



Summit Public Schools

Grade 3

English Language Arts Curriculum

Course Descriptions:

Module 1: Becoming a Close Reader and Writing to Learn

Overcoming Learning Challenges Near and Far

Students launch the year by building their close reading skills; they hear stories read aloud, read works in their entirety, and read more challenging excerpts closely. Through stories they consider the challenges students face with access to books and education around the world, and how geography and where one lives in the world affect how one accesses books. In Unit 3, students focus more on what it means to be a proficient and independent reader. They continue to read literature about characters who are motivated to learn to read and overcome struggles to do so. Students assess their challenges as readers and identify strategies to overcome those challenges. They write a reading contract in the form of a three-paragraph informative essay, in which they describe two of their learning challenges and some strategies to overcome those challenges, and then create a bookmark outlining the strategies for quick reference when reading.

Module 2: Researching to Build Knowledge and Teach Others

Adaptations and the Wide World of Frogs

In this module, students use literacy skills to become experts—people who use reading, writing, listening, and speaking to build and share deep knowledge about a topic. Students begin the module by reading and writing *pourquoi* narratives to attempt to answer some of their “why” questions about frogs. In Unit 2, students research to find out the real answers to their frog questions and write paragraphs to communicate

their research. In Unit 3, students research “freaky” frogs—frogs that have unusual adaptations that help them to survive in extreme environments throughout the world, in expert groups. They demonstrate their expertise through a Freaky Frog book and trading card to educate students in Grades 2 and 3.

Module 3: Considering Perspectives and Supporting Opinions

Exploring Literary Classics

What can we learn from reading literary classics? In this module, students consider the answer to this question through a case study of Peter Pan by J.M. Barrie. At the beginning of the module, students read an informational text about the author and historical context. As students read chapters of Peter Pan, they consider how each new chapter builds on the events in previous chapters and make connections between what they have read in Peter Pan and the issues presented in the informational text. They analyze character traits and actions, and compare their point of view to the point of view of the characters. Once students have finished reading Peter Pan, they write a book review explaining whether or not they would recommend the story to a friend and participate in a discussion about their opinions of the book. Students finish the module by revising a scene from Peter Pan and creating a presentation explaining why and how they have revised that scene

Module 4: Gathering Evidence and Speaking to Others

Water Around the World

This module focuses on the importance of clean freshwater around the world. Students read the text One Well: The Story of Water on Earth and additional informational texts to build background knowledge about freshwater around the world and three water issues: access to water, demands on water, and water pollution. They gather evidence as they research in order to write an opinion essay about the importance of water conservation. At the end of the module, students plan and create a video public service announcement to educate people about their chosen water issue and to encourage people to take action with specific recommendations to solve the problem. For the performance task, students present a live “launch” of the PSA (public service announcement), which includes a personal reflection on why this issue is important and a brief description of the process of creating a public service announcement.

Unit 1: Module 1: Becoming a Close Reader and Writing to Learn	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> Course Objectives for Module 1: Becoming a Close Reader and Writing to Learn 1. Develop close reading skills through active listening, reading aloud, and analyzing more challenging texts. 2. Explore global challenges related to access to books and education, considering the impact of geography and living conditions. 3. Build proficiency and independence as a reader by engaging with literature about characters overcoming learning obstacles. 4. Identify personal reading challenges and develop strategies to overcome them. 5. Compose a three-paragraph informative essay to reflect on personal reading challenges and strategies for improvement. 6. Create a bookmark as a tool for quick reference of reading strategies. Content Statement In this module, students enhance their close reading abilities by engaging with a variety of texts, from complete works to challenging excerpts. Through these readings, they examine the global barriers to accessing education and books, understanding how geography can influence educational opportunities. By focusing on literature about characters striving to learn and overcome obstacles, students reflect on their own reading challenges and develop strategies to address them. The module culminates with students writing an informative essay to articulate their personal reading challenges and strategies, followed by the creation of a bookmark to serve as a practical tool for ongoing reference.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
Why are education, books, and reading important?	● Education, books, and reading are important because they help us learn about and make sense of the world, and escape into the lives of other people and other worlds.
How can I overcome learning challenges?	● I can overcome learning challenges by being an effective learner: taking initiative and responsibility, persevering, and collaborating.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons

Students will:

Foundational Skills

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllable words.
- Read grade-appropriate irregularly spelled words.
- Analyze the parts of high-frequency words that are regular and the parts that are irregular.

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

Read grade-level text orally with accuracy, appropriate rate, and expression.

Reading Standards for Literature

RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

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Reading Standards for Informational Text

Unit 1

Lesson 1: Introduction to the Topic: Inferring the Topic

- *I can discuss and record what I notice and wonder about resources.*
- *I can infer the topic of this module from the resources.*

Lesson 2: Launching Independent Reading: Book Selection

- *I can select a research reading book that I want to read.*
- *I can talk with a small group, using complete sentences to tell why I chose my book.*

Lesson 3: Reading for Gist and Determining the Message, Lesson, or Moral: Waiting for the Biblioburro

- *I can determine the gist of Waiting for the Biblioburro.*
- *I can identify the central message, lesson, or moral of Waiting for the Biblioburro.*

Lesson 4: Reading for Gist and Determining a Lesson: Rain School

- *I can determine the gist of Rain School.*
- *I can identify the central message, lesson, or moral of Rain School.*

Lesson 5: Close Reading: Rain School

- *I can refer explicitly to the text explicitly to answer questions about Rain School.*
- *I can explain how the central message, lesson, or moral is conveyed through details in Rain School.*

Lesson 6: Writing Short Constructed Responses

- *I can write short constructed responses to answer questions about my research*

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Writing Standards

- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly.
 - B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
 - C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
 - D. Provide a conclusion related to the information or explanation presented.
- W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources

reading text.

Lesson 7: Mid-Unit Assessment: Research Reading Discussion

- *I can follow discussion norms to talk with a small group about what I like about my book and what I find challenging.*
- *I can listen carefully to a small group discussion to provide kind, specific, and helpful feedback.*

Lesson 8: Reading for Gist and Determining the Lesson: Nasreen's Secret School

- *I can determine the gist of Nasreen's Secret School.*
- *I can identify the central message, lesson, or moral of Nasreen's Secret School.*

Lesson 9: Close Reading: Nasreen's Secret School

- *I can refer explicitly to the text to answer questions about Nasreen's Secret School.*
- *I can explain how the central message, lesson, or moral is conveyed through details in Nasreen's Secret School.*

Lesson 10: Writing Short Constructed Responses

- *I can write a short constructed response to describe the central message or lesson in Nasreen's Secret School and how it is conveyed through details in the text.*

Lesson 11: End of Unit 1 Assessment: Answering Questions about a Literary Text

(print and non-print) to obtain information on that topic.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening Standards

- SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, 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.
- SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

- *I can read closely to answer questions about a text.*

Unit 2

Lesson 1 Reading Informational Texts: Understanding the Difference between Informational and Literary Texts

- *I can find the gist of an informational text.*
- *I can find the meaning of unfamiliar vocabulary.*

Lesson 2 Close Read: My Librarian Is a Camel, Pages 18–19

- *I can refer explicitly to the text when answering questions about the text.*
- *I can find the meaning of unfamiliar vocabulary.*
- *I can determine the main idea of a text and explain how key details support the main idea.*

Lesson 3 Writing Informational Texts: Pre-Assessment

- *I can follow our class norms when I participate in a conversation.*
- *I can write an informational paragraph that describes the learning challenges children face in Kenya and explains how children overcome them.*

Lesson 4 Reading Informational Texts: Launching Expert Group

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

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

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- *I can find the gist of an informational text.*
- *I can find the meaning of unfamiliar vocabulary.*

Lesson 5 Close Read: Expert Group Selections from My Librarian Is a Camel

- *I can refer explicitly to the text when answering questions about the text.*
- *I can find the meaning of unfamiliar vocabulary.*
- *I can determine the main idea of a text and explain how key details support the main idea.*

Lesson 6 Mid-Unit 2 Assessment: Answering Questions and Identifying the Main Idea of an Informational Text

- *I can refer explicitly to the text to answer questions about the text.*
- *I can find the meaning of unfamiliar vocabulary.*
- *I can determine the main idea of a text and explain how key details support the main idea.*

Lesson 7 Writing Informative Texts: Planning a Paragraph about My Expert Group's Country

- *I can identify the characteristics of the introductory sentence(s) in an informative paragraph.*
- *I can write a clear focus statement that explains the main idea of my paragraph.*
- *I can use my research notes to plan an informative paragraph.*

Lesson 8 Writing Informative Texts: Drafting a Paragraph about My Expert Group's Country

- *I can identify the characteristics of the body and conclusion sentences in an informative paragraph.*
- *I can draft an informative paragraph that has a clearly stated focus and uses facts, definitions, and details from the text to explain my ideas.*

Lesson 9 Peer Critique: Revising for Organization

- *I can give kind, helpful, and specific feedback to my partner.*
- *I can critique the organization in my partner's informative paragraph.*

Lesson 10 Peer Critique: Revising for Purpose

- *I can give kind, helpful, and specific feedback to my partner.*
- *I can critique the purpose of writing in my partner's informative paragraph.*
- *I can edit my writing for correct spelling, capitalization, and punctuation.*

Lesson 11 End of Unit 2 Assessment: Informative Paragraph: The Challenge of Accessing Books

- *I can refer explicitly to the text to answer questions about the text.*
- *I can write an informative paragraph that has a clear and maintained focus, that groups related information together, and that is organized so it introduces the topic, develops the topic, and provides a concluding statement.*

Lesson 12 Group Discussion: Accessing Books around the World

- *I can identify evidence from *My Librarian Is a Camel* to respond to questions in a discussion.*
- *I can effectively participate in a Jigsaw about accessing books around the world.*

Unit 3

Lesson 1 Reading for Gist: More Than Anything Else

- *I can determine the gist of *More Than Anything Else*.*
- *I can identify the central message, lesson, or moral of *More Than Anything Else*.*

Lesson 2 Close Read: Pages 20–21 from *More Than Anything Else*

- *I can find the meaning of unfamiliar words and phrases, including figurative language in an excerpt of *More Than Anything Else*.*
- *I can explain how the central message, lesson, or moral is conveyed through details in an excerpt of *More Than Anything Else*.*

Lesson 3 Mid-Unit 3 Assessment: Informative Paragraph: The Lesson of More Than Anything Else

- *I can write an informative paragraph that describes the lesson and how it is conveyed in More Than Anything Else.*

Lesson 4 Reading Proficiently and Independently: The Power of Setting Goals

- *I can identify strategies to overcome reading challenges to become an independent and proficient reader.*
- *I can analyze someone reading aloud effectively to generate criteria for reading fluency.*

Lesson 5 Writing a Reading Contract: Analyzing a Model

- *I can use The Painted Essay® structure to analyze a model.*
- *I can fluently read an excerpt of text aloud for an audiobook.*

Lesson 6 Writing a Reading Contract: Drafting the Introduction

- *I can write an introductory paragraph for my reading contract.*
- *I can fluently read an excerpt of text aloud for an audiobook.*

Lesson 7 Writing a Reading Contract: Drafting Proof Paragraph 1

- *I can write proof paragraph 1 of my reading contract.*
- *I can fluently read an excerpt of text aloud for an audiobook.*

Lesson 8 Writing a Reading Contract: Drafting Proof Paragraph 2

- *I can write proof paragraph 2 of my reading contract.*
- *I can fluently read an excerpt of text aloud for an audiobook.*

Lesson 9 Writing a Reading Contract: Drafting the Conclusion

- *I can write a concluding paragraph for my reading contract.*
- *I can fluently read an excerpt of text aloud for an audiobook.*

	Lesson 10 End of Unit 3 Assessment, Part I: Audiobook <i>I can fluently read an excerpt of text aloud for an audiobook.</i> Lesson 11 Performance Task: Planning a Reading Strategies Bookmark <i>I can turn information from my reading contract into short, concise bullet points.</i> <i>I can plan the layout of my reading strategies bookmark.</i> Lesson 12 End of Unit 3 Assessment, Part II: Revising a Reading Contract <i>I can critique my partner's reading contract and provide kind, helpful, and specific feedback.</i> <i>I can revise my reading contract based on teacher and peer feedback.</i> Lesson 13 Performance Task: Reading Strategies Bookmark <i>I can create a bookmark to remind me of strategies to overcome my reading challenges.</i> Lesson 14 Module Celebration: Sharing Work Products <i>I can describe the criteria and process I followed to create my work products.</i> <i>I can use my reading contract and reading strategies bookmark to describe the reading challenges I face and the strategies I will use to overcome those challenges.</i>
Differentiation	Assessments
Technology Integration - Listen to audio books, videos or podcasts - Listen to books on websites: Common Lit, Newsela, Readworks, storyonline.net, storyit.com, Epic, Brain Pop - Use document camera or overhead projector - Google Docs, Google Classroom, Canva, Gynzy Media Literacy Integration - Use multiple forms of print media (including books,	Formative Assessments: <i>Circulate and listen for what students already know</i> <i>Collect work time activities</i> <i>Listen to student talk and conversation</i> Summative Assessments, Projects, and Celebrations: Mid Unit 1 Title: Collaborative Discussions about Independent Reading Books

illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills.

Global Perspectives

[Global Learning Resource Library](#)

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

- **Format: Text-based discussion**

Mid Unit 2

- **Title: Answering Questions and Identifying the Main Idea of an Informational Text**
- **Format: Selected response and short constructed response**

Mid Unit 3

- **Title: Informative Paragraph: The Lesson of More Than Anything Else**
- **Format: Short constructed response**

End of Unit 1

- **Title: Answering Questions about a Literary Text**
- **Format: Selected response and short constructed response**

End of Unit 2

- **Title: Informative Paragraph: The Challenge of Accessing Book**
- **Format: On-demand informative paragraph**

End of Unit 3

- **Title: Recording an Audiobook and Revising Reading Contract**
- **Format: Reading aloud and revising an essay**

Performance Task

- **Product: Reading Strategies Bookmark**
- **Format: Bookmark**

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- Waiting for the Biblioburro Brown, Monica
- Rain School Rumford, James
- Nasreen’s Secret School Winter, Jeanette
- My Librarian Is a Camel Ruurs, Margriet
- More Than Anything Else Bradby, Marie
- Thank You, Mr. Falker Polacco, Patricia

Big Ideas: *Course Objectives/Content Statement(s)*

Course Objectives for Module: Becoming Experts in Literacy through Frog Research

1. Develop literacy skills in reading, writing, listening, and speaking to build and share deep knowledge.
2. Write pourquoi narratives to explore “why” questions related to frogs.
3. Conduct research to find factual answers to frog-related questions.
4. Write informative paragraphs to communicate research findings clearly.
5. Investigate unusual adaptations of “freaky” frogs that allow them to survive in extreme environments.
6. Collaborate in expert groups to create a "Freaky Frog" book and trading cards for an audience of younger students.

Content Statement

In this module, students sharpen their literacy skills by becoming experts on frogs, using reading, writing, listening, and speaking to gain and share in-depth knowledge. They start by writing pourquoi narratives that creatively explore “why” questions about frogs. As they progress, students conduct research to find factual answers to these questions and communicate their findings through informative writing. The module culminates in an in-depth investigation of “freaky” frogs—species with extraordinary adaptations for survival in extreme environments. Students work in expert groups to create a "Freaky Frog" book and trading cards aimed at educating younger students in Grades 2 and 3.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
How do experts build knowledge and share expertise about a topic? How do frogs survive?	• Experts build knowledge by studying a topic in depth. • Experts share information through writing and speaking. • Frogs have unique adaptations that help them to survive in various environments.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: Reading Standards: Foundational Skills Foundational Skills	Lesson 1 Discovering Our Topic: Frogs • <i>I can infer about frogs and support my inferences with details and examples from</i>

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.
- e. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.3.4. 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.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards for Literature

RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.PP.3.5. Distinguish their own point of view from that of the narrator

the mystery quotes.

- *I can find the gist of a pourquoi tale.*
- *I can select a research reading book that I want to read.*

Lesson 2

Building Expertise: Characteristics of Narrative Texts

- *I can fluently read a poem aloud.*
- *I can refer explicitly to the text when answering questions about the text.*
- *I can describe the structure of a narrative text.*

Lesson 3

Writing Narrative Texts: Planning a Pourquoi Tale

- *I can fluently read a poem aloud.*
- *I can refer explicitly to the text when answering questions about the text.*
- *I can plan the characters, setting, and a clear sequence of events for a pourquoi tale.*

Lesson 4

Writing Narrative Texts: Drafting the Beginning of a Pourquoi Tale

- *I can fluently read a poem aloud.*
- *I can refer explicitly to the text when answering questions about the text.*
- *I can write the beginning of a pourquoi tale that establishes the situation and introduces the characters.*

Lesson 5

Writing Narrative Texts: Drafting the Middle of a Pourquoi Tale

- *I can write the middle of a pourquoi tale that develops a sequence of events that unfolds naturally and shows the response of characters to the situation.*

Lesson 6

Writing Narrative Texts: Drafting the End of a Pourquoi Tale

or those of the characters.

RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

Reading Standards for Informational Text

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

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

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '

RI.PP.3.5. Distinguish their own point of view from that of the author of a text.

RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

- *I can fluently read a poem aloud.*
- *I can refer explicitly to the text when answering questions about the text.*
- *I can write the end of a pourquoi tale that provides a solution to the problem and explains the message or purpose of the narrative.*

Lesson 7

Mid-Unit 1 Assessment: Reading and Understanding Poetry and Pourquoi Tales

- *I can refer explicitly to the text when answering questions about the text.*
- *I can find the meaning of unfamiliar vocabulary.*

Lesson 8

Writing a Pourquoi Tale: Establishing the Situation and Character

- *I can write the beginning of a pourquoi tale that establishes the situation and character and uses precise and interesting words and phrases.*
- *I can read my pourquoi tale aloud accurately and with expression.*

Lesson 9

Writing a Pourquoi Tale: Describing the Central Problem and the Character Response

- *I can write the middle of a pourquoi tale that describes the central problem and how the character responds to the problem.*
- *I can use dialogue and descriptions in my pourquoi tale to show rather than tell the response of characters to situations.*

Lesson 10

Writing a Pourquoi Tale: A Resolution to the Problem

- *I can write the end of a pourquoi tale that provides a resolution to the problem and wraps up my story.*
- *I can use temporal words and phrases to show the order of events.*

Lesson 11

Writing Standards

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly.
- b. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
- c. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- d. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
- e. Provide a conclusion related to the information or explanation presented.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

- a. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events.
- e. Provide a conclusion or sense of closure that follows the narrated experiences or events.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- a. Identify audience, purpose, and intended length of composition before writing.
- b. Consider writing as a process, including self-evaluation, revision and editing.
- c. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

Writing a Pourquoi Tale: Final Revisions

- *I can revise my pourquoi tale to correctly use comparative and superlative adjectives and to include words and phrases to take it more precise and interesting.*
- *I can read my pourquoi tale aloud accurately and with expression.*

Lesson 12

End of Unit 1 Assessment: Part I: Frog Festival Part I

- *I can revise my pourquoi tale to correctly use comparative and superlative adverbs.*
- *I can read my pourquoi tale aloud accurately and with expression.*

Lesson 13

End of Unit 1 Assessment: Part II: Writing a Pourquoi Tale

- *I can form and use comparative and superlative adjectives and adverbs.*
- *I can write a new pourquoi tale.*

Lesson 14

Reading For Gist: Bullfrog at Magnolia Circle

- *I can read my pourquoi tale aloud accurately and with expression.*
- *I can find the gist of Bullfrog at Magnolia Circle.*

Unit 2

Lesson 1

Reading Informational Texts: Asking and Answering Questions about Frogs

- *I can use text features to find information about tadpoles efficiently in Everything You Need to Know about Frogs and Other Slippery Creatures.*
- *I can find the gist of an excerpt from Everything You Need to Know about Frogs and Other Slippery Creatures.*

Lesson 2

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Language Standards

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

- a. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.

D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.

G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known

Close Read: “Amphibians”

- *I can refer explicitly to the text when answering questions about the text.*
- *I can find the meaning of unfamiliar vocabulary.*

Lesson 3

Writing Informational Texts: Why do Polliwogs Wiggle?

- *I can plan and draft an informational paragraph that has a clearly stated focus and uses facts, definitions, and details from the text to explain my ideas.*
- *I can form and use regular verbs in the present tense.*

Lesson 4

Reading Informational Texts: Asking and Answering Questions about Frogs

- *I can use text features to find information about the glass frog efficiently in Everything You Need to Know about Frogs and Other Slippery Creatures.*
- *I can find the gist of an excerpt from Everything You Need to Know about Frogs and Other Slippery Creatures.*

Lesson 5

Close Read: “The Glass Frog”

- *I can refer explicitly to the text when answering questions about the text.*
- *I can find the meaning of unfamiliar vocabulary.*

Lesson 6

Writing Informational Texts: Why is the Glass Frog So Hard to See?

- *I can plan and draft an informational paragraph that has a clearly stated focus; uses facts, definitions, and details from the text to explain my ideas; and has a conclusion statement that reminds the reader of the focus of the piece.*
- *I can form and use irregular verbs in the present tense.*

affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

Lesson 7

Mid-Unit 2 Assessment: Reading and Researching about Reptiles and Amphibians

- *I can refer explicitly to the text when answering questions about the text.*
- *I can find the meaning of unfamiliar vocabulary.*
- *I can gather information from a text and take notes into provided categories.*

Lesson 8

Reading Informational Texts: Researching Frog Adaptations, Part I

- *I can describe the connections between sentences, paragraphs, and pages on pages 6-7 and 32-33 of Everything You Need to Know about Frogs and Other Slippery Creatures.*
- *I can use texts and images to research the answer to the question: How does where a frog lives affect how it looks and/or acts?*

Lesson 9

Reading Informational Texts: Researching Frog Adaptations, Part II

- *I can describe the connections between sentences, paragraphs, and pages on pages 20-21 or 36-37 of Everything You Need to Know about Frogs and Other Slippery Creatures.*
- *I can use texts and images to research to answer the question: How does where a frog lives affect how it looks and/or acts?*

Lesson 10

Writing an Informative Paragraph: First Draft

- *I can write an effective focus statement for an informative paragraph about how where frogs live affects how they look and/or act.*
- *I can draft an informative paragraph about how where frogs live affects how they look and/or act.*

Lesson 11

- CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9:** Model integrity, ethical leadership and effective management.
- CRP10:** Plan education and career paths aligned to personal goals.
- CRP11:** Use technology to enhance productivity.
- CRP12:** Work productively in teams while using cultural global competence.

Writing an Informative Paragraph: Final Draft

- *I can revise my draft informative paragraph based on peer feedback.*
- *I can include linking words and phrases to connect ideas in my paragraph.*

Lesson 12

End of Unit 2 Assessment: Informative Paragraph: Describing Poison Dart Frogs

- *I can describe the connections between sentences and paragraphs in excerpts of Everything You Need to Know about Frogs and Other Slippery Creatures.*
- *I can gather and categorize information to answer a research question.*
- *I can write an informative paragraph about poison dart frogs in response to a prompt.*

Unit 3

Lesson 1

Reading Informational Texts: Researching Freaky Frogs

- *I can use text features to find information efficiently about my freaky frog.*
- *I can gather information and take notes about general facts about my freaky frog.*

Lesson 2

Reading Informational Texts: Researching Freaky Frogs

- *I can form and use regular verbs in the future tense.*
- *I can use text features to find information efficiently about my freaky frog.*
- *I can gather information and take notes about what makes my freaky frog unique.*

Lesson 3

Writing Informational Texts: Planning an Introduction about My Freaky Frog

- *I can write a clear focus statement that explains the main idea of my essay.*

- *I can plan an introduction using my research notes that gives the reader important information needed to understand the piece.*

Lesson 4

Writing Informational Texts: Drafting an Introduction about My Freaky Frog

- *I can form and use regular and irregular verbs in the simple tenses.*
- *I can write an introduction paragraph for my informational essay that describes my freaky frog, its habitat, its predators, and its prey.*

Lesson 5

Writing Informational Texts: Planning a Proof Paragraph about My Freaky Frog

- *I can identify the characteristics of the proof paragraphs in an informational essay.*
- *I can plan the proof paragraphs for my essay, using my research notes, that will explain my ideas and elaborate on facts about the topic.*

Lesson 6

Mid-Unit 3 Assessment: Informative Paragraph: Describing Freaky Frog Adaptations

- *I can form and use regular and irregular verbs in the simple tenses.*
- *I can draft an informative paragraph describing my frog's unique adaptations.*
- *I can plan a conclusion using my research notes that reminds the reader of the focus of my essay.*

Lesson 7

Writing Informational Texts: Writing a Conclusion about My Freaky Frog

- *I can write a conclusion to effectively close my informative essay about a freaky frog.*
- *I can create a contents page for my Freaky Frog book.*

Lesson 8

Writing Informational Texts: Revising for Conventions and Word Choice

- *I can use linking words and phrases to connect ideas in my writing.*
- *I can strategically include precise vocabulary in my informative essay about my freaky frog.*

Lesson 9

Performance Task: Front and Back Cover of Freaky Frog Book

- *I can design eye-catching front and back covers for my Freaky Frog book that will make students in grades 2 and 3 want to pick it up and read it.*
- *I can choose words for the front and back covers of my Freaky Frog book that will make students in grades 2 and 3 want to pick it up and read it.*

Lesson 10

End of Unit 3 Assessment: Informative Essay: Revising and Editing a Description of My Freaky Frog

- *I can revise my informative essay about my freaky frog to include simple, compound, and complex sentences.*
- *I can revise my informative essay about my freaky frog using teacher feedback.*

Lesson 11

Performance Task: Freaky Frog Trading Card

- *I can draw a scientific diagram of my freaky frog.*
- *I can identify the most important facts about my freaky frog from my research to include in bullet points on a trading card.*
- *With peers, I can generate a scoring system for freaky frogs to be used on trading cards.*

	Lesson 12 Performance Task: Compiling Freaky Frog Books <i>I can organize my writing from the module and my trading card into an eye-catching information book.</i>															
Differentiation	Assessments															
Technology Integration - Listen to audio books, videos or podcasts - Listen to books on websites: Common Lit, Newsela, Readworks storylineonline.net, storyit.com, Epic, Brain Pop - Use document camera or overhead projector - Google Docs, Google Classroom, Canva, Gynzy Media Literacy Integration - Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills. Global Perspectives Global Learning Resource Library	Formative Assessments: <i>Circulate and listen for what students already know</i> <i>Collect work time activities</i> <i>Listen to student talk and conversation</i> Summative Assessments, Projects, and Celebrations: Mid Unit 1 Title: Reading and Understanding Poetry and Pourquoi Tales Format: Selected response and short constructed response Mid Unit 2 Title: Reading and Researching about Reptiles and Amphibians Format: Selected response, short constructed response and research graphic organizer Mid Unit 3 Title: Informative Paragraph: Describing Freaky Frog Adaptations Format: Selected response and on-demand informative paragraph End of Unit 1 Title: Reading and Writing a Pourquoi Tale Format: Selected response and on-demand narrative End of Unit 2															
<table><tr><th colspan="3">Supports for English Language Learners</th></tr><tr><th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr><tr><td>Real-life objects</td><td>Charts</td><td>In pairs or partners</td></tr><tr><td>Manipulatives</td><td>Graphic Organizers</td><td>In triands or small groups</td></tr><tr><td>Pictures</td><td>Tables</td><td>In a whole group</td></tr></table>		Supports for English Language Learners			Sensory Supports	Graphic Supports	Interactive Supports	Real-life objects	Charts	In pairs or partners	Manipulatives	Graphic Organizers	In triands or small groups	Pictures	Tables	In a whole group
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Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

- **Title: Informative Paragraph: Describing Poison Dart Frogs**
 - **Format: On-demand informative paragraph**
- End of Unit 3**
- **Title: Informative Essay: Revising and Editing a Description of My Freaky Frog**
 - **Format: Revising an informative essay**
- Performance Task**
- **Product: Freaky Frog Book and Trading Card**
 - **Format: Compiled book including pourquoi narrative (from Unit 1), and informative writing (from Units 2 and 3); trading card**

Recommended Texts to Support Unit:

- **Bullfrog at Magnolia Circle.** Dennard, Deborah. (RL) (1 per student)
- **Lizards, Frogs, and Polliwogs: Poems and Paintings.** Florian, Douglas. (Poetry, NP) (1 per class)
- **Everything You Need to Know about Frogs and Other Slippery Creatures.** Dorling Kindersley Publishing Staff. (RI, IG1040L) (1 per student)
- **“Why the Poison Dart Frog Is So Colorful.”** Written by EL Education. (RL, 680L) (included in module materials, 1 per class)
- **“Why the Frog Has a Long Tongue.”** Written by EL Education. (RL, 670L) (included in module materials)
- **“The Amazon Horned Frog.”** Written by EL Education. (RI, 630L) (included in module materials)
- **“Poison Dart Frog.”** Written by EL Education. (RI, 620L) (included in module materials)
- **“All About the Water-Holding Frog.”** Written by EL Education. (RI, 620L) (included in module materials)
- **“Transparent Wonder.”** Written by EL Education. (RI, 510L) (included in module materials)

Module 3: Considering Perspectives and Supporting Opinions - Exploring Literary Classics

Big Ideas: *Course Objectives/Content Statement(s)*

Course Objectives for Module: Learning from Literary Classics through Peter Pan

1. Explore the value and lessons that can be gained from reading literary classics.
2. Analyze the historical context and background of Peter Pan by reading informational texts about the author and time period.
3. Identify and track how chapters in Peter Pan build on one another, noting the progression of events.
4. Make connections between the themes in Peter Pan and historical or societal issues presented in related informational texts.
5. Analyze character traits, actions, and points of view, comparing them to personal perspectives.
6. Write a book review evaluating Peter Pan, explaining whether to recommend the book to others.
7. Revise a scene from Peter Pan, justifying the revisions in a presentation.

Content Statement

In this module, students explore the relevance and lessons literary classics can offer by examining *Peter Pan* by J.M. Barrie. The module begins with a study of the historical context and the author's background to frame the reading of the novel. As students progress through *Peter Pan*, they reflect on how each chapter builds upon the previous one, linking the story's events to broader societal issues introduced through informational texts. They engage in character analysis, comparing their viewpoints with those of the characters. After completing the novel, students evaluate the story in a book review and participate in a class discussion. The module concludes with students revising a scene from *Peter Pan* and presenting their revisions, explaining their creative decisions.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
How do writers capture a reader's imagination? What can we learn from reading literary classics?	• Authors show, not tell, how a character feels through dialogue and description. • Authors choose words and phrases for effect to help readers imagine they are in the story. • Literary classics are told in different ways over time. • Literary classics can show how things have changed since the time they were written. • Readers have differing opinions about the texts they read and support their opinions with evidence from the text.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: Reading Standards: Foundational Skills L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. f. Identify and know the meaning of the most common prefixes and derivational suffixes. g. Decode words with common Latin suffixes. h. Decode multisyllable words. i. Read grade-appropriate irregularly spelled words. j. Analyze the parts of high-frequency words that are regular and the	Lesson 1 Discovering Our Topic: Peter Pan • <i>I can explain how an illustration contributes to the text.</i> • <i>I can recount Chapter 1 of Peter Pan.</i> Lesson 2 Reading for Gist: “Peter Pan: The Author and Historical Context” • <i>I can determine the gist and the meaning of unfamiliar Vocabulary in "Peter Pan: The Author and Historical Context."</i> • <i>I can make connections between Chapter 1 of Peter Pan and the historical context.</i>

parts that are irregular.

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

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

Language Standards

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

- a. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- b. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- c. Identify language of word origin, as noted in dictionaries.
- d. Spell singular and plural possessives (teacher's; teachers')
- e. Change y to i (cried) in words with suffixes, when required
- f. Spell regular two- and three-syllable words that:
- g. Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.
- h. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- i. Spell common words in English, including regular and irregular forms.

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

Lesson 3

Close Reading: Chapter 2 of Peter Pan

- *I can recount Chapter 2 of Peter Pan.*
- *I can explain how Chapter 2 of Peter Pan builds on Chapter 1.*

Lesson 4

Close Reading: Chapter 3 of Peter Pan

- *I can explain how Chapter 3 of Peter Pan builds on Chapters 1 and 2.*
- *I can explain how an illustration contributes to the text.*

Lesson 5

Mid-Unit 1 Assessment: Answering Questions about a Literary Text

- *I can explain how Chapter 4 of Peter Pan builds on Chapters 1-3.*
- *I can explain how an illustration contributes to the text.*

Lesson 6

Close Reading: Chapter 5 of Peter Pan

- *I can compare my own point of view to the point of view of characters in the text.*
- *I can identify character traits of characters in Peter Pan.*

Lesson 7

Close Reading: Chapter 6 of Peter Pan

- *I can determine the meaning of figurative language.*
- *I can identify character traits of characters in Peter Pan.*

Lesson 8

Close Reading: Chapter 7 of Peter Pan

- *I can identify character traits of characters in Peter Pan.*
- *I can compare my point of view to the point of view of the narrator or characters.*

- a. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- b. Capitalize appropriate words in titles.
- c. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- d. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- e. Use appropriate pronouns with clear referents.
- f. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- g. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.VI.3.3. Demonstrate understanding of figurative language, word

Lesson 9

Close Reading: Chapter 8 of Peter Pan

- *I can identify character traits of characters in Peter Pan.*
- *I can compare my point of view to the point of view of the narrator or characters.*

Lesson 10

Close Reading: Chapter 9 of Peter Pan

- *I can identify character traits of characters in Peter Pan.*
- *I can compare my point of view to the point of view of the narrator or characters.*

Lesson 11

Close Reading: Chapter 10 of Peter Pan

- *I can identify character traits of characters in Peter Pan.*
- *I can compare my point of view to the point of view of the narrator or characters.*

Lesson 12

End of Unit 1 Assessment: Analyzing Characters in Peter Pan

- *I can identify character traits of characters in Peter Pan.*
- *I can compare my point of view to the point of view of the narrator or characters.*

Unit 2

Lesson 1

Comparing Stories: Peter Pan and Chapter 1 of Peter Pan in Kensington Gardens

- *I can determine the meaning of unfamiliar Vocabulary in Peter Pan in Kensington Gardens.*
- *I can identify similarities and differences between Peter Pan and Chapter 1 of Peter Pan in Kensington Gardens.*

Lesson 2

relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Reading Standards for Literature

RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

Comparing Stories: Peter Pan and Chapter 2 of Peter Pan in Kensington Gardens

- *I can recount Chapter 2 of Peter Pan in Kensington Gardens.*
- *I can identify similarities and differences between Peter Pan and Chapter 2 of Peter Pan in Kensington Gardens.*

Lesson 3

Comparing Stories: Peter Pan and Chapter 3 of Peter Pan in Kensington Gardens

- *I can determine the meaning of unfamiliar Vocabulary in Peter Pan in Kensington Gardens.*
- *I can identify similarities and differences between Peter Pan and Chapter 3 of Peter Pan in Kensington Gardens.*

Lesson 4

Comparing Stories: Peter Pan and Chapter 4 of Peter Pan in Kensington Gardens

- *I can recount Chapter 4 of Peter Pan in Kensington Gardens.*
- *I can identify similarities and differences between Peter Pan and Chapter 4 of Peter Pan in Kensington Gardens.*

Lesson 5

Comparing Stories: Peter Pan and Chapter 5 of Peter Pan in Kensington Gardens

- *I can determine the meaning of unfamiliar Vocabulary in Peter Pan in Kensington Gardens.*
- *I can identify similarities and differences between Peter Pan and Chapter 5 of Peter Pan in Kensington Gardens.*

Lesson 6

Recounting the Story and Determining a Message: Peter Pan

- *I can recount the story of Peter Pan.*

RL.MF.3.6. 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).

RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

Writing Standards

W.AW.3.1. Write opinion texts to present an idea with reasons and information.

- C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- f. Introduce a topic clearly.
- g. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
- h. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- i. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
- j. Provide a conclusion related to the information or explanation presented.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

- f. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
- g. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- h. Use transitional words and phrases to manage the sequence of

- *I can identify a central message in Peter Pan and how it is conveyed through details in the text.*

Lesson 7

Mid-Unit 2 Assessment: Comparing Two Peter Pan Stories

- *I can recount the story of Peter Pan in Kensington Gardens.*
- *I can identify a central message in Peter Pan in Kensington Gardens and how it is conveyed through details in the text.*
- *I can identify similarities and differences between Peter Pan and Chapter 6 of Peter Pan in Kensington Gardens.*

Lesson 8

Writing a Book Review: Analyzing a Model

- *I can use the Painted Essay(r) structure to analyze a model.*

Lesson 9

Writing a Book Review: Drafting the Introduction

- *I can write an introductory paragraph for my book review including a brief recount of the story.*

Lesson 10

Writing a Book Review: Drafting Proof Paragraph 1

- *I can write Proof Paragraph 1 of my book review using evidence from the text to support a reason for my opinion.*

Lesson 11

Writing a Book Review: Drafting Proof Paragraph 2

- *I can write Proof Paragraph 2 of my book review using evidence from the text to support a reason for my opinion.*

Lesson 12

Writing a Book Review: Drafting the Conclusion

events.

- i. Use concrete words and phrases and sensory details to convey experiences and events.
- j. Provide a conclusion or sense of closure that follows the narrated experiences or events.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- d. Identify audience, purpose, and intended length of composition before writing.
- e. Consider writing as a process, including self-evaluation, revision and editing.
- f. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

Speaking and Listening Standards

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, 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.

- *I can write a concluding paragraph for my book review.*
- *I can prepare for a text-based discussion by forming an opinion and identifying reasons and evidence.*

Lesson 13

Preparing for and Participating in a Text-Based Discussion

- *I can recognize the differences between written and spoken English.*
- *I can follow discussion norms to participate in a productive discussion about my opinion of Peter Pan in Kensington Gardens.*
- *I can prepare for a text-based discussion by forming an opinion and identifying reasons and evidence.*

Lesson 14

End of Unit 2 Assessment: Revising a Book Review and Participating in a Text-Based Discussion

- *I can follow discussion norms to participate in a productive discussion about my opinion of Peter Pan.*
- *I can revise my book review for linking words and phrases.*
- *I can use Vocabulary strategies to revise spelling errors.*

Unit 3

Lesson 1

Preparing to Write: Determining the Characteristics of the Format

- *I can use a model to generate criteria for a revised scene in a story.*
- *I can identify a scene from Peter Pan to revise.*

Lesson 2

Writing Narrative Texts: Planning a Revised Scene

- *I can plan a revised scene of Peter Pan.*
- *I can critique my partner's narrative plan and provide kind, helpful, and specific feedback.*

- d. Explain their own ideas and understanding in light of the discussion.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

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

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Lesson 3

Writing Narrative Texts: Drafting a Revised Scene of Peter Pan – Part I

- *I can draft a revised scene of Peter Pan.*
- *I can capitalize the appropriate words in a title.*

Lesson 4

Writing Narrative Texts: Drafting a Revised Scene of Peter Pan – Part II

- *I can draft a revised scene of Peter Pan.*
- *I can form and use possessives correctly in my revised scene.*

Lesson 5

Writing Narrative Texts: Revising for Dialogue and Description

- *I can use dialogue and description to show rather than tell the feelings of characters in my scene of Peter Pan.*
- *I can punctuate dialogue correctly.*
- *I can critique my partner's revised scene and provide kind, helpful, and specific feedback.*

Lesson 6

Writing Narrative Texts: Revising for Temporal Words and Word Choice

- *I can use temporal words and phrases to show when things happen in my revised Peter Pan scene.*
- *I can choose words and phrases for effect.*
- *I can critique my partner's revised scene and provide kind, helpful, and specific feedback.*

Lesson 7

Mid-Unit 3 Assessment: Narrative Writing: Revising a Scene from Peter Pan

- *I can draft a revised scene of Peter Pan.*

- *I can answer questions about word choice, capitalization, and punctuation.*

Lesson 8

Preparing a Presentation: Prompt Cards – Structure

- *I can plan the structure of an effective presentation about my revised scene.*
- *I can read a new excerpt of text fluently.*

Lesson 9

Preparing a Presentation: Prompt Cards – Key Points

- *I can identify the key points to talk about in my presentation.*
- *I can read a new excerpt of text fluently.*

Lesson 10

Practicing a Presentation – Part I

- *I can effectively perform my presentation.*
- *I can critique my partner's presentation and provide kind, helpful, and specific feedback.*
- *I can read a new excerpt of text fluently.*

Lesson 11

End of Unit 3 Assessment: Reading a New Text Aloud for Fluency

- *I can effectively perform my presentation.*
- *I can read a new excerpt of text fluently.*

Lesson 12

End of Unit 3 Assessment: Reading a New Text Aloud for Fluency

- *I can effectively perform my presentation.*
- *I can read a new excerpt of text fluently.*

	Lesson 13 Performance Task: Presentations <i>I can effectively perform my presentation.</i>	
Differentiation	Assessments	
Technology Integration - Listen to audio books, videos or podcasts - Listen to books on websites: Common Lit, Newsela, Readworks storyonline.net, storyit.com, Epic, Brain Pop - Use document camera or overhead projector - Google Docs, Google Classroom, Canva, Gynzy Media Literacy Integration - Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills. Global Perspectives Global Learning Resource Library	Formative Assessments: <i>Circulate and listen for what students already know</i> <i>Collect work time activities</i> <i>Listen to student talk and conversation</i> Summative Assessments, Projects, and Celebrations: Mid Unit 1 TMid Unit 1 Title: Answering Questions about an Informational Text Format: Selected response and short constructed response Mid Unit 2 Title: Comparing Two Peter Pan Stories Format: Selected response and graphic organizer Mid Unit 3 Title: Narrative Writing: Revising a Scene from Peter Pan Format: Selected response and on-demand narrative End of Unit 1 Title: Analyzing Characters in Peter Pan Format: Selected response and short constructed response End of Unit 2 Title: Revising a Book Review and Participating in a Text-Based Discussion Format: Revising writing and discussion	

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group

Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

End of Unit 3

- **Title: Reading Aloud a New Text for Fluency**
- **Format: Reading aloud**

Performance Task

- **Product: Presenting a Revised Scene from Peter Pan**
- **Format: Presentation**

Recommended Texts to Support Unit:

- Peter Pan (Classic Starts). Barrie, J.M. (RL) (1 per student)
- “Peter Pan: The Author and Historical Context.” Written by EL Education. (RI, 970L) (included in module materials)
- Peter Pan in Kensington Gardens. J.M. Barrie. (RL, 780L) (included in module materials)
- “The Story of the Lighting and the Thunder.” (RI, 620L) (included in module materials)
- “Tilin, the Rice Bird.” Written by EL Education. (RI, 510L) (included in module materials)
- “The Hawk and the Hen.” (RI, 500L) (included in module materials)

Module 4: Gathering Evidence and Speaking to Others - Water Around the World
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> Course Objectives for Module: Understanding and Advocating for Clean Freshwater 1. Build background knowledge about global freshwater issues, including access to water, demands on water, and water pollution. 2. Read <i>One Well: The Story of Water on Earth</i> and other informational texts to deepen understanding of water conservation. 3. Gather and analyze evidence through research to support a clear position on the importance of water conservation. 4. Write an opinion essay that argues for water conservation, using evidence from research. 5. Plan and create a video public service announcement (PSA) to educate the public about a chosen water issue and recommend specific actions. 6. Present a live "launch" of the PSA, reflecting on the importance of the issue and the process of creating the announcement. Content Statement In this module, students investigate the global importance of clean freshwater through the lens of three key water-related challenges: access to water, the growing demand for water, and water pollution. By reading <i>One Well: The Story of Water on Earth</i> and supplemental informational texts, students build a comprehensive understanding of these issues. They research solutions and compile evidence to support their stance on the need for water conservation, which they present in an opinion essay. The module culminates in students creating a video public service announcement (PSA) that educates others about a specific water issue and encourages action. The final performance task is a live presentation where students launch their PSA and reflect on both the importance of their chosen issue and the creation process.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
Why are the world's freshwater sources threatened? How do people persuade others to take action to contribute to a better world?	• Water is a finite resource. • The demands on water and water pollution threaten our freshwater sources. • Due to rainfall, freshwater is not distributed equally around the world. • People persuade others to take action by explaining the issue with researched facts and evidence and by providing realistic, manageable solutions in an engaging and meaningful way.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: Foundational Skills L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. k. Identify and know the meaning of the most common prefixes and derivational suffixes. l. Decode words with common Latin suffixes. m. Decode multisyllable words. n. Read grade-appropriate irregularly spelled words. o. Analyze the parts of high-frequency words that are regular and the parts that are irregular. Language Standards L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of	Lesson 1 Discovering Our Topic: Freshwater Around the World • <i>I can infer the topic of this module from the resources.</i> • <i>I can determine the central message of Water Dance.</i> Lesson 2 Determining the Main Idea: Pages 4–5 of One Well: The Story of Water on Earth • <i>I can determine the main ideas and supporting details of a text read aloud.</i> Lesson 3 Answering Text-Dependent Questions: Pages 4–5 of One Well: The Story of Water on Earth • <i>I can explain the function of nouns.</i> • <i>I can use the text to answer questions about pages 4-5 of One Well.</i>

strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)

Reading Standards

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

RI.IT.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.

Lesson 4

Determining the Main Idea: Pages 6–7 of One Well: The Story of Water on Earth

- *I can determine the main ideas and supporting details of a text read aloud.*
- *I can explain the function of pronouns.*
- *I can use the text to answer questions about pages 6-7 of One Well.*

Lesson 5

Mid-Unit 1 Assessment: Answering Questions about an Informational Text

- *I can determine the main ideas and supporting details of a text read aloud.*
- *I can explain the function of nouns and pronouns.*
- *I can use the text to answer questions about pages 8-9 of One Well.*

Lesson 6

Determining the Main Idea: Pages 16–19 of One Well: The Story of Water on Earth

- *I can explain the function of adjectives.*
- *I can determine the main ideas and supporting details of pages 16-19 of One Well.*

Lesson 7

Determining the Main Idea: Pages 20–21 of One Well: The Story of Water on Earth

- *I can explain the function of verbs.*
- *I can determine the main ideas and supporting details of pages 20-21 of One Well.*

Lesson 8

Determining the Main Idea: “Access to Freshwater”

- *I can determine the main ideas and supporting details of "Access to Freshwater."*
- *I can compare and contrast the main ideas and supporting details on pages 20-21 of One Well with "Access to Freshwater."*

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

Writing Standards

W.AW.3.1. Write opinion texts to present an idea with reasons and information.

- a. Introduce an opinion clearly.
- b. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
- c. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
- d. Provide a conclusion related to the opinion presented.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly.
- b. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.

Lesson 9

Determining the Main Idea: Pages 22–23 of One Well: The Story of Water on Earth

- *I can explain the function of adverbs.*
- *I can determine the main ideas and supporting details of pages 22-23 of One Well.*

Lesson 10

Determining the Main Idea: “Population Growth”

- *I can determine the main ideas and supporting details of "Population Growth."*
- *I can compare and contrast the main ideas and supporting details on pages 22-23 of One Well with "Population Growth."*

Lesson 11

Determining the Main Idea: Pages 24–25 of One Well: The Story of Water on Earth

- *I can determine the main ideas and supporting details of pages 24-25 of One Well.*

Lesson 12

End of Unit 1 Assessment: Comparing and Contrasting Informational Texts

- *I can explain the function of adjectives, verbs, and adverbs.*
- *I can determine the main ideas and supporting details of "Water Pollution."*
- *I can compare and contrast the main ideas and supporting details on pages 24-25 of One Well with "Water Pollution."*

Unit 2

Lesson 1

Building Background Knowledge: Challenges Related to Clean Water For Everyone

- *I can find the gist of an informative text.*

- c. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- d. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
- e. Provide a conclusion related to the information or explanation presented

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Speaking and Listening

SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.PI.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.

SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

- *I can find specific details in images that highlight a challenge to having clean water for everyone.*

Lesson 2

Reading Informational Texts: Understanding the Author's Point of View

- *I can find the gist of a narrative nonfiction text.*
- *I can explain the literal and nonliteral meanings of words and phrases in *The Boy Who Harnessed the Wind*.*
- *I can compare the author's point of view to my own point of view.*

Lesson 3

Reading Informational Texts: Understanding the Author's Point of View

- *I can find the gist of an informational text.*
- *I can explain the literal and nonliteral meanings of words and phrases in *The Boy Who Harnessed the Wind*.*
- *I can compare the author's point of view to my own point of view.*

Lesson 4

Mid-Unit 2 Assessment: Examining Point of View

- *I can explain the literal and nonliteral meanings of words and phrases in "*Dry Days in Australia*."*
- *I can compare the author's point of view to my own point of view.*

Lesson 5

Writing an Opinion Essay: Analyzing a Model

- *I can use the Painted Essay structure to analyze a model.*
- *I can form and use regular and irregular plural nouns.*

Lesson 6

Reading Informational Texts: Researching Possible Solutions for Issues

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

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

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Related to Water

- *I can research to build knowledge about solutions for and the importance of conserving water.*

Lesson 7

Writing an Opinion Essay: Planning

- *I can plan an opinion essay that states an opinion and has reasons that are supported by facts and details.*

Lesson 8

Writing an Opinion Essay: Drafting the Introduction

- *I can form and use regular plural nouns.*
- *I can write an introductory paragraph for my opinion essay giving context on the issue and clearly stating my opinion.*

Lesson 9

Writing an Opinion Essay: Drafting Proof Paragraph 1

- *I can write Proof Paragraph 1 of my opinion essay using evidence from my research to support one reason for my opinion.*

Lesson 10

Writing an Opinion Essay: Drafting Proof Paragraph 2

- *I can connect my opinion to the reasons in the proof paragraphs of my essay with linking words and phrases.*
- *I can write Proof Paragraph 2 of my opinion essay using evidence from my research to support one reason for my opinion.*

Lesson 11

Writing an Opinion Essay: Drafting the Conclusion

- *I can form and use irregular plural nouns.*
- *I can write a conclusion paragraph for my opinion essay that restates the focus of my essay.*

Lesson 12

Writing an Opinion Essay: Peer Critique

- *I can give kind, helpful, and specific feedback to my partner.*
- *I can revise my opinion essay for linking words and phrases and for correct use of regular and irregular plural nouns.*

Lesson 13

End of Unit 2 Assessment, Part I: Drafting an Opinion Essay

- *I can plan an opinion essay that states an opinion and has reasons that are supported by facts and details.*
- *I can write an opinion essay stating my opinion on the importance of protecting our water supply.*

Lesson 14

End of Unit 2 Assessment, Part II: Revising an Opinion Essay

- *I can revise my opinion essay for linking words and phrases and for correct use of regular and irregular plural nouns.*

Unit 3

Lesson 1

Analyzing a Model and Generating Criteria

- *I can analyze a model to generate criteria for an effective video PSA.*
- *I can choose a water issue to be the focus of my video PSA.*

Lesson 2

Planning a PSA: Key Points and Structure

- *I can identify the key points of my issue to describe in my video PSA.*
- *I can plan the structure of my video PSA.*

Lesson 3

Planning a PSA: Writing a Script

- *I can write a script for my PSA.*
- *I can critique my partner's script and provide kind, helpful, and specific feedback.*

Lesson 4

Planning a PSA: Storyboarding

- *I can determine the capabilities and limitations of the technology tools available to create my PSA.*
- *I can create a storyboard to accompany my video PSA.*

Lesson 5

Planning an Invitational Letter

- *I can use abstract nouns.*
- *I can plan an invitational letter for my video PSA live launch.*
- *I can use commas and capital letters in a mailing address.*

Lesson 6

Drafting an Invitational Letter

- *I can draft an invitational letter for my video PSA live launch.*
- *I can critique my partner's letter and provide kind, helpful, and specific feedback.*

Lesson 7

Mid-Unit 3 Assessment: Writing an Invitational Letter

- *I can write an invitational letter for my video PSA live launch.*
- *I can use abstract nouns.*
- *I can use commas and capital letters in a mailing address.*

Lesson 8

End of Unit 3 Assessment: Water Issue Video PSA

	● <i>I can use my plans to create a high-quality video PSA with a partner.</i> ● <i>I can critique my peers' PSA and provide kind, helpful, and specific feedback.</i> Lesson 9 End of Unit 3 Assessment: Water Issue Video PSA ● <i>I can use my plans to create a high-quality video PSA with a partner.</i> ● <i>I can critique my peers' PSA and provide kind, helpful, and specific feedback.</i> Lesson 10 End of Unit 3 Assessment: Water Issue Video PSA ● <i>I can use my plans to create a high-quality video PSA with a partner.</i> ● <i>I can critique my peers' PSA and provide kind, helpful, and specific feedback.</i> Lesson 11 Performance Task: Preparing for a Live Launch Presentation ● <i>I can prepare the prompt cards for my video PSA live launch.</i> ● <i>I can use my prompt cards to practice my video PSA live launch.</i> Lesson 12 Performance Task: Practicing Presentations ● <i>I can effectively deliver my presentation.</i> ● <i>I can critique another pair's presentation and provide kind, helpful, and specific feedback.</i> Lesson 13 Performance Task: Performing Presentations ● <i>I can effectively deliver my presentation.</i>
Differentiation	Assessments
Technology Integration	Formative Assessments:

- Listen to audio books, videos or podcasts
- Listen to books on websites: Common Lit, Newsela, Readworks storyonline.net, storyit.com, Epic, Brain Pop
- Use document camera or overhead projector
- Google Docs, Google Classroom, Canva, Gynzy

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills.

Global Perspectives

[Global Learning Resource Library](#)

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support

- *Circulate and listen for what students already know*
- *Collect work time activities*
- *Listen to student talk and conversation*

Summative Assessments, Projects, and Celebrations:

Mid Unit 1

- **Title: Answering Questions about a Literary Text**
- **Format: Selected response and short constructed response**

Mid Unit 2

- **Title: Examining Point of View**
- **Format: Selected response and short constructed response**

Mid Unit 3

- **Title: Informational Writing: Invitational Letter**
- **Format: On-demand informative letter**

End of Unit 1

- **Title: Comparing and Contrasting Informational Texts**
- **Format: Selected response and short constructed response**

End of Unit 2

- **Title: Opinion Essay: Demand for Water and the Importance of Water Conservation**
- **Format: On-demand opinion essay**

End of Unit 3

- **Title: Water Issue Video PSA**
- **Format: Informative video**

Performance Task

- **Product: Water PSA Live Launch Presentation**

Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

- **Format: Presentation**

Recommended Texts to Support Unit:

- “Dry Days in Australia.” Weil, Ann. (RI) (included in module materials)
- “Real Lives: Angola, Africa.” (RI) (included in module materials)
- “How to Save Energy for School Teaching – 25SDA.” (RI) (included in module materials)
- “Access to Freshwater.” Triple Pundit. (RI) (included in module materials)
- One Well: The Story of Water on Earth. Strauss, Rochelle. (RI, IG960L) (1 per student)

- **“Population Growth.” (RI, 1050L) (included in module materials)**
- **The Boy Who Harnessed the Wind. Kamkwamba, William and Mealer, Bryan. (RL, 910L) (1 per class)**
- **Water Dance. Locker, Thomas. (RL, 310L) (1 per class)**