

Grade 3 ccss LIT



The Private Eye® Project

Looking / Thinking by Analogy

Grade 3

The Private Eye® aligned with Common Core State Standards
for English Language Arts
& Literacy in History/Social Studies, Science, and Technical Subjects



The Private Eye® and the Common Core — Correlations for Grade 3

Correlations Key

Center column: Correlations to *The Private Eye* process and program explained.

Right column: Lesson examples from ***The Private Eye — (5X) Looking / Thinking by Analogy: A Guide to Developing the Interdisciplinary Mind***; Kerry Ruef (The Private Eye Project, 1992, 1998, 2003).

NOTE: In these pages, “TPE core process and lessons” is shorthand for the following sections in *The Private Eye* guide: *Part II: Process and Tools*, (especially pp. 16-17, 22-30); *Part III: The Interdisciplinary Mind Close-up*, (especially pp. 38-52, 51-59); and *Part V: Curriculum Tour*, (especially pp. 84-91).

Introduction

- *The Private Eye* is an acclaimed, hands-on process and program that builds attention to detail and analogical thought. It accelerates creativity, critical thinking, and literacy across subjects. It also accelerates scientific literacy. “Thinking by analogy” — or metaphoric thinking — is considered by neuroscientists to be the core of cognition. It’s the engine that, revved up, accelerates and refines learning. With The Private Eye approach, you efficiently rev up this engine and watch students excel.
- You begin with simple questions, everyday objects, and a jeweler’s loupe (also called an eye loupe—a magnification tool) to meet individual and anchor standards as you develop the habits of mind and skills of writer and reader. In the process, with no extra effort, you’ll concurrently develop the habits of mind of artist, scientist, mathematician and social scientist. Students journey into the drama and wonder of looking closely at the world, thinking by analogy, changing scale and theorizing. They observe, investigate, write, read, speak, listen, draw, theorize and conduct research projects. *The Private Eye* inquiry process almost instantly levels the playing field. With simple tools, so called “regular” students think, act, write, and interpret as “gifted” kids. The process leads into extended lessons, skill instruction, and project-based learning. Students discover that learning is thrilling, that their minds are powerful and easily tapped, and that school is a place where creative and scholarly work are one.
- In Language Arts, a 5X jeweler’s loupe is a porthole of wonder — to stimulate close observation and metaphoric thought. Everyday objects become stunning new worlds. In tandem with The Private Eye Questions, the loupe smashes cliché thinking and sets the questions orbiting in the mind long after the loupe is put away.
- The Private Eye boosts students in: language and vocabulary acquisition; generating opinions supported with evidence; creating and interpreting figurative language; reading and analyzing text; writing across content areas (e.g., students create detailed informational pieces, and narratives that are highly descriptive); and more. Students make connections and inferences with ease.



A Final Note: The Private Eye is a powerful tool for developing figurative language. But “figurative language” is not *just* “figurative language” — to be saved for a few standards. Metaphors and similes are the “heavy lifters” of literacy! They provide fresh connections and insights; they express themes, add precision, color and details, engage the reader or listener’s imagination, make settings, events and characters come to life. Making a metaphor or simile (thinking by analogy) is an act of close observation and mental comparison. Given that metaphors and similes are compressed analogies, and that analogical thinking is the root of thinking, indeed the root of language itself, making and understanding metaphors and similes needs to be a year-round pursuit. The Private Eye makes this pursuit easy and riveting for students.

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**Reading Standards
for Literature, Grade 3**
— a selection —

The Private Eye — (5X) Looking / Thinking by Analogy
A Guide to Developing the Interdisciplinary Mind

**Reading &
Literature**



Reading and writing weave together in TPE lessons. Students read their own writing and the writing of their peers — then link to literature and texts. After loupe-studying an object, students are motivated to *read* to learn more. Teachers also link the loupe-writing process to themes in their curriculum, e.g., “a forest” (using pinecones, branches, lichens, moss or other objects typically found in a forest to loupe-analogy study and loupe-draw). Or: begin with reading a text or literature, then use TPE to investigate a linked object of study. In all this, students practice reading and making meaning. With repetition, students transfer the attention to detail, sensitivity to language, and inference-making process developed during TPE writing and discussion into an understanding of literature and non-fiction texts.

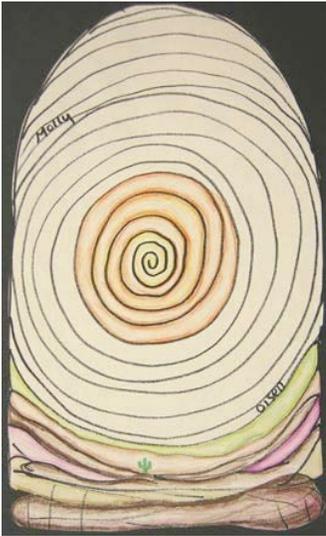
(RL) Key Ideas and Details	The Private Eye Correlation	Lesson Examples
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> 	<p>RL. 3.1 and RL.3.2 Using TPE Questioning strategy students gain experience and confidence in asking and answering who, what, where, when, why and how questions, first using a loupe and everyday objects — building a habit which they transfer to analyzing text. In addition to asking the usual Who? What? Where? Why? questions, ask TPE Questions focused for literature to help students go deeper into understanding a text and its central message, lesson, or moral.: “What else does the story remind me of — in my life? in other stories or fables or myths?” “Who else do the characters remind me of? — in my life? my school? my family? my neighborhood? And “Why?” What in the text made you think that?”</p> <p>“Key details in text” include both figurative and literal language. The figurative language — metaphors and similes the author chooses — is not merely colorful. Authors use metaphors and similes to provide rich detail, explain individual points, serve as analogous examples, and also to reveal and reinforce the central message, lesson, or moral.</p> <p>“What else an event or issue in a text reminds them of” helps students propose candidates for the main message of a text. Moving through the four TPE Questions helps students find the best choice for <u>why a writer has written a given piece</u>, citing, to bolster an opinion, evidence in the text.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Private Eye Process” pp. 16 -17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>Part V. Writing and Language Arts Tour: pp 110-121</p> <p>“Spider Lore”, pp. 116-117 (adapt for Grade 3)</p> <p>“Poetry’s Hardware”, p. 110 (Read aloud Langston’s Hughes poem, “Mother to Son” discuss central lesson based on details in text.)</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105 (students analyze each other’s texts for <i>who, what, where, when, why, how</i> and key details answering these questions — details embedded in both figurative and nonfigurative language.)</p> <p>“Multicultural Superheroes” p. 200 (including “A dragon by inference, by analogy”)</p> <p>Link readings from diverse cultures to a TPE loupe-study of objects from those cultures. E.g.s.: “Cultural Roots in the Land”, p. 199, “A Loupe in the Soup”, p. 201, and “Symmetry in Cultures”, p. 201</p> <p>“Mythology and Superheroes: Part 2”, p. 109</p> <p>“Mythology: Mythologies express in analogy, in metaphor, what people universally need and want...” p. 109</p> <p>“The Duties of a Superhero” p. 109</p> <p>“Superheroes: Male or Female?”, p. 109</p>

(RL) Key Ideas and Details (con't)	The Private Eye Correlation	Lesson Examples
<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> 	<p>When asked to describe characters in a story, students have options: 1) they can cite the author’s own language; 2) they can use their own language to describe characters.</p> <p>Authors use both figurative and literal language to describe characters. The figurative language (typically metaphor or simile) is not merely colorful; the author often uses figurative language to reveal a character’s traits (E.g., The grandmother was as tiny as a bird and seemed just as fragile); motivations (E.g., Mary wanted that bike so badly she could taste it., so she); or feelings (E.g., Marcus was so angry he felt like a volcano about to blow.) Authors also use figurative language to create settings, foreshadow and compress plot, and reveal main ideas and themes.</p> <p>Students can also use their own language, literal and figurative, to describe characters — then explain how their actions effect how the story unfolds, moves, ends.</p> <p>To help students describe characters in a story (professional text vs. their own writing), tell them to “use your mind as a loupe” — to go REALLY close-up to the characters and events in the story. Teach them to use The Private Eye Questions, which evoke <i>thinking by analogy</i>, to make sense of a story and its characters.</p> <p>To better help them describe a character who is set in a particular place and time and caught up in particular events, students ask themselves the 1ST TPE Question, focused for critiquing: “Who else does this character remind me of? — in my life? in my school? family? neighborhood?” This helps students create essential personal bridges to understand the “who and what” they’re reading about — and provides language with which to capture that understanding.</p> <p>In discussions, teachers now ask students the next Private Eye Question: “Why did it remind you of ___?” Show me where in the text you started thinking that. (Evidence!) Students thus cite details in the text supporting their descriptions and analysis.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>Part V. Writing and Language Arts Tour: pp. 110- 121</p> <p>“Analogy Acrobats”, pp. 118-119 —To Set a Scene —To Present Characters —To Conceive Plot</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“The Big Analogy Book”, p. 118</p> <p>“Writers and readers: two sides of the same coin” p. 118</p> <p>“Mythology: Mythologies express in analogy, in metaphor, what people universally need and want...” p. 109</p> <p>“Multicultural Superheroes” p. 200 (including “A dragon by inference, by analogy”)</p> 

(RL) Craft and Structure	The Private Eye Correlation	Lesson Examples
<p>3.RL.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> 	<p>The Private Eye makes it easy for student to use, understand, and interweave literal and nonliteral language — and distinguish them apart. Answering the first TPE Question, students immediately join literal with nonliteral language: They name a literal object / topic which they investigate, describe and contemplate making metaphors and similes (no need to teach them the term).</p> <p>Literal words and phrases convey “normal” meaning, without double-meaning or word play. Nonliteral language typically makes a comparison about something (a trait, a feature, a feeling) or exaggerates something. TPE teaches students how to naturally make vivid comparisons. Literal and nonliteral work together to make writing that’s clear, vivid, visceral, and comes to life. Using TPE a student starts with the literal and flows into nonliteral. E.g., She says or writes: <i>The clam shell reminds me of my fingerprint.</i> The second TPE Question prompts her to explain why, adding more nonliteral language. <i>The shell is like a fingerprint with its rows of swirling, parallel lines.</i></p> <p>Teachers guide students to notice that adjectives we take for granted may arise from comparisons and be nonliteral.</p> <p>E.g., “like fur” can also be stated as the adjective “furry” — having the characteristics (the look and feel and function) of fur. <i>My grandfather’s furry eyebrows...</i></p> <p>Or: “He had beady eyes.” Why “beady” eyes? What does that mean, convey? In discussion, students explore how characteristics are compressed in comparisons: the eyes are not actual beads, but they are small and round and perhaps also tight and hard as beads.</p> <p>As students create loupe-analogy lists and expand them, they discover double-meanings and word play, which helps students “get” such meanings when they read professional writing.</p> <p>As students generate individual Private Eye writings and read classmates’ writings (text), they gain fluency in understanding the relationships between phrasings — distinguishing literal from nonliteral.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Analogy Anatomy”, p. 42 (gives background on why metaphors and similes are actually compressed analogies.)</p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“Analogy Options” p. 111</p> <p>“The Great Analogy Hunt” p. 111</p> <p>“Structural Experiment and Structural Analysis” p. 110</p> <p>“Mythology: Mythologies express in analogy, in metaphor, what people universally need and want...” p. 109</p> <p>“The Duties of a Superhero” p. 109</p> <p>“Superheroes: Male or Female?”, p. 109</p>

(RL) Craft and Structure (con't.)	The Private Eye Correlation	Lesson Examples
<p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> 	<p>After an introduction to structural terms such as stanza, chapter, scene, and how each part builds on earlier sections using professional models, students deepen their understanding of structural methods using their own Private Eye poems, stories, and memoirs for structural experimentation. Student understanding of structure speeds up when linked to writing that means a great deal to them as does their TPE writing.</p> <p>Stanza Structure: After exploring professional models of poems with stanzas, and after discussing some of the <i>effects</i> of stanzas, the teacher directs students to draft a longer TPE-based poem, one with at least 6 or more lines without mentioning stanzas. The teacher then says “we’ll experiment with rewriting our poems with 2 or 3 stanzas”. The teacher asks such guiding questions as:</p> <p>“What if you put an empty space between every two or three lines in your poem, creating groups or sets of lines — which are called ‘stanzas’? How does this affect the way you read and interpret the poem? Does the empty space signal to ‘pause a bit’ longer between the end of one set of lines and the reading of the next set? How might this affect the feeling or meaning of the poem?” “Experiment with creating various line breaks and spacing that might make your poem more interesting.”</p> <p>Chapter Structure: Short short fiction is also called “Flash Fiction”. Students can create such pieces inspired by their loupe-analogy lists. After discussing how the end of a chapter can make a person want to know more and thus read on: 1) Students create a story (draft) using phrases, elements, plot and character ideas suggested from their “loupe-lists”. 2) Add at least one more event with details and lines from your “loupe-list” that add richness or excitement. Your story needs to be at least one page long. 3) Now that you know what a chapter in a story is, divide your story into two short chapters so that the pause between chapters adds interest or intrigue or mystery.</p> <p>TPE writing and reflections on craft and structure oscillate with analysis of craft and structure in poems, drama, and prose by professionals.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p> <p>“Poetry’s Hardware”, p. 110 (Note how poem’s 1st two lines are echoed in the last line, like a sandwich poem.)</p> <p>“Structural Experiment and Structural Analysis” p. 110</p> <p>“Planet Urchin”, p. 107</p> <p>“Spider Lore”, p. 117 (Adapt for 3rd grade.)</p> <p>“Analogy Acrobats — Literature, Journalism, Communications”, pp.118-119</p> <ul style="list-style-type: none"> — To Set a Scene — To Present Characters — To Conceive a Plot

(RL) Craft and Structure (con't.)	The Private Eye Correlation	Lesson Examples
<p>3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Point of View (POV) in CCSS includes two meanings:</p> <p>a) narration: 1st person “I”, 2nd person “you”, or 3rd person omniscient narrator “he, she, it, they...”</p> <p>b) perspective: beliefs, values, experiences that shape how one views the world.</p> <p>With TPE, there’s rich opportunity to explore the difference between one’s own point of view and someone else’s — and gain respect for different points of view about the same subject. This groundwork helps students distinguish (when it comes to reading) their own POV from a narrator’s or character’s. Students use TPE process to generate their own “loupe-analogy list” about an object. What <i>my</i> fingerprint reminds me of comes from my own life experience. What your fingerprint reminds you of comes from your life experience. Discussion of WHY something reminded someone of something else helps students understand how different life experience creates different associations and differing points of view. The second TPE Question helps students explore the logic behind the comparisons and thus appreciate differing points of view. This healthy practice transfers into reading.</p> <p>POV Experiments: Students expand a TPE loupe-analogy list to create (and read aloud) a story: from the POV of their object (e.g.s., snail, leaf, flower, sidewalk). One student is the snail, another, the leaf, another is the sidewalk, etc. The object/critter is speaking, e.g., the snail: “I glide at night among the leaves, munching for joy.” vs. the leaf: “I was a big green flag yesterday but now I’m a flag full of holes. And yucked with slime. That snail is real trouble.” Sidewalk: “I feel decorated by the trails left by snails. They sparkle in the sun.”</p> <p>Or imagine a snail describing his day at a tiny animals schools vs. a cricket. The snails hates to be rushed. The cricket is always fidgeting and singing. etc.. Consider reading aloud some of <i>A Joyful Noise</i> (each insect “talks” about a typical day from its own POV).</p> <p>This first-hand experience imagining differing points of view and discussion of the effect of each point of view improves student ability to appreciate the role and impact of point of view in any text.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“The 36 Week Plan — Point of View”, p. 102</p> <p>“Memoirs / Autobiography Snapshots”, p. 114</p> <p>“Memoirs of a Grasshopper: Point of View” p. 107</p> <p>“Spider Lore”, p. 116-117 (Adapt for 3rd grade.)</p> <p>“Planet Urchin”, p. 107</p> <p>“Slugs, Snails, and Puppy Dog’s Tails”, pp. 157-159 (easy to adapt for 3rd grade!)</p> <ul style="list-style-type: none"> —Compare and Contrast Helix (snail) / Us —Compare and Contrast Helix (snail) / Slug —Writing from Helix’s Perspective <p>“The Incredible Shrinking You”, p. 182</p> <p>“The Fingerprint and Oral Histories”, p. 198</p> <p>“What Am I?” (write a What Am I?” Poem p. 24 from 1st person and 3rd)</p> 

(RL) Integration of Knowledge & Ideas	The Private Eye Correlation	Lesson Examples
<p>RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> 	<p>The Private Eye process develops visual thinking alongside verbal thinking.</p> <p>Students typically loupe-analogy write about an object — and also loupe-draw the object. (E.g., A fingerprint writing is paired with a loupe-drawing of the fingerprint, often enlarged into artwork in various media.) The goal, though, is to generalize TPE questioning strategy and thinking for year-round use, beyond use of the loupe and objects.</p> <p>Students can also find an object referred to in the text of a story or drama they are reading — or an object they are reminded of when reading the story — and loupe-draw that object, then explain the connection. How, why and where does the drawing of your object link to the story? What new insights into the story have you gained by doing your close-up drawing?</p> <p>The TPE analogy-making groundwork helps students understand that illustrations and visuals can have either literal or analogical/metaphoric connections — sometimes both — and this gives students a method for identifying and discussing connections between the text and visuals in books, films, articles.</p> <p>As students experience and discuss how their own detailed illustrations raise curiosity, complement factual knowledge, add layers of mystery, or help grab a reader’s attention, they are prepared to give a more nuanced analysis of how visuals or multimedia enhance a reader’s experience of text, including mood, characters, setting, or plot.</p> 	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“Drawing as Close Observation” pp. 26-27</p> <p>“Units Spinning off ‘Your Hand’” p.91</p> <p>“Art across-the-Curriculum” pp. 123-138</p> <p>“Critique ... As a final step in the loupe-draw-analogy process...” p. 135</p> <p>“Your Hand” pp. 84-91</p> <p>“The Simple Touch” (fingerprints) pp. 136-137</p> <p>“Sandwich Poem” p. 105</p> <p>“Children’s Book”, p. 135</p> <p>“Design from Nature” p 134</p> <p>“The Fingerprint and Oral Histories”, p. 198</p> <p>Various Multicultural Projects. pp. 202-204</p> <p>“Huxwhukw Mask”, p. 203</p> <p>“Maki-e”, p. 202</p> <p>“Totems and Talismans”, p. 203</p>

(RL) Integration of Knowledge & Ideas (con't.)	The Private Eye Correlation	Lesson Examples
<p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> 	<p>To “think by analogy” is to compare and contrast one thing or event with another, i.e., to look for similarities and dissimilarities between things, events, people, stories, behaviors, topics, etc. This is the thinking TPE develops. With practice at the simplest TPE level, students begin naturally to generalize the process.</p> <p>The teacher guides students into comparing and contrasting theme, setting, and plots across stories written by the same author about the same or similar characters, using the basic TPE Questions, focused for literature, starting with: “What else does this theme or remind me of in the author’s other stories (or poems)? “What else does this setting remind me of in the author’s other stories?” Is this setting like any other setting the author has used? How are they similar? How are they different? How much do they overlap? Or: What else does this plot remind me of in the author’s other plots?” And so on.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“Mythology: Mythologies express in analogy, in metaphor, what people universally need and want...” p. 109</p> <p>“The Duties of a Superhero”, p. 109</p> <p>“Spider Lore”, p. 116-117 (Adapt for 3rd grade.)</p> <p>“Analogy Acrobats — Literature, Journalism, Communications”, pp.118-119</p> <ul style="list-style-type: none"> — To Set a Scene — To Present Characters — To Conceive a Plot
(RL) Range of Reading / Level of Text Complexity	The Private Eye Correlation	Lesson Examples
<p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 3–4 text complexity band independently and proficiently</p>	<p>TPE teaches students how to use their personal experience to comprehend stories, drama and poetry written by professionals or peers. It evokes and trains students in core analytical / analogical thinking and provides scaffolding for critiquing professional works.</p> <p>With teacher guidance, students link their own literary efforts to professional examples of literature — or use professional examples to inspire their Private Eye creations.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Your Hand” pp. 84-91</p> <p>“The 36 Week Plan” / “Literature and Journalism” p.102</p> <p>“Structural Experiment and Structural Analysis” p. 110</p> <p>“Analogy Power” p. 111</p> <p>“The Great Analogy Hunt”, p. 111</p> <p>“Spider Lore” pp. 116-117 (Adapt for 3rd grade.)</p> <p>“Analogy Acrobats — Literature, Journalism, Communications”, pp.118-119</p> <p>“Superheroes, Mythology, Real Life” p. 108</p>

**Reading Standards
for Informational Text**
Grade 3
— a selection —

The Private Eye — (5X) Looking / Thinking by Analogy
A Guide to Developing the Interdisciplinary Mind

Reading for
Informational
Text

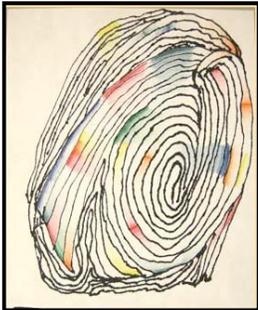


With TPE, students become detail-conscious, at ease with both literal *and* figurative language, and learn a simple strategy for asking and answering questions that works as well for understanding texts as for understanding objects. As students engage in loupe-exploring an object in detail for writing and drawing, they develop an itchy curiosity to learn more — to read *information* connected to their object. Private Eye lessons address multiple reading goals — integrated with writing and critical thinking skills.

(RI) Key Ideas and Details	The Private Eye Connection	Lesson Examples
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> 	<p>With TPE, students learn a simple strategy for asking and answering questions that works as well for understanding texts as for understanding objects.</p> <p>In addition to the usual <i>Who? What? Where?</i> questions, students ask TPE Questions focused for reading to create a bridge to understanding text by relating it their own lives. They begin with: “What else does this [text/subject/information] remind me of — in my life? my school? my family? my neighbor-hood? in the news? in history?” And “Why?” “What in the text made me think that?” Thus students can better understand text, including the central message, citing details in the text as evidence.</p> <p>“Details and examples in text” include both literal language and figurative language. The figurative language — the metaphors and similes the author chooses — is not merely colorful. Authors use metaphors and similes alongside literal language to provide rich detail, explain individual points, serve as analogous examples, and are also used to reveal and reinforce the author’s main idea. Students using TPE process become comfortable with these layered functions of language.</p> <p>As students become comfortable with TPE process, they <i>transfer</i> the critical thinking strategy they first practice on objects to text, with guidance and modeling from adults.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>Part V. Writing and Language Arts Tour: pp 110- 121</p> <p>“Spider Lore”, pp. 116-117 (adapt for 3rd grade)</p> <p>“Poetry’s Hardware”, p. 110 (Use Langston’s Hughes poem, “Mother to Son” discuss meaning based on details in text.)</p> <p>“The Great Analogy Hunt”, p. 111</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p> <p>“Multicultural Superheroes” p. 200 (including “A dragon by inference, by analogy”)</p>  <p>“Mythology: Mythologies express in analogy, in metaphor, what people universally need and want...” p. 109</p> <p>“The Duties of a Superhero” p. 109</p> <p>“Superheroes: Male or Female?”, p. 109</p>

(RI) Key Ideas and Details (con't.)	The Private Eye Connection	Lesson Examples
<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> 	<p>In informational text, authors use literal alongside figurative language — including metaphors and similes — to express and support main ideas.</p> <p>The main idea of a piece is not simply the topic — e.g., “Cabbage”. The main idea is what an author (professional or student) <i>thinks</i> about a topic or wants to convey about a topic. A main idea often arises out of a novel comparison and/or is supported by comparisons. E.g., “Cabbage is a superhero among vegetables”. The author then explains why the cost, nutrients, and preparation make this vegetable superior.</p> <p>This passage from <i>National Geographic Kids</i> (online) supports the article’s main idea: Bottlenose Dolphin Communication is fascinating. Notice how key details (facts) about dolphin sounds are expressed in figurative language / comparisons:</p> <p>“Bottlenose Dolphins: Their moans, groans, squeaks, whistles, and grunts can sound as if they’re a heavy metal band. But bottlenose dolphins make their own kind of music. Many of the sounds they make could be imitated by holding a balloon tightly by the neck, then letting the air out faster and slower.”</p> <p>As students use The Private Eye, they generate their own ideas and supporting details for informational pieces. Comparisons <i>are</i> ideas. They may also be descriptive details that support a main idea. When students explain why one thing reminds them another, they are adding more key details to support the main idea. E.g., “Ants are like little dinosaurs. They have a bony outside and scary jaws. Their eyes seem cold. They often live in a jungle of grass.”</p> <p>Students can read their own and each other’s TPE writings and determine the main idea. This becomes a bridge to finding and expressing the main idea and key details in texts by professionals.</p> <p>With practice, students <i>transfer</i> TPE critical thinking, idea-making strategy to comprehending and analyzing text, with guidance and modeling from adults.</p>	<p>TPE core process (Part II, III, V)</p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“Sandwich Poem” p. 105</p> <p>To help students recognize main ideas and key details when reading... students can write a “Sandwich Poem” or sandwich prose about a loupe-studied topic. Students can read each other’s TPE writings to help determine the main idea. Sometimes the main idea is simply: “What else _____ reminds me of.” Or, from the list of comparisons, a student might choose one idea, e.g., “Ants are like little dinosaurs”, to be the main idea of a text that she elaborates on, adding key details to explain or support her main comparison: “They have a bony outside and scary jaws. Their eyes seem cold. They often live in a jungle of grass.” Sometimes the main idea is simply: “My daisy has an intricate design.” Or: “Traveling on Planet Hand is an adventure.”</p> <p>“Memoirs / Autobiography Snapshots” pp. 114-115</p> <p>Students can read each other’s TPE writings to help determine the main ideas and key details. When students write a short “Memoir” stimulated by a loupe-studied object, they naturally generate ideas/ comparisons/ connections around which to build text. “What else does this object remind me of in my past? In my life? In my family? E.g., The focus is not, in this case, the object prompting memories, but what the object reminds the student of: “Me” or “My Life” or “My Autobiography” or “My Past” or “My Summer Camping Trip” or “My Grandfather”.</p> <p>The main idea of the text will depend on the focus: A piece on a grandfather might use the object to recall characteristics of the grandfather: his looks; his bravery in war; shared fun.</p> <p>“Thinking by Analogy: Titles / Headlines”, p. 120 (The title can give a clue to the main idea of a text.)</p>

(RI) Craft and Structure	The Private Eye Correlation	Lesson Examples
<p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>Conversations about text and ideas — and the words and phrases used, including academic and domain-specific words and phrases — are typically animated because students find the overall TPE process so engaging. Clarifying the meanings of words and their usage is both challenging and enjoyable.</p> <p>Link science and social studies readings to TPE objects to explore. This close-up, first hand encounter really revs up “absorption” of academic and domain-specific words and phrases.</p>	<p>TPE core process (Part II, III, V) “Preview the Process”, pp.16-17</p> <p>“Animal Coverings: The Fabulous Body Suit”, pp. 160-161 — Connect this 4th grade unit to science or other informational text reading. Link also to “Your Hand” pp.84-91</p> <p>“Barnacles (and Other Strong Attachments)”, pp. 152-154 Use as a model for how to link TPE to academic and domain-specific words in text.</p>
<p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p>	<p>Even at the start of TPE process, there’s rich opportunity to explore the difference between one’s own point of view and someone else’s — including the author of a text, be it professional or a classmate’s text. As noted in RL.3.6, a different point of view can be signaled by the choice of pronoun, but POV is more than just pronouns.</p> <p>When students use TPE process to generate their “loupe-analogy lists” — list of associations / comparisons about an object, the first list typically emerges from the 1st person “I” point of view: “My fingerprint reminds me of _____ and _____ and _____. It looks like _____, and _____.”</p> <p>But Jason’s fingerprint may remind him of very different things. In the culture and logic of “No wrong answer”, discussion of your own point of view vs. a classmate’s, and later, by extension, a reader’s point of view vs. the author’s point of view, can begin here. TPE provides the framework to talk about someone else’s POV, that it comes from that person’s specific life experience — vs. your own — which is why there can be so many different and interesting answers to the first TPE Question! The second TPE Question helps students understand the logic behind the comparisons and to appreciate differing POVs. It makes having different points of views on a subject interesting rather than threatening.</p> <p>This process and discussion, extends to reading TPE writings from classmates about a shared subject (e.g., “My Hand”) and gives students practice at appreciating different view points, including separating one’s own point of view from an author’s.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Private Eye Process” pp. 16 -17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“Slugs, Snails, and Puppy Dog’s Tails”, pp. 157-159 (easy to adapt for 3rd grade!) —Compare and Contrast Helix (snail) / Us —Compare and Contrast Helix (snail) / Slug —Writing from Helix’s Perspective</p> <p>“The Incredible Shrinking You”, p. 182</p> <p>“The Fingerprint and Oral Histories”, p. 198</p> <p>“Analogy Power”, p. 110</p> <p>“Sandwich Poem” / sandwich prose), p. 105</p> <p>“Close, Closer, Closest”, p. 104</p> <p>“Analogy Anatomy”, p. 42</p> <p>“Analogy Options”, p. 111</p> <p>“The Great Analogy Hunt”, p. 110</p> <p>“Analogy Acrobats”, pp. 118-119</p>

(RI) Integration of Knowledge & Ideas	The Private Eye Correlation	Lesson Examples
<p>RI.3.9. Compare and contrast the most important points and key details presented in two texts on the topic.</p>  	<p>The Private Eye builds a habit of comparing and contrasting one thing with another, whether contemplating a loupe-study object and comparing it to what else it reminds one of, or comparing two texts on the same topic.</p> <p>One way to set the groundwork for comparing and contrasting two professional texts is to have students compare and contrast the poems or writings that emerge from the class about one loupe-analogy-studied topic, e.g, “My Fingerprint” or “My Hand”. Just as students have noticed underlying similarities or characteristics shared between an object and what else it reminds them of using TPE, they now use the first Private Eye Question, to compare and contrast the most important points and key details in text. Once the important points of one of two texts has been named and discussed, students ask themselves: “What else does the important point in <u>this</u> text remind me of in <u>that</u> text? What else? What else?”</p> <p>The second Private Eye Question pulls students into analysis: “Why did it remind me of that?” — which forces them to examine and explain the underlying similarities and differences shared between the important points and details of each text.</p> <p>For groundwork, students need to understand the forms comparisons can take. Using TPE students practice making their own detailed comparisons about objects using a mix of literal and nonliteral language. The comparisons are embedded in metaphors and similes. They use their comparisons to generate informational and literary writing that expresses main points and supportive, key details — then transfer this <i>insider</i> experience to understanding and analyzing professional text.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Private Eye Process” pp. 16 -17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” / sandwich prose), p. 105</p> <p>“Expand the Bones”, p.104</p> <p>“Totems and Talismans” p. 203</p> <p>“The Nature Essay”, p. 108 (+ weave in facts from 1-2 sources)</p> <p>“Adopt a Seed” or “Adopt a Tree”, 144 (+ weave in facts from 1-2 sources)</p> <p>“Barnacles and Other Strong Attachments” pp. 152-154</p> <p>“Dusty Miller and Cousins” p. 147</p>

(RI) Range of Reading / Level of Text Complexity	The Private Eye Correlation	Lesson Examples
<p>RL.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts at the high end of the grades 2–3 text complexity band complexity band independently and proficiently.</p>	<p>The investigation of objects up close and personal with TPE process drives student interest in reading texts about that object to learn more — including history/social studies, science, and technical texts. Students move fluidly into research reading, weaving this research into class discussions and into essay writing that includes descriptions, comparisons and inferences drawn from their initial analogy lists.</p> <p>TPE evokes and trains students in core analytical / analogical thinking to improve comprehension and provide scaffolding for critiquing professional works.</p> <div data-bbox="821 667 1140 995" data-label="Image"> </div>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour — Introduction, pp. 79-99; “Writing and Language Arts Tour”, pp. 100-121; Art Tour, pp.122-138; Science Tour, pp. 139-171; Social Sciences and Multicultural Tour, pp.195-207</i></p>

<p>Reading Standards: Foundation Skills / Grade 3 — a selection —</p>	<p><i>The Private Eye — (5X) Looking / Thinking by Analogy</i> <i>A Guide to Developing the Interdisciplinary Mind</i></p>	
<p>Foundation Skills </p> <p>Helping students gather, elicit and discuss ideas is central to The Private Eye (TPE) process. Students record their ideas, reflections, observations, and inferences in their “bones-for-poems, stories, essays, memoirs” — then expand them into full pieces. The process enables teachers to naturally incorporate specific goals in phonics, grammar, and reading aloud.</p>		
<p>Phonics and Word Recognition</p>	<p>The Private Eye Correlation</p>	<p>Lesson Examples</p>
<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.3.c. Decode multisyllable words. RF.3.3.d. Read grade-appropriate irregularly spelled words.</p>	<p>Students apply grade-level phonics and word analysis skills to read poetry and prose they’ve written with The Private Eye process. They read their work aloud to the class. They also read aloud or silently a classmate’s work during sharing and peer editing. And they read Private Eye student work posted in the classroom. Short or long, these student-created texts are authentic texts that students write and read (encode and decode). This gives students a critically important bridge to identifying with authors and to reading texts in books, magazines, etc.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process: Loupe-Look with Questions and Write” pp.16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p>
<p>Fluency</p>	<p>The Private Eye Correlation</p>	<p>Lesson Examples</p>
<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.3.4.a. Read on-level text with purpose and understanding.</p> <p>RF.3.4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students enjoy reading aloud their Private Eye prose and poetry with accuracy and expression. They become familiar with the vocabulary of their own and their classmates’ writings. Sharing and discussions help students learn new vocabulary words and their meanings. Different ways of using the same words stimulate lively conversations about text and reinforce students’ understanding of the printed words and their usage in a variety of contexts.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process: Loupe-Look with Questions and Write” pp.16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p>

Writing Standards
Grade 3
— a selection —

The Private Eye — (5X) Looking / Thinking by Analogy
A Guide to Developing the Interdisciplinary Mind

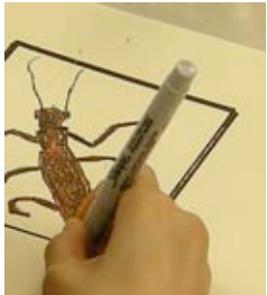
Writing



Writing of all types — opinion, informative/explanatory, and narrative (even poetry) — blooms with The Private Eye. Using TPE process, students generate detailed observations, comparative thinking, inferences and insights, in naturally structured sequences. They record their observations, ideas, opinions, knowledge, inferences — in both written work and drawings (non-linguistic representation). In a Private Eye exploration, everyday objects become topics for research, the basis for presenting an informed opinion, or inspiration for characters in a narrative. The Private Eye Questions and loupe process naturally lead students toward goals of the CCSS: to “...learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events”.*

*from the CCSS p.18 College and Career Readiness anchor standards

Text Types and Purposes	The Private Eye Correlation	Lesson Examples
<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1.b. Provide reasons that support the opinion.</p> <p>W.3.1.c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.1.d. Provide a concluding statement or section.</p> 	<p>Merriam Webster Dictionary defines an opinion as: <i>a belief, judgment, or way of thinking about something: what someone thinks about a particular thing.</i></p> <p>Using TPE, students easily write an opinion piece. An everyday object (e.g., a walnut, leaf, broccoli) becomes the topic. E.g.s.: “A leaf, up close, is another world.” “You think broccoli is boring, but it isn’t!” Indeed, louping an object with the 1st TPE Question generates an opinion!</p> <p>Students expand their loupe-analogy lists to introduce and profile the topic, and provide support for the opinion. The metaphors and similes on their lists typically capture characteristics; they convey literal, factual information, evidence. But whimsy may also support an opinion. When a student chooses 3-5 observations /comparisons from a list to expand into sentences, these form one or more paragraphs — giving the writing a natural and logical organizational structure.</p> <p>With the 2nd TPE Question, students add reasons for individual comparisons using linking words: “It reminds me of that because ... “ All this supports the topic. An overall judgment about the object shines through, but can also be explicitly stated as a conclusion. During theorizing (e.g., in the “Dusty Miller” model), students make inferences and support them with detailed evidence drawn from testing. Reports from such theorizing are longer opinion pieces. Finally, a topic for an opinion piece is often generated from one comparison on an initial loupe-analogy list — and expanded.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“Critique Analogies”, p. 40</p> <p>“The Nature Essay” p.108</p> <p>“Assignment Analogy Hunt” p.120”</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller” pp. 54-55. (Use this model to investigate any subject. Write up your research conclusions and supporting evidence).</p> <p>“Change Angle of View” p.104</p> <p>“Close, Closer, Closest” p.104</p> <p>“Another version” p.104</p> <p>“Expand “The Bones” p.104</p> <p>“The Fingerprint and the Group” p. 196</p> <p>“Hands: Career Counseling” p.197</p>

Text Types and Purposes (con't)	The Private Eye Correlation	Lesson Examples
<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2.b. Develop the topic with facts, definitions, concrete details.</p> <p>W.3.2.c Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>W.3.2.d. Provide a concluding statement.</p> 	<p>An everyday object (e.g., leaf, flower, rock, bug, strawberry) + the 5X loupe + the four TPE Questions provide a built-in structure for writing an informative / explanatory piece. It takes students over the hump of staring at a blank sheet, wondering where to start.</p> <p>The efficiency of the loupe-analogy list: It provides the topic with concrete descriptive details instantly. Most of the metaphors and similes listed will capture characteristics of the object, thus conveying literal, factual information. E.g., A crane fly is as delicate as a Chinese vase.</p> <p>A loupe-analogy list also typically generates one or more fresh ideas (tucked into comparisons / analogies / metaphors / similes) around which to focus a piece.</p> <p>One of the beauties of TPE is that with it, students naturally link ideas within and across categories using linking words (<i>and, also, etc.</i>) and express themselves in precise language. And they loupe-draw their objects, improving comprehension for both writer and reader.</p> <p>Using the 2nd TPE Question, students give reasons for individual comparisons (“This reminds me of _____ because.....”) which links ideas and supports the overall topic. Finally, students craft a concluding statement — with pizzazz!</p> <p>Whatever form the students’ writing might take, TPE lessons motivate students to explore word meaning, conduct research and think critically. It propels them into research reading to find facts to weave into their piece.</p> <p>Illustrations: Private Eye drawings encourage students to slow down, look carefully. The detail acquisition in their drawings reinforces using specific details in their writing. Written work is informative and comprehensive because these writers are able to cite their own detailed illustrations as well as the factual knowledge they have acquired.</p> <p>For many reluctant writers TPE drawing is the perfect invitation to jump into writing. The confidence students feel after creating careful and detailed drawings generates pride and enthusiasm for writing. The “no wrong answers” climate and the focus on concrete objects makes it possible for all students to take chances and to participate fully in writing, sharing and revision.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up, Part V: Curriculum Tour</i></p> <p>“Preview the Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“The Nature Essay” p. 109</p> <p>“Travel Writing (Diary of a Place)” p.109</p> <p>“Change Angle of View” p. 104</p> <p>“Close, Closer, Closest” p. 104</p> <p>“Another version” p. 104</p> <p>“Expand “the bones” p. 104</p> <p>“Memoirs / Autobiography Snapshots” p. 114</p> <p>“Animal Coverings: The Fabulous Body Suit” pp. 160-161</p> <p>“Analogy Acrobats — In Journalism”, p. 119</p> <p>“Titles / Headlines” p. 120</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller” pp. 54-55. (Use this model to investigate any subject. Write up your research conclusions and supporting evidence).</p> <p>“Drawing, Illustrating, Art using TPE” pp. 17, 26</p> <p><i>Part V: Art Tour</i> pp. 122-138</p> 

Text Types and Purposes (con't.)	The Private Eye Correlation	Lesson Examples
<p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.b. Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.</p> <p>W.3.3.c Use temporal words and phrases to signal event order.</p> <p>W.3.3.d. Provide a sense of closure.</p> 	<p>Using TPE, students create flexible material for writing narratives, real or imagined. An everyday object (e.g., a fingerprint, a leaf, an apple cut to reveal the center caves and seeds) serves as springboard for a true story (e.g., memoir), inspires creation and development of fictional characters and plot, or a becomes a whole planet on which a sci fi adventure unfolds (“Planet Urchin”, p. 106-107, TPE book).</p> <p>An everyday object + the 5X loupe + the four TPE Questions take students over the hump of staring at a blank sheet, wondering where to start.</p> <p>The loupe smashes clichés about an object and reveals a surprising, hidden world. TPE Questions insure plenty of ideas for what to write about, uncover authentic feelings and thoughts, and provide rich, descriptive details, original action and plot sequences, intriguing landscapes, and freshly imagined characters — whether the narrator is crafting an imagined or real story.</p> <p>Students draw on connections they have made in their original loupe-analogy list to develop their narratives. They use events from real life — or from experience tweaked into fiction. One of the beauties of The Private Eye is that with it, students naturally link ideas within and across categories.</p> <p>It’s easy for third grade students to include temporal words and phrases in their stories to signal the order of events. In even “ordinary” students, TPE process rouses precise language: concrete words and phrases (including images in the form of metaphors and similes) and sensory details that make their stories come alive.</p> <p>Closure / Conclusion: When students write a “Sandwich poem” or “Sandwich prose” — they learn one technique for closure. Because the entire process is stimulating and integrated with the writer’s feelings, philosophies, and experience, students typically craft a conclusion that flows naturally from their narrated experiences or events. But a word of advice is still helpful: Create for a conclusion with zing!</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Sandwich Poem” p. 105</p> <p>“Planet Urchin” pp. 106-107</p> <p>“Change of Scale Stories” p. 107</p> <p>“Superheroes, Mythology, Real Life” p. 108</p> <p>“Mythology and Superheroes, Part 2 and Part 3” p. 109</p> <p>“Memoirs / Autobiography Snapshots” p. 114</p> <p>“The Family Memoir” p. 102</p> <p>“Analogy Acrobats” pp. 118-119 — To Set a Scene — To Present Characters — To Conceive Plot</p> <p>“Spider Lore”, pp. 116-117 (adapt for 3rd grade)</p> <p>“The Night Circus”, p. 112</p> <p>“A Wrinkle in Time”, p. 112</p> <p>“The Big Analogy Book”, p. 118</p> 

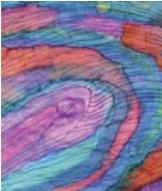
Production and Distribution of Writing	The Private Eye Correlation	Lesson Examples
<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>As students continue to use TPE process to generate many kinds of writing, their confidence rises, their time on task grows, their concentration and focus deepen. With guidance from adults, they produce clear and coherent writing as they become more fluent in drawing on connections they have made to develop short essays, letters, and narratives that offer original ideas, imaginative characters, plots, and rich details that make their writing come alive.</p>	<p>TPE core process (Part II, III, V) “Sandwich Poem” p. 105 “Memoir / Autobiography Snapshots” p. 114 “Travel Writing (Diary of a Place)” p. 108 “Descriptive Writing: The Beach” p. 108 “World’s Greatest Letters” (or emails!), p. 121 “The Fingerprint & Oral Histories” p. 198</p>
<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p>	<p>After students generate their loupe-lists, they enter the planning stage: What kind of writing piece to create? Which of the “bones” (for poems, stories, essays) to use? How to order events or details? Where to expand an explanation? Once they’ve created a working draft, students enter the revising and editing stage: they can exchange work in peer editing session — or hand in work for editing and writing support from the teacher. The editor’s job is to suggest ways to meet language and grammar conventions but also possible revisions that might strengthen the writing.</p> <p>Students then proceed to revise or rewrite another draft.</p>	<p>TPE core process (Part II, III, V) “Another version” p. 104 “Expand “the bones” p. 104 “2nd drafts” p. 104 “Notes on Revisions: On a 2nd/3rd Draft” p. 114</p> 
<p>W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others</p>	<p>The jeweler’s loupe (a magnifier) is considered “technology”.</p> <p>The work students generate with The Private Eye is deeply linked to their own personal experience. It means so much to them that even shy students find themselves willing to type their final drafts and share or publish them and their artwork on web sites or in class-published “books” or school-wide displays.</p>	<p>TPE core process (Part II, III, V) “Publish it!” p.121 “Exhibit it!” p. 121 “The 36 Week Plan — A Gift”, p. 102 “The 36 Week Plan — A Greeting Card Factory” , p. 102 “The 36 Week Plan — A Handmade Book” , p. 102</p>

Research to Build and Present Knowledge	The Private Eye Correlation	Lesson Examples
<p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> 	<p>Research and evidence-based thinking is built into TPE process. Students tap into innate curiosity as they loupe-explore an object of choice — or one the teacher provides that relates to a course of study. An everyday object + loupe + The Private Eye’s four questions lead directly into conducting research projects, short or long, that build knowledge about an object / topic.</p> <p>With the first question of TPE process, students develop not only interest in an object (leaf, popcorn, broccoli, coin) but potential lines of research that arise from surprising connections. All four TPE Questions help students build knowledge about a topic and send them into research reading for more information and insight. (Even third grade students can use all four TPE Questions to conduct an investigation into which clues, from their loupe-lists, shed insight into why a chosen object has the features it has, develop a thesis or hypothesis about some feature of their object, and conduct more sophisticated, original research.)</p> <p>(The Dusty Miller Lesson in Theorizing, pp. 54-55, TPE book, is a model of a short research project — but one that can grow into extended research depending on time and student involvement.)</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Pick a Pocket Museum” pp. 76-77</p> <p>“Preview the Process” pp. 16-17</p> <p>“Scientific Literacy”, p.51</p> <p>“The Research Habit”, p. 52</p> <p>“The Loupe + Analogy Bridge to theorizing: the central role of imagery in the arts and sciences”, p. 53</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller” pp. 54-55. (Use this model to investigate any subject. Write up your research conclusions and supporting evidence).</p> <p>“The Development of a Theory” (from simile and metaphor to theory) p. 56</p> <p>“Meet the Muse” p. 101</p> <p>“Geology — Crystals, Minerals, Rocks” p. 162</p> <p>“Sand” p. 162</p>
<p>W.3.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> 	<p>The first Private Eye question stimulates a student to recall relevant information from experience when considering any topic. “It reminds me of...” The next three TPE questions boost a student into explaining more about her thinking and lead into theorizing and research — to gather relevant information on the topic.</p> <p>With TPE, creating personal analogies is based on recalling (past) relevant experience and connecting it to present experience—which makes the new subject that much more memorable and easier to recall. Students “bond” with their object/subject of study. With a burst of motivation, students care to read for more information, are willing to take brief notes on their reading from print and digital sources, and find it easier to recall information for use in any kind of writing project. During Team or solo Theorizing students create a hypothesis and sort information and evidence into categories supporting or undermining a thesis.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p> <p>“Preview the Process” pp. 16-17</p> <p>“Pick a Pocket Museum” pp. 76-77</p> <p>“The Secret of an Analogy”, p. 44</p> <p>“Power Analogies”, p. 45</p> <p>“The Research Habit”, p. 52</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller”, pp. 54-55 (Use this model to investigate any subject. Write up your research conclusions and supporting evidence).</p>

Range of Writing	The Private Eye Correlation	Lesson Examples
<p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>TPE process is perfect for short bursts or for extended writing pieces in any genre. And of course, the secret of success is in repetition. Whatever you repeat, you get better at and, with time, you build into a habit. Psychologists say it takes 21 days to build a habit, and habits need to be reinforced.</p> <p>By repeating TPE process with writing, students not only enjoy writing, they improve writing skills remarkably.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“A Better Brain?”, p. 59</p> <p>“Preview the Process” pp. 16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Meet the Muse” p. 101</p> <p>“The 36 Week Plan” p. 102</p> <p>“Sandwich Poem” p. 105</p> <p>“The Private Eye Portfolio / Journal / Diary / or Box” p. 103</p> <p>“A Journal of 72 Objects”, p. 107</p> <p>“A Diary in Objects”, p. 107</p> <p>“The Nature Essay” p. 108</p>



<p>Speaking and Listening Standards Grade 3 — a selection —</p>	<p><i>The Private Eye — (5X) Looking / Thinking by Analogy</i> <i>A Guide to Developing the Interdisciplinary Mind</i></p>	
<p>Speaking & Listening</p> 	<p>The Private Eye process creates a culture of safety and respect that makes teaching speaking and listening skills a joy. Because there’s “no wrong answer” and because each student is “a magnifier” for the rest – students quickly lose fear and share discoveries, observations and inferences. Students readily share their work and are highly motivated to enter into collaborative discussions — all the while building critical thinking skills.</p>	
<p>Comprehension & Collaboration</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.3.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1.d Explain their own ideas and understanding in light of the discussion.</p>	<p>The Private Eye Correlation</p> <p>TPE four questions + loupe + objects provide ready-made, year-round topics for collaborative discussion. It offers a sequence of questions students ask and answer, and a highly motivating structure for observing and expressing ideas clearly. The loupe + object + questions help students stay on topic and link to the comments of others. Student answers reveal concentration and attention to the topic. E.g., students identify reasons and evidence for particular points (“Why did it remind me of ___?” “It reminds me of ___ because....” See TPE book pp. 38-39).</p> <p>In discussions, formal or informal, students work with partners, in small groups, or in larger groups. Discussions can be spontaneous—about an unexpected object of inquiry—or planned. They can focus on objects everyone in a group has access to. They can focus on TPE projects students have previously prepared (writings, artwork, research, etc.). They can involve only one stage of TPE or go all the way to the discussions and analysis of theorizing</p> <p>TPE overlaps tightly with CCSS: “... <i>ample opportunities [for students] to take part in a variety of rich, structured conversations...[to] contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.</i>” <i>Common Core College and Career Anchor Standards for Speaking and Listening, p.22</i></p>	<p>Lesson Examples</p> <p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“What Am I?” p. 24</p> <p>“Sandwich Poem” p. 105</p> <p>“Memoir / Autobiography Snapshots” p. 114</p> <p>“Travel Writing (Diary of a Place)” p. 108</p> <p>“The Fingerprint & Oral Histories” p. 198</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller”, pp. 54-55 (Use this model to each children how to investigate a subject and how to collaborate in discussions — which boost the theorizing process. Write down tentative research conclusions and supporting evidence).</p>

Comprehension & Collaboration	The Private Eye Correlation	Lesson Examples
<p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> 	<p>When students are all investigating a similar object (e.g., oak leaves) using TPE, they share the same question-loop to help order their thoughts, investigate more deeply, and elaborate with fresh details. E.g., On the simplest level, after one student shares a list of what else something reminds her of, it's a form of elaboration for the next student to share what else it reminded him of not included in the first speaker's list.</p> <p>But the second TPE Question provides an opportunity for more elaboration with a related question for the listener to ask the speaker — if the speaker has not already explained why it reminded her of “that”. In fact, young or old, we often aren't sure, immediately, why one thing has reminded us of another, and it takes time to think out. But the brain is a powerful, logical organizer. There's always some interesting reason why one thing reminds us of another, some underlying characteristic shared in the comparison. It becomes a stimulating collaborative quest to uncover perhaps even several reasons why one thing can be likened to another. Questions of one's experience arise (e.g., “It reminds you of terraces in Peru? Have you been to Peru?” And questions of why and how arise, building on the subject naturally. The last TPE questions provides scaffolding for posing possible “answers” to questions that arise in collaborative discussion.</p> <p>During TPE “Show and Tell” classmates listen to each other's reports about an object brought from home or collected — using TPE questions as a structural sequence for sharing observations, claims, ideas, points. Or classmates listen to more formal presentations of prepared TPE writings, artwork + any outside research by the speaker.</p> <p>Regardless, both speaker and listener share familiarity with using TPE Questions as their presentation structural guide. This foundation helps to improve the quality of the listener's comprehension and contributions. (Within TPE structure, there's ample room for additional questions to arise.)</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“The Fingerprint & Oral Histories” p. 198</p> <p>“Memoir / Autobiography Snapshots” p. 115</p> <p>“Travel Writing (Diary of a Place)” p. 108</p> <p>“A Lesson in Theorizing — Today's Puzzler: Dusty Miller”, pp. 54-55</p> <p>(Use this model to each children how to investigate a subject and how to collaborate in discussions — which boost the theorizing process. Write down tentative research conclusions and supporting evidence).</p> 

Presentation of Knowledge and Ideas	The Private Eye Correlation	Lesson Examples
<p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> 	<p>Every TPE lesson invites students to report on a topic of investigation or share an experience or story. TPE's four inquiry questions provide an organized, built-in, logical structure for generating a report, telling story or recounting of an experience. They guide a student to develop a main idea or theme, supported by relevant descriptive details and appropriate facts. A topic and experience might be: "The Day I Realized Ants are Cool!" Remember: ideas, descriptive details, and facts all arise out of a student's loupe-analogy list, expressed in figurative and non-figurative language. Embedded in those lively metaphors and similes are fresh ideas and connections, and <u>litera</u>l characteristics and properties of an object, i.e., facts — expressed with the virtues of compression and precision.</p> <p>Whether sharing their analogy lists, poetry or creative writing, or reporting on topics under investigation, students are animated and enthusiastic. Students develop an appreciation for other ways of thinking or approaching a subject. Widely divergent ideas are allowed to surface in this climate of mutual respect.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>"Preview the Process: pp. 16-17</p> <p>"The Intelligent Private Eye: Why did it remind me of <i>that?</i>" pp. 38-39</p> <p>"Your Hand" pp. 84-91</p> <p>"Memoir / Autobiography Snapshots" p. 114</p> <p>"Travel Writing (Diary of a Place) " p. 108</p> <p>"The Fingerprint & Oral Histories" p. 198</p> <p>"Adopt a Tree", p. 144</p> <p>"Seed Pods Pop", p. 145</p> <p>"Flower Power!", p. 146</p> <p>Origami Leaves", p. 146</p> <p>"Plant Defense", p. 147</p>
<p>SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>Students love to make audio recordings of their TPE writings of which they are justly proud. Students are willing to practice recitation before recording and their investment in the work improves the fluency, expression and pace of reading.</p>	<p>"George Washington Carver's Garden ...", p. 148</p> <p>"A Cup of Soil", p. 148</p> <p>"A Winding of Worms", p. 149</p> <p>"Wild and Woolly — Insects", p. 150</p>
<p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.)</p>	<p>Teachers can adapt classroom TPE discussions and reports to a variety of purposes, in which complete and incomplete sentences each have a role. E.g., on a simple level, on some days the teacher can direct students to answer TPE Questions in complete sentences. "It reminded me of _____ because _____." For contrast and clarity, the teacher can have one set of students answer TPE Questions in complete sentences, another set of students answer in incomplete sentences.</p>	<p>"Barnacles and Other Strong Attachments", pp. 152-154</p> <p>"Slugs, Snails and Puppy Dog's Tails", pp. 157-159</p> <p>"Animal Coverings - The Fabulous Body Suit", pp. 160-161</p> <p>"A Lesson in Theorizing — Today's Puzzler: Dusty Miller" (Use this model to investigate any subject) pp 54-55. (Write up your research conclusions and supporting evidence).</p> <p>"Science Tour", pp 139-171 (Full of topics!)</p> <p>"Social Sciences Tour", pp. 195-207 (Full of topics!)</p> <p>"Art Tour", pp. 122-138 for Visual Displays & Art</p>

<p>Language Standards Grade 3 — a selection —</p>	<p><i>The Private Eye — (5X) Looking / Thinking by Analogy</i> <i>A Guide to Developing the Interdisciplinary Mind</i></p>	
<p style="font-size: 2em; color: #4F81BD;">Language</p> 	<p>The Private Eye activities provide a powerful teachable moment for grammar and usage. With TPE, students <i>care</i> about what they’ve noticed, expressed and written. Their expressions contain fresh ideas and precise, colorful, figurative language. Their work is charged with personal meaning. Given this investment, students are especially open to discussions about usage, language conventions, spelling, punctuation, sentence structure and other basics of language. The quality of output begs for publication which students readily embrace with polished drafts.</p>	
<p>Conventions of Standard English</p>	<p>The Private Eye Correlation</p>	<p>Lesson Examples</p>
<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1b, c, d, e. (using nouns and verbs in regular and irregular ways, or in various tenses, including: Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</p> <p>L. 3.I. Produce simple, compound, and complex sentences.</p> 	<p>L.3.1a. Interest in language increases with TPE. In response to TPE Questions while loupe-studying an object (or even without a loupe), students answer using nouns, pronouns, verbs, adjectives and adverbs naturally and eagerly. E.g., “The bumps on the sea urchin look like little pink volcanoes. The in-between holes remind me of tiny windows. If I landed on a planet like this, it would be so colorful!” It’s a perfect opportunity to have a direct lesson on parts of speech — and have students explain the function of the parts of speech they’ve used in a given sentence.</p> <p>L.3.1b, c, d. After students generate a loupe-analogy list, there are ample opportunities to experiment with nouns and verbs. E.g., Verb Tense: Today we’ll share or write our list/writing/story/report in two ways: first using present tense verbs, then changing all the verbs to past tense. Then we’ll discuss the difference.</p> <p>L. 3.1.I. Students can answer each of the 3 TPE Questions in single words, phrases, or sentences, to start. But if you want to work on sentences: There are a variety of sentence frameworks for each TPE Question: “It reminds me of _____.” It looks like ____.” “It makes me think of ____.” “It reminds me of _____ because _____.” When theorizing: “It could be because....” “The ____ reminds me of ____ and might function like that in the following ways: ...” Etc.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process” pp.16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem / Prose” p. 105</p> <p>“Analogy [Phrasing] Options” p. 111</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller” (Use this model to investigate any subject) pp 54-55. (Write up your research conclusions and supporting evidence).</p>

Conventions of Standard English (con't)	The Private Eye Correlation	Lesson Examples
<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2.a Capitalize appropriate words in titles.</p> <p>L.3.2. d. Form and use possessives.</p> <p>L.3.2. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>L.3.2. f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>L.3.2.a With TPE, students create “loupe-lists”, choose their favorite comparisons to incorporate into a poem, story, report, etc. — then create a title — which calls for correct capitalization. The “Sandwich Poem” or “Sandwich Prose” is easy to create and even easier to title: the name of the object the student is observing. But opportunities for more complex titles arise when creating a “Planet Urchin”-type story or a Fingerprint reflection or reports and stories on an endless number of object-based topics. Titling a piece can be inspired by one of the comparisons from the original analogy-loupe-list. Titling a piece is stimulating (See “Titles / Headlines” p. 120) and an opportunity to teach, learn, and use correct capitalization.</p> <p>L.3.2.d. TPE writing offers an opportunity to have students practice forming and using possessives. For a lesson in possessives the teacher can direct students to <u>name the part</u> they are observing and making a comparison about: E.g.s., “The shell’s edge is made of waves.” The flower’s stem reminds me of straw.” Students can work with singular possessives, then plural, then both: “The petals’ edges look like saw’s teeth.” Possessive pronouns: “My flower’s pink petals remind me of a sunset and soft beach and a bed I’d like to sleep on.”</p> <p>L.3.2. e, f. TPE writing is an opportunity for students to practice copy editing for correct spelling, capitalization and commas in their own work or a peer’s work. If work is to be displayed or “published”, motivation to have everything “correct” is especially high.</p> 	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Process” pp.16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Writing and Language Arts — with the Analogy Loupe” pp. 100-121</p> <p>“Sandwich Poem / Prose” p. 105</p> <p>“Planet Urchin” pp. 106-107</p> <p>“Thinking by Analogy: Titles / Headlines”, p. 120 (Did the title give a clue to the author’s theme or main idea in the piece?)</p> <p>“Analogy [Phrasing] Options” p. 111</p> <p>“2nd drafts” p. 104</p> <p>“Notes on Revisions: On a 2nd/3rd Draft” p. 114</p>

Knowledge of Language	The Private Eye Correlation	Lesson Examples
<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.3.a. Choose words and phrases for effect.</p>	<p>All four TPE Questions lead students to make fresh, surprising, interesting connections expressed in both figurative and literal language. When students really understand there’s “no wrong answer” to TPE Questions and that their brains make endless interesting connections, the words and phrases that emerge—even from those who are quiet or shy—convey ideas, feelings, and descriptions with precision and color. As students repeat the process they begin to fall in love with language and, with encouragement from adults, can begin to “play” with and manipulate their language for effect. Students consider which of their initial phrases and comparisons feel or sound the most pleasing or have the greatest “punch” or intrigue for use in a story, poem, report or essay. They consider word choice, synonyms, and phrases that, altered, carry a different meaning.</p> <p>Classroom discussions center on word meanings and nuances, the imaginative use of language, and powerful words. Discussion, writing, and revision all naturally engage students in learning and expanding knowledge of language for use in writing and speaking, which transfers into reading.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools</i> <i>Part III: The Interdisciplinary Mind Close-up</i> <i>Part V: Curriculum Tour</i> Preview the Process” pp.16-17 “Your Hand” pp. 84-91 “Sandwich Poem” p. 105 “The Secret of an Analogy”, p. 44 “Power Analogies”, p. 45 “The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39 “2nd drafts” p. 104 “Notes on Revisions: On a 2nd/3rd Draft” p. 114</p>
Vocabulary Acquisition and Use	The Private Eye Correlation	Lesson Examples
<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Exploring the meanings of words in a range of contexts is at the heart of The Private Eye. The process of thinking by analogy unlocks vocabulary and phrasing. In the comparisons that TPE Questions generate, students surprise themselves with words and phrasings they may have heard or read but never before actively used. Or other students in class may use unfamiliar words in comparisons. In the culture of openness that TPE generates, students are motivated to find out word meanings as well as to use and learn other new words. They like trying out their new words and seeing how they work in different contexts. It’s not the words alone, it’s the thinking behind the words/phrases that stimulates students!</p> <p>Classroom discussions center on word meanings and nuances, the imaginative use of language, and powerful words. Students are motivated to expand vocabulary and consult glossaries and beginning dictionaries to improve word choice and precision.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process: Loupe-Look with Questions and Write” pp.16-17 “Your Hand” pp. 84-91 “The Loupe Questions”, p. 25 “The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39 “Analogy Anatomy” pp. 42-43 “Critique Analogies” p. 40 “Examine Analogies” p. 41</p>

Vocabulary Acquisition and Use (con't)	The Private Eye Correlation	Lesson Examples
<p>L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>L.3.5.b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> 	<p>Using TPE, students create literal and nonliteral language with ease as they answer the 1st question in TPE process: “<i>What else does this remind me of? What else does it look like? Or move like? or Feel like? What else? What else? What else?</i>” Answers typically take the form of metaphors and similes. (No need to teach the terms.) Prompted by the 2nd TPE Question, “<i>Why did it remind me of that?</i>”, students explore and explain the meaning of the nonliteral (figurative) language; they discuss the connection or similarity expressed in the comparison... (the underlying literal characteristics shared by the two sides of their comparisons). E.g., “He has a nose <i>like a beak</i>.” = “a nose as pointed or sharp or long as a bird’s beak”. Discussion helps students understand that tucked inside the nonliteral, figurative language is literal truth/fact — it’s just said in a livelier, usually compact way using a concrete image. Discussion also reveals that phrases can be compressed: “He has a <i>beak-like</i> nose.” Repeating TPE process, students gain fluency and ease in making their own figurative language — and this deep familiarity improves their ability to distinguish literal from nonliteral meanings, and interpret nonliteral (figurative) language in texts.</p> <p>With TPE, classroom discussions center on word meanings and nuances, the imaginative use of language, and powerful words. Discussion, writing, and revision all naturally engage students in figurative language — which is metaphoric, analogical thinking.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>(Note: Similes and metaphors are compressed analogies.)</p> <p>“Preview the Process” pp.16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p> <p>“The Loupe Questions”, p. 25</p> <p>“Analogy Anatomy” pp. 42-33</p> <p>“Critique Analogies” p. 40</p> <p>“Examine Analogies” p. 41</p> <p>“Analogy [Phrasing] Options — Similes, Metaphors” p. 111</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p>  
<p>A FINAL NOTE: The Private Eye is a powerful tool for developing nonliteral, figurative language. But “figurative language” is not <i>just</i> “figurative language” — to be saved for a few standards. As noted in many of these Correlations, metaphors and similes are the “heavy lifters” of literacy! They provide fresh connections and insights; they express themes, add precision, color and details, engage the reader or listener’s imagination, make settings, events and characters come to life. Making a metaphor or simile (thinking by analogy) is an act of close observation and mental comparison.</p> <p>Given that metaphors and similes are compressed analogies and that analogical thinking is the root of thinking, indeed the root of language itself, making and understanding metaphors and similes needs to be a year-round pursuit. The Private Eye makes this pursuit easy and riveting for students.</p>		