

# ENGLISH LANGUAGE ARTS - GRADE 3

## Curricular Document

<u>Priority Standards Map</u>	1
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<u>Course Information</u>	3
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- Desired Results
    - Overarching Enduring Understandings
    - Overarching Essential Questions
    - K-12 Priority Standards
- 

<u>ELA Unit 1: Environments</u>	7
---------------------------------	---

- Desired Results
  - Assessment Evidence
- 

<u>ELA Unit 2 : Interactions</u>	12
----------------------------------	----

- Desired Results
  - Assessment Evidence
- 

<u>ELA Unit 3: Heroes</u>	17
---------------------------	----

- Desired Results
  - Assessment Evidence
- 

<u>ELA Unit 4 Events</u>	22
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- Desired Results
  - Assessment Evidence
- 

<u>ELA Unit 5: Our World (Earth Science) Solutions</u>	27
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- Desired Results
- Assessment Evidence

## ELA Priority Standards Map

K	1	2	3-5	6-8	9-12
READING FOUNDATIONAL SKILLS					
RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
RF4 Fluency					
READING					
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.					
R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.					
R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.					
WRITING					
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.					
SPEAKING AND LISTENING					
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.					

ELA PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
			L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

## Course Information - K-12 ELA

### 3rd Grade ELA

<b>3rd Grade ELA</b>	
<b>CURRICULUM/CONTENT AREA</b>	<b>COURSE LENGTH</b>
English Language Arts	1 year
<b>GRADE LEVEL</b>	<b>DATE LAST REVIEWED</b>
3rd	2023
<b>PREREQUISITE(s) <i>if applicable</i></b>	<b>BOARD APPROVAL DATE</b>
NA	4/11/2023
<b>PRIMARY RESOURCE <i>if applicable</i></b>	
Savvas myView Literacy	

### Desired Results

<b>COURSE DESCRIPTION AND PURPOSE</b>	
<p>In this course, teachers will provide research-based instruction in reading, writing, foundational skills, language, and speaking and listening using whole-group and small-group instruction. The reading block follows a gradual release model that enables teachers to differentiate for all abilities while the writing block provides a structure in which student authors participate in daily mini lessons where they are immersed in genres through mentor texts to develop their own writer's craft. In the reading and writing bridge, students practice skills that are complementary to both reading and writing, such as analyzing the author's craft, word study, spelling, and language and conventions. The reading and writing bridge makes the connection between reading and writing explicit. Students have the opportunity to read as writers and write for readers daily.</p>	
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>LITERATE INDIVIDUALS...</b></p> <p><b>READING:</b> Study and explore a range of values, beliefs, and</p>	<p>How does our environment affect us?</p> <p>How do plants and animals live together?</p>

<p>assumptions to answer questions and inform understandings; literate individuals respond to varying expectations of audience, task, purpose, and discipline.</p> <p><b>WRITING:</b> Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.</p> <p><b>SPEAKING:</b> Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.</p> <p><b>LISTENING:</b> Seek to understand a speaker and/or writer’s intended message and how their background, situation, or context influences what they say.</p> <p><b>LANGUAGE:</b> Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (<i>when composing, creating, and speaking</i>), and to comprehend more fully (<i>when reading and listening</i>).</p> <p><b>CLAIMS AND EVIDENCE:</b> Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others’ (<i>possibly opposing</i>) arguments.</p>	<p>What makes a hero?</p> <p>How do communities change over time?</p> <p>How does the world challenge us?</p>
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ELA Priority Standards by Unit						
Grade Level Priority Standards	WI Essential Elements for ELA - Third Grade <i>These are alternate standards aligned with college, career, and community ready expectations and include rigorous content and application for students with the most significant cognitive disabilities.</i>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Know and apply grade-level phonics and word analysis skills in decoding words. (RF3)	ELA.EE.RF.3.3 Use letter-sound knowledge to read words.					
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	a. In context, demonstrate basic knowledge of letter-sound correspondences.			X		X

b. Decode words with common Latin suffixes.	b. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).				x	
c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).	NA	x	x	x	x	x
d. Read grade-appropriate irregularly spelled words.	d. Recognize 40 or more written words.		x	x	x	x
e. Apply common encoding rules:	NA	x	x	x	x	x
f. Know when to drop the final e when adding endings. (Silent-e vowel pattern base word).	NA					
g. Know when to double the final consonant when adding a suffix.	NA	x			x	x
<b>Read with sufficient accuracy and fluency to support comprehension. (RF4)</b>	<b>ELA.EE.RF.3.4 Read words in text.</b>					
a. Read grade-level text with purpose and understanding.	a. Read familiar text comprised of known words.	x	x	x	x	x
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings..	NA	x	x	x	x	x
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	c. Use context to determine missing words in familiar texts.	x	x	x	x	x
<b>Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI1&amp;RL1) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI1)</b>	<b>ELA.EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text.</b>	x	x	x	x	x
<b>Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI9&amp;RL9)</b>	<b>ELA.EE.RI.3.9 Identify similarities between two texts on the same topic.</b>		x	x	x	x
<b>Write text in a variety of modes: (W2)</b>						
a. Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion.	ELA.EE.W.3.1 Write opinions about topics or text. a. Select a text and write an opinion about it. b. Write one reason to support an	x		x	x	x

	opinion about a text.					
b. Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.	ELA.EE.W.3.2 Write to share information supported by details. a. Select a topic and write about it including one fact or detail.		x		x	
c. Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.	ELA.EE.W.3.3 Write about events or personal experiences. a. Select an event or personal experience and write about it including the names of people involved.	x		x		x
<b>With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing. (W5)</b>	<b>ELA.EE.W.3.5 With guidance and support from adults and peers, revise own writing.</b>	x	x	x	x	x
<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. (SL1)</b>	<b>ELA.EE.SL.3.1 Engage in collaborative discussions.</b>					
a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.	a. Engage in collaborative interactions about texts.	x	x	x	x	x
b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).	b. Listen to others' ideas before responding.	x	x	x	x	x
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	c. Indicate confusion or lack of understanding about information presented.	x	x	x	x	x
d. Explain their own ideas and understanding in light of the discussion.	d. Express ideas clearly.	x	x	x	x	x
<b>Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL4)</b>	<b>ELA.EE.SL.3.4 Recount a personal experience, story, or topic including details.</b>	x	x	x	x	x
<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. (L4)</b>	<b>ELA.EE.L.3.4 Demonstrate knowledge of word meanings.</b>	x	x	x	x	x

a. Identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.)	a. With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud. b. With guidance and support, identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs.	x	x	x	x	x
<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: (L6)</b>	NA					
a. Titles.	NA		x			x
b. Quotation marks for speech.	NA			x		
c. Possessives..	NA	x	x		x	
d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	NA	x	x	x	x	x
e. Use conventional spelling for high frequency words..	NA	x	x	x	x	x
f. Use conventional spelling for adding suffixes to basic words	NA					x
g. Use learned syllable patterns and reference materials to solve and write unknown words	NA	x	x	x	x	x

## ELA Unit 1: Environments



## DESIRED RESULTS

### Essential Questions

*Students will keep considering...*

How does our environment affect us?

### Unit Priority Standards and Learning Targets

*Students will know and be able to...*

#### Reading Foundational Skills

##### PRIORITY Standards

**RF3:** Know and apply grade-level phonics and word analysis skills in decoding words.

c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).

e. Apply common encoding rules:

g. Know when to double the final consonant when adding a suffix.

**RF4:** Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### SUPPORTING Standards

#### READING

##### PRIORITY Standards

**R1:** Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI & RL)

#### Learning Targets

##### RF3:

c. I can use many strategies to figure out unfamiliar multisyllabic words.

e. I can use a variety of strategies to spell words.

g. I can know when to double the final consonant when adding a suffix.

##### RF4:

a. I can understand the books I read.

b. I can read out loud and say the words correctly.

b. I can read with the same speed I talk.

b. I can read with expression.

c. I can figure out when I have read something incorrectly and can go back and fix it.

##### Word Study - Spelling List:

Syllable Patterns

Inflected Endings (-s, -es, -ies)

Base Words & Endings (-ing, -ed, -er, -est)

Vowel Digraphs (ee, ea, ai, ay, ow, oa)

Diphthongs (ou, ow, oi, oy)

##### High-Frequency Word Spelling List:

table, north, story, draw, notice, slowly, voice, south, unit, figure

#### Learning Targets

##### R1:

- I can ask and answer questions about the text that show that I understand the text.
- I can make an inference from the text using details and examples.

<p><b>SUPPORTING Standards</b></p> <p><b>R2:</b> Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RL)</p> <p><b>R3:</b> Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL)</p> <p><b>R4:</b> Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&amp;RL)</p> <p><b>R5:</b> Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) Identify and use text features to build comprehension. (RI)</p> <p><b>R7:</b> Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&amp;RL)</p>	<p><b>Vocabulary:</b>  fierce, baring, flexing, crouching, swipe  preparations, magnificent, brooded, rejoicing, satisfied  dreams, amazing, bored, discovery, proud  shield, lack, exposure, nomadic, landscape  pouch, globe, murmuring, mountainside, footpath</p>
<p><b>WRITING Skills</b></p> <p><b>PRIORITY Standards</b></p> <p><b>W2:</b> Write text in a variety of modes:</p> <p>a. Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion.</p> <p>c. Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.</p> <p><b>W5:</b> With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.</p> <p><b>SUPPORTING Standards</b></p> <p><b>W1:</b> Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p> <p><b>W3:</b> Create writing that utilizes:</p> <p>a. Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.</p>	<p><b>Learning Targets</b></p> <p><b>W2:</b></p> <p>a. I can write an opinion piece that supports my point of view (<i>state the opinion and list reasons that connect to the opinion</i>)</p> <p>c. I can write a real or imagined narrative or short story to develop an experience or event (descriptive details, clear event sequences, establish situation and introduce narrator/characters)</p> <p>c. I can use dialogue and descriptions of actions, thoughts and feelings in a narrative or short story to develop an experience or event.</p> <p><b>W5:</b></p> <p>I can respond to questions and suggestions from peers and add details to strengthen my writing as needed by planning, revising, and editing.</p>

<p>b. Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events.</p> <p>c. Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.</p> <p><b>W6:</b> With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.</p> <p><b>W7:</b> Conduct short inquiry projects that build knowledge about a topic.</p> <p><b>W9:</b> Recall facts from literary or informational texts to support reflection, and inquiry.</p>	
<p><b>SPEAKING &amp; LISTENING Skills</b> <b>PRIORITY Standards</b></p> <p><b>SL1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.</p> <p>a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.</p> <p>b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p><b>SL4:</b> Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SUPPORTING Standards</b></p> <p><b>SL3:</b> Ask and answer questions about information from a speaker, offering elaboration and detail.</p>	<p><b>Learning Targets</b></p> <p><b>SL1:</b></p> <p>a. I can come to discussions prepared by having my text read and having some ideas that I would like to talk about.</p> <p>b. I can be a respectful participant in small and large group conversations.</p> <p>c. I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together.</p> <p>d. I can grow my own idea based on the conversation of the group.</p> <p><b>SL4:</b> I can speak clearly at an understandable pace to report on <i>a topic or text, tell a story, read a poem, or describe</i> an experience with facts and relevant, descriptive details.</p>
<p><b>LANGUAGE Skills</b> <b>PRIORITY Standards</b></p> <p><b>L4:</b> Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p> <p>a. Identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.).</p>	<p><b>Learning Targets</b></p> <p><b>L4:</b></p> <ul style="list-style-type: none"> <li>● I can collaboratively and independently learn new words (including cultural, general academic, and discipline-specific).</li> <li>● I can use new words (vocabulary) that are appropriate to what we are learning about.</li> <li>● I can identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.).</li> </ul>

**L6:** Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- c. Possessives.
- d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- e. Use conventional spelling for high frequency words..
- g. Use learned syllable patterns and reference materials to solve and write unknown words.

**SUPPORTING Standards**

**L2:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- c. Use resources to determine word meanings.

**L3:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Determine the meaning of words and phrases as they are used in a text, distinguishing between literal and non-literal language.
- c. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

**L5:** Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Irregular and regular nouns and verbs.
- b. Simple verb tenses.
- c. Subject-verb agreement.
- d. Simple and compound sentences.

**L6:**

- c. I can appropriately use and explain the intended purpose in conventions with: c. Possessives.
- d. I can use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- e. I can use conventional spelling for high frequency words.
- g. I can use learned syllable patterns and reference materials to solve and write unknown words.

***Specific Grammar & Usage Content:***

- *Simple Sentences*
- *Subjects and Predicates*
- *Compound Sentences*
- *Compound Subjects and Predicates*
- *Common and Proper Nouns*

**Assessment Evidence**

*Performance is evaluated in terms of...*  
*Students will show their learning by...*

**Performance Task Description:**

Students will conduct a short research project that builds knowledge about a topic in order to write a persuasive letter to a city official and then present that letter orally.

[Research Project Rubric](#)

**Key Feedback & Assessment Strategies:**

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
  - ◆ *Assess unit spelling (Word study)*
  - ◆ *Assess unit vocabulary terms*
  - ◆ [Reading Strategy Assessment Checklist](#)
  - ◆ [Writing Strategy Assessment Checklist](#)
  - ◆ *Assess unit grammar and usage content*
- *Fluency assessment results*
- *Extensions may include:*
  - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
  - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

## ELA Unit 2: Interactions

### DESIRED RESULTS

#### Essential Questions

*Students will keep considering...*

How do plants and animals live together?

#### Unit Priority Standards and Learning Targets

*Students will know and be able to...*

##### Reading Foundational Skills

###### PRIORITY Standards

**RF3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).
- d. Read grade-appropriate irregularly spelled words.
- e. Apply common encoding rules:

**RF4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

###### SUPPORTING Standards

##### Learning Targets

###### RF3:

- c. I can use many strategies to figure out unfamiliar multisyllabic words.
- d. I can read high frequency words.
- e. I can use a variety of strategies to spell words.

###### RF4:

- a. I can understand the books I read.
- b. I can read out loud and say the words correctly.
- b. I can read with the same speed I talk.
- b. I can read with expression.
- c. I can figure out when I have read something incorrectly and can go back and fix it.

###### Word Study - Spelling List:

Syllable Patterns VC/V and V/CV  
r-Controlled Vowels (ar, or, ore, oar)  
Compound Words  
Syllable Pattern VCe  
Contractions

###### High-Frequency Word Spelling List:

certain, half, finally, money, minutes, decided, fact, course, contain, front

<p><b>READING</b>  <b>PRIORITY Standards</b>  <b>R1:</b> Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI &amp; RL)</p> <p><b>R9:</b> Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&amp;RL)</p> <p><b>SUPPORTING Standards</b>  <b>R2:</b> Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RL &amp; RI)</p> <p><b>R3:</b> Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)</p> <p><b>R4:</b> Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&amp;RL)</p> <p><b>R5:</b> Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) Identify and use text features to build comprehension. (RI)</p> <p><b>R7:</b> Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&amp;RL)</p> <p><b>R8:</b> Explain how claims in a text are supported by relevant reasons and evidence. (RI)</p>	<p><b>Reading Learning Targets</b></p> <p><b>R1:</b></p> <ul style="list-style-type: none"> <li>• I can ask and answer questions about the text that show that I understand the text.</li> <li>• I can make an inference from the text using details and examples.</li> </ul> <p><b>R9:</b></p> <ul style="list-style-type: none"> <li>• I can make text to text, text to self, and text to world connections.</li> </ul> <p><b>Vocabulary:</b>  nature, patterns, repeat, sequence, symmetry, predators, protection, immune, species, emerges, depended, well-being, population, available, balance habitat, solitary, multiplied, eliminated, reintroduced, interdependence, food chain, camouflage, adaptations, biodiversity</p>
<p><b>WRITING Skills</b>  <b>PRIORITY Standards</b>  <b>W2:</b> Write text in a variety of modes: .  b. Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.</p> <p><b>W5:</b> With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.</p>	<p><b>Learning Targets</b></p> <p><b>W2:</b>  b. I can write an informational piece about a topic (<i>introduce topic, use facts definitions and details to develop points</i>)</p> <p><b>W5:</b> I can respond to questions and suggestions from peers and add details to strengthen my writing as needed by planning, revising, and editing.</p>

<p><b>SUPPORTING Standards</b></p> <p><b>W1:</b> Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p> <p><b>W3:</b> Create writing that utilizes:</p> <p>a. Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.</p> <p>b. Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events.</p> <p>c. Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.</p> <p><b>W6:</b> With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.</p> <p><b>W7:</b> Conduct short inquiry projects that build knowledge about a topic.</p> <p><b>W9:</b> Recall facts from literary or informational texts to support reflection, and inquiry.</p>	
<p><b>SPEAKING &amp; LISTENING Skills</b></p> <p><b>PRIORITY Standards</b></p> <p><b>SL1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.</p> <p>a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.</p> <p>b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p><b>SL4:</b> Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SUPPORTING Standards</b></p> <p><b>SL2:</b> Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.</p> <p><b>SL3:</b> Ask and answer questions about information from a speaker, offering</p>	<p><b>Learning Targets</b></p> <p><b>SL1:</b></p> <p>a. I can come to discussions prepared by having my text read and having some ideas that I would like to talk about.</p> <p>b. I can be a respectful participant in small and large group conversations.</p> <p>c. I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together.</p> <p>d. I can grow my own idea based on the conversation of the group.</p> <p><b>SL4:</b> I can speak clearly at an understandable pace to report on <i>a topic or text</i>, <i>tell a story</i>, <i>read a poem</i>, or <i>describe</i> an experience with facts and relevant, descriptive details.</p>



<p>elaboration and detail.</p> <p><b>SL5:</b> Include digital media and visual displays in presentations to enhance certain facts and details.</p>	
<p><b>LANGUAGE Skills</b> <b>PRIORITY Standards</b></p> <p><b>L4:</b> Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p> <p>a. Identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.).</p> <p><b>L6:</b> Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>a. Titles. c. Possessives. d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. e. Use conventional spelling for high frequency words.. g. Use learned syllable patterns and reference materials to solve and write unknown words.</p> <p><b>SUPPORTING Standards</b></p> <p><b>L2:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L3:</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Determine the meaning of words and phrases as they are used in a text, distinguishing between literal and non-literal language. c. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words)</p> <p><b>L5:</b> Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p>	<p><b>Learning Targets</b></p> <p><b>L4:</b></p> <ul style="list-style-type: none"> <li>● I can collaboratively and independently learn new words (including cultural, general academic, and discipline-specific).</li> <li>● I can use new words (vocabulary) that are appropriate to what we are learning about.</li> <li>● I can identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.).</li> </ul> <p><b>L6:</b></p> <p>I can appropriately use and explain the intended purpose in conventions with:</p> <p>a. Titles. c. Possessives. d. I can use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. e. I can use conventional spelling for high frequency words. g. I can use learned syllable patterns and reference materials to solve and write unknown words.</p> <p><b>Specific Grammar &amp; Usage Content:</b></p> <ul style="list-style-type: none"> <li>● <i>Singular and Plural Nouns</i></li> <li>● <i>Irregular Plural Nouns</i></li> <li>● <i>Singular Possessive Nouns</i></li> <li>● <i>Plural Possessive Nouns</i></li> <li>● <i>Types of Verbs</i></li> </ul>

- a. Irregular and regular nouns and verbs.
- b. Simple verb tenses.
- c. Subject-verb agreement.
- d. Simple and compound sentences.

### Assessment Evidence

*Performance is evaluated in terms of...*  
*Students will show their learning by...*

#### **Performance Task Description:**

*Students will identify and gather relevant information from print and digital sources to research a beneficial relationship between a plant and an animal and share that information with an audience.*

[4 Point Research Project Checklist - Unit 2](#)

#### **Key Feedback & Assessment Strategies:**

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
  - ◆ *Assess unit spelling (Word study)*
  - ◆ *Assess unit vocabulary terms*
  - ◆ [Reading Strategy Assessment Checklist](#)
  - ◆ [Writing Strategy Assessment Checklist](#)
  - ◆ *Assess unit grammar and usage content*
- *Fluency assessment results*
- *Extensions may include:*
  - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
  - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

## ELA Unit 3: Heroes

### DESIRED RESULTS

#### Essential Questions

*Students will keep considering...*

What makes a hero?

#### Unit Priority Standards and Learning Targets

*Students will know and be able to...*

##### Reading Foundational Skills

###### PRIORITY Standards

**RF3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).
- Read grade-appropriate irregularly spelled words.
- Apply common encoding rules:

**RF4:** Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

###### SUPPORTING Standards

##### Learning Targets

###### RF3:

- I can identify and know the meaning of the most common prefixes and suffixes.
- I can use many strategies to figure out unfamiliar multisyllabic words.
- I can read high frequency words.
- I can use a variety of strategies to spell words.

###### RF4:

- I can understand the books I read.
- I can read out loud and say the words correctly.
- I can read with the same speed I talk.
- I can read with expression.
- I can figure out when I have read something incorrectly and can go back and fix it.

###### Word Study - Spelling List:

Prefixes (*pre-, dis-, in-, im-, non-*)

Abbreviations

Suffixes (*-ful, -y, -ness*)

Vowel Teams *oo, ew, ue, ui, eu*

Irregular Plurals

###### High-Frequency Word Spelling List:

	surface, produce, building, ocean, nothing, scientists, island, machine, ago, stood
<p><b>READING</b>  <b>PRIORITY Standards</b>  <b>R1:</b> Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI1&amp;RL1)</p> <p><b>R9:</b> Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&amp;RL)</p> <p><b>SUPPORTING Standards</b></p> <p><b>R2:</b> Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RL &amp; RI)</p> <p><b>R3:</b> Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)</p> <p><b>R5:</b> Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) Identify and use text features to build comprehension. (RI)</p>	<p><b>Learning Targets</b>  <b>R1:</b></p> <ul style="list-style-type: none"> <li>● I can ask and answer questions about the text that show that I understand the text.</li> <li>● I can make an inference from the text using details and examples.</li> </ul> <p><b>R9:</b> I can make text to text, text to self, and text to world connections.</p> <p><b>Vocabulary:</b>  enormous, interfered, stationary, abandoned, appeared, figured, complained, patience, temper, remembered, horribly, furious, insisted, terribly, disturbed, ceremonies, tradition, medicine, jamenting, offering, twinkle, triumphant, company, challenge, curious</p>
<p><b>WRITING Skills</b>  <b>PRIORITY Standards</b>  <b>W2:</b> Write text in a variety of modes:  a. Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion.  c. Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.</p> <p><b>W5:</b> With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.</p> <p><b>SUPPORTING Standards</b></p>	<p><b>Learning Targets</b></p> <p><b>W2:</b></p> <p>a. I can write an opinion piece that supports my point of view (<i>state the opinion and list reasons that connect to the opinion</i>)</p> <p>c. I can write a real or imagined narrative or short story to develop an experience or event (<i>descriptive details, clear event sequences, establish situation and introduce narrator/characters</i>)</p> <p>c. I can use dialogue and descriptions of actions, thoughts and feelings in a narrative or short story to develop an experience or event.</p> <p><b>W5:</b> I can respond to questions and suggestions from peers and add details to strengthen my writing as needed by planning, revising, and editing.</p>

<p><b>W1:</b> Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p> <p><b>W3:</b> Create writing that utilizes:</p> <p>a. Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.</p> <p>b. Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events.</p> <p>c. Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.</p> <p><b>W4:</b> With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W6:</b> With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.</p> <p><b>W8:</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>W9:</b> Recall facts from literary or informational texts to support reflection, and inquiry.</p>	
<p><b>SPEAKING &amp; LISTENING Skills</b>  <b>PRIORITY Standards</b></p> <p><b>SL1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.</p> <p>a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.</p> <p>b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p><b>SL4:</b> Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p><b>Learning Targets</b></p> <p><b>SL1:</b></p> <p>a. I can come to discussions prepared by having my text read and having some ideas that I would like to talk about.</p> <p>b. I can be a respectful participant in small and large group conversations.</p> <p>c. I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together.</p> <p>d. I can grow my own idea based on the conversation of the group.</p> <p><b>SL4:</b> I can speak clearly at an understandable pace to report on <i>a topic or text, tell a story, read a poem, or describe</i> an experience with facts and relevant, descriptive details.</p>

<p><b>SUPPORTING Standards</b></p> <p><b>SL2:</b> Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.</p> <p><b>SL5:</b> Include digital media and visual displays in presentations to enhance certain facts and details.</p>	
<p><b>LANGUAGE Skills</b></p> <p><b>PRIORITY Standards</b></p> <p><b>L4:</b> Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p> <p>a. Identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.).</p> <p><b>L6:</b> Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>b. Quotation marks for speech</p> <p>d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>e. Use conventional spelling for high frequency words..</p> <p>g. Use learned syllable patterns and reference materials to solve and write unknown words.</p> <p><b>SUPPORTING Standards</b></p> <p><b>L2:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L5:</b> Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <p>a. Irregular and regular nouns and verbs.</p> <p>b. Simple verb tenses.</p> <p>c. Subject-verb agreement.</p>	<p><b>Learning Targets</b></p> <p><b>L4:</b></p> <ul style="list-style-type: none"> <li>● I can collaboratively and independently learn new words (including cultural, general academic, and discipline-specific).</li> <li>● I can use new words (vocabulary) that are appropriate to what we are learning about.</li> <li>● I can identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.).</li> </ul> <p><b>L6:</b> I can appropriately use and explain the intended purpose in conventions with:</p> <p>b. Quotation marks for speech</p> <p>d. I can use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>e. I can use conventional spelling for high frequency words.</p> <p>g. I can use learned syllable patterns and reference materials to solve and write unknown words.</p> <p><b>Specific Grammar &amp; Usage Content:</b></p> <ul style="list-style-type: none"> <li>● <i>Subject-Verb Agreement I</i></li> <li>● <i>Subject-Verb Agreement II</i></li> <li>● <i>Simple Verb Tenses</i></li> <li>● <i>Irregular Verbs</i></li> <li>● <i>Pronouns</i></li> </ul>

## Assessment Evidence

*Performance is evaluated in terms of...*

*Students will show their learning by...*

### **Performance Task Description:**

*Students will explore the theme of Heroes by working collaboratively to research and write an opinion speech about why it's important to take advantage of opportunities to be heroic.*

[4 Point Research Project Checklist](#)

### **Key Feedback & Assessment Strategies:**

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
  - ◆ *Assess unit spelling (Word study)*
  - ◆ *Assess unit vocabulary terms*
  - ◆ [Reading Strategy Assessment Checklist](#)
  - ◆ [Writing Strategy Assessment Checklist](#)
  - ◆ *Assess unit grammar and usage content*
- *Fluency assessment results*
- *Extensions may include:*
  - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
  - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

## ELA Unit 4: Events

### DESIRED RESULTS

#### Essential Questions

*Students will keep considering...*

How do communities change over time?

#### Unit Priority Standards and Learning Targets

*Students will know and be able to...*

##### Reading Foundational Skills

###### PRIORITY Standards

**RF3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).
- e. Apply common encoding rules:
- g. Know when to double the final consonant when adding a suffix.

**RF4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### Learning Targets

###### RF3:

- b. I can read words with common Latin suffixes.
- c. I can use many strategies to figure out unfamiliar multisyllabic words.
- d. I can read high frequency words.
- e. I can use a variety of strategies to spell words.

###### RF4:

- a. I can understand the books I read.
- b. I can read out loud and say the words correctly.
- b. I can read with the same speed I talk.
- b. I can read with expression.
- c. I can figure out when I have read something incorrectly and can go back and fix it.

###### Word Study - Spelling List:

R-controlled vowels  
VCCCV pattern  
Latin suffixes  
Homographs  
Homophones

###### High-Frequency Word Spelling List:

system, brought, common, though, language, clear, equation, among, government, material



<p><b>READING</b>  <b>PRIORITY Standards</b>  <b>R1:</b> Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI &amp; RL)</p> <p><b>R9:</b> Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&amp;RL)</p> <p><b>SUPPORTING Standards</b>  <b>R2:</b> Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RL &amp; RI)</p> <p><b>R3:</b> Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)</p> <p><b>R4:</b> Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&amp;RL)</p> <p><b>R5:</b> Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) Identify and use text features to build comprehension. (RI)</p> <p><b>R7:</b> Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&amp;RL)</p> <p><b>R8:</b> Explain how claims in a text are supported by relevant reasons and evidence. (RI)</p>	<p><b>Learning Targets</b>  <b>R1:</b></p> <ul style="list-style-type: none"> <li>• I can ask and answer questions about the text that show that I understand the text.</li> <li>• I can make an inference from the text using details and examples.</li> </ul> <p><b>R9:</b></p> <ul style="list-style-type: none"> <li>• I can make text to text, text to self, and text to world connections.</li> </ul> <p><b>Vocabulary:</b>  Community, donate, convince, generous, transformed, slavery, abolitionist, violence, equality, influential, succeed, determined, impressed, eventually, imagined, destroyed, opportunity, sustainability, reclaimed, constructed, heritage, immigrants, interview ,permission, arrival</p>
<p><b>WRITING Skills</b>  <b>PRIORITY Standards</b>  <b>W2:</b> Write text in a variety of modes:  a. Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion.  b. Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W5:</b> With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.</p>	<p><b>Learning Targets</b>  <b>W2:</b></p> <ol style="list-style-type: none"> <li>a. can write an opinion piece that supports my point of view (<i>state the opinion and list reasons that connect to the opinion</i>)</li> <li>b. I can write to provide information about a topic (<i>introduce the topic, use facts and definitions to develop points, and provide a conclusion</i>)</li> </ol> <p><b>W5:</b> I can respond to questions and suggestions from peers and add details to strengthen my writing as needed by planning, revising, and editing</p>

**SUPPORTING Standards**

**W1:** Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

**W3:** Create writing that utilizes:

- a. Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
- b. Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events.
- c. Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.

**W4:** With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W6:** With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.

**W7:** Conduct short inquiry projects that build knowledge about a topic.

**W9:** Recall facts from literary or informational texts to support reflection, and inquiry.

**SPEAKING & LISTENING Skills**

**PRIORITY Standards**

**SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.

- a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.
- b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

**SL4:** Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Learning Targets**

**SL1:**

- a. I can come to discussions prepared by having my text read and having some ideas that I would like to talk about.
- b. I can be a respectful participant in small and large group conversations.
- c. I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together.
- d. I can grow my own idea based on the conversation of the group.

**SL4:** I can speak clearly at an understandable pace to report on *a topic or text, tell a story, read a poem, or describe* an experience with facts and relevant, descriptive details.

<p><b>SUPPORTING Standards</b></p> <p><b>SL2:</b> Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.</p> <p><b>SL3:</b> Ask and answer questions about information from a speaker, offering elaboration and detail.</p> <p><b>SL5:</b> Include digital media and visual displays in presentations to enhance certain facts and details.</p>	
<p><b>LANGUAGE Skills</b></p> <p><b>PRIORITY Standards</b></p> <p><b>L4:</b> Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p> <p>a. Identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.).</p> <p><b>L6:</b> Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>c. Possessives.</p> <p>d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>e. Use conventional spelling for high frequency words..</p> <p>g. Use learned syllable patterns and reference materials to solve and write unknown words.</p> <p><b>SUPPORTING Standards</b></p> <p><b>L2:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>c. Use resources to determine word meanings.</p> <p><b>L3:</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Determine the meaning of words and phrases as they are used in a text, distinguishing between literal and non-literal language.</p>	<p><b>Learning Targets</b></p> <p><b>L4:</b></p> <p>a. I can collaboratively and independently learn new words (including cultural, general academic, and discipline-specific). (L.3.4)</p> <p>b. I can use new words (vocabulary) that are appropriate to what we are learning about.</p> <p>c. I can identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.)</p> <p><b>L6:</b></p> <p>c. I can appropriately use and explain the intended purpose in conventions with: Possessives.</p> <p>d. I can use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>e. I can use conventional spelling for high frequency words.</p> <p>g. I can use learned syllable patterns and reference materials to solve and write unknown words.</p> <p><b>Specific Grammar &amp; Usage Content:</b></p> <ul style="list-style-type: none"> <li>● <i>Possessive Pronouns</i></li> <li>● <i>Contractions</i></li> <li>● <i>Prepositions and Prepositional Phrases</i></li> <li>● <i>Adjectives and Articles</i></li> <li>● <i>Adverbs</i></li> </ul>

c. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

**L5:** Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Irregular and regular nouns and verbs.
- b. Simple verb tenses.
- c. Subject-verb agreement.
- d. Simple and compound sentences.

### Assessment Evidence

*Performance is evaluated in terms of...*

*Students will show their learning by...*

#### **Performance Task Description:**

*Students will...*

[4 Point Research Project Rubric \(Unit 4\)](#)

#### **Key Feedback & Assessment Strategies:**

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
  - ◆ *Assess unit spelling (Word study)*
  - ◆ *Assess unit vocabulary terms*
  - ◆ [Reading Strategy Assessment Checklist](#)
  - ◆ [Writing Strategy Assessment Checklist](#)
  - ◆ *Assess unit grammar and usage content*
- *Fluency assessment results*
- *Extensions may include:*
  - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
  - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

## ELA Unit 5: Solutions

### DESIRED RESULTS

#### Essential Questions

*Students will keep considering...*

How does the world challenge us?

#### Unit Priority Standards and Learning Targets

*Students will know and be able to...*

##### Reading Foundational Skills

###### PRIORITY Standards

**RF3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).
- d. Read grade-appropriate irregularly spelled words.
- e. Apply common encoding rules:
- g. Know when to double the final consonant when adding a suffix.

**RF4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### Learning Targets

###### RF3

- a. I can identify and know the meaning of the most common prefixes and suffixes.
- c. I can use many strategies to figure out unfamiliar multisyllabic words.
- d. I can read high frequency words.
- e. I can use a variety of strategies to spell words.
- g. Know when to double the final consonant when adding a suffix.

###### RF4:

- a. I can understand the books I read.
- b. I can read out loud and say the words correctly.
- b. I can read with the same speed I talk.
- b. I can read with expression.
- c. I can figure out when I have read something incorrectly and can go back and fix it.

###### Word Study - Spelling List:

Vowel Patterns *au, aw, al, augh, ough*

Vowel Patterns *ei, eigh*

Words with suffixes *-en*

Schwa

Final Stable/syllables *-le, -ture, -ive, -ize*

###### High-Frequency Word Spelling List:

	special, heavy, built, square, syllables, direction, ready, anything, love, developed
<p><b>READING</b> <b>PRIORITY Standards</b></p> <p><b>R1:</b> Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI &amp; RL)</p> <p><b>R9:</b> Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&amp;RL)</p> <p><b>SUPPORTING Standards</b></p> <p><b>R3:</b> Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)</p> <p><b>R4:</b> Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&amp;RL)</p> <p><b>R5:</b> Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) Identify and use text features to build comprehension. (RI)</p> <p><b>R7:</b> Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&amp;RL)</p> <p><b>R8:</b> Explain how claims in a text are supported by relevant reasons and evidence. (RI)</p>	<p><b>Learning Targets</b></p> <p><b>R1:</b></p> <ul style="list-style-type: none"> <li>● I can ask and answer questions about the text that show that I understand the text.</li> <li>● I can make an inference from the text using details and examples.</li> </ul> <p><b>R9:</b> I can make text to text, text to self, and text to world connections.</p> <p><b>Vocabulary:</b> extreme, spectacular, attracts, region, transport, surface, landforms, process, damaging, produces, prepared, emergency, memorize, responsible, instruction, survived, astonished, dangerous, piteously, relief, elegant, remarkable, flattery, spectacle, imitation</p>
<p><b>WRITING Skills</b> <b>PRIORITY Standards</b></p> <p><b>W2:</b> Write text in a variety of modes: .</p> <p>a. Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion.</p> <p>c. Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.</p> <p><b>W5:</b> With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed</p>	<p><b>Learning Targets</b></p> <p><b>W2:</b></p> <p>a. I can write an opinion piece that supports my point of view (<i>state the opinion and list reasons that connect to the opinion</i>)</p> <p>c. I can write a real or imagined narrative or short story to develop an experience or event (<i>descriptive details, clear event sequences, establish situation and introduce narrator/characters</i>)</p> <p>c. I can use dialogue and descriptions of actions, thoughts and feelings in a narrative or short story to develop an experience or event.</p> <p><b>W5:</b> I can respond to questions and suggestions from peers and add details to strengthen my writing as needed by planning, revising, and editing</p>

by planning, revising, and editing.

**SUPPORTING Standards**

**W1:** Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

**W3:** Create writing that utilizes:

- a. Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
- c. Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.

**W6:** With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.

**W7:** Conduct short inquiry projects that build knowledge about a topic.

**W8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**W9:** Recall facts from literary or informational texts to support reflection, and inquiry.

**SPEAKING & LISTENING Skills**

**PRIORITY Standards**

**SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.

- a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.
- b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

**SL4:** Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.

**SUPPORTING Standards**

**Learning Targets**

**SL1:**

- a. I can come to discussions prepared by having my text read and having some ideas that I would like to talk about.
- b. I can be a respectful participant in small and large group conversations.
- c. I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together.
- d. I can grow my own idea based on the conversation of the group.

**SL4:** I can speak clearly at an understandable pace to report on *a topic or text*, *tell a story*, *read a poem*, or *describe* an experience with facts and relevant, descriptive details.

<p><b>SL2:</b> Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.</p> <p><b>SL5:</b> Include digital media and visual displays in presentations to enhance certain facts and details.</p>	
<p><b>LANGUAGE Skills</b>  <b>PRIORITY Standards</b></p> <p><b>L4:</b> Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.  a. Identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.).</p> <p><b>L6:</b> Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:  a. Titles  d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  e. Use conventional spelling for high frequency words..  f. Use conventional spelling for adding suffixes to basic words.  g. Use learned syllable patterns and reference materials to solve and write unknown words.</p> <p><b>SUPPORTING Standards</b></p> <p><b>L2:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.  a. Use sentence-level context as a clue to the meaning of a word or phrase.  c. Use resources to determine word meanings.</p> <p><b>L3:</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  a. Determine the meaning of words and phrases as they are used in a text, distinguishing between literal and non-literal language.  c. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).</p> <p><b>L5:</b> Demonstrate contextually appropriate use of the conventions of</p>	<p><b>Learning Targets</b></p> <p><b>L4:</b></p> <ul style="list-style-type: none"> <li>● I can collaboratively and independently learn new words (including cultural, general academic, and discipline-specific).</li> <li>● I can use new words (vocabulary) that are appropriate to what we are learning about.</li> <li>● I can identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.).</li> </ul> <p><b>L6:</b></p> <p>a. I can appropriately use and explain the intended purpose in conventions with titles.  d. I can use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  e. I can use conventional spelling for high frequency words.  f. I can use conventional spelling for adding suffixes to basic words.  g. I can use learned syllable patterns and reference materials to solve and write unknown words.</p> <p><b>Specific Grammar &amp; Usage Content:</b></p> <ul style="list-style-type: none"> <li>● <i>Comparing with Adjectives</i></li> <li>● <i>Comparing with Adverbs</i></li> <li>● <i>Complex Sentences</i></li> <li>● <i>Pronoun-Antecedent Agreement</i></li> <li>● <i>Comma Uses</i></li> </ul>



standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- Irregular and regular nouns and verbs.
- Simple verb tenses.
- Subject-verb agreement.
- Simple and compound sentences.

### Assessment Evidence

*Performance is evaluated in terms of...*

*Students will show their learning by...*

#### **Performance Task Description:**

*Students will write a travel brochure that persuades readers to visit, or not visit, a place likely to be affected by a natural disaster. Students will research to gather evidence that supports their claim and persuades their audience.*

[4 Point Research Project Rubric](#)

#### **Key Feedback & Assessment Strategies:**

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
  - ◆ *Assess unit spelling (Word study)*
  - ◆ *Assess unit vocabulary terms*
  - ◆ [Reading Strategy Assessment Checklist](#)
  - ◆ [Writing Strategy Assessment Checklist](#)
  - ◆ *Assess unit grammar and usage content*
- *Fluency assessment results*
- *Extensions may include:*
  - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
  - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*