

Expeditionary Learning English Language Arts Grades 3-5



Expeditionary Learning & the Shifts

The Shifts

Balancing Informational and Literary Text
(NYS CCLS Shift 1)

Building Content Knowledge
(NYS CCLS Shift 2)

Staircase of Complexity
(NYS CCLS Shift 3)

What you will see in the Curriculum Modules

Expeditionary Learning's approach emphasizes effective literacy instruction through the use of **compelling topics** which engage students in informational and literary texts.

Expeditionary Learning's approach emphasizes students **building expertise** about a topic and often sharing that expertise with classmates or a wider audience.

Expeditionary Learning's approach emphasizes getting students curious so they have purpose for reading, then **supporting and challenging students with increasingly complex texts.**

Expeditionary Learning & the Shifts

The Shifts

What you will see in the Curriculum Modules

Text-based Answers

(NYS CCLS Shift
4)

Expeditionary Learning's approach emphasizes **working with evidence**, including students self-assessing, learning to ask strong **text-dependent strategic questions** as they read, and doing research for a real purpose.

Writing from Sources

(NYS CCLS Shift
5)


Expeditionary Learning's approach emphasizes performance tasks that require students to **cite textual evidence**, to revise their writing and critique their peers' writing, and share their writing with a real audience.

Academic Vocabulary

(NYS CCLS Shift
6)

Expeditionary Learning's approach exposes students to a wide range of increasingly complex texts to build background knowledge and interest.

Curriculum: “Zooming in” on levels of detail



Year-long
curriculum
map / scope
and sequence

Curriculum
module
structure

Assessment
overview

Unit
overview

Lesson
overview

Yearlong Curriculum Plan



- There are four modules per grade in a year
- Each module is aligned to the CCLS and addresses the six instructional shifts



EXPEDITIONARY
LEARNING

EXPEDITIONARY LEARNING: GRADES 3-5 ELA CURRICULUM PLAN (DRAFT AUGUST 7, 2012)

| | GRADE 3 | GRADE 4 | GRADE 5 |
|--------------------------------|--|--|--|
| MODULE 1 (8 WEEKS) | Becoming a Close Reader and Writing to Learn: The Power of Reading Around the World. | Becoming a Close Reader and Writing to Learn: Native Americans in New York | Becoming a Close Reader and Writing to Learn: Stories of Human Rights |
| FINAL PERFORMANCE TASK | Informative Writing: Accessing Books around the World Bookmark | Informative Writing: A Constitution for Our School Community | Narrative Writing: Readers Theater Script and Performance of Scenes from <i>Esperanza Rising</i> |
| MODULE 2A (8 WEEKS) | Researching to Build Knowledge and Teaching Others: Adaptations and the Wide World of Frogs | Researching to Build Knowledge and Teaching Others: The Hardship of Colonial Times and How Electricity Has Changed our Lives | Researching to Build Knowledge and Teaching Others: Field Guides to the Amazon |
| FINAL PERFORMANCE TASK | Informative Writing: Freaky Frog Trading Cards (compare/contrast) | Informative Writing: Artifact Over Time (using VoiceThread) | Informative Writing: Field Guide to the Amazon |
| MODULE 2B (8 WEEKS) | Researching to Build Knowledge and Teaching Others: Explorers and Countries around the World | Researching to Build Knowledge and Teaching Others: Interdependent Roles in Colonial Times | Researching to Build Knowledge and Teaching Others: Inventors and Inventions |
| FINAL PERFORMANCE TASK | Informative Writing: Audio Report about a Country (using VoiceThread) | Narrative Writing: Historically-Accurate First Person Account | Informative and Narrative Writing: Graphic Novel-style Frames about an Inventor |

Curriculum Module Structure



- Each module spans eight weeks of instruction and is comprised of three units
- Modules are designed to integrate reading and writing and to build content knowledge



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Curriculum Module Structure



EXPEDITIONARY
LEARNING

MODULE 4.1: OVERVIEW

MODULE 1 INTRODUCTION: Becoming a Close Reader and Writing to Learn: Native Americans in New York

This module supplements the Social Studies content many fourth-grade teachers introduce at the start of the year. It ensures that students read, write, listen and speak to learn the history and contributions of Native Americans in New York State, particularly the Iroquois Confederacy. Module 1 focuses on reading and listening to primary and secondary sources to gather specific details and determine central ideas, and to increase reading fluency and paragraph writing. Students will

Each module overview starts with a summary paragraph that describes the content and instructional arc of the module.

understand the meaning of setting, characterization and plot. In the first unit, students will read a story of The Great Peacemaker, the Iroquois Constitution, or “Great Law of Peace,” and write explanatory paragraphs. In Unit 2, students will read a fictional text about Native Americans mining main ideas, and read and analyze the song by Joseph Bruchac, 840L)

that reinforces knowledge about the Iroquois culture and describes the importance of lessons from that society in the lives of New Yorkers today. At the end of Unit 2, students draw evidence from the literary text to support an analysis of the main character (W.4.9). In Unit 3, students connect the past with the present by studying data designed to help them think about places in their school where agreements like those found in the Iroquois Constitution would benefit the school community. They then develop their own constitution, drawing on their knowledge of original Iroquois Constitution, ideas from Eagle Song, and specific details from magazine articles about conflict resolution. Students will write problem/solution style paragraphs to the school community. As a final unit, students will revisit data and then write a problem/solution paragraph in which they explain how their constitution will resolve or prevent issues at school.

The summary also contains a list of Guiding Questions and “Big Ideas” that serve as entry points into the module content.

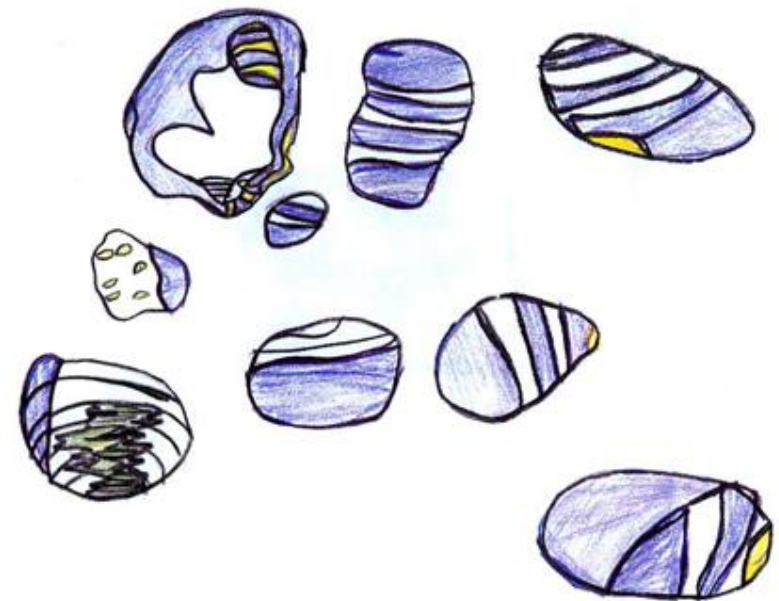
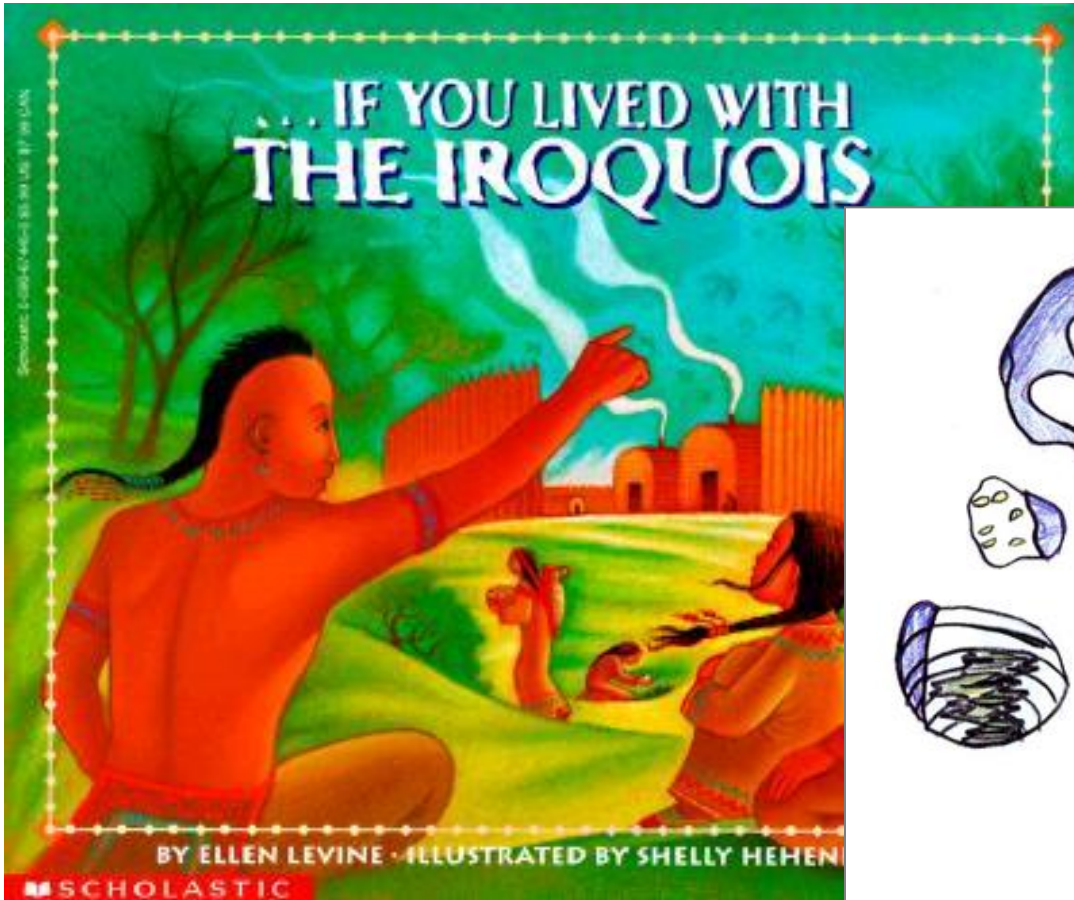
GUIDING QUESTIONS AND BIG IDEAS

- How can our school community benefit from the beliefs and agreements of the Iroquois?
- Peace can be created and sustained through agreements and actions.
- Clear communication improves communities.

PERFORMANCE TASK

This performance task gives students a chance to apply their understanding about the beliefs and agreements made by the Iroquois people as evidenced in the Iroquois Constitution, and how those beliefs and actions could be maintained to benefit their school community. After reading texts regarding conflict resolution and data regarding school bullying, students complete two tasks. First, they collaborate with their peers to design a constitution that can help support peace in their school community. Then students independently write a paragraph in which they explain to others how their constitution will resolve or prevent issues at school. The two-part performance task centers on NYSP12 ELA Standards W.4.2, W.4.5, W.4.9, and L.4.3.

Curriculum Module Structure



The modules are a series of one-hour ELA blocks aligned with NYS Social Studies and Science Standards.

Today, the money we use is like the wampum Native Americans traded with. We buy things using paper money called dollars and coins. Today we don't trade to get what we need, we shop using money.

The Native Americans used wampum for trading, and for decorative jewelry. It had a beautiful purple color because it was made from shells of oysters and clams. These shells have a nice purple color on their insides.

Assessment Overview



EXPEDITIONARY
LEARNING

MODULE 4.1: OVERVIEW

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(Bruchac, 840L)

that reinforces knowledge about the Iroquois culture and describes the importance of lessons from that society in the lives of New Yorkers today. At the end of Unit 2, students draw evidence from the literary text to support an analysis of the main character (W.4.9). In Unit 3, students connect the past with the present by studying data designed to help them think about places in their school where agreements like those found in the Iroquois Constitution would benefit the school community. They then develop their own constitution, drawing on their knowledge of original Iroquois Constitution, ideas from *Eagle Song*, and specific details from magazine articles about conflict resolution. Students will write problem/solution style paragraphs to introduce their constitution to the school community. As a final on-demand assessment, students will revisit data and then write a problem/solution style paragraph in which they explain how their constitution could resolve or prevent issues at school.

GUIDING QUEST AND BIG IDEAS

Each module culminates with a text-based literacy performance task.

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improves communities.

PERFORMANCE TASK

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Assessment Overview



EXPEDITIONARY
LEARNING

MODULE 4.1: OVERVIEW

UNIT 1: BUILDING BACKGROUND KNOWLEDGE ABOUT THE HAUDENOSAUNEE: THE GREAT PEACEMAKERS

In this first unit, students read, write, listen, and speak to begin to understand the founding and structure of the Haudenosaunee, or Iroquois, Confederacy. The unit begins with students discovering that a character in a video about the Iroquois Confederacy fails to explain the symbol on his T-shirt. This leads students to discover an honored symbol of the Iroquois Nation. Students will read about the creation of the Iroquois Confederacy through the actions of the Great Peacemaker. Students then will tackle challenging text as they hear and read about the Haudenosaunee Great Law of Peace.

assessment, students will demonstrate their ability to read informational text by answering text-dependent questions. Then students will focus on learning how to create an effective paragraph as they write to the character in the video, providing him with the information he should use to explain the symbol on his T shirt. Students develop their explanations with details from the texts they read earlier in the unit. Students then complete an on-demand end of unit assessment in which they demonstrate an ability to appropriately use topic sentences and supporting details in a paragraph by explaining the symbolism on a flag of their own design.

Each unit contains two “on-demand” assessments, which ask students to do their best work on their own and are aligned to standards.

GUIDING QUESTIONS
AND BIG IDEAS

benefit from the beliefs and agreements of the Iroquois?
and sustained through agreements and actions.
can help to improve communities.

MID-UNIT 1
ASSESSMENT:

- Answering Questions with Evidence from Text
- This assessment centers on NYSP12 ELA CCLS RI.4.1. In this assessment, students will read an unfamiliar text about Native Americans in New York and answer questions using evidence from the text.

END OF UNIT 1
ASSESSMENT:

Paragraph to Explain My Flag's Symbolism

This assessment centers on NYSP12 ELA CCLS W.4.2. After reading about the Iroquois Confederacy, and the Iroquois Constitution, and learning the structure of an explanatory paragraph, students create a flag for their class that includes symbols representing the ideas of peace and unity. Then, as an on-demand writing assessment, students write a paragraph explaining the symbolism on their flags. Note: This is a writing assessment; students are not assessed on the artistic quality of their flag design.

Unit Overview



EXPEDITIONARY
LEARNING

MODULE 4.1: OVERVIEW

UNIT 1: BUILDING BACKGROUND KNOWLEDGE ABOUT THE HAUDENOSAUNEE: THE GREAT PEACEMAKERS

Each of the three units is structured similarly to the modules.

Students will begin to understand the Great Law of Peace, or Iroquois Confederacy, through a video about a character in the video about the Great Law of Peace, or Iroquois Confederacy. This leads to a video about the Iroquois Nation. Students will read a challenging text as they learn about the actions of the Iroquois Confederacy through the actions of the Iroquois Confederacy.

Great Law of Peace, or Iroquois Constitution. In the on-demand mid-unit

assessment, students will demonstrate their ability to read informational text by answering text-dependent questions. Then students will focus on learning how to create an effective paragraph as they write to the character in the video, providing him with the information he should use to explain the symbol on his T shirt. Students develop their explanations with details from the texts they read earlier in the unit. Students then complete an on-demand end of unit assessment in which they demonstrate an ability to appropriately use topic sentences and supporting details in a paragraph by explaining the symbolism on a flag of their own design.

| | |
|--|--|
| GUIDING QUESTIONS AND BIG IDEAS | <ul style="list-style-type: none">• How can our school benefit from the beliefs and agreements of the Iroquois?• Peace can be created and sustained through agreements and actions.• Clear communication can help to improve communities. |
| MID-UNIT 1 ASSESSMENT: | <ul style="list-style-type: none">• Answering Questions with Evidence from Text• This assessment centers on NYSP12 ELA CCLS RI.4.1. In this assessment, students will read an unfamiliar text about Native Americans in New York and answer questions using evidence from the text. |
| END OF UNIT 1 ASSESSMENT: | <p><i>Paragraph to Explain My Flag's Symbolism</i></p> <p>This assessment centers on NYSP12 ELA CCLS W.4.2. After reading about the Iroquois flag, the Iroquois Confederacy, and the Iroquois Constitution, and learning the structure of an explanatory paragraph, students create a flag for their class that includes symbols representing the ideas of peace and unity. Then, as an on-demand writing assessment, students write a paragraph explaining the symbolism on their flags. Note: This is a writing assessment; students are not assessed on the artistic quality of their flag design.</p> |

Unit-at-a-Glance Calendar



For each unit, there's a calendar that shows how the 8 weeks is laid out.



MODULE 4.1: OVERVIEW

CALENDARED CURRICULUM MAP: *Week at a Glance*

| WEEK | INSTRUCTIONAL FOCUS | LONG-TERM TARGETS | ASSESSMENTS |
|---|---|---|--|
| Unit 1: Haudenosaunee: The Great Peacemakers | | | |
| Weeks 1–2 | <ul style="list-style-type: none"> Mystery Symbol: The Iroquois Flag Read “The (Really) Great Law of Peace” Hearing and reading short selections from the Iroquois Constitution. | <ul style="list-style-type: none"> I can explain what a text says using specific details from the text. I can explain the main points in a historical text accurately. I can effectively participate in discussion with my peers and adults. | Mid-Unit 1 Assessment: Independent reading about the Iroquois Confederacy; use specific details to answer questions about the text. (RI.4.1) |
| | <ul style="list-style-type: none"> Learn the structure of an explanatory paragraph. Write explanatory paragraphs on class flag to texts. | <ul style="list-style-type: none"> Write explanatory paragraphs on class flag to texts. | End of Unit 1 Assessment: Write explanatory paragraph about class flag and how it connects to the texts they have read so far in the module. (W.4.2) |

The calendar also shows the standards in student-friendly language...

...and gives ideas for ongoing assessment.

Unit Level: Notice and Wonder

Instructions

- On your own: review the unit level documents (5 minutes)
 - Unit 1 Overview
 - Unit 1 Recommended Texts
 - With a colleague or two at your table, discuss
 - What do you **notice**?
 - State concretely what you see. What is the content? How is it structured?
 - What do you **wonder**?
 - State questions you have about what you see. What sparks your curiosity? What do you want to know more about?
-

Lesson Overview



MODULE 4.1: UNIT 1

LESSON 1:

Launching the Mystery: What's That Symbol?

Note: This first lesson also serves as an exemplar with explicit scaffolds.

The lesson shows the long-term learning target...

LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA OOLs)

- I can explain what a text says using specific details from the text. (RI.4.1)
- I can engage effectively in a collaborative discussion. (SL.4.4)

| SUPPORTING LEARNING TARGET | | ONGOING ASSESSMENT |
|--|--|--|
| <ul style="list-style-type: none"> I can notice new ideas and wonder about the lives of people long ago. I can answer questions using specific details from a text. I can demonstrate what I know by contributing to discussions. | | I Notice/I Wonder note-catcher Student-created graphic organizers |
| AGENDA | | |
| 1. Opening: Engaging the Reader: Mystery Activity (20 minutes) 2. Work Time: Getting Started: Reading about the Iroquois (25 minutes) 3. Closing and Assessment: Debrief (5 minutes) | <ul style="list-style-type: none"> In this lesson, students begin by reading only the first page (page 39) of the text, "The Iroquois Confederacy," a two-page article. In Lesson 1, they read only page 39 for Lesson 2. This first lesson is designed to launch the mystery by reinforcing the idea that the symbol on the T-shirt worn by Tim, a featured expert who "reveals" the symbol. Think about how to restructure this lesson to allow that student to be a featured expert who "reveals" the symbol. ask about it, since students don't know. Let's find out!" If you have Native American children, particularly Iroquois, in your class, it is extremely likely that he/she will know about the mystery symbol. Think about how to restructure this lesson to allow that student to be a featured expert who "reveals" the symbol. Preview the video: "The Iroquois Confederacy" http://www.brainpop.com/socialstudies/culture/iroquoisconfederacy/ The video is only 6 minutes long. Plan to stop the video halfway through. Preview the graphic regarding the Iroquois flag (see Supporting Materials). This lesson introduces a simple routine of I Notice/I Wonder. Students practice this first with the video, and then with the text. This lays a strong foundation for students to build their close reading skills; help them pay close attention to the text and ask or answer questions that might assist in deepening their understanding. Review the Think-Pair-Share, Cold Call, and Fist to Five protocols (Appendix 1) | I Notice/I Wonder note-catcher Student-created graphic organizers |

...and the supporting targets for this particular lesson.

Lesson Overview



EXPEDITIONARY
LEARNING

MODULE 4.1: UNIT 1

LESSON 1:

Launching the Mystery: What's That Symbol?

Note: This first lesson also serves as an exemplar with explicit scaffolds.

| LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA OOLs) | |
|---|--|
| I can explain what a text says using specific details from the text. (RI.4.1) | |
| I can participate effectively in a collaborative discussion. (SL.4.1) | |
| <ul style="list-style-type: none"> I can notice and describe what I read. I can answer questions about what I read. I can demonstrate understanding of what I read. | <p>...and the teaching notes provide some coaching for teachers as they think about delivering the lesson.</p> |
| AGENDA | TEACHING NOTES |
| <ol style="list-style-type: none"> Opening: Engaging the Reader: Mystery Activity (20 minutes) Work Time: Getting Started: Reading about the Iroquois (25 minutes) Closing and Assessment: Debrief (5 minutes) | <ul style="list-style-type: none"> In this lesson, students begin reading "The (Really) Great Law of Peace," a two-page article. In Lesson 1, they read only the first page (page 38). Distribute just page 38 today, saving page 39 for Lesson 2. This first lesson is designed to create a "need to know" for students by reinforcing the idea that the symbol on the T-shirt worn by Tim, a character in the video, is a "mystery." Do NOT explain the symbol even if students ask about it, since students will be reading to answer that question. If they do ask, it's a perfect time to say: "I don't know. Let's find out!" If you have Native American children, particularly Iroquois, in your class, it is extremely likely that he/she will know about the mystery symbol. Think about how to restructure this lesson to allow that student to be a featured expert who "reveals" the symbol. Preview the video: "The Iroquois Confederacy" http://www.brainpop.com/socialstudies/culture/iroquoisconfederacy/ The video is only 6 minutes long. Plan to stop the video halfway through. Preview the graphic regarding the Iroquois flag (see Supporting Materials). This lesson introduces a simple routine of I Notice/I Wonder. Students practice this first with the video, and then with the text. This lays a strong foundation for students to build their close reading skills; help them pay close attention to the text and ask or answer questions that might assist in deepening their understanding. Review the Think-Pair-Share, Cold Call, and Fist to Five protocols (Appendix 1) |

The agenda shows the lesson "at a glance..."

Lesson Overview



EXPEDITIONARY
LEARNING

MODULE 4.1: UNIT 1

LESSON 1:

Launching the Mystery: What's That Symbol?

Note: This first lesson also serves as an exemplar with explicit scaffolds.

| VOCABULARY | MATERIALS |
|---|--|
| <p>Words to Teach Explicitly: details, contribute, discussion, notice, wonder, constitution, confederacy, rivals, miracle, "set about," warring, suspicious, vanished, wampum, Iroquois, nations, symbolized, Haudenosaunee</p> | <ul style="list-style-type: none">• Video: "The Iroquois Confederacy"• www.brainpop.com/socialstudies/culture/iroquoisconfederacy/• I Notice/I Wonder note-catcher (one per student, and one to project on document camera)• Document camera• Page 38 of "The (Really) Great Law of Peace" by Cynthia O'Brien (one per student)• I Notice/I Wonder graphic organizer (optional)• 12" by 18" construction paper• Markers• Sticky notes |

Each lesson calls out vocabulary that should be explicitly taught as well as other words that may arise in the course of teaching the content.

Lesson Overview



EXPEDITIONARY
LEARNING

MODULE 4.1: UNIT 1

LESSON PLAN

| OPENING | | MEETING STUDENTS' NEEDS |
|--|---|---|
| <p>A. Opening: Engaging the Reader: Mystery Activity (20 minutes)</p> <ul style="list-style-type: none"> Share the learning targets: “I can notice new ideas and wonder about the lives of people.” “I can answer questions using specific details from the text.” “I can show what I know by contributing to discussions.” Talk with students about the importance of learning target and do during a lesson. Help students understand the meaning of “I notice,” “I wonder,” “contributing,” and “discussions.” Tell students that at the end of the lesson they will share how they did moving toward the learning target. Tell students that today they will begin a new study about the lifestyles, values, and beliefs of the Native American group known as the Iroquois that began to settle in New York State more than 11,000 years ago. The Iroquois did and believed many things that still influence our lives today. To get started, let them know they will be watching a short video. Distribute the I Notice/I Wonder note-catcher to each student and project it on a document camera (or make a chart of it on chart paper or on your board). Model Notice and Wonder for students. I Notice: Simply observing something (i.e., “I notice the walls in our classroom are white.”) I Wonder: Questioning the meaning, history, or purpose of what they see (i.e., “I wonder why classrooms never seem to be painted different colors.”) Remember, the purpose of the video is to build students’ interest. Specifically, the goal is to get students intrigued about the symbol on the boy’s T-shirt. Therefore, it is crucial to NOT reveal the meaning of the symbol. The video is only 6 minutes long. Plan to stop the video halfway through. (If your students need more pause points, provide them). Show the first 3 minutes of the video “The Iroquois Confederacy.” Pause. Ask students to think, then talk with a partner, about something they “notice” and something they “wonder.” Be sure to give think time, and then just a minute for them to talk with a partner. Then Cold Call on a few students to share out. Chart students’ comments on the projected I Notice/I Wonder note-catcher. Do NOT explain the video at this point; simply elicit students’ comments. | <div data-bbox="852 401 1251 621" style="background-color: red; color: white; padding: 10px; text-align: center;"> <p>Each lesson is broken down into sections: Opening, Work Time, and Closing.</p> </div> | <ul style="list-style-type: none"> Consider providing nonlinguistic symbols (e.g., two people talking for <i>discuss</i>, a pen for <i>record</i>, a magnifying glass for <i>details</i>, a light bulb for <i>main idea</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. Specifically, these can be used in directions and learning targets. Examples of possible nonlinguistic symbols for this lesson can be found at the end of this lesson. Modeling provides a clear vision of the expectation for students. Teacher may model by saying: “I notice white squares on the picture,” or “I wonder why the background is purple-blue.” |

Lesson Overview



EXPEDITIONARY
LEARNING

MODULE 4.1: UNIT 1

LESSON PLAN

| OPENING | | MEETING STUDENTS' NEEDS |
|--|--|--|
| <p>A. Opening: Engaging the Reader: Mystery Activity (20 minutes)</p> <ul style="list-style-type: none">Share the learning targets:“I can notice new ideas and wonder about the lives of people long ago.”“I can answer questions using specific details from the text.”“I can show what I know by contributing to discussions.”Talk with students about the importance of learning targets—to help learn and do during a lesson. Help students understand the meaning of “specific details,” “showing what they know,” “contributing,” and “discussions.” Tell students that at the end of the lesson they will share how they did moving toward the learning target.Tell students that today they will begin a new study about the lifestyles, values, and beliefs of the Native American group known as the Iroquois that began to settle in New York State more than 11,000 years ago. The Iroquois did and believed many things that still influence our lives today. To get started, let them know they will be watching a short video.Distribute the I Notice/I Wonder note-catcher to each student and project it on a document camera (or make a chart of it on chart paper or on your board).Model Notice and Wonder for students.I Notice: Simply observing something (i.e., “I notice the walls in our classroom are white.”)I Wonder: Questioning the meaning, history, or purpose of what they see (i.e., “I wonder why classrooms never seem to be painted different colors.”)Remember, the purpose of the video is to build students’ interest. Specifically, the goal is to get students intrigued about the symbol on the boy’s T-shirt. Therefore, it is crucial to NOT reveal the meaning of the symbol.The video is only 6 minutes long. Plan to stop the video halfway through. (If your students need more pause points, provide them).Show the first 3 minutes of the video “The Iroquois Confederacy.” Pause.Ask students to think, then talk with a partner, about something they “notice” and something they “wonder.” Be sure to give think time, and then just a minute for them to talk with a partner. Then Cold Call on a few students to share out.Chart students’ comments on the projected I Notice/I Wonder note-catcher. Do NOT explain the video at this point; simply elicit students’ comments. | <p>Each lesson offers recommendations for supporting all learners.</p> | <ul style="list-style-type: none">Consider providing nonlinguistic symbols (e.g., two people talking for <i>discuss</i>, a pen for <i>record</i>, a magnifying glass for <i>details</i>, a light bulb for <i>main idea</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. Specifically, these can be used in directions and learning targets. Examples of possible nonlinguistic symbols for this lesson can be found at the end of this lesson.Modeling provides a clear vision of the expectation for students. Teacher may model by saying: “I notice white squares on the picture,” or “I wonder why the background is purple-blue.” |

Materials and Resources

3-5 Curriculum Resources

- Curriculum Plan
- Curriculum and Unit Maps
- Lessons
- Module Level Documents
- Appendices

Common Core State Standards and Resources

Evaluation

things I am already doing...

**things I can integrate into my
practice...**

immediate next step(s) I can take...



**How do you present a read-aloud?
What does a good one look like and
sound like?**