

# **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.

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

# Englewood Public School District

## English Language Arts

### Grade 3

#### Unit 5: Going Places

**Overview:** During this unit, students will explore anchor and paired texts around the theme of “Going Places.” Throughout the unit students will experience literature related to life in the past, the migration of animals, volcanoes, and mountain climbers. Students will begin a unit on writing fairy tales. 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:

*Prairie life was very difficult for the pioneers.*

*Animals migrate due to changing climates and food availability.*

*Volcanoes can cause substantial changes to the environment.*

#### Essential Questions:

*What was life on the prairie like for the pioneers?*

*Why do animals migrate to other places?*

*How can people communicate over long distances?*

*What changes do volcanoes cause?*

*Why do mountain climbers need to be well prepared?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>RL.3.1</b> 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.  <b>RL.3.2.</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is	<b>Topics</b>  Story Structure  Monitor/Clarify  Point of View	Teacher Read Aloud: “Seal’s Story”  Students will create a sequence map based on the read aloud story <a href="https://www.education.com/worksheets/article/create-a-story-map-worksheet/">https://www.education.com/worksheets/article/create-a-story-map-worksheet/</a>  Vocabulary: Prefix <i>non-</i> ( <b>CRP4</b> )  Students will work with a partner to create words that use this prefix	<b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017  Unit 5 – Lesson 21 Anchor Text: “Sarah, Plain and Tall”  Genre: Historical Fiction  Paired Selection: “Wagons of the Old West”	<b>Benchmark Assessment:</b> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> <li>Exact Path</li> </ul> <b>Summative Assessment:</b> Lesson 21 Vocabulary and Comprehension Tests  <b>Formative Assessment:</b>
	Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> <li>The Four C’s</li> <li>Global Awareness</li> </ul>			

<p>revealed through key details in the text.</p> <p><b>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</b></p> <p><b>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>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.</b></p>	<p><b>Objectives</b></p> <p>Students will describe the characters, setting, and plot of a story.</p> <p>Students will determine how the actions of characters can affect the sequence of events within a story.</p> <p>Students will demonstrate understanding through monitoring and clarifying story events.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Speaking and Listening: Hold a Group Discussion (<b>CRP4</b>) Students will hold a small group discussion about communication in the past versus now.</p> <p>Grammar: Adverbs that Compare Students will practice using comparative adverbs. <a href="https://www.education.com/exercise/adverbs-other-1/">https://www.education.com/exercise/adverbs-other-1/</a></p> <p>Narrative Writing: Fictional Paragraph (<b>6.1.4.C.18, CRP4, CRP6, CRP11, 8.1.5.A.2</b>) Using word processing software, students will write fictional paragraphs about communicating in the past.</p>	<p>Genre: Informational Text</p> <p><b>Companion Text:</b> “Pilgrims and Puritans: The Pilgrim Home” (Genre: Informational Text) <a href="https://www.readworks.org/article/Pilgrims-Puritans---The-Pilgrim-Home/c2870179-9dbd-4d2e-886e-a76d2f27e121#!articleTab:content/">https://www.readworks.org/article/Pilgrims-Puritans---The-Pilgrim-Home/c2870179-9dbd-4d2e-886e-a76d2f27e121#!articleTab:content/</a></p> <p>“An Overview of U.S. Westward Expansion” (Genre: Informational Text) <a href="https://newsela.com/read/lib-westward-expansion/id/29789/">https://newsela.com/read/lib-westward-expansion/id/29789/</a></p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"><li>• Lesson 21 Cold Reads</li><li>• Running Records</li><li>• Anecdotal Notes</li><li>• Unit Progress Monitoring Assessments</li></ul> <p><b>Alternative Assessments:</b> Students will share their sequence maps with a partner.</p> <p>Students will role play group discussion.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p> <p>Students will use a writer’s checklist to self-assess their paragraphs.</p>
	<p><b>Topics</b></p> <p>Narrative Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C’s</p>	<p>Students consider the elements of writing fairy tales, including planning and narration. (<b>CRP4, CRP6</b>) <a href="https://www.education.com/worksheets/article/fairy-tale-graphic-organizer/">https://www.education.com/worksheets/article/fairy-tale-graphic-organizer/</a></p>	<p><b>Texts:</b> Reading and Writing Project <i>Firsthand</i>, 2013 <i>Once Upon a Time, Adapting and Writing Fairy Tales</i>, Grade 3, Unit 4</p> <p>Bend I: <i>Writing in the Footsteps of the Classics</i>, Lessons 1 to 6</p>	<p><b>Formative Assessment:</b> Instructors will identify student’s baseline strengths and areas of need using on demand writing assessments.</p> <p><b>Summative Assessment:</b> 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</p>
	<p><b>Objectives</b></p> <p>Students consider the elements of fairy tales.</p>		<p><b>Video:</b> “Elements of a Fairy Tale: An Introduction” <a href="https://www.youtube.com/watch?v=E6asEc6nsOQ">https://www.youtube.com/watch?v=E6asEc6nsOQ</a></p>	
	<p><b>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</b></p> <p><b>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</b></p> <p><b>W.3.5. With guidance and support from peers and adults, develop and strengthen writing</b></p>			

as needed by planning, revising, and editing.

**RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).**

**RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.**

**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**

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 22 Vocabulary and Comprehension Tests

Lesson 22 Cold Reads

### **Formative Assessment:**

- Lesson 22 Cold Reads
- Running Records
- Anecdotal Notes
- Unit Progress Monitoring Assessments

### **Alternative Assessments:**

Students will share their sequence maps with a partner.

Students will present their audio recordings.

Topics	Teacher Read Aloud: “The Taste of Hope”	Texts:	Summative Assessment:
Compare and Contrast	Students will create a sequence map based on the read aloud story	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Lesson 22 Vocabulary and Comprehension Tests
Visualize	<a href="https://www.education.com/worksheets/article/create-a-story-map-worksheet/">https://www.education.com/worksheets/article/create-a-story-map-worksheet/</a>	Unit 5 – Lesson 22	Lesson 22 Cold Reads
Author’s Word Choice	Vocabulary: Word Roots (CRP4)	Anchor Text: “The Journey: Stories of Migration”	<b>Formative Assessment:</b>
Twenty-First Century Themes and Skills include:	Students will practice locating root words.	Genre: Informational Text	<ul style="list-style-type: none"> <li>• Lesson 22 Cold Reads</li> <li>• Running Records</li> <li>• Anecdotal Notes</li> <li>• Unit Progress Monitoring Assessments</li> </ul>
<ul style="list-style-type: none"> <li>• The Four C’s</li> <li>• Environmental Literacy</li> </ul>	<a href="https://www.education.com/worksheets/article/find-root-words/">https://www.education.com/worksheets/article/find-root-words/</a>	Paired Selection: “The Grasshopper and the Ant”	
<b>Objectives</b>	Speaking and Listening: Create an Audio Recording (CRP4, CRP6)	Genre: Fable	
Students will compare and contrast important ideas and details in an informational text.	With a partner, students will create audio recordings comparing and contrasting two of the reading passages.	<b>Companion Text:</b> “America’s First Settlers” (Genre: Informational Text) <a href="https://www.readworks.org/article/The-Earliest-Americans/baf33424-69f4-4fd5-b6cb-918082319f9a#!articleTab:content/contentSection:0a76ecb0-87fe-46e5-b6bb-512e85cd567d/">https://www.readworks.org/article/The-Earliest-Americans/baf33424-69f4-4fd5-b6cb-918082319f9a#!articleTab:content/contentSection:0a76ecb0-87fe-46e5-b6bb-512e85cd567d/</a>	<b>Alternative Assessments:</b> Students will share their sequence maps with a partner.
Students will use text details to visualize information.			
Students will engage effectively in collaborative discussion.			Students will present their audio recordings.

<p>aspects of a character or setting).</p> <p><b>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</b></p> <p><b>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</b></p>		<p>Grammar: Making Comparisons Students will practice making comparisons between two of the reading passages. <a href="https://www.education.com/worksheets/article/finding-comparisons/">https://www.education.com/worksheets/article/finding-comparisons/</a></p> <p>Writing: Descriptive Paragraph (<b>CRP4, CRP6, CRP11, 8.1.5.A.2</b>) Using word processing software, students will write descriptive paragraphs on self-chosen topics.</p>	<p><i>Scholastic Magazine</i></p>	<p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p> <p>Students will use a writer's checklist to self-assess their paragraphs.</p>
<p><b>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</b></p> <p><b>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</b></p> <p><b>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</b></p>	<p><b>Topics</b></p> <p>Narrative Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C's</p> <p><b>Objectives</b></p> <p>Students revise and edit their fairy tales.</p>	<p>Students revise and edit their stories by including dialogue and varied sentence length. (<b>CRP4, CRP6, CRP11, 8.1.5.A.2</b>)</p>	<p><b>Texts:</b> Reading and Writing Project <i>Firsthand</i>, 2013 <i>Once Upon a Time</i>, <i>Adapting and Writing Fairy Tales</i>, Grade 3, Unit 4</p> <p>Bend II: <i>Follow the Path: Adapting Fairy Tales with Independence</i>, Lessons 7 to 12</p> <p><b>Companion Text:</b> "The Princess and the Pea" (Genre: Fairy Tale) <a href="https://www.commonlit.org/entries/the-princess-and-the-pea?search_id=4181160">https://www.commonlit.org/entries/the-princess-and-the-pea?search_id=4181160</a></p> <p><i>Scholastic Magazine</i></p>	<p><b>Formative Assessment:</b> Instructors will identify student's baseline strengths and areas of need using on demand writing assessments.</p> <p><b>Summative Assessment:</b> 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><b>Alternative Assessments</b> Instructor will maintain a running record of student growth in writing skills.</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

**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.

**L.3.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.3.6.** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

<p><b>Topics</b></p> <p>Sequence of Events</p> <p>Analyze/Evaluate</p> <p>Formal and Informal Language</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> </ul>	<p>Teacher Read Aloud: "Piggy Goes to Town"</p> <p>Students will create a sequence map based on the read aloud story</p> <p><a href="https://www.education.com/worksheets/article/create-a-story-map-worksheet/">https://www.education.com/worksheets/article/create-a-story-map-worksheet/</a></p> <p>Vocabulary: Suffixes <i>-er, -est</i> (<b>CRP4</b>)</p> <p>Students will work with a partner to create words that use these suffixes.</p>	<p><b>Texts:</b></p> <p><i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 5 – Lesson 23</p> <p>Anchor Text: "The Journey of Oliver K. Woodman"</p> <p>Genre: Fantasy</p> <p>Paired Selection: "Moving the U.S. Mail"</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><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>• Common Formative Assessment</li> <li>• Exact Path</li> </ul> <p><b>Summative Assessment:</b></p> <p>Lesson 23 Vocabulary and Comprehension Tests</p> <p>Lesson 23 Cold Reads</p>
<p><b>Objectives</b></p> <p>Students will describe how characters' actions determine the sequence of events.</p> <p>Students will analyze parts of a story and how parts build on earlier sections.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Speaking and Listening: Recount and Experience (<b>CRP4</b>)</p> <p>Students will recount a personal experience aloud to a partner.</p> <p>Grammar: Possessive Nouns</p> <p>Students will practice writing sentences that use possessive nouns independently.</p> <p>Writing: Dialogue (<b>CRP4, CRP6, CRP11, 8.1.5.A.2</b>)</p> <p>Using word processing software, students will write dialogue between two of the reading passage characters.</p>	<p>Genre: Informational Text</p> <p><b>Companion Text:</b></p> <p>"Famous Inventors- Alexander Graham Bell: You Rang?" (Genre: Informational Text)(<b>8.2.5.A.4</b>)</p> <p><a href="https://www.readworks.org/article/Famous-Inventors---Alexander-Graham-Bell-You-Rang/82a25f1a-e355-42a7-bcc7-c5de1807ef36#!articleTab:content/">https://www.readworks.org/article/Famous-Inventors---Alexander-Graham-Bell-You-Rang/82a25f1a-e355-42a7-bcc7-c5de1807ef36#!articleTab:content/</a></p> <p><i>Scholastic Magazine</i></p>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Lesson 23 Cold Reads</li> <li>• Running Records</li> <li>• Anecdotal Notes</li> <li>• Unit Progress Monitoring Assessments</li> </ul> <p><b>Alternative Assessments:</b></p> <p>Students will share their sequence maps with a partner.</p> <p>Students will share aloud their personal experiences.</p> <p>Students will respond to oral questioning and retell</p>



<p><b>RI.3.6 Distinguish their own point of view from that of the author of a text.</b></p> <p><b>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).</b></p> <p><b>W.3.7. Conduct short research projects that build knowledge about a topic.</b></p> <p><b>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.</b></p> <p><b>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</b></p>				the events from the teacher read aloud.
				Students will peer review their dialogue.
	<b>Topics</b>	Teacher Read Aloud: “Mapping the World” Students will create a sequence map based on the read aloud story <a href="https://www.education.com/worksheets/article/create-a-story-map-worksheet/">https://www.education.com/worksheets/article/create-a-story-map-worksheet/</a>	<b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017  Unit 5 – Lesson 24 Anchor Text: “Dog-of-the-Sea-Waves”  Genre: Realistic Fiction  Paired Selection: “The Land of Volcanoes Built”  Genre: Informational Text	<b>Summative Assessment:</b> Lesson 24 Vocabulary and Comprehension Tests  Lesson 24 Cold Reads
	Author’s Purpose  Question  Analyze Illustrations  Twenty-First Century Themes and Skills include: • The Four C’s • Environmental Literacy	Vocabulary: Shades of Meaning ( <b>CRP4</b> ) With a partner, students will practice using shades of meaning. <a href="https://www.education.com/lesson-plan/using-shades-of-meaning/">https://www.education.com/lesson-plan/using-shades-of-meaning/</a>  Speaking and Listening: Conduct a Research Project ( <b>9.2.4.A.4, 3-LS4-3, CRP7</b> ) Students will perform research about how certain animals survive in different habitats.  Grammar: Complex Sentences Individually, students will practice writing complex sentences.  Narrative Writing: Fiction Prewrite ( <b>CRP4</b> ) Students will complete a graphic organizer for a fiction story.	<b>Companion Text:</b> “Who Loves the Sun? Iguanas!” (Genre: Informational Text) <a href="https://www.readworks.org/article/Who-Loves-the-Sun-Iguanas!/0beb7008-e152-40a4-aaa4-a10c1cd7e47f#!articleTab:content/">https://www.readworks.org/article/Who-Loves-the-Sun-Iguanas!/0beb7008-e152-40a4-aaa4-a10c1cd7e47f#!articleTab:content/</a>  “The Animals at the North Pole” (Genre: Informational Text) <a href="https://www.readworks.org/article/The-Animals-at-the-North-Pole/3ff4c541-7cbb-4ca4-b626-5f63c7069148#!articleTab:content/">https://www.readworks.org/article/The-Animals-at-the-North-Pole/3ff4c541-7cbb-4ca4-b626-5f63c7069148#!articleTab:content/</a>  <i>Scholastic Magazine</i>	<b>Formative Assessment:</b> <ul style="list-style-type: none"><li>• Lesson 24 Cold Reads</li><li>• Running Records</li><li>• Anecdotal Notes</li><li>• Unit Progress Monitoring Assessments</li></ul> <b>Alternative Assessments:</b> Students will share their sequence maps with a partner.  Students will respond to oral questioning and retell the events from the teacher read aloud.  Students will peer review their complex sentences for accuracy.  Students will discuss why it is important to learn how to write a research report
	<b>Objectives</b>	Students will determine the author’s purpose.  Students will ask and answer questions about the text before, during, and after reading.  Students will engage effectively in collaborative discussions.		

<https://www.education.com/worksheets/article/writing-narratives-plan-the-setting/>

**W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.**

**W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**

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

**RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in**

Topics	Students write a final draft of an original fairy tale by enhancing character descriptions and using more descriptive language. (8.1.5.A.2, CRP4, CRP6, CRP11)	Texts: Reading and Writing Project <i>Firsthand</i> , 2013 <i>Once Upon a Time, Adapting and Writing Fairy Tales</i> , Grade 3, Unit 4  Bend III: <i>Blazing Tails: Writing Original Fairy Tales</i> , Lessons 13 to 20  <b>Companion Text:</b> “The Wolf in Sheep’s Clothing” (Genre: Fairy Tale) <a href="https://www.readworks.org/article/The-Wolf-in-Sheeps-Clothing/bec97130-2c96-447d-a5b2-d57a11b79327#!articleTab:content/">https://www.readworks.org/article/The-Wolf-in-Sheeps-Clothing/bec97130-2c96-447d-a5b2-d57a11b79327#!articleTab:content/</a>  <i>Scholastic Magazine</i>	<b>Formative Assessment:</b> Instructors will identify student’s baseline strengths and areas of need using on demand writing assessments.  <b>Summative Assessment:</b> 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.  <b>Alternative Assessments</b> 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.
Narrative Writing	Students write a final draft of a fairy tale.		
Twenty-First Century Themes and Skills include: The Four C’s			
Objectives			
Text and Graphic Features	Teacher Read Aloud: “Extreme Skiing, Extreme Danger”	<b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	<b>Summative Assessment:</b> Lesson 25 Vocabulary and Comprehension Tests
Infer/Predict			Lesson 25 Cold Reads



<p>a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</b></p> <p><b>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.</b></p> <p><b>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</b></p>	<p>Main Ideas and Details</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> </ul> <p><b>Objectives</b></p> <p>Students will use text features to locate information and graphic features to demonstrate understanding.</p> <p>Students will infer what information is important to the author of an informational text.</p> <p>Students will predict what will be learned from an informational text.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Students will create a sequence map based on the read aloud story  <a href="https://www.education.com/worksheets/article/create-a-story-map-worksheet/">https://www.education.com/worksheets/article/create-a-story-map-worksheet/</a></p> <p>Vocabulary: Analogies (CRP4)          In small groups, students will practice identifying analogies.  <a href="https://www.education.com/worksheets/article/analogies-sweet-comparisons/">https://www.education.com/worksheets/article/analogies-sweet-comparisons/</a></p> <p>Speaking and Listening: Present a Research Project (CRP4)          Students will create a PowerPoint of main points of their research projects.</p> <p>Grammar: Words That Compare          Students will practice using comparative adjectives.  <a href="https://www.education.com/worksheets/article/great-grammar-adjectives-compare/">https://www.education.com/worksheets/article/great-grammar-adjectives-compare/</a></p> <p>Writing: Draft, Revise, Edit, Publish: Fictional Narrative (8.1.5.A.2, CRP4, CRP6, CRP11, 3-LS4-3)          Using word processing software, students will write a fictional narrative about animal survival in the wild.</p>	<p>Unit 5 – Lesson 25          Anchor Text: “Mountains: Surviving on Mt. Everest”</p> <p>Genre: Informational Text</p> <p>Paired Selection: “The Big Cleanup”</p> <p>Genre: Play</p> <p><b>Companion Text:</b>          “Food Chains” (Genre: Informational Text)  <a href="https://www.readworks.org/article/Food-Chains/a2e7c4bd-ed6e-4d9d-8f03-0bd12b1179c9#!articleTab:content/">https://www.readworks.org/article/Food-Chains/a2e7c4bd-ed6e-4d9d-8f03-0bd12b1179c9#!articleTab:content/</a></p> <p>“The Balance of Nature” (Genre: Informational Text)  <a href="https://www.readworks.org/article/The-Balance-of-Nature/5f4136f2-5830-4ae3-b762-dae0c41178e#!articleTab:content/">https://www.readworks.org/article/The-Balance-of-Nature/5f4136f2-5830-4ae3-b762-dae0c41178e#!articleTab:content/</a></p> <p><i>Scholastic Magazine</i></p>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Lesson 25 Cold Reads</li> <li>• Running Records</li> <li>• Anecdotal Notes</li> <li>• Unit Progress Monitoring Assessments</li> </ul> <p><b>Alternative Assessments:</b>          Students will share their sequence maps with a partner.</p> <p>Students will present their research projects.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p> <p>Students will use a writer’s checklist to self-assess their narratives.</p>
<p><b>RF.3.3. Know and apply grade-level phonics and word</b></p>	<p><b>Topics</b></p> <p>Language – Orton-Gillingham</p>	<p>Students will experience 30 minutes of instruction daily to enhance their ability to</p>	<p>Institute for Multi-Sensory Education, Orton-Gillingham, 2014</p>	<p><b>Pre-Assessment, Formative Assessment</b></p>

<p>analysis skills in decoding and encoding words.</p> <p><b>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>L.3.3. Use knowledge of language and its conventions when writing, speaking</b></p>	<p><b>Objectives</b></p> <p>Students will review phonetics concepts.</p> <p>Students will learn new phoneme/rules via a multi-sensory approach.</p> <p>Students will decode multi-syllabic words.</p> <p>Students will spell high frequency words correctly.</p> <p>Students will comprehend what they hear and read.</p>	<p>decode words, spell words correctly, and to comprehend what they hear and read.</p>	<p>Five-Part Weekly Program:</p> <ol style="list-style-type: none"> <li>1. Three-Part Drill</li> <li>2. Teaching a New Concept</li> <li>3. Decoding and Learning Centers</li> <li>4. Red Words</li> <li>5. Comprehension</li> </ol>	<p><b>and Summative Assessment:</b></p> <p>Instructors will implement three levels of assessments to evaluate students:</p> <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Naming and recognizing letters</li> <li>• The formation of letters</li> <li>• Phoneme/grapheme relationships</li> <li>• Decoding multi-syllabic words</li> <li>• Memorization techniques</li> <li>• Fluency of reading and writing</li> <li>• Auditory sound discriminations</li> <li>• Sentence structure</li> <li>• Vocabulary building</li> </ul>
<p><b>Accommodations and Modifications:</b></p> <p><b>Students with special needs:</b> 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.</p> <p><b>ELL/ESL students:</b> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <p><b>Students at risk of school failure:</b> 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.</p> <p><b>Gifted and Talented Students:</b> 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</p>				

choice.			
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Give directions/ instructions verbally and in simple written format.</li> <li>● Provide audiotapes of textbooks and have the student follow the text while listening</li> <li>● Shorten assignments to focus on mastery of key concepts.</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Allow students to use a dual language dictionary</li> </ul>	<b>Special Education</b> <ul style="list-style-type: none"> <li>● Provide lower level text</li> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>● Work with a partner</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Provide extra time to complete assignments.</li> <li>● Adjust the pace of lessons</li> </ul>	<b>At-Risk</b> <ul style="list-style-type: none"> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Review behavior expectations and adjust for personal space or other behaviors as needed.</li> <li>● Oral prompts can be given.</li> </ul>	<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>● Student can create their own analogies</li> <li>● Students may support peers as needed</li> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> </ul>

#### **Integration of 21<sup>st</sup> Century Standards NJSL 9:**

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

#### **Interdisciplinary Connections:**

##### **Science:**

3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

##### **Social Studies:**

6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

#### **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.

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

#### **Career Ready Practices:**

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies

CRP11. Use technology to enhance productivity.