

Appendix 1

Results (data source) of the School's Mission Specific Goal(s)

Mission Specific Goal:

Students will develop into fully bi-literate students by the end of 5th grade.

La Academia celebra el Mes

de la Herencia Hispana

“A lo Grande”

El 7 de octubre, 2016 a las 6:00 pm Academia Antonia Alonso celebró el cierre del mes de la Herencia Hispana. Muchas actuaciones e invita-

-Veronica Vlasko

El último viernes 7 de octubre La Academia Antonia Alonso en su nueva ubicación en Barley Mill Plaza. A lo largo del evento una serie de países de habla hispana, de donde algunos de los estudiantes y las familias se originan, fueron exhibidos, así como Estados Unidos. El propósito de las actividades como éstas es el crear la apreciación y el conocimiento entre los estudiantes y las familias sobre la importancia de adoptar todas las culturas, el desarrollo de un entendimiento sobre el orgullo que los estudiantes sienten por sus países, y sobre todo, promover la unidad dentro de la comunidad académica. A los estudiantes se les asignó un país de habla española para descubrir y aprender sobre su localización, la fauna, la cocina, la bandera y el conocimiento general de la cultura del país. Los maestros tenían trabajos de los estudiantes exhibidos en las aulas y el pasillo para que los visitantes y la comunidad de la Escuela pudieran ver y aprender unos de otros.

La noche comenzó con personas reunidas en la entrada del Familias enteras, incluyendo tíos y abuelos vinieron a acompañar. Una de las funciones esenciales de una escuela de Aprendizaje Expedicionario “es preparar a los estudiantes con actitudes y habilidades para aprender y estar al servicio”, de acuerdo con la - lación y los pasajeros se practica todos los días en La Academia. tradicionales de 8 países diferentes (República Dominicana, Perú, Colombia, Brasil, Puerto Rico, Venezuela, México, Honduras) fueron donados por los padres de nuestros estudiantes para ser parte de esta celebración. Todos fueron reportados por los asis-

ayudaron a hacer de este evento un éxito, al igual que la familia de Llewellyn que llevó la iluminación para el evento al aire libre.

La parte artística del programa consistió en dos grupos de estu- dantes que bailaron y cantaron

al ritmo de: La Gozadera (Gente de Zona) y Stand By Me (Prince Royce). Un cantante puertorriqueño de Nueva Jersey, José Nieves (también miembro de la familia de un staff de la escuela) fue invitado a cantar Preciosa. Y un grupo de baile folklórico de México, México Lindo, entretuvo a la multitud con canciones

y bailes mexicanos. Todos sus miembros desplegaron bellos vestidos tradicionales. Por desgracia, el micrófono no estaba artístico.

La celebración del Mes de la Herencia Hispana solamente fue po- sible gracias a los padres de todo el entorno académico y de los colaboradores de la comunidad, también del dedicado personal y los maestros de la escuela que ayudaron a organizar todo. mostrar el orgullo de su herencia, todo el mundo se siente se- guro, en casa, y la pasan rico.

La Academia celebrates Hispanic Heritage Month “A lo grande”.

On October 7th, 2016 at 6:00 pm, Academia Antonia Alonso celebrated the closing of the Hispanic Heritage month. Many performances and special guests joined to light up the party.

Last Friday October 7th, Academia Antonia Alonso Charter School celebrated the Hispanic Heritage Month with a wonderful party at their new location at Barley Mill Plaza. Throughout the evening event a number of Spanish-speaking countries, from where some of the students and families originate, were highlighted as well as the importance of what it means to be a bilingual speaker in the United States. The purpose of activities such as this one is to create appreciation and awareness among students and families about the importance of embracing all cultures, developing an understanding about the pride students feel for their countries, and most of all, promoting unity within the academic community. The celebration not only included a fantastic party, but in the classrooms, students were assigned a Spanish speaking country

overall general knowledge of the country's culture. Teachers displayed students' work in classrooms and hallway for visitors and

School community to see and to learn from one another. The night started with people gathering at the school campus

event. Entire families, including uncles and grandparents came. One of an Expeditionary Learning school's primary functions "is to prepare students with the attitudes and skills to learn from and be of service", according to the school's charter application. The meaning of CREW, and not passengers is practiced every day at La Academia. To highlight this trait from the school culture, over

- can Republic, Peru, Colombia, Brazil, Puerto Rico, Venezuela, Mexico, Honduras) were donated by parents from our Academia students to be a part of this celebration. All were reported by the attendees to be delicious! More donations from different families helped make this event a success, like the Llewellyn family who brought the illumination for the outdoor event. The artistic portion of the program consisted of two student groups danced and sang to: La Gozadera (Gente de Zona) and Stand By Me (Prince Royce). A Puerto Rican singer from New Jersey, Jose Nieves (also a family member of our staff) was invited to sing Preciosa. And a Folkloric Mexican dance group, Mexico Lindo, entertained the crowd with Mexican songs and dances. All of its members worn beautiful traditional dresses. Unfortunately, a microphone was not available and the sound really put a damper on the artistic program scheduled. The Hispanic Heritage Month celebration was only made possible by all La Academia's parents and community collaborators, also to the dedicated staff and teachers at the school who helped put everything together. Once more, wherever Latinos gather, especially to show pride for their heritage, everyone feels safe, at home, and has a good time.

Grade 3: Module 1: Unit 3: Lesson 3

Close Reading of *Waiting for the Biblioburro*: Finding the Main Message and Taking Notes

GRADE 3: MODULE 1: UNIT 3: LESSON 3**Close Reading of *Waiting for the Biblioburro*:**

Finding the Main Message and Taking Notes

Long-Term Targets Addressed (Based on ELA CCSS)

I can identify the main message or lesson of a story using key details from the text. (RL.3.2)

I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)

I can describe how a character's actions contribute to the events in a story. (RL.3.3)

I can document what I learn about a topic by sorting evidence into categories. (W.3.8)

I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can identify the main message of *Waiting for the Biblioburro* by reading the text closely.
- I can describe what the librarian wanted and what he did.
- I can sort key details from *Waiting for the Biblioburro* into categories.
- I can discuss how the main message of *Waiting for the Biblioburro* is conveyed through key details.

Ongoing Assessment

- Close Read recording form

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader and Building Fluency: Read-aloud of <i>Waiting for the Biblioburro</i> (5 minutes) B. Unpacking the Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Rereading on Your Own: Capturing the Gist (25 minutes) B. Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Tonight at home, tell someone the story of the Biblioburro. B. Continue reading your own independent reading book. 	<ul style="list-style-type: none"> • <i>Waiting for the Biblioburro</i> is narrative nonfiction: a story about real people and actual events. Students have read other narrative nonfiction in this module: <i>Rain School</i> and <i>Thank You, Mr. Falke</i>. This lesson provides a bridge, helping students move to nonfiction. Students will begin to think about how they can collect information from different types of texts. The lessons that follow will focus on more typical informational text used to help students start shifting from narrative to narrative nonfiction; students' next step will be to informational texts. • In advance: Because <i>Waiting for the Biblioburro</i> is a more complex text, students need access to excerpts from the book to complete the close reading cycle. See supporting materials for a list of appropriate excerpts. • For finding the meaning of words in context, use some of the Spanish vocabulary found in <i>Waiting for the Biblioburro</i>. • Review: Helping Students Read Closely (Appendix 1).
Lesson Vocabulary	Materials
access, abecedario, biblioteca, burro, cuento, qué bueno	<ul style="list-style-type: none"> • <i>Waiting for the Biblioburro</i> by Monica Brown (book; teacher copy only) • Document camera and projector • Excerpts from <i>Waiting for the Biblioburo</i>, by Monica Brown (see Teaching Note, above; one per student) • <i>Waiting for the Biblioburo</i> Close Read recording form (one per student) • Sticky notes • World map

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Close Reading of *Waiting for the Biblioburro*: Finding the Main Message and Taking Notes

Opening

Meeting Students' Needs

- A. Engaging the Reader and Building Fluency: Read-aloud of *Waiting for the Biblioburro* (5 minutes)**
- Pair students up and invite them to briefly share the map exploration they completed for homework. Did their maps have keys? What physical features did they see on their maps? If time permits, ask a few students to share their map discoveries.
 - Tell students that today they are going to be hearing and reading a new story called **Waiting for the Biblioburro**, by Monica Brown; tell students that this story is going to look very similar to the stories they've read already.
 - Help students to begin thinking about the difference between fiction and nonfiction. Remind them that some of the stories they have read were *fiction*: a made-up story (such as *That Book Woman*). Invite students to turn and talk about this key term *fiction*.
 - Point out that a story can be made up even if it is based on real events: There really were pack librarians who brought books to people in rural Kentucky. But Cal and his family are *fictional* characters.
 - Remind students that other stories they have read were based on real events, with real characters (such as *Rain School* or *Thank You, Mr. Falker*).
 - Tell them that today they will be reading a true story about a real person. It actually happened! So, they could read it for the story of it. And they can also be reading it to learn more about the topic.
 - Note: Emphasize this shift from narrative to narrative nonfiction, as students' next step will be to informational texts. *Waiting for the Biblioburro* should be a "bridge text" into this, and an introduction collecting new types of information.
 - Orient students to the **world map**: "Before I read this book to you, I would like to show you the country on the map where *Waiting for the Biblioburro* takes place." Place a marker with the book title on Colombia on the world map. Ideally use a map that shows the physical environment of South America.
 - Project the book *Waiting for the Biblioburro* and read the entire text slowly, fluently, without interruption. If students get excited and want to talk about the text, remind them: "Just as with the other books we have read, you will have a chance to reread this story and talk about it today and tomorrow."

- Allowing students to see the text and illustrations will aid them in their comprehension.
- If a projector is not available, try providing multiple copies of the book, or positioning the book so it can best be seen by the entire class.
- Use of the following videos might help with building background knowledge:
 - * "Library on a Donkey" video
 - * "Waiting for the Biblioburro" video
 - * Also video on PBS: www.pbs.org/pov/biblioburro
- Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom.

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Close Reading of *Waiting for the Biblioburro*: Finding the Main Message and Taking Notes

Opening (continued)

Meeting Students' Needs

- Be culturally aware of students' home countries. If a student is from Colombia, ask him or her to share about how they got books in Colombia.

B. Unpacking the Learning Targets (5 minutes)

- As usual, unpack the learning targets as needed. Students should be quite familiar with many of these targets from previous lessons. Read the targets aloud, one at a time, and have students show a quick Fist to Five to indicate how well they understand the targets. Address any confusion as needed.

Work Time

Meeting Students' Needs

A. Rereading on Your Own: Capturing the Gist (25 minutes)

- Remind students of the close reading work they have done so far. During the first independent read, their job is to try to find the gist of the story. Remind them to look at it section by section. For this text students will be reading excerpts, so they can stop and find the gist of each excerpt. When they find the gist, they should jot it down on a **sticky note** and put it on their copy of the text.
- Their second important job is to circle unfamiliar words as they read. Tell them that there are also words in Spanish sprinkled throughout this text. If they are not Spanish speakers, they can write these words down. Encourage students to use a similar strategy they used for *That Book Woman* where they tried to substitute other words for the unfamiliar word, seeing what makes sense.
- Make sure all students are clear on the task. Distribute sticky notes and give them 10 to 15 minutes to work with the text on their own. As they work, circulate and support students as needed.
- Then distribute the **Close Read recording form**. Ask students to fill in the top box, which asks for their ideas about the lesson of the story.
- Give students 5 minutes to discuss, in small groups or partnerships, the reading work they have done so far. Remind students of the class norms for conversation.

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Close Reading of *Waiting for the Biblioburro*:

Finding the Main Message and Taking Notes

Work Time (continued)

Meeting Students' Needs

B. Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes)

- Gather students back in a circle. Tell them that now that they have the gist of the story and have circled unfamiliar vocabulary, they are going to collect important details that help to teach the lesson of the story.
- Give students 5 minutes to reread the text on their own and underline the important details.
- Then invite students to discuss their reading work in their groups. Ask students to go through each category of note-taking, giving every student in their group a chance to share his or her ideas. Tell them that, when there is a difference between two students' ideas, it is important to notice that and discuss why each reader made the decision that he or she made.
- Once students have discussed, have them write on their own. They should complete the recording form, including the question about how their thinking about the story's lesson has grown or changed.

Closing and Assessment

Meeting Students' Needs

A. Debrief (5 minutes)

- Invite students to share responses to the question: "What do you think was the most important detail in *Waiting for the Biblioburro* that showed the lesson of the story?"
- Ask the following questions to check in on students' reading strategies: What was a success for you as a reader today? What was challenging for you? What strategies did you use to help you understand the story?

Homework

Meeting Students' Needs

- Tonight at home, tell someone the story of the Biblioburro.
- Continue reading your own independent reading book.

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Supporting Materials

Because *Waiting for the Biblioburro* is a challenging text, students will only be asked to read excerpts for their close reading. This approach is similar to how older students might read a short passage of a primary source document.

This page lists the page(s) where you can find each excerpt, as well as the starting and ending phrase of the relevant excerpt.

Page 1	Beginning: "On a hill ..." Ending: "... beyond the hill."
Pages 5	Beginning: "Ana has read ..." Ending: "... children in her village."
Page 7	Beginning: "So at night ..." Ending: "... but her teacher with the books is gone."
Pages 9-10	Beginning: "One morning ..." Ending: "Libros! Books!"
Page 11	Beginning: "Who are you? ..." Ending: "... my biblioteca."
Page 13	Beginning: "Once upon a time ..." Ending: "... I will be back to collect them and bring you new ones."
Page 16	Beginning: "Someone should write a story about your <i>burros</i> ..." Ending: "... that night she reads until she can't keep her eyes open any longer."
Pages 21-end	Beginning: "When Ana wakes up ..." Ending: "... and all the new stories the biblioburro will bring."

GRADE 3: MODULE 1: UNIT 3: LESSON 3

Waiting for the Biblioburro:

Close Read Recording Form

Name:

Date:

Close Read Recording Form for book:

Capturing the Gist of a Story*

After reading this for the first time on your own, what do you think the lesson of the story is?

Somebody ...
(*character*)

in ...
(*setting*)

wanted ...
(*motivation*)

but ...
(*problem*)

so ...
(*resolution*)

Close Read Recording Form for book:

After thinking more closely about the characters and their motivations, *now* what do you think the lesson of this story is?

Why do you think this?