>Write an informational piece (persuasive)</li> </ul>	<p><b>1.3B p. 42</b> <b>1.1G p. 30</b> <b>1.3F p. 50</b> <b>1.1H p. 32</b> <b>1.1C p. 22</b> <b>1.1E p. 26</b> <b>1.3C p. 44</b> <b>1.5F p. 68</b> <b>1.5C p. 62</b> <b>1.5B p. 60</b> <b>1.4A p. 52</b> <b>1.4B p. 54</b></p>	<p><b>Week 3</b> Read Aloud Read-Aloud Anthology: <i>The Empty Pot</i> p. 82 <i>Chestnut Cove</i> p. T227 Meet the Author p. T237 Paired Selection: <i>Mayors</i> p.T249</p> <p><b>Week 4</b> Read Aloud: <i>Big Book of Rhymes and Poems</i> Read-Aloud Anthology: <i>Hanging On</i> p. 88 <i>Ramona Quimby, Age 8</i> p. T313 Meet the Author p. T319 Paired Selection: <i>Slam Dunk Water</i> p.T331</p>
<p><b>Reading Week 5</b></p> <ul style="list-style-type: none"> <li>Sequence</li> <li>Cause and Effect (Narrative Elements -Plot)</li> <li>Reread</li> <li>Answer Questions</li> <li>Reading a Textbook</li> <li>Readers' Theater *Podcast available</li> </ul> <p><b>Develop Oral Language/Read Aloud</b> <b>Phonics/Word Work:</b> Review Daily plan, Homophones T421, T430  <b>High-Frequency Words</b> Comprehension Review Daily plan <b>Fluency:</b> Daily plan <b>Robust Vocabulary:</b> Daily plan <b>Small Group/Guided Reading:</b> Daily <b>Grammar:</b> Review Verbs <b>Writing:</b> Revise and Publish <b>Address 21st Century Applied Skills</b> • Understanding Diversity • Teamwork/Collaboration</p>	<ul style="list-style-type: none"> <li>Analyze text organization/content to derive meaning*</li> <li>Identify literary elements*</li> <li>Use self-monitoring comprehension strategies</li> <li>Answer/construct questions to clarify understanding*</li> <li>Preview text formats: i.e. title/heading/chapter/contents</li> <li>Identify the structures in drama</li> <li>Read a variety of genres</li> <li>Use knowledge of phonics/word analysis/context clues*</li> <li>Demonstrate comprehension (Standards 1.1.3G*)</li> <li>Use appropriate rhythm/pronunciation</li> <li>Acquire a reading vocabulary*</li> <li>Edit writing using conventions of language</li> <li>Revise writing to improve details/order</li> <li>Present and or defend written work</li> <li>Write narrative/informational pieces</li> </ul>	<p><b>1.2A p. 34</b> <b>1.3B p. 42</b> <b>1.1D p. 24</b> <b>1.1G p. 30</b> <b>1.1B p. 20</b> <b>1.3E p. 48</b> <b>1.1H p. 32</b> <b>1.1C p. 22</b> <b>1.1E p. 26</b> <b>1.5F p. 68</b> <b>1.5E p. 66</b> <b>1.4A p. 52</b> <b>1.4B p. 54</b></p>	<p><b>Week 5</b> Read Aloud Read-Aloud Anthology: <i>Farming in Space</i> p. 88 Read Aloud-Read Along Readers' Theater: <i>The Robots of Greenville</i> p. T387 Paired Selection: <i>Fighting For Our Freedom</i> p. T419 • Podcast: T385 </p>
<p><b>ONLY 5 WEEKS IN THIS CYCLE</b></p>			

At the end of this cycle, students are able to demonstrate learning with integrity and personal responsibility for their group, partner and individual work. Students can construct meaning using information from narrative elements between and among texts and through the effective use of graphic aids and story structures. Students are able to summarize important information as they respond critically to text. Students can decode unfamiliar words using various word learning strategies and word forms as they continue to build a robust vocabulary. Students are writing fantasies, personal narratives and informational paragraphs.

**FIFTH CYCLE LITERACY 3 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Text Theme:** We live a diverse world with special habitats and homes for all. Come explore some new and some familiar places through these stories.




WEEK DATES	SUPPORTS FOR 21 <sup>ST</sup> CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	PSSA CONNECTION TO "WHAT I WILL TEACH"
<p><b>Cycle 5 Week 1 5 days</b></p> <p><b>April 5 to April 9</b></p> <p>PSSA/PSSA Modified Math</p> <p>PSSA Reading</p>	<p><b>Idea(s) for Investigation</b> African Penguins <a href="http://animal.discovery.com/convergence/safari/cityslickers/penguin/penguin.html">http://animal.discovery.com/convergence/safari/cityslickers/penguin/penguin.html</a> <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding Diversity</li> <li>• Lifelong Learning/Self Direction</li> </ul>	<p><b>PSSA Multiple Choice</b> In this passage, which event happened <b>after</b> the Weddell seal pulls herself out of the water?</p>	<p><b>Narrative Elements</b> See Core Curriculum <b>page 42</b> for more strategies to teach identifying narrative elements (i.e. plot). <b>Phonics</b> See Core Curriculum <b>page 22</b> for interactive strategies to teach prefixes. <b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 52</b> for Timed Trials.</p>
<p><b>Cycle 5 Week 2 5 days</b></p> <p><b>April 12 to April 16</b></p> <p>PSSA/PSSA Modified Math</p> <p>PSSA Reading</p>	<p><b>Idea(s) for Investigation</b> Explore the Night Garden <a href="http://www.hants.gov.uk/rh/garden-explorer/nightgarden.html">http://www.hants.gov.uk/rh/garden-explorer/nightgarden.html</a> <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Information Technology/Application</li> </ul>	<p><b>PSSA / Point Question Constructed Response</b> Using three examples from the passage, explain how bats can fly in the dark.</p>	<p><b>Comprehension</b> See Core Curriculum <b>page 30</b> for more strategies to teach sequencing and summarizing. <b>Grammar</b> See Core Curriculum <b>page 68</b> for more strategies to teach subject-verb agreement. <b>Accessing the Core Strategies Guide</b> See <b>Section 3 page 63</b> for Beginning, Middle, and End.</p>
<p><b>Cycle 5 Week 3 5 days</b></p> <p><b>April 19 to April 23</b></p> <p>PSSA Writing (Grades 5 &amp; 8)</p>	<p><b>Idea(s) for Investigation</b> Real vs. Make Believe <a href="http://www.eaobics.com/gamegoo/games/tina/tina.html">http://www.eaobics.com/gamegoo/games/tina/tina.html</a> <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity/Innovation</li> <li>• Lifelong Learning/Self Direction</li> </ul>	<p><b>PSSA Multiple Choice</b> Why did each of the villagers try to grow the biggest watermelon?</p>	<p><b>Comprehension</b> See Core Curriculum <b>page 24</b> for more strategies to teach self-monitoring <b>Vocabulary</b> See Core Curriculum <b>page 26</b> for interactive strategies to teach multiple-meaning words by creating charts. <b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 47</b> for Self-Monitoring.</p>
<p><b>Cycle 5 Week 4 5 days</b></p> <p><b>April 26 to April 30</b></p> <p>PSSA Science (Grades 4 &amp; 8)</p>	<p><b>Idea(s) for Investigation</b> Persuasive Techniques/Advertisements <a href="http://www.studyzone.org/testprep/ela4/o/advertisementsl.cfm">http://www.studyzone.org/testprep/ela4/o/advertisementsl.cfm</a> <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity/Innovation</li> <li>• Teamwork/Collaboration</li> </ul>	<p><b>PSSA / Point Question Constructed Response</b> Describe how Ramona resolved the problem she faced during her presentation. Use at least two details from the passage.</p>	<p><b>Writing</b> See Core Curriculum <b>page 52</b> for more strategies to teach narrative writing. <b>Comprehension</b> See Core Curriculum <b>page 74</b> for interactive strategies to teach listening comprehension. <b>Accessing the Core Strategies Guide</b> See <b>Section 3 page 67</b> for Reluctant Writer Strategies.</p>
<p><b>Cycle 5 Week 5 5 days</b></p> <p><b>May 3 to May 7</b></p> <p>PSSA Make-ups All subject &amp; All grades</p>	<p><b>Idea(s) for Investigation</b> Robots <a href="http://www.teachersdomain.org/resources/eng06/sci/engin/systems/robotrace/index.html">http://www.teachersdomain.org/resources/eng06/sci/engin/systems/robotrace/index.html</a> <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding Diversity</li> <li>• Teamwork/Collaboration</li> </ul>	<p><b>PSSA Multiple Choice</b> Which of these is a special feature of some textbooks?</p>	<p><b>Comprehension</b> See Core Curriculum <b>page 34</b> for more strategies to teach identifying details in a nonfiction text. <b>Writing</b> See Core Curriculum <b>page 70</b> for more strategies to teach publishing and presenting writing. <b>Accessing the Core Strategies Guide</b> See <b>Section 3 page 66</b> for Writing Accommodations.</p>

**SIXTH CYCLE LITERACY 3 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

During this cycle, the goal of my teaching is that students will learn from and work collaboratively with individuals from diverse cultures, races, genders and viewpoints. Students will learn how to locate and synthesize information from fictional and non-fictional texts and discriminate between fantasy and reality as they identify the author's purpose. Students will learn to use context clues and word parts to decode unfamiliar words. Students will learn to compare and contrast narrative events to comprehend important information and they will expand their vocabulary by associating new words with known concepts. Students will learn how to write in the informational and persuasive modes with sequential organization and vivid language.

TEACHING OBJECTIVE: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY <small>*DENOTES ELIGIBLE CONTENT</small>	PA STANDARD STATEMENT(S) <small>REFER TO PAGE(S) IN CORE CURRICULUM</small>	TEXTUAL REFERENCES STRUCTURED LESSONS <small>REFER TO THE COORDINATING DOCUMENT</small>
<p><b>Reading Weeks 1 and 2</b></p> <p><b>Theme Connections:</b> pp. T14-T15</p> <ul style="list-style-type: none"> <li>• Make Inferences</li> <li>• Ask Questions</li> <li>• Multiple-Meaning Words p.T68; p.T164</li> <li>• Sequence p. T78</li> <li>• Author's Message p. T174</li> </ul> <p><b>Connections:</b> pp. T64-T65; pp. T160-T161</p> <p><b>Develop Oral Language/Read Aloud</b></p> <p><b>Phonics/Word Work:</b> Daily plan Suffixes; V/V Syllable Pattern</p> <p><b>High-Frequency Words</b></p> <p><b>Check Comprehension:</b> p. T52; pp. T148, T174</p> <p><b>Fluency:</b> Daily plan *Podcasts Available</p> <p><b>Robust Vocabulary:</b> Daily plan</p> <p><b>Small Group/Guided Reading:</b> Daily</p> <p><b>Grammar:</b> Irregular Verbs; Adverbs</p> <p><b>Writing:</b> Directions: Word Choice; Explanation: Word Choice</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Leadership</li> <li>• Understanding Diversity</li> </ul> 	<ul style="list-style-type: none"> <li>• Make responsible assertions/inferences*</li> <li>• Answer/construct questions to clarify understanding*</li> <li>• Acquire a reading vocabulary*</li> <li>• Analyze text organization/content to derive meaning*</li> <li>• Distinguish between essential/non-essential information*</li> <li>• Read/respond to nonfiction/fiction/poetry/drama*</li> <li>• Connect new information/ideas*</li> <li>• Read a variety of genres</li> <li>• Use knowledge of phonics/word analysis/context clues*</li> <li>• Retell or summarize major ideas*</li> <li>• Use appropriate rhythm/pronunciation</li> <li>• Use verbs properly</li> <li>• Incorporate details relevant/appropriate to topic</li> <li>• Use adverbs properly</li> <li>• Sustain a logical order</li> <li>• Write informational piece</li> </ul>	<p><b>1.1G p. 30</b></p> <p><b>1.2A p. 34</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.3F p. 50</b></p> <p><b>1.1H p. 32</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.5F p. 68</b></p> <p><b>1.5B p. 66</b></p> <p><b>1.5Cp. 62</b></p> <p><b>1.4B p. 54</b></p>	<p><b>HARCOURT STORYTOWN:</b> <i>BOOK 3.2: THEME 6: Discoveries</i></p> <p><b>Week 1</b> Read Aloud Read Aloud Anthology: <i>Little Red Ant and the Great Big Crumb</i> p. 90 <i>Charlotte's Web</i> p. T45 Meet the Authors and Illustrator p. T51 Paired Selection: <i>Caterpillars Spin Webs, Too</i> p. T63 • Podcast: T52</p> <p><b>Week 2</b> Read Aloud Read Aloud Anthology: <i>Anansi Goes Fishing</i> p.96 <i>Spiders and Their Webs</i> p. T139 Meet the Author and Photographer p. T147 Paired Selection: <i>For You</i> p. T159 • Podcast: T148</p>  
<p><b>Reading Weeks 3 and 4</b></p> <ul style="list-style-type: none"> <li>• Made Predictions</li> <li>• Monitor Comprehension: Read Ahead</li> <li>• Homographs p.T248; p. T328</li> <li>• Cause and Effect p. T258</li> <li>• Summarizing</li> </ul> <p><b>Connections:</b> pp. T244-T245; pp. T332-T333</p> <p><b>Develop Oral Language/Read Aloud</b></p> <p><b>Phonics/Word Work:</b> Daily plan Suffixes; Prefixes</p> <p><b>High-Frequency Words</b></p> <p><b>Check Comprehension:</b> p.T232; Summarizing p.T318</p> <p><b>Fluency:</b> Daily plan *Podcasts Available</p> <p><b>Robust Vocabulary:</b> Daily plan</p> <p><b>Small Group/Guided Reading:</b> Daily</p> <p><b>Grammar:</b> Contractions; Punctuation, Capitalization</p> <p><b>Writing:</b> Description: Ideas; Paragraph that Contrasts: Ideas</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Teamwork/Collaboration</li> <li>• Professionalism/Work Ethic</li> <li>• Information Technology Application</li> <li>• Lifelong Learning/Self Direction</li> </ul> 	<ul style="list-style-type: none"> <li>• Use self-monitoring comprehension strategies</li> <li>• Acquire a reading vocabulary*</li> <li>• Analyze text organization/content to derive meaning*</li> <li>• Read/respond to nonfiction/fiction/poetry/drama*</li> <li>• Connect new information/ideas*</li> <li>• Read a variety of genres</li> <li>• Use knowledge of phonics/word analysis/context clues*</li> <li>• Retell or summarize major ideas*</li> <li>• Use appropriate rhythm/pronunciation</li> <li>• Edit writing using conventions of language</li> <li>• Punctuate correctly</li> <li>• Use descriptive words/action verbs</li> <li>• Incorporate details relevant/appropriate to topic</li> <li>• Write narrative/informational pieces</li> </ul>	<p><b>1.1D p. 24</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.2A p. 34</b></p> <p><b>1.3F p. 50</b></p> <p><b>1.1G p. 30</b></p> <p><b>1.1H p. 32</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.5F p. 68</b></p> <p><b>1.5D p. 64</b></p> <p><b>1.5B p. 66</b></p> <p><b>1.4A p. 52</b></p> <p><b>1.4B p. 54</b></p>	<p><b>Week 3</b> Read Aloud Read Aloud Anthology: <i>The Many Lives of Benjamin Franklin</i> p. 100 <i>The Science Fair</i> p. T223 Meet the Author and Illustrator p. T 231 Paired Selection: <i>Dr. Fix-It</i> p. T243 • Podcast: T232</p> <p><b>Week 4</b> Read Aloud Read Aloud Anthology: <i>Look! Up in the Sky!</i> p. 106 <i>The Planets</i> p. T307 Meet the Author and Illustrator p. T317 Paired Selection: <i>Jeremy's House</i> p. T331 • Podcast: T318</p>  
<p><b>Reading Week 5</b></p> <ul style="list-style-type: none"> <li>• Make Inferences</li> <li>• Make Predictions</li> <li>• Ask Questions</li> <li>• Read Ahead</li> <li>• Reading Functional Text</li> </ul> <p>Readers' Theater *Podcast Available</p> <p><b>Develop Oral Language/Read Aloud</b></p> <p><b>Phonics/Word Work:</b> Review Daily plan</p> <p><b>High-Frequency Words</b></p> <p>Comprehension Review Daily plan</p> <p><b>Fluency:</b> Daily plan</p> <p><b>Robust Vocabulary:</b> Daily plan</p> <p><b>Small Group/Guided Reading:</b> Daily</p> <p><b>Grammar:</b> Review</p> <p><b>Writing:</b> Revise and Publish</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Professionalism/Work Ethic</li> </ul> 	<ul style="list-style-type: none"> <li>• Make responsible assertions/inferences*</li> <li>• Use self-monitoring comprehension strategies</li> <li>• Answer/construct questions to clarify understanding*</li> <li>• Analyze text organization/content to derive meaning*</li> <li>• Identify the structures in drama</li> <li>• Read a variety of genres</li> <li>• Use knowledge of phonics/word analysis/context clues*</li> <li>• Demonstrate comprehension (Standards 1.1.3G*)</li> <li>• Use appropriate rhythm/pronunciation</li> <li>• Acquire a reading vocabulary*</li> <li>• Edit writing using conventions of language</li> <li>• Revise writing to improve details/order</li> <li>• Present and or defend written work</li> <li>• Write narrative/informational pieces</li> </ul>	<p><b>1.2A p. 34</b></p> <p><b>1.1G p. 30</b></p> <p><b>1.1D p. 24</b></p> <p><b>1.3E p. 48</b></p> <p><b>1.1H p. 32</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.5F p. 68</b></p> <p><b>1.5E p. 66</b></p> <p><b>1.4A p. 52</b></p> <p><b>1.4B p. 54</b></p>	<p><b>Week 5</b> Read Aloud Read Aloud Anthology: <i>You Can Do Astronomy</i> p. 108 Read Aloud-Read Along Readers' Theater: <i>Voyage Across the Solar System</i> p. T385 Paired Selection: <i>Energy</i> p. T419 • Podcast: T383</p> 
<p><b>Reading Week 6</b></p> <ul style="list-style-type: none"> <li>• Reteach, review, accelerate, enhance understanding as needed</li> <li>• Theme Wrap-up and Review: pp. T438- T439</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Professionalism/Work Ethic</li> <li>• Teamwork/Collaboration</li> <li>• Creativity/Innovation</li> </ul>			<p><b>Week 6</b> <i>Note: Use alternative texts to address the noted objectives.</i></p> <ul style="list-style-type: none"> <li>• Additional Support Activities</li> <li>• Theme Resources</li> <li>• Additional Resources</li> </ul>

At the end of this cycle, students are able to demonstrate their learning through individual, partner and group work. Students can construct meaning and respond critically using the information from narrative elements and informational text organization. Students can make valid predictions, assertions and judgments about texts. They are able to decode unfamiliar words using various word learning strategies and word forms as they continue to build a robust vocabulary. They can write organized persuasive and informational pieces.

**SIXTH CYCLE LITERACY 3 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Text Theme:** Life is a journey of discovery. Read and enjoy the adventures these characters find along the way.

WEEK DATES	SUPPORTS FOR 21 <sup>ST</sup> CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	PSSA CONNECTION TO "WHAT I WILL TEACH"
<p>Cycle 6 Week 1 4 days May 10 to May 14</p> <p>Cycle 6 Week 2 5 days May 17 to May 21</p> <p>Predictive 3 PSSA/Constructed Response</p>	<p><b>Idea(s) for Investigation</b> Character Development: Responsibility <a href="http://charactercounts.org/pdf/Exercising-Character/Exer-Char_06-09-responsibility.pdf">http://charactercounts.org/pdf/Exercising-Character/Exer-Char_06-09-responsibility.pdf</a> Anansi the Spider Man <a href="http://streaming.discoveryeducation.com/search/assetDetail.cfm?guidAssetID=4F58C801-375D-4CAF-AB2D-169D97CD1B0D">http://streaming.discoveryeducation.com/search/assetDetail.cfm?guidAssetID=4F58C801-375D-4CAF-AB2D-169D97CD1B0D</a> <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Leadership</li> <li>• Understanding Diversity</li> </ul> <p><b>Idea(s) for Investigation</b> Spiders-Compare/Contrast <a href="http://www.amnh.org/nationalcenter/online_field_journal/cp/cpsp/cpspmain.html">http://www.amnh.org/nationalcenter/online_field_journal/cp/cpsp/cpspmain.html</a> <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> </ul>	<p><b>PSSA Multiple Choice</b> This selection is mostly about</p> <p><b>PSSA ✓ Point Question Constructed Response</b> In your own words, summarize the passage. Include information from the beginning, the middle and the end of the selection.</p>	<p><b>Critical Thinking</b> See Core Curriculum <b>page 34</b> for more strategies to teach making inferences.</p> <p><b>Comprehension</b> See Core Curriculum <b>page 18</b> for more strategies to teach identifying various types of texts.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 56</b> for 150 Ways to Present Information.</p> <p><b>Research</b> See Core Curriculum <b>page 90</b> for more strategies to teach identifying and using reference books.</p> <p><b>Grammar</b> See Core Curriculum <b>page 68</b> for more strategies to teach irregular past tense verbs.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 64</b> for Listening Passage Preview.</p>
<p>Cycle 6 Week 3 5 days May 24 to May 28</p>	<p><b>Idea(s) for Investigation</b> Science Projects <a href="http://www.sciencebob.com/lab/sciencefair/resources.html">http://www.sciencebob.com/lab/sciencefair/resources.html</a> <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Teamwork/Collaboration</li> <li>• Professionalism/Work Ethic</li> <li>• Information Technology/Application</li> </ul>	<p><b>PSSA Multiple Choice</b> The author most likely wrote this passage to</p>	<p><b>Writing</b> See Core Curriculum <b>page 62</b> for more strategies to teach sequencing in writing.</p> <p><b>Vocabulary</b> See Core Curriculum <b>page 26</b> for interactive strategies to teach vocabulary.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 48</b> for Socratic Dialogue.</p>
<p>Cycle 6 Week 4 4 days June 1 to June 4</p> <p>PSSA/Constructed Response</p> <p>Cycle 6 Week 5 5 days June 7 to June 11</p>	<p><b>Idea(s) for Investigation</b> Astronomy <a href="http://starchild.gsfc.nasa.gov/docs/StarChild/StarChild.html">http://starchild.gsfc.nasa.gov/docs/StarChild/StarChild.html</a> <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> </ul> <p><b>Idea(s) for Investigation</b> Space Travel <a href="http://www.amnh.org/ology/astronomy/stufftodo/space.html">http://www.amnh.org/ology/astronomy/stufftodo/space.html</a> <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Professionalism/Work Ethic</li> </ul>	<p><b>PSSA ✓ Point Question Constructed Response</b> Using three examples from the passage, describe planets in our solar system.</p> <p><b>PSSA Multiple Choice</b> Which word best describes the space crew?</p>	<p><b>Phonics</b> See Core Curriculum <b>page 22</b> for interactive strategies on how to create homophone charts.</p> <p><b>Comprehension</b> See Core Curriculum <b>page 24</b> for more strategies to teach creating mental images.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 50</b> for Subject Matter Organizers.</p> <p><b>Comprehension</b> See Core Curriculum <b>page 32</b> for more strategies to teach fluency and comprehension.</p> <p><b>Writing</b> See Core Curriculum <b>page 54</b> for more strategies on how to teach different types of informational writing.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 67</b> for Reluctant Writer Strategies.</p>
<p>Cycle 6 Week 6 4 days June 14 to June 17</p>	<p><b>Idea(s) for Investigation</b> The Learning Site: <a href="http://www.harcourtschool.com">www.harcourtschool.com</a> <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Professionalism/Work Ethic</li> <li>• Teamwork/Collaboration</li> <li>• Creativity/Innovation</li> </ul>	<p><b>PSSA ✓ Point Question COMPARE TEXT Constructed Response</b> What word or phrase can be used to describe <b>both</b> Wilbur in <i>Charlotte's Web</i> and Ramona in <i>Ramona Quimby, Age 8</i>? Use at least one detail from each selection to support your answer.</p>	<p><b>Comprehension</b> See Core Curriculum <b>page 24</b> for more strategies to teach creating mental images.</p> <p><b>Writing</b> See Core Curriculum <b>page 54</b> for more strategies on how to teach different types of informational writing.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 56</b> for 150 Ways to Present Information.</p>