

Englewood Public School District

English Language Arts

Grades 1 to 5

Journeys Literacy Program

Grades One to Five will be implementing the research-based balanced literacy program published by Houghton Mifflin Harcourt, entitled *Journeys*. This literacy program provides students with research-based curriculum materials. Teachers utilize read alouds, guided reading, shared reading, and independent reading, integrated with various writing opportunities and techniques as a means to a whole literacy approach. The new program includes flexible grouping based on student needs, one-on-one specific skills instruction, independent reading, and ongoing assessment to continually direct instruction.

Teachers College Reading and Writing Project

Units of Study in Opinion, Information, and Narrative Writing, K–5, is a new publication from Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project. For each grade level Lucy and her team have designed and piloted a yearlong curriculum founded on the expectations of the Common Core State Standards and built on the experience of decades of intensive literacy instruction with hundreds of thousands of students and educators.

Orton-Gillingham

The Orton-Gillingham method is language-based and success-oriented. The scholars are directly taught reading, handwriting, and written expression as one logical body of knowledge. Learners move step by step from simple to more complex material in a sequential, logical manner that enables scholars to master important literacy skills. The Orton-Gillingham methodology utilizes phonetics and emphasizes visual, auditory, and kinesthetic learning styles. Instruction begins by focusing on the structure of language and gradually moves towards reading. This program provides scholars with immediate feedback and a predictable sequence that integrates reading, writing, and spelling. This comprehensive approach to reading instruction benefits all scholars.

UNIT	TOPIC	Weeks
1	Good Citizens	6
2	Look and Listen	6
3	Lesson Learned	6
4	Natural Wonders	6
5	Going Places	6
6	Reading Adventures	6

Englewood Public School District

English Language Arts

Grade 3

Unit 4: Natural Wonders

Overview: During this unit, students will explore anchor and paired texts around the theme of “Natural Wonders.” Throughout the unit students will experience literature related to the natural world including our environment, fossils, and trees. Students will begin a unit on persuasive writing. Lastly, students will continue to hone their ability to read, write, and spell correctly via the Orton-Gillingham program.

Time Frame: 6 Weeks

Enduring Understandings:

It is important to protect the environment for the benefit of people, plants, and animals.

Fossils are evidence of animals that lived long ago.

Arctic environments are some of the most unique places on Earth.

Essential Questions:

Why is it important to take care of our environment?

What can fossils tell us about the past?

What are some differences among types of trees?

How do members of a community help each other?

What are the coldest places on Earth like?

Standards	Topics and Objectives	Activities	Resources	Assessments
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza;	Topics Story Structure Monitor/Clarify Theme Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C's Global Awareness 	Teacher Read Aloud: “Counting Cans” Students will complete the story timeline for the read aloud https://www.education.com/worksheet/article/timeline-organizer/ Vocabulary: Context Clues (CRP4) With a partner, students will practice using context clues	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 4 – Lesson 16 Anchor Text: “Judy Moody Saves the World!” Genre: Humorous Fiction Paired Selection: “My Smelly Pet” by Judy Moody Genre: Humorous Fiction	Benchmark Assessment: <ul style="list-style-type: none"> Exact Path Summative Assessment: Lesson 16 Vocabulary and Comprehension Tests Formative Assessment: <ul style="list-style-type: none"> Lesson 16 Cold Reads Running Records Anecdotal Notes
	Objectives			

<p>describe how each successive part builds on earlier sections.</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Students will identify and connect the characters, setting, and plot in each chapter.</p> <p>Student will reread or read ahead to monitor and clarify understanding.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>https://www.education.com/worksheet/article/what-does-that-mean/</p> <p>Speaking and Listening: Report on a Text (CRP4) In a small group, students will prepare a short oral report on the read aloud.</p> <p>Grammar: What Are Adjectives and Articles? Students will practice using articles and adjectives https://www.education.com/worksheet/article/great-grammar-adjectives-compare/</p> <p>Writing: Persuasive Letter (3-ESS3-1, 8.1.5.A.2, CRP4, CRP8, CRP11, 9.2.4.A.2) Using word processing software, students will write a letter persuading the mayor to take up a new recycling strategy, focusing on community member roles.</p>	<p>Companion Text: “Tips on Trash” (Genre: Informational Text) https://newsela.com/read/elementary/how-to-recycling/id/26568/</p> <p>“Big Questions: How Can Kids Help the Planet?” (Genre: Informational Text) https://newsela.com/read/elementary/big-q-help-the-planet/id/29751/</p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> Unit Progress Monitoring Assessments <p>Alternative Assessments Students will share their story timelines with a partner.</p> <p>Students will present oral reports.</p> <p>Students will write and share persuasive letters.</p>
<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <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</p>	<p>Topics</p> <p>Opinion Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C’s</p> <p>Objectives</p> <p>Students learn about persuasive writing techniques.</p>	<p>Students will consider persuasive techniques and a repertoire of writing strategies to identify the topic for an opinion essay. (CRP6)</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013 Changing the World, Grade 3, Unit 3</p> <p>Bend I: <i>Launching Work on Persuasive Speeches</i>, Lessons 1 to 6</p> <p>Video: “Opinion Writing for Kids: Choosing a Topic”</p>	<p>Formative Assessment: Instructors will identify student’s baseline strengths and areas of need using on demand writing assessments.</p> <p>Summative Assessment: Instructors and students will evaluate progress toward writing narrative</p>

are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.6 Distinguish their own point of view from that of the author of a text.

SL.3.3. Ask and answer questions about information from a speaker, offering

<https://www.youtube.com/watch?v=qv4rHG6rrr8>

essays using writing checklists.

Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.

Alternative Assessments
Instructor will maintain a running record of student growth in writing skills.

Instructor and students will use rubrics for student self-assessment.

Instructor will provide students with writing checklists for self-reflection.

Summative Assessment:
Lesson 17 Vocabulary and Comprehension Tests

Formative Assessment:

- Lesson 17 Cold Reads
- Running Records
- Anecdotal Notes
- Unit Progress Monitoring Assessments

Alternative Assessments
Students will share their story timelines with a partner.

Topics

Conclusions

Visualize

Point of View

Twenty-First Century Themes and Skills include:

- The Four C's
- Environmental Literacy

Objectives

Students will use text evidence to draw conclusions and demonstrate understanding of a text.

Teacher Read Aloud: “Otiz’s Story”

Students will complete the story timeline for the read aloud
<https://www.education.com/worksheet/article/timeline-organizer/>

Vocabulary: Suffix -ly
(CRP4)

Students will work with a partner to look up and define words that use this suffix.

Speaking and Listening: Ask and Answer Questions
(CRP4, 3-LS4-1)

Students will create questions about fossils and ask them to a partner.

Texts:

Journeys English Language Arts Program, Houghton Mifflin Harcourt, 2017

Unit 4 – Lesson 17
Anchor Text: “The Albertosaurus Mystery”

Genre: Informational Text

Paired Selection: “Finding Fossils for Fun”

Genre: Informational Text

Companion Text:

“Fossils and Dinosaurs”
(Genre: Informational Text)
<https://www.readworks.org/article/Fossils-and-Dinosaurs-The->

appropriate elaboration and detail.	Students will use text evidence to visualize what the author describes.	Grammar: Adjectives That Compare Students will practice identifying comparative adjectives. https://www.education.com/worksheet/article/cool-comparative-adjectives/	Age-of-Dinosaurs/64f8588a-d2dd-49a1-9c87-e85f786ba440#!articleTab:content/	Students will role play asking and answering questions.
	Students will engage effectively in collaborative discussion.	Opinion Writing: Paragraph (3-LS4-1, 8.1.5.A.2, CRP4, CRP11) Using word processing software, students will write opinion paragraphs about the importance of fossils.	Scholastic Magazine	Students will write and share opinion paragraphs.
	RF.3.4. Read with sufficient accuracy and fluency to support comprehension.			
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Topics Text and Graphic Features Question Domain-Specific Vocabulary Twenty-First Century Themes and Skills include: <ul style="list-style-type: none">The Four C’sEnvironmental Literacy	Teacher Read Aloud: “The World Tree” Students will complete the story timeline for the read aloud https://www.education.com/worksheet/article/timeline-organizer/ Vocabulary: Word Roots Students will practice identifying root words. https://www.education.com/worksheet/article/root-word-ladder-tele/	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 4 – Lesson 18 Anchor Text: “A Tree is Growing” Genre: Informational Text Paired Selection: “Stopping by the Woods on a Snowy Evening” Genre: Poetry	Summative Assessment: Lesson 18 Vocabulary and Comprehension Tests Formative Assessment: <ul style="list-style-type: none">Lesson 18 Cold ReadsRunning RecordsAnecdotal NotesUnit Progress Monitoring Assessments
RL.3.5. 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.	Objectives Students will use text features to locate and understand information. Students will use graphic features to demonstrate understanding of a text.	Speaking and Listening: Create an Audio Recording (3-ESS3-1CRP4, CRP11) With a partner, students will create an audio recording about the habitats of trees.	Companion Text: “Africa is Saddened by Loss of Some of Its Famous Baobab Trees” (Genre: Informational Text) https://newsela.com/read/famous-african-tree-dying/id/44272/	Alternative Assessments Students will share their story timelines with a partner.
RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Students will ask and answer questions to check their understanding of a text.	Grammar: Using the Verb <i>be</i> and Helping Verbs		Students will present audio recordings.
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including				

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RL.3.5. 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.

RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including

<p>those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Students will engage effectively in collaborative discussion.</p>	<p>Students will practice using helping verbs https://www.education.com/exercise/helping-verbs-1/</p> <p>Writing: Problem-and-Solution Paragraph (3-ESS3-1, 8.1.5. A.2, CRP4, CRP8, CRP11) Using word processing software, students will write a paragraph that presents a problem and solution regarding trees and weather hazards.</p>	<p>“An Old Giant Tree Has Fallen in California” (Genre: Informational Text) https://newsela.com/read/remembering-historic-giant-tree/id/25594/</p> <p><i>Scholastic Magazine</i></p>	<p>Students will write and share problem solution paragraphs.</p>
<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <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>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Topics</p> <p>Opinion Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C’s</p> <p>Objectives</p> <p>Students organize the first draft of their persuasive writing.</p>	<p>Students will organize using an outline, and write the first draft of their persuasive writing. (8.1.5.A.2, CRP4, CRP11) https://www.education.com/worksheet/article/persuasive-paragraph/</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013 Changing the World, Grade 3, Unit 3</p> <p>Bend II: <i>Raising the Level of Persuasive Writing</i>, Lessons 7 to 13</p> <p>Video: “Persuasive Writing for Kids: Planning and Prewriting” https://www.youtube.com/watch?v=nHCYvNvV68c</p>	<p>Formative Assessment: Instructors will identify student’s baseline strengths and areas of need using on demand writing assessments.</p> <p>Summative Assessment: Instructors and students will evaluate progress toward writing narrative essays using writing checklists.</p> <p>Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.</p> <p>Alternative Assessments Instructor will maintain a running record of student growth in writing skills.</p> <p>Instructor and students will use rubrics for student self-assessment.</p>

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

				Instructor will provide students with writing checklists for self-reflection.
Topics				
Story Structure		Teacher Read Aloud: “Bear Scare”	Texts:	Summative Assessment:
Summarize		Students will complete the story timeline for the read aloud	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Lesson 19 Vocabulary and Comprehension Tests
Story Message		https://www.education.com/worksheet/article/timeline-organizer/	Unit 4 – Lesson 19	Formative Assessment:
Twenty-First Century Themes and Skills include:		Vocabulary: Prefixes <i>pre-</i> , <i>re-</i> , <i>bi-</i> (CRP4)	Anchor Text: “Two Bear Cubs”	<ul style="list-style-type: none"> Lesson 19 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
<ul style="list-style-type: none"> The Four C’s Environmental Literacy Global Awareness 	Objectives	Students will work with a partner to look up and define words that use these prefixes.	Genre: Myth/Play	
	Students will describe how each scene of a play builds on earlier scenes.	Speaking and Listening: Paraphrasing vs. Plagiarism (CRP4, CRP7)	Paired Selection: “Whose Land Is It?”	
	Students will recount, or summarize, the main action that occurs in each scene of the play.	Students will define paraphrasing and plagiarism in small groups.	Genre: Informational Text	
	Students will engage effectively in collaborative discussion.	Grammar: More Irregular Verbs	Companion Text:	Alternative Assessments
		Students will practice identifying and writing irregular verb forms.	“Hundreds of Bears in Yellowstone Are Protected Again” (Genre: Informational Text)	Students will share their story timelines with a partner.
		https://www.education.com/worksheet/article/irregular-past-tense-crossword-third/	https://newsela.com/read/yellowstone-grizzly-bear-protections/id/46338/	Students will discuss the differences between paraphrasing and plagiarism.
		Writing: Prewrite: Persuasive Essay (CRP4)	<i>Scholastic</i> Magazine	Students will share their graphic organizers and discuss with a partner.
		Students will complete a graphic organizer in preparation for writing a persuasive essay.		

<https://www.education.com/worksheet/article/persuasive-paragraph/>

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

Topics

Main Ideas and Details

Infer/Predict

Literal and Nonliteral Meanings

Twenty-First Century Themes and Skills include:

- The Four C's
- Global Awareness
- Environmental Literacy

Objectives

Students will identify the main ideas and supporting details in informational text.

Students will use text evidence to make inferences and predictions.

Students will engage effectively in collaborative discussion.

Teacher Read Aloud: "Clever Colonies"

Students will complete the story timeline for the read aloud

<https://www.education.com/worksheet/article/timeline-organizer/>

Vocabulary:

Dictionary/Glossary (**CRP4**)
With a partner, students will practice looking up words in a dictionary and a glossary.

Speaking and Listening: Citing Sources (**CRP4**, **CRP7**)

With a partner, students will practice writing citations.
<https://www.education.com/worksheet/article/cite-your-sources/>

Grammar: What Is an Adverb?

Students will practice writing adverbs.
<https://www.education.com/worksheet/article/adverb-detectives-to-the-rescue/>

Writing: Draft, Revise, Edit, Publish: Persuasive Essay (**8.1.5.A.2**, **CRP4**, **CRP11**)
Using word processing software, students will engage in the complete

Texts:

Journeys English Language Arts Program, Houghton Mifflin Harcourt, 2017

Unit 4 – Lesson 20

Anchor Text: "Life on the Ice"

Genre: Informational Text

Paired Selection: "The Raven: An Inuit Myth"

Genre: Myth

Companion Text:

"Strong for Skeena" (Genre: Fiction)

https://www.commonlit.org/en/texts/strong-for-skeena?search_id=4175278

"What is Antarctica?" (Genre: Informational Text)

https://www.commonlit.org/en/texts/what-is-antarctica?search_id=4175363

Scholastic Magazine

Summative Assessment:
Lesson 20 Vocabulary and Comprehension Tests

Formative Assessment:

- Lesson 20 Cold Reads
- Running Records
- Anecdotal Notes
- Unit Progress Monitoring Assessments

Alternative Assessments

Students will share their story timelines with a partner.



Students will discuss the importance of using citations as it relates to plagiarism.

Students will write and share persuasive letters.

Students will peer review persuasive letters using a writer's checklist.

<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <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>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	writing process for a persuasive essay.			
	<p>Topics</p> <p>Opinion Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C's</p> <p>Objectives</p> <p>Students revise the introductions and the conclusions of their persuasive writing.</p>	Students revise the introductions and the conclusions of their persuasive writing. (CRP4)	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013 Changing the World, Grade 3, Unit 3</p> <p>Bend III: <i>From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters</i>, Lessons 14 to 18</p> <p>Video: “Persuasive Writing for Kids: Writing an Introduction” https://www.youtube.com/watch?v=1O2FjJ4EoIg</p> <p>“Persuasive Writing for Kids: Draft and Closing” https://www.youtube.com/watch?v=TY5GLGeOFs8</p>	<p>Formative Assessment: Instructors will identify student’s baseline strengths and areas of need using on demand writing assessments.</p> <p>Summative Assessment: Instructors and students will evaluate progress toward writing narrative essays using writing checklists.</p> <p>Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.</p> <p>Alternative Assessments Instructor will maintain a running record of student growth in writing skills.</p> <p>Instructor and students will use rubrics for student self-assessment.</p> <p>Instructor will provide students with writing checklists for self-reflection.</p>
	<p>Topics</p> <p>Opinion Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C's</p>	Using the Internet, students will consider a cause in order to write a persuasive speech. (CRP11, CRP7)	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013 Changing the World, Grade 3, Unit 3</p> <p>Bend IV: <i>Cause Groups</i>, Lessons 19 to 23</p>	<p>Formative Assessment: Instructors will identify student’s baseline strengths and areas of need using on demand writing assessments.</p>

development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Objectives			Summative Assessment: Instructors and students will evaluate progress toward writing narrative essays using writing checklists. Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students. Alternative Assessments Instructor will maintain a running record of student growth in writing skills. Instructor and students will use rubrics for student self-assessment. Instructor will provide students with writing checklists for self-reflection.
	Students consider a cause in order to write a persuasive speech.			
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Topics			Pre-Assessment, Formative Assessment and Summative Assessment: Instructors will implement three levels of assessments to evaluate students: <ul style="list-style-type: none">• Phonemic awareness• Naming and recognizing letters• The formation of letters• Phoneme/grapheme relationships• Decoding multi-syllabic words
	Language – Orton-Gillingham	Students will experience 30 minutes of instruction daily to enhance their ability to decode words, spell words correctly, and to comprehend what they hear and read.	Institute for Multi-Sensory Education, Orton-Gillingham, 2014	
	Objectives			
	Students will review phonetics concepts.		Five-Part Weekly Program: 1. Three-Part Drill 2. Teaching a New Concept 3. Decoding and Learning Centers 4. Red Words 5. Comprehension	
	Students will learn new phoneme/rules via a multi-sensory approach.			
Students will decode multi-syllabic words.				

<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Students will spell high frequency words correctly.</p> <p>Students will comprehend what they hear and read.</p>		<ul style="list-style-type: none"> • Memorization techniques • Fluency of reading and writing • Auditory sound discriminations • Sentence structure • Vocabulary building 	
<p>RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Topics</p> <p>PARCC RSTs</p> <p>Objectives</p>	<p>Instructors will select the reading and writing RST lessons that best meets their students' needs.</p>	<p><u>Reading PARCC RST Lessons</u></p>	<p>Reading PARCC RST Lesson 8</p>
<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>Students will gain a better understanding of EBSRs and TECRs.</p>		<p> Research Simulation Tasks</p>	<p>Writing PARCC RST Lesson 8</p>
<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>Students will hone their understanding of narrative elements.</p>		<p>Lesson 1: Introducing the EBSR and TECR</p>	
<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Students will practice completing RSTs.</p>		<p>Lesson 2: Modeling the EBSR and TECR</p>	
<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			<p>Lesson 3: Identifying the Main Idea</p>	
<p>L.3.2. Demonstrate command of the conventions of standard English capitalization,</p>			<p>Lesson 4: Identifying Supporting Details</p>	
			<p>Lesson 5: Using Context Clues for the Vocabulary EBSR</p>	
			<p>Lesson 6: The Evidence-Based Selected Response</p>	
			<p>Lesson 7: The Technology-Enhanced Constructed Response</p>	
			<p>Lesson 8: Practice Completing the Research Simulation Task</p>	
			<p><u>Writing PARCC RST Lessons</u></p>	
			<p> Research Simulation Tasks</p>	
			<p>Lesson 1: Introduction to the Prose Constructed Response on the Research Simulation Task</p>	
			<p>Lesson 2: Modeling the Prose Constructed Response</p>	

punctuation, and spelling when writing.

Lesson 3: Understanding the PCR Prompt and Writing an Opening Topic Statement

Lesson 4: Selecting Textual Evidence to Support Reasons

Lesson 5: Drafting the Prose Constructed Response Outline

Lesson 6: Writing Quality Body Paragraphs

Lesson 7: Practice Completing the Prose Constructed Response

Lesson 8: Writing Advanced-Proficient Prose Constructed Responses

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners

- Shorten assignments to focus on mastery of key concepts.
- Teacher modeling
- Peer modeling

Special Education

- Provide lower level text
- Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement

At-Risk

- Using visual demonstrations, illustrations, and models
- Give directions/instructions

Gifted and Talented

- Students will support peers as needed
- Curriculum compacting
- Inquiry-based instruction
- Independent study

<ul style="list-style-type: none"> • Develop and post routines • Label classroom materials • Word walls • Give directions/instructions verbally and in simple written format. • Provide audiotapes of textbooks and have the student follow the text while listening • Allow students to use a dual language dictionary 	<ul style="list-style-type: none"> • of ideas. • Utilize modifications & accommodations delineated in the student's IEP • Work with paraprofessional • Work with a partner • Give directions/instructions verbally and in simple written format. • Provide extra time to complete assignments. • Adjust the pace of lessons 	<ul style="list-style-type: none"> • verbally and in simple written format. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and adjust for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction
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Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Science:

3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

Integration of Technology Standards NJSL 8:

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.