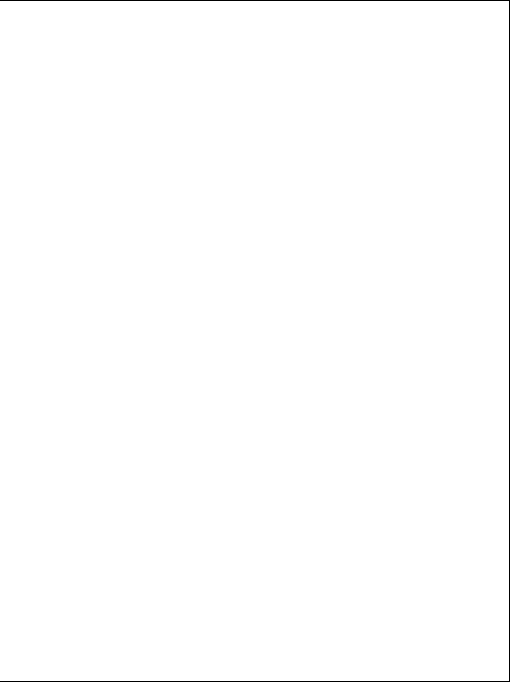


Overcoming Adversities: Revising Plan A

Overview	Instructional Guidance
<p>Overcoming Adversities was designed to encourage students to see the importance of having skill sets that help them overcome adversity and evaluate how they approach adversity at this point in their life. The texts selected represent many subgroups with the goal of reaching as many students as possible with shared experiences. As different as our perspectives are, literacy unites us.</p> <p>It is important to view reading and writing components in unison as literacy involves both the act of reading and writing concurrently. Avoid separately one task from the other. Students should write about their reading and read about their writing.</p> <p><i>The lessons can adapt to e-learning instruction using platforms such as Flipgrid, Seesaw, and Padlet.</i></p>	<p>As you work through the lesson sequence, you will notice places to stop for your students and you to formatively assess understandings for specific skills within the lesson. A learning progression for the specific skill is provided for you and the student at these stopping points in the instructional guidance column. Based on the performance students are working through as explained in the lesson sequence, you and your student will determine where they are within the progression in order to continue growing in that specific skill. These moments could include conferences, and reflections with students. At any point during these formative assessment opportunities, students may need an additional mini lesson focused on the Fundamental Reading and Writing Standards. Teachers should continue to address earlier standards and indicators as they apply to more complex skills. Students are expected to build upon and continue applying concepts learned previously.</p>
Skill Emphasis at a Glance	Instructional Guidance

Overcoming Adversities: Revising Plan A

- make connections to understand feelings and motivations of the characters
- infer to understand the texts
- analyze to gain understanding
- ask questions to expand thinking
- synthesize to create new understandings



Standards at a Glance	Instructional Guidance
<ul style="list-style-type: none"> ● Inquiry 2.1: Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views. ● Inquiry 4: Synthesize information to share learning and/or take action. ● Inquiry 4.1: Draw logical conclusions from relationships and patterns discovered during the inquiry process. ● Communication 1.1: Explore and create meaning through conversation and interaction with peers and adults. ● Communication 1.4: Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts. ● Communication 1.5: Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges. ● Communication 5.1: Set a purpose and integrate craft techniques to create presentations. ● Literary 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. ● Literary 8.1-a: describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot 	

<ul style="list-style-type: none"> ● Literary 9.2: Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting. ● Literary 12.1: Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions. ● Informational: 5.1: Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions. ● Writing 1.1 Write opinion pieces that: <ul style="list-style-type: none"> a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons; c. organize supporting reasons logically; d. use transitional words or phrases to connect opinions and reasons; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use paraphrasing and original language to avoid plagiarism; and g. provide a concluding statement or section. ● Writing 2.1-a: introduce a topic and group related information together Writing 2.1-c: include illustrations to aid comprehension ● Writing 3.1-a: develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences Writing 3.1-e: develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others Writing 3.1-h: provide a sense of closure. ● Writing 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. ● Writing 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	
<p>Text/Writing Sets and Resources</p>	<p>Instructional Guidance</p>
<p>Text/Writing Sets</p> <ul style="list-style-type: none"> ● <i>Stand Tall, Molly Lou Melon</i> by Patty Lovell https://tinyurl.com/sbmhtf4 ● <i>The Lion King</i> by Disney (Little Golden Book) https://www.bedtimeshortstories.com/the-lion-king ● Excerpts from “Still I Rise” by Yolanda Adams ● <i>Malala’s Magic Pencil</i> by Malala Yousafzai 	<p><i>The Lion King</i> by Disney (Little Golden Book) is the fulcrum text.</p> <p><u>Permission has been granted from publishers to use any on-line read alouds without copyright concerns through June 2020.</u></p>

<p>https://www.youtube.com/watch?v=jWKYalbPLRY</p> <ul style="list-style-type: none"> ● <i>Thank You, Mr Falker</i> by Patricia Polacco https://tinyurl.com/yx588yrc ● <i>If I Never Forever Endeavor</i> by Holly Meade https://youtu.be/EeQX4DCAi9I ● Student drawings that show importance events from <i>The Lion King</i> by Disney ● “What Do I See” chart for analyzing image ● Life a Line Strategy ● Student written article describing how things would be different if WD40 had never been invented at https://www.wd40.com/history/ ● Letter to characters ● List of Interview questions ● Interview Project (student choice) ● List of 3rd Grade Endeavors <p>Organizers, Tools, and Digital Resources</p> <ul style="list-style-type: none"> ● “The Inspirational Story of a 9-year-old Ezra Frech” from energisekids.com at https://www.seeker.com/the-inspirational-story-of-9-year-old-ezra-frech-1501496416.html ● T-chart identifying and listing characteristics of Molly Lou Melon ● Traditional character map ● Short film, “Never Give Up, Traditional Cheese Shop” on https://www.dailymotion.com/video/x6ycwxb ● T-chart for determining importance with <i>Malala’s Magic Pencil</i> <p>Possible Read Alouds (Context and Texture Texts):</p> <ul style="list-style-type: none"> ○ <u>After the Fall</u> by Dan Santat ○ <u>What Do You Do with a Problem?</u> By Kobi Yamada ○ “Let it Go” song from Frozen ○ <u>Wonder</u> by R.J. Palacio ○ <u>The Koala Who Could</u> by Rachel Bright ○ <u>Ish</u> by Peter H. Reynolds 	<p>Reader’s Notebook could be substituted for submissions to Flipgrid, Seesaw, or Padlet.</p> <p>Substitution text: “Nothing Can Stop Her!” https://sn4.scholastic.com/issues/2018-19/020419/nothing-can-stop-her.html#On Level</p>
<p>I Can Statements</p>	<p>Instructional Guidance</p>

<ul style="list-style-type: none"> ● I can think critically to gain meaning and reflect on my own actions and feelings through synthesizing. ● I can infer through reflecting and drawing conclusions to gain meaning and expand my thinking. ● I can understand better by analyzing the meaning. ● I can make connections and put together information from the texts and from my own knowledge to create new understandings. 				
<p>Lesson Sequence</p>	<p>Instructional Guidance</p>			
<ul style="list-style-type: none"> ● Teachers will lead readers and writers to analyze a photograph to gain a better understanding of what it means to overcome adversity by first using an image they have chosen to model the process. ● Then, using a photo of a flower growing out of concrete, teacher will reveal a portion of the picture at a time so students cannot see the whole thing. ● As each portion is revealed, students will complete a chart like the one shown below to analyze the photo. <table border="1" data-bbox="233 837 907 886"> <tr> <td data-bbox="233 837 456 886">What do I see?</td> <td data-bbox="456 837 683 886">What could it mean?</td> <td data-bbox="683 837 907 886">Why does it matter?</td> </tr> </table> <ul style="list-style-type: none"> ● Teacher will give students an opportunity to share their thinking with peers in a small group setting. Responses could be uploaded in Padlet, Seesaw, or Flipgrid. 	What do I see?	What could it mean?	Why does it matter?	<p><u>Standards:</u> Inquiry 2.1: Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views. Inquiry 4.1: Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> ● Inferring <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix B when determining student progress on inferring. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment B.</p> <ul style="list-style-type: none"> ● Teacher may select an image for modeling. An image of a flower growing out of concrete can be found by googling “flower growing out of concrete” on Google.com.
What do I see?	What could it mean?	Why does it matter?		
<ul style="list-style-type: none"> ● Teacher will lead readers and writers to infer and draw conclusions about character actions to better comprehend plot events using <i>The Lion King</i> by Disney (Little Golden Book). ● Teacher will lead a shared reading of the text by projecting the book for students to see; conduct as a read OR provide link for students to listen to through an eLearning platform. ● Students will listen and make judgments about the characters, events, and plot that have not been explicitly stated. ● Have students think about the deeper meaning of the text while developing a “theory” that explain characters’ events. 	<ul style="list-style-type: none"> ● Movie clip could be used if unable to get book. ● While showing students the cover of the book, guide students to think about the characters in the story and the situations/challenges they face without explicitly telling students the theme. ● Inferring and drawing conclusions are sometimes used 			

<ul style="list-style-type: none">● Have students use Say-Mean-Matter to make inferences. Use print and illustrations. <i>Say- What does the text say?</i> <i>Mean- What does it mean?</i> <i>Matter- Why does this matter?</i> <p>The teacher will select a statement or illustration and read to the students. (Teacher selects the say). Then students will infer by either orally or in writing explaining “<i>what does it mean</i>”? Then the next step will be asking <i>why does this matter</i>? Responses can be recorded in SeeSaw, Padlet, or uploaded to teacher eLearning platform.</p> <ul style="list-style-type: none">● Students will draw a picture of the two events they feel are the biggest challenges faced in the story.● Students will write words, phrases, or sentences around each of their pictures that explain the adversity, and the significance of the events.	<p>interchangeably. An inference is based on clues from the text and a drawn conclusion is the logical, final idea based upon the information you have read.</p> <p>Over time, the students will be able to use the Say-Mean-Matter thinking chart independently. Standards:</p> <p>Literary 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. Writing 2.1-c: include illustrations to aid comprehension Communication 1.1: Explore and create meaning through conversation and interaction with peers and adults. Communication 1.5: Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges. Inquiry 4: Synthesize information to share learning and/or take action. Inquiry 4.1: Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>Skills: Inferring</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix B when determining student progress on inferring. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment for Inferring.</p>
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<ul style="list-style-type: none"> ● The teacher will help readers and writers think critically about how character traits, motivations, and feelings help resolve conflict using <i>Stand Tall, Molly Lou Melon</i> by Patty Lovell. ● The teacher will ask students to think about the image presented in previous lessons and what message it communicated. ● Teacher will ask students to think about that message while reading <i>Stand Tall, Molly Lou Melon</i>. ● The teacher will lead a shared reading with the text. ● After reading, teacher will ask questions that guide students to think about what challenges Molly Lou Melon faced and how she overcame them. ● Students will share their thoughts with a partner. ● Students will work with a partner to create a T-chart. On one side of the T-chart, students will identify and list what characteristics Molly Lou Melon possesses that make overcoming her adversities/challenges easier. On the other side of the T-chart, students will identify and list the characteristics that make overcoming adversities/challenges harder. ● Once students have completed lists, have students join another partnership to create a group of four students. Groups of four will share lists and add/revise lists as new ideas are presented. 	<p>The teacher may choose to create a rubric or checklist to assess the sophistication of students' T-charts.</p> <p>Standards: Literary 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. Literary 8.1-a: describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot</p> <p>This activity could be submitted to Seesaw, Padley, or Flipgrid.</p> <p>Skills: Inferring/Drawing Conclusions</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix B when determining student progress on Inferring/Drawing Conclusions. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment in Appendix B.</p>
<ul style="list-style-type: none"> ● Teacher will help readers and writers close read and annotate to think critically about how a character's traits, motivations, and feelings help resolve conflict using "The Inspirational Story of a 9-year-old Ezra Frech." ● Teacher will first review how to close read and annotate. Teacher can use an article of her choice to model the process for students. ● Teacher will distribute a copy of the article "The Inspirational Story of a 9-year-old Ezra Frech" to each student or use as an online resource. ● Students will close read and annotate the text. ● After reading, ask students how Ezra overcame his adversity. ● The student will create a traditional character map in which they use the evidence from the text to analyze Ezra as a character. 	<ul style="list-style-type: none"> ● This lesson may be spread out among several days. ● Suggested questions for after read: What do we know about Ezra? How would you describe Ezra? How is Ezra similar to the flower growing out of the concrete? How is Ezra like Molly Lou Melon? How did the author help us get to know Ezra? ● The teacher may choose to create a rubric or checklist to assess the sophistication of students' character map. <p><u>Standards :</u> Literary 8.1-a: describe characters'</p>

	<p>traits, motivations, and feelings and explain how their actions contribute to the development of the plot</p> <p><u>Skills:</u> Analysis</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix C when determining student progress on Analysis. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment in Appendix C.</p>
<ul style="list-style-type: none"> ● Teacher will lead readers and writers to think critically about the author’s choice of words and structure to shape meaning and impact the reader using “Still I Rise” by Yolanda Adams. ● Teacher will distribute excerpts from “Still I Rise” by Yolanda Adams to each student. ● The teacher will model an activity called Lifting a Line, in which the reader selects a line from the text and connects it to the text, <i>The Lion King</i>. ● The teacher will model a Quick Write explaining why she thinks the line she chose reminds her of the text, <i>The Lion King</i>. ● Students will close read the text and to identify a line from it that they think represents what is happening in <i>The Lion King</i>. ● Students will write a Quick Write why they think the lines connect in their Reading Response Journals/submissions to an eLearning platform such as Padlet, SeeSaw, or Flipgrid. 	<ul style="list-style-type: none"> ● This song is a gospel song, and has biblical references at a couple of points in the song. As a result, it is recommended that teachers distribute a version of the song typed on paper to distribute to the students. You may choose to use excerpts of this song as a text. <p>This text may be used as a means for identifying ore reviewing characteristics of poetry (stanzas, repetition for emphasis, figurative language, etc.)</p> <ul style="list-style-type: none"> ● The teacher may choose to create a rubric or checklist to assess the sophistication of students’ Lift a Line response and/or Quick Write. <p><u>Standards:</u> Literary 9.2: Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting. Literary 12.1: Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions. Writing 2.1-a: introduce a topic and group related information together</p>

	<p><u>Skill</u>: Analyzing</p>
<ul style="list-style-type: none"> ● Teachers will lead readers and writers to infer and draw conclusions to help determine importance of plot events using <i>Malala’s Magic Pencil</i> by Malala Yousafzai. ● Teacher will lead an Interactive Read Aloud with <i>Malala’s Magic Pencil</i>. Teacher may use the electronic Read aloud. ● Students will draw conclusions and determine relevance while participating in a turn and talk during the read aloud. ● After read aloud, students will create a t-chart in their Reading Response journal in which they organize their thoughts and make connections. One side of the T-chart is entitled “What happened in the text?” while the other side is entitled “Why does it matter?” On the first side, students will write or draw what the text says. On the other side, students will write why that part of the story was important. T-Chart could be uploaded to Padlet, SeeSaw, or Flipgrid. 	<ul style="list-style-type: none"> ● Possible questions/thinking prompts: <i>What would you draw if you had a Magic Pencil? What is the effect of Malala speaking out against the powerful men in her country? How do Malala’s actions show extreme bravery? What is the challenge that Malala is facing? How does Malala overcome her challenge/adversity? How is Malala’s story similar to the fulcrum text image?</i> ● T-chart examples include: This was important because it is when Malala faced a challenge. This is important because this is when Malala was able to overcome her challenge. This is important because this is a situation I relate to. ● The teacher may choose to create a rubric or checklist to assess the sophistication of students’ T-chart. <p>Skills: Drawing Conclusions</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix C when determining student progress on Drawing Conclusions. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment in Appendix C.</p>

- Teacher will lead readers and writers to think critically to help create meaning, make predictions, and draw conclusions using an article “Fascinating Facts You Never Learned in School.” Article can be downloaded with WD40.
- Teacher will give each student a copy of the article excerpt. Teacher will remind students how to analyze a text during a close reading.
- Teacher will encourage students to think about how Simba overcomes the odds in *The Lion King* just as this excerpt shows a group of men overcoming the odds and creating a solution that worked after several failed attempts.
- Student will analyze the excerpt by doing a close reading. As students are reading the article, they should make notes in the margins or highlight parts that show what the adversity was that the Rocket Chemical Company faced, how they overcame adversity, and why it was important that they overcame adversity.
- After students have completed the close reading, teacher and students together will create a list of how things would be different if the men working at Rocket Chemical Company had given up and not overcome the obstacles they faced.
- Once they have a list, students will choose a scenario from the list they created and write an article in their Reading Response Journal describing how life would be different if WD-40 had not been invented.

- Teacher may need to build some background knowledge about WD40 before beginning this lesson.
 - Suggested Text: First paragraph of an article about the invention of WD40 found on <https://www.wd40.com/history/>
- Teacher may choose to model with another article during mini-lesson.
- Teacher will monitor room and assist students as necessary.
- The teacher may choose to create a rubric or checklist to assess the sophistication of students’ article.

Standards:

Literary 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

Writing 3.1-a: develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

Writing 3.1-e: develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others

Writing 3.1-h: provide a sense of closure.

Skills: Drawing Conclusions

OPPORTUNITY FOR FORMATIVE ASSESSMENT

refer to Learning Progression in [Appendix C](#) when determining student progress on Drawing Conclusions. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment in [Appendix C](#).

- Teacher will lead readers and writers to make connections and expand their thinking through conversations and interactions with peers using the short film, “Never Give Up, Traditional Cheese Shop.” Short film can be uploaded to teacher platform.
- Teacher will ask students to make connections between the texts and pictures used so far. Teacher will model a few ideas before students begin to share.
- Teacher will show students the Pixar Short film “Never Give Up, Traditional Cheese Shop,” guiding students to simply watch the story and see what happens.
- Teacher will show the short film a second time guiding students to closely analyze characters’ faces.
- After the second viewing of the short film, students will share with a partner the various challenges the characters in the short film faced.
- Teacher will refer back to the image of the flower growing out of the concrete and guide students to think about how the image and the short film are related.
- Students will write a letter to the characters encouraging them to continue going to the competition when they seem to be giving up. In the letter, students will focus on Essential Question 1. Letter can be submitted through Seesaw, Padlet, or Flipgrid.

- While making connections between the texts and pictures, teacher may record student’s thinking in one place, or students could jot their ideas on a post-it note and display it on a chart. Then, the teacher would use those notes to promote a class discussion about what the texts/picture have in common.
 - Never Give Up, Traditional Cheese Shop at <https://www.dailymotion.com/video/x6ycwxb>
- While watching the film the second time, remind students that there is often more than one challenge in a story. In this case, the biggest challenge the characters face is discouragement because they continually get 2nd and 3rd place in their competition. Other challenges they face are age of the girl at the beginning, age of the man at the end, etc.
- The letter is written to encourage the characters to continue trying to overcome their adversity *not* to congratulate them on first place, etc.
- The teacher may choose to create a rubric or checklist to assess the sophistication of students’ letter.

Skills: Drawing Conclusions

OPPORTUNITY FOR FORMATIVE ASSESSMENT

refer to Learning Progression in [Appendix C](#) when determining student progress on Drawing Conclusions. Have students self-reflect on the progress of their work and learning progress using the [Student Self-Assessment in Appendix C](#).

<ul style="list-style-type: none">● Teacher will lead readers and writers to make connections and expand their thinking through asking questions and having conversations with peers using <i>Thank You, Mr. Falker</i> by Patricia Polacco.● Teacher will lead an Interactive Read Aloud with <i>Thank You, Mr. Falker</i> using a few questions to guide the students' thinking.● Teacher will model using the strategy, <i>Say-Mean-Matter</i>, analysis chart. The teacher will model each section, modeling each step. <i>What does the text say? What does it mean? Why does it matter? From this analysis, what do we know about Trisha? What adversities did Trisha overcome? How has Trisha change throughout the story? What does Grandma mean by "to be different is the miracle of life?"</i>● Teacher will model how to lead an interview with someone.● Teacher and students will brainstorm a list of questions students could ask a family member while interviewing him/her about how they overcame adversity.● Students will interview a family member, asking them to share how they overcame adversity.● Students will choose how they want to display or communicate their interview data.	<p>The information gathered from this project may be used as evidence for their Fulcrum Writing.</p> <p>Ideas for how students could share their interview data with others include, but is not limited to, oral presentation, slide show, poster, infographic, movie, song, etc. Alternate summative idea: Have students do a quick write on how they will apply the lessons Trisha learned and the strategies she used to overcome adversities in their own lives.</p> <p>The teacher and students should collaborate to create a rubric or checklist that can be used to assess the students' projects.</p> <p>Standards: Informational: 5.1: Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions. Literary 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. Communication 1.1: Explore and create meaning through conversation and interaction with peers and adults. Communication 5.1: Set a purpose and integrate craft techniques to create presentations.</p> <p>Skills: Inferring</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix B when determining student progress on Drawing Conclusions. Have students self-reflect on the progress of their work and learning</p>
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	<p>progress using the Student Self-Assessment in Appendix B.</p>
<ul style="list-style-type: none"> ● Teacher will lead readers and writers to put together information from the text and from the other texts that were read in order to create new understandings by reading <i>If I Never Forever Endeavor</i> by Holly Meade. ● The teacher will lead an Interactive Read Aloud with <i>If I Never Forever Endeavor</i> while pausing on certain pages to conduct a discussion. ● Teacher will model <i>Say-Mean-Matter</i>. <i>The text says...</i> <i>This means...</i> <i>It matters...</i> ● Students will select specific places within the text to find evidence of how the bird overcame his adversity using the Says- Mean-Matter analysis framework. ● The teacher will ask students to share their thinking with peers how the bird’s “endeavor” helped to overcome adversity. ● Teacher will lead a discussion about adversity reviewing the texts they had read. Have students get into groups to share texts to determine their favorites and why. ● Have students use the information learned to write about their new understandings about overcoming diversity. Students can select from the following form and present his/her new understandings from the list below or compose a text that expresses his/her ideas and engages the reader. <ul style="list-style-type: none"> - Write a letter to another reader - Write a letter to an author or illustrator from one of the books explaining their new understandings - Create a scene from a scene from one the texts read which exemplifies adversity and the explanation why it was selected - Create a Reader’ Theater - Create a cartoon or storyboard 	<p>The teacher should model this by creating a list of things she/he wants to accomplish before the end of the year. Teacher should focus on adding things to the list that are challenging, but not impossible, such as: make a new friend, show kindness to peers, read a challenging book, etc. Students could also write about how this book connects to one of the Essential Questions or to the Fulcrum text. The teacher and students should collaborate to create a rubric or checklist that can be used to assess the students’ lists.</p> <p>Skills: Synthesizing</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix D when determining student progress on Synthesizing. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment in Appendix D.</p>

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Appendix A

Targeted Standards:

Inquiry

- 3.I.2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.
- 3.I.4 Synthesize information to share learning and/or take action.
- 3.I.4.1: Draw logical conclusions from relationships and patterns discovered during the inquiry process.

Reading - Literary

- 3.RL.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
- 3.RL.8.1-a: describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot
- 3.RL.9.2: Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.
- 3.RL.12.1: Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.

Reading - Informational

- 3.RI.5.1: Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.

Communication

- 3.C.1.1: Explore and create meaning through conversation and interaction with peers and adults.
- 3.C.1.4: Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts.
- 3.C.1.5: Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.
- 3.C.5.1: Set a purpose and integrate craft techniques to create presentations.

Writing

- 3.W.1.1 Write opinion pieces that:
 - a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons;
 - c. organize supporting reasons logically;
 - d. use transitional words or phrases to connect opinions and reasons;
 - e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
 - f. use paraphrasing and original language to avoid plagiarism; and
 - g. provide a concluding statement or section.
- 3.W.2.1-a: introduce a topic and group related information together
- 3.W.2.1-c: include illustrations to aid comprehension
- 3.W.3.1-a: develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- 3.W.3.1-e: develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others

- 3.W.3.1-h provide a sense of closure.
- 3.W.4 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
- 3.W.5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Embedded Standards:

Inquiry

- 3.I.4.2: Reflect on findings to build deeper understanding and determine next steps.
- 3.I.5.2: Employ past and present learning in order to monitor and guide inquiry.
- 3.I.5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.

Reading - Literary

- 3.RL.1 Demonstrate understanding of the organization and basic features of print.
- 3.RL.2 Demonstrate understanding of spoken words, syllables, and sounds.
- 3.RL.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- 3.RL.3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.
- 3.RL.3.6 Read grade-appropriate irregularly spelled words.
- 3.RL.4 Read with sufficient accuracy and fluency to support comprehension
- 3.RL.4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
- 3.RL.10.1 Use paragraph-level context to determine the meaning of words and phrases.
- 3.RL.13.1 Engage in whole and small group reading with purpose and understanding.
- 3.RL.13.2 Read independently for sustained periods of time to build stamina.
- 3.RL.13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Reading - Informational

- 3.RI.3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.
- 3.RI.3.6 Read grade-appropriate irregularly spelled words.
- 3.RI.4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
- 3.RI.12.1 Engage in whole and small group reading with purpose and understanding.
- 3.RI.12.2 Read independently for sustained periods of time.
- 3.RI.12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Writing

- 3.W.6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames;
 - b. for a range of domain-specific tasks;
 - c. for a variety of purposes and audiences; and
 - d. by adjusting the writing process for the task, increasing the length and complexity.

- 3.W.6.4 Demonstrate effective keyboarding skills.
- 3.W.6.5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.

Communication

- 3.C.2.1 Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.
- 3.C.2.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.
- 3.C.2.4 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.

APPENDIX B

Literacy Learning Progressions-Teachers

The purpose of this learning progression is to provide teachers and students the opportunity to formatively assess students’ understandings of specific skills. As teachers work through the lesson sequence, there are places within the Instructional Guidance column to stop for your students and you to formatively assess understandings for specific skills within the lesson. Based on students’ performances, teachers and students will determine where students are within the learning progressions in order to continue growing in that specific skill.

Learning Target: Thinking Beyond the Text

Key Concepts: Inferring (Details, Logical explanations, Ask and answer literal and inferential questions, Predicting, Integrating New Knowledge with Existing Knowledge)

APPROACHING	DEVELOPING	MEETING	EXCEEDING
With guidance and support: -ask and answer questions such as who, where, why, and how -make logical predictions and conclusions about text before, during, and after reading	Ask and answer literal and inferential questions to demonstrate an understanding of the text by making logical predictions and conclusions. -Use specific details using evidence from the text to support thinking in texts heard or read. -Produce possible explanations based on reading texts. -Offer alternative explanations.	-Ask and answer literal and inferential questions to demonstrate an understanding of the text by referring explicitly to the text. -Make logical predictions and conclusions using evidence from the text to support thinking. -Produce possible logical explanations based on reading texts. -Offer alternative explanations.	-Ask and answer inferential questions to analyze meaning beyond the text by referring explicitly to the text. -Make logical predictions and conclusions based on what is based explicitly from the texts to support thinking. -Produce possible logical explanations based on reading texts. -Offer alternative explanations

Literacy Learning Progressions- Students

Learning Target: Thinking Beyond the Text

Key Concepts: Inferring (Details, Logical explanations, Ask and answer literal and inferential questions, Predicting, Integrating New Knowledge with Existing Knowledge)

Directions: Read each description in the columns of the table below. Decide which column best describes your current skills. Your answer will help your teacher decide how to best help you improve your skills. Everyone is different. There is no “right” or “wrong” answer. Write your name in the box above the description you select.

<p>-With help, I can answer the who, what, why, and how questions after listening or reading a text.</p> <p>-I can make predictions that make sense before, during, and after I read.</p>	<p>-I can ask and answer “from the text” and “in my head” questions using what I know to make predictions that make sense.</p> <p>-I can use the key details from the text to know I am right with my thinking.</p> <p>-My explanation makes sense and I can come up with other explanations that make sense.</p>	<p>-I can ask and answer “from the text” and in my head” questions to show I understand the text by referring back to the text.</p> <p>-I can make logical predictions using evidence from the text to support my thinking.</p> <p>-I can create possible logical explanations based on reading texts and can offer alternative explanations.</p>	<p>I can ask and answer “from the text” and “in my head” questions to analyze meaning beyond the text by referring explicitly to the text. –I can make logical predictions based explicitly from the texts to support thinking.</p> <p>-I can create possible logical explanations based on reading texts and can offer alternative explanations.</p>

APPENDIX C
Literacy Progressions-Teachers

The purpose of this learning progression is to provide teachers and students the opportunity to formatively assess students’ understandings of specific skills. As teachers work through the lesson sequence, there are places within the Instructional Guidance column to stop for your students and you to formatively assess understandings for specific skills within the lesson. Based on students’ performances, teachers and students will determine where students are within the learning progressions in order to continue growing in that specific skill.

Learning Target: Thinking Beyond the Text

Key Concepts: Drawing Conclusions

APPROACHING	DEVELOPING	MEETING	EXCEEDING
<p>With guidance and support: -ask and answer questions such as who, where, why, and how.</p> <p>-make a logical determination during and after reading based on key details and one’s knowledge and experience to understand what is happening in the text.</p>	<p>Ask and answer literal and inferential questions to demonstrate an understanding of the text by making a logical determination based on key details and one’s knowledge and experience to understand what is happening.</p> <p>-Use specific details using evidence from the text to support thinking.</p> <p>-Produce possible explanations based on reading texts. Offer alternative explanations.</p>	<p>-Ask and answer literal and inferential questions to demonstrate an understanding of the text by referring explicitly to the text; make a logical determination using evidence from texts and one’s knowledge and experience to understand what is happening to support thinking.</p> <p>-Produce possible logical explanations based on reading texts. Offer alternative explanations.</p>	<p>-Ask and answer inferential questions to analyze meaning beyond the text by referring explicitly to the text; make a logical determination using evidence based explicitly on texts and one’s knowledge and experience to understand what is happening to support thinking.</p> <p>-Produce possible logical explanations based on reading texts. Offer alternative explanations.</p>

Literacy Learning Progressions- Students

Learning Target: Thinking Beyond the Text

Key Concepts: Drawing Conclusions

Directions: Read each description in the columns of the table below. Decide which column best describes your current skills. Your answer will help your teacher decide how to best help you improve your skills. Everyone is different. There is no “right” or “wrong” answer. Write your name in the box above the description you select.

<p>-With help, I can answer the who, what, why, and how questions after listening or reading a text.</p> <p>-I can use the details from the texts and what I know about _____ to make a decision based on what I have read.</p>	<p>-I can ask and answer “from the text” and “in my head” questions using what I know to make a determination that make sense.</p> <p>-I can use the key details from the text and what I know about _____ to make a decision based on what I have read.</p> <p>-My explanation makes sense and I can come up with other explanations that make sense.</p>	<p>-I can ask and answer “from the text” and in my head” questions using what I know to make a determination that makes sense.</p> <p>-I can make a logical determination using evidence from the text and from my own knowledge and experiences to support my thinking.</p> <p>-I can create possible logical explanations based on reading texts and can offer alternative explanations.</p>	<p>-I can ask and answer “from the text” and “in my head” questions to analyze and using what I know to make a determination to the text by referring explicitly to it.</p> <p>–I can make a logical determination using evidence based explicitly on the texts and one’s knowledge and experience to understand what is happening to support thinking.</p> <p>-I can create possible logical explanations based on reading texts and can offer alternative explanations.</p>

APPENDIX D

Literacy Learning Progressions- Teachers

The purpose of this learning progression is to provide teachers and students the opportunity to formatively assess students’ understandings of specific skills. As teachers work through the lesson sequence, there are places within the Instructional Guidance column to stop for your students and you to formatively assess understandings for specific skills within the lesson. Based on students’ performances, teachers and students will determine where students are within the learning progressions in order to continue growing in that specific skill.

Learning Target: Thinking Beyond the Text

Key Concepts: Synthesizing (Details, Logical Explanations, Predicting, Making Connections, Deepen Understanding of topics, concepts, or ideas by integrating knowledge with existing knowledge)

APPROACHING	DEVELOPING	MEETING	EXCEEDING
<p>-Make a logical determination during and after reading based on key details and one’s knowledge and experience to understand what is happening in the text.</p> <p>-Retell the central idea and key details of a text heard, read, or viewed by providing an oral summary, and identifying and verbalizing the main ideas and key details in sequential order.</p> <p>-Compare and contrast topics or ideas with a thematic or author study heard, read, or viewed by identifying the main topic.</p>	<p>-Make a logical determination based on key details and one’s knowledge and experience to understand what is happening in the text.</p> <p>-Use specific details using evidence from the text to support thinking.</p> <p>- Retell the central idea/important message and key details from multi-paragraph texts read, heard, or viewed by providing an oral summary, identifying the main topic and key information, retelling to include key details,</p> <p>-Compare and contrast topics, ideas, or concepts</p>	<p>-Make a logical determination and produce an explanation using evidence from texts and one’s knowledge and experience to support thinking in addition to offering alternative explanations.</p> <p>-Determine the theme by recalling and describing essential details/information from illustrations and text, identifying main ideas and supporting details and recognizing the underlying message(s) of the text.</p> <p>-Summarize summarizing key details, demonstrating understanding of the</p>	<p>-Make a logical determination and produce an explanation using evidence based explicitly on texts and one’s knowledge and experience to support thinking in addition to offering alternative explanations.</p> <p>-Determine the development of a theme within a text by describing essential details/information from illustrations and text, identifying main ideas and supporting details and summarizing using key details</p> <p>-Summarize multi-paragraph texts by identifying the main topic and key information.</p> <p>-Compare and contrast how events, topics, concepts, and</p>

APPROACHING	DEVELOPING	MEETING	EXCEEDING
<p>-Read or listen closely to identify and describe character’s actions and feelings, compare and contrast characters’ actions and feeling to those of the reader, identify and describe setting, identify the text structures of plot including problem and solution, and describe cause and effect relationships.</p> <p>-Draw conclusions from relationships and patterns discovered during the inquiry process.</p> <p>-Reflect on findings and take action. Explore and compare how ideas and topics are depicted in a variety of media and formats.</p> <p>-Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.</p>	<p>across texts in thematic, author or genre study heard, read, or viewed by identifying and describing the characters, setting, and plot, identifying the central message/lesson, and explaining similarities and differences of two or more versions of the same story by different authors.</p> <p>-Read or listen closely to identify and compare and contrast character’s actions feelings and responses to major events or challenges, describe how cultural context influences characters, setting, and the development of the plot; identify setting, and recognize the text structures of problem and solution and cause and effect and how the structures impact the plot.</p> <p>-Interpret relationships and patterns discovered during the inquiry process.</p> <p>-Reflect on findings and pose new questions for further inquiry.</p> <p>-Explain how ideas and topics are depicted in a variety of media and formats.</p> <p>-Create a simple presentation using audio, visual, and/or multimedia to support communication and clarify ideas, thoughts, and feelings.</p>	<p>important message or lesson.</p> <p>-Compare and contrast diverse texts on the same topic, idea, or concept by identifying and describing the same topic, idea, or concept and explaining similarities and differences of diverse texts.</p> <p>-Use text evidence to identify and describe characters’ traits, motivations, and feelings, explain how characters’ actions contribute to the development of the plot, describe multiple events involving characters in order to understand the plot, and explain the influence of cultural and historical context on characters, setting, and plot</p> <p>-Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>-Reflect on findings to build deeper understanding and determine next steps.</p> <p>-Compare how ideas and topics are depicted in a variety of media and formats.</p> <p>-Create presentations using video, photos, and other multimedia to support communication and clarify ideas, thoughts, and feelings.</p>	<p>ideas are depicted in primary and secondary sources. Use text evidence to identify and explain the influence of conflicts, resolutions, plot, cultural history, and social and political context on characters, setting, and plot development within a text. Engage in daily exploration of texts to formulate logical questions based on personal experiences.</p> <p>-Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>-Reflect on findings to build deeper understanding and determine next steps.</p> <p>-Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p> <p>-Create presentations using videos, photos, and other multimedia to support communication and clarify ideas, thoughts, and feelings.</p>

APPROACHING	DEVELOPING	MEETING	EXCEEDING
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Literacy Learning Progressions- Students

Learning Target: Thinking Beyond the Text

Key Concepts: Synthesizing (Details, Logical Explanations, Predicting, Making Connections, Deepen Understanding of topics, concepts, or ideas by integrating knowledge with existing knowledge)

Directions: Read each description in the columns of the table below. Decide which column best describes your current skills. Your answer will help your teacher decide how to best help you improve your skills. Everyone is different. There is no “right” or “wrong” answer. Write your name in the box above the description you select.

<p>-I can determine what is going to happen based on key details and what I know about _____.</p> <p>-I can retell and give an oral summary using main ideas and key details in sequential order.</p> <p>-I can compare and contrast and identify the main topics or ideas with a thematic or author study heard, read, or viewed.</p> <p>-I can read or listen closely to identify and describe character’s actions and feelings, compare and contrast characters’ actions and feeling to those of the reader; and can identify</p>	<p>-I can make a logical determination based on key details and one’s knowledge, including patterns and relationships, and experiences to understand what is happening in the text.</p> <p>-I can retell the central idea/important message and key details from multi-paragraph texts read, heard, or viewed by providing an oral summary.</p> <p>I can compare and contrast topics, ideas, or concepts across texts in thematic, author or genre study heard, read, or viewed by identifying and describing the characters, setting, and</p>	<p>-I can make a logical determination and produce an explanation using evidence from texts, including patterns and relationships, and one’s knowledge and experiences to support thinking in addition to offering alternative explanations.</p> <p>-I can determine the theme by recalling and describing essential details/information from illustrations and text, identifying main ideas and supporting details and recognizing the underlying message(s) of the text.</p> <p>-I can summarize key details, and understand of</p>	<p>-I can make a logical determination and produce an explanation using evidence based explicitly on texts, including patterns and relationships, and one’s knowledge and experiences to support thinking in addition to offering alternative explanations.</p> <p>-I can determine the development of a theme within a text by describing essential details/information from illustrations and text, identifying main ideas and supporting details and summarizing using key details</p> <p>-I can summarize multi-paragraph texts by identifying the main topic and key information.</p> <p>-I can compare and contrast</p>

<p>and describe setting, and plot including the text structures of problem and solution, and describe cause and effect relationships. -I can explore, draw conclusions, and compare relationships and patterns in a variety of texts/media formats.</p>	<p>plot, identifying the central message/lesson, and explaining similarities and differences of two or more versions of the same story by different authors using a variety of media and formats. -I can read or listen closely to identify and compare and contrast character’s actions feelings and responses to major events or challenges, describe how cultural context influences characters, setting, and the development of the plot; identify setting, and recognize the text structures of problem and solution and cause and effect and how the structures impact the plot.</p>	<p>the important message or lesson. -I can compare and contrast diverse texts on the same topic, idea, or concept by identifying and describing the same topic, idea, or concept and explaining similarities and differences of diverse texts. -I can use text evidence to identify and describe characters’ traits, motivations, and feelings, explain how characters’ actions contribute to the development of the plot, by describing multiple events involving characters in order to understand the plot, and explain the influence of cultural and historical context on characters, setting, and plot.</p>	<p>how events, topics, concepts, and ideas are depicted in primary and secondary sources using a variety of media and formats. -I can use text evidence to identify and explain the influence of conflicts, resolutions, plot, cultural history, and social and political context on characters, setting, and plot development within a text.</p>