

Connecticut English Language Arts Model Curriculum Alignment

Resource Name: Imagine Learning EL Education

Alignment Grade 3				
Model Unit Name	Model Unit Standards	Publisher's Resource		
		Unit Numbers	Lessons	Pacing
<i>This is the title of the unit in the ELA model curriculum.</i>	<i>These are the Overarching, Priority, and Supporting Standards addressed in the unit. (Definitions for Standards)</i>	<i>These are the publisher's aligned units.</i>	<i>These are the lessons from the publisher's identified units that align with the priority standards within the model unit.</i>	<i>This is the publisher's expected number of days for instruction.</i>
Unit 1: Character Analysis and Memoir Writing	<p>Overarching Standards:</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and</p>		<p>Priority Standards:</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Module 3, Unit 1, Lesson 9- Close Reading: Chapter 8 of Peter Pan</p> <p>Module 3, Unit 1, Lesson 10 – Close Reading: Chapter 9 of Peter Pan</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. Module 3, Unit 1, Lesson 6 – Close Reading: Chapter 5 of Peter Pan</p> <p>Module 3, Unit 1, Lesson 8 – Close Reading: Chapter 7 of Peter Pan</p>	

	<p>organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Priority Standards:</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the</p>		<p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>Module 3, Unit 2, Lesson 1 – Comparing Stories: Peter Pan and Chapter 1 of Peter Pan in Kensington Gardens</p> <p>Module 3, Unit 2, Lesson 5 – Comparing Stories: Peter Pan and Chapter 5 of Peter Pan in Kensington Gardens</p> <p>RF.3.3.c Decode multisyllable words. Module 2, Unit 1, Lesson 4 – Writing Narrative Texts: Drafting the Beginning of a Pourquoi Tale</p> <p>RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Module 2, Unit 1, Lesson 3 – Writing Narrative Texts: Planning a Pourquoi Tale</p> <p>Module 2, Unit 1, Lesson 6- Writing Narrative Texts: Drafting the End of a Pourquoi tale</p> <p>W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Module 2, Unit 1, Lesson 2- Building Expertise: Characteristics of Narrative Texts</p> <p>Module 3, Unit 3, Lesson 3 – writing Narrative Texts: Drafting a Revised Scene of Peter Pan – Part 1</p>	
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	<p>same author about the same or similar characters (e.g., in books from a series).</p> <p>RF.3.3.c Decode multisyllable words.</p> <p>RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.1.i Produce simple, compound, and complex sentences.</p> <p>L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p><u>Supporting Standards:</u></p>		<p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Module 4, unit 3, Lesson 1- Analyzing a Model and Generating Criteria</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Module 4, Unit 3, Lesson 2 – Planning a PSA: Key Points and Structure</p> <p>Module 4, Unit 3, Lesson 3- Planning a PSA: Writing a Script</p> <p>L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Module 2, Unit 2, Lesson 2 – Close Read: “Amphibians”</p> <p>Module 2, Unit 2, Lesson 5 – Close Read: “The Glass Frog”</p> <p>L.3.1.f Ensure subject-verb and pronoun-antecedent agreement. Module 3, Unit 2, Lesson 2 – Comparing Stories: Peter Pan and Chapter 2 of Peter Pan in Kensington Gardens</p> <p>Module 3, Unit 2, Lesson 4- Comparing Stories: Peter Pan and Chapter 4 of Peter Pan In Kensington Gardens</p>	
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	<p>SL.3.1.b Follow agreed-upon rules 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).</p> <p>SL.3.6 Speak in complete sentences when appropriate to the task and situation in order to provide requested detail or clarification.</p> <p>L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>L.3.2.d Form and use possessives.</p> <p>L.3.2.e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.3.c Use temporal words and phrases to signal event order.</p> <p>W.3.3.d Provide a sense of closure.</p>		<p>L.3.1.i Produce simple, compound, and complex sentences.</p> <p>Module 2, Unit 2, Lesson 2 – Close Read: “Amphibians”</p> <p>L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>Module 1, Unit 1, Lesson 10 – Writing Short Constructed Responses</p>	
Unit 2: Informational Reading and Writing	<p>Overarching Standards:</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical</p>		<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Module 1, Unit 2, Lesson 2- Close Read: My Librarian is a Camel, Pages 18-19</p> <p>Module 1, Unit 2, Lesson 5- Close Read: Expert Group Selections from My Librarian is a Camel</p>	

	<p>texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>		<p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Module 2, Unit 2, Lesson 8 - Reading Informational Texts: Researching Frog Adaptations, Part I</p> <p>Module 2, Unit 2, Lesson 9 – Reading Informational Texts: Researching Frog Adaptions, Part II</p> <p>RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. Module 1, Unit 1, Lesson 10 – Writing Short Constructed Responses</p> <p>Module 3, Unit 3, Lesson 10- Practicing a Presentation: Part 1</p> <p>RF.3.4.a Read grade-level text with purpose and understanding. Module 2, Unit 1, Lesson 14- Reading for Gist: Bullfrog at Magnolia Circle Module 3, Unit 3, Lesson 10- Practicing a Presentation: Part 1</p> <p>W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Module 1, Unit 2, Lesson 7- Writing Informative Texts: Planning a Paragraph about My Expert Group's Country</p> <p>Module 1, Unit 2, Lesson 8 – Writing Informative Texts: Drafting a Paragraph about My Expert Group's Country</p>	
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	<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Priority Standards:</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.4.a Read grade-level text with purpose and understanding.</p> <p>W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2.b Develop the topic with facts, definitions, and details.</p> <p>W.3.2.c Use linking words and phrases (e.g., <i>also, also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>SL.3.1.a Come to discussions prepared having read or studied required material;</p>		<p>W.3.2.b Develop the topic with facts, definitions, and details.</p> <p>Module 1, Unit 3, Lesson 7- Writing a Reading Contract: Drafting Proof Paragraph 1</p> <p>Module 1, Unit 3, Lesson8- Writing a Reading Contract: Drafting Proof Paragraph 2</p> <p>W.3.2.c Use linking words and phrases (e.g., <i>also, also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>Module 2, Unit 2, Lesson 6- Writing Informational Texts: Why is the Glass Frog So Hard to See?</p> <p>Module 2, Unit 3, Lesson 5 – Writing Informational Texts: Planning the Proof Paragraphs about My Freaky Frog</p> <p>SL.3.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Module 1, Unit 2, Lesson 12 – Group Discussion: Accessing Books around the World</p> <p>Module 3, Unit 2, Lesson 13- Preparing for and Participating in a Text-Based Discussion</p> <p>SL.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.</p>	
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	<p>explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.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.</p> <p>L.3.1.f Ensure subject-verb and antecedent agreement.</p> <p>L.3.1.h Use coordinating and subordinating conjunctions.</p> <p>L.3.1.i Produce simple, compound, and complex sentences.</p> <p>L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Supporting Standards:</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures</p>		<p>Module 4, Unit 1, Lesson 2 – Determining the Main Idea: Pages 4-5 of One Well: The Story of Water on Earth</p> <p>Module 4, Unit 1, Lesson 4 - Determining the Main Idea: Pages 6–7 of One Well: The Story of Water on Earth</p> <p>L.3.1.f Ensure subject-verb and antecedent agreement.</p> <p>Module 3, Unit 2, Lesson 2 – Comparing Stories: Peter Pan and Chapter 2 of Peter Pan in Kensington Gardens</p> <p>Module 3, Unit 2, Lesson 4- Comparing Stories: Peter Pan and Chapter 4 of Peter Pan In Kensington Gardens</p> <p>L.3.1.h Use coordinating and subordinating conjunctions.</p> <p>Module 2, Unit 2, Lesson 2 – Close Read: “Amphibians”</p> <p>L.3.1.i Produce simple, compound, and complex sentences.</p> <p>Module 2, Unit 2, Lesson 2 – Close Read: “Amphibians”</p> <p>L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>Module 1, Unit 1, Lesson 10 – Writing Short Constructed Responses</p> <p>L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	
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	<p>in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.5 Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2.d Provide a concluding statement or section.</p> <p>L.3.1.b Form and use regular and irregular plural nouns.</p> <p>L.3.1.c Use abstract nouns (e.g., <i>childhood</i>).</p> <p>L.3.2.b Use commas in addresses.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p>		<p>Module 1, Unit 2, Lesson 5 - Close Read: Expert Group Selections from My Librarian Is a Camel</p> <p>Module 2, Unit 1, Lesson 2 - Building Expertise: Characteristics of Narrative Texts</p>	
<p>Unit 3: Author's Message and Meaning in Narrative Texts (Folktales, Fables, and Myths)</p>	<p>Overarching Standards:</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical</p>		<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Module 1, Unit 1, Lesson 3 - Reading for Gist and Determining the Message/Lesson/Moral: Waiting for the Biblioburro</p>	

	<p>texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		<p>Module 1, Unit 1, Lesson 4 - Reading for Gist and Determining a Lesson: Rain School</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>Module 3, Unit 1, Lesson 1 - Discovering Our Topic: Peter Pan</p> <p>Module 3, Unit 1, Lesson 3 - Close Reading: Chapter 2 of Peter Pan</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>Module 3, Unit 2, Lesson 1 – Comparing Stories: Peter Pan and Chapter 1 of Peter Pan in Kensington Gardens</p> <p>Module 3, Unit 2, Lesson 5 – Comparing Stories: Peter Pan and Chapter 5 of Peter Pan in Kensington Gardens</p> <p>RF.3.3.b Decode words with common Latin suffixes.</p> <p>Module 1, Unit 1, Lesson 10 – Writing Short Constructed Responses</p> <p>Module 3, Unit 3, Lesson 10- Practicing a Presentation: Part 1</p> <p>W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	
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	<p>Priority Standards:</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RF.3.3.b Decode words with common Latin suffixes.</p> <p>W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts, and relevant descriptive details, speaking clearly at an understandable pace.</p>		<p>Module 2, Unit 1, Lesson 2- Building Expertise: Characteristics of Narrative Texts</p> <p>Module 3, Unit 3, Lesson 3 – writing Narrative Texts: Drafting a Revised Scene of Peter Pan – Part 1</p> <p>W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>Module 3, Unit 3, Lesson 5 - Writing Narrative Texts: Revising for Dialogue and Description</p> <p>Module 3, Unit 3, Lesson 6 - Writing Narrative Texts: Revising for Temporal Words and Word Choice</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Module 4, unit 3, Lesson 1- Analyzing a Model and Generating Criteria</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts, and relevant descriptive details, speaking clearly at an understandable pace.</p> <p>Module 4, Unit 3, Lesson 2 – Planning a PSA: Key Points and Structure</p> <p>Module 4, Unit 3, Lesson 3- Planning a PSA: Writing a Script</p> <p>L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	
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	<p>L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.2.c Use commas and quotation marks in dialogue.</p> <p>Supporting Standards:</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.3c Use temporal words and phrases to signal event order.</p> <p>W.3.3.d Provide a sense of closure.</p> <p>L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is being modified.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p>		<p>Module 4, Unit 1, Lesson 3- Answering Text-Dependent Questions: Pages 4–5 of One Well: The Story of Water on Earth</p> <p>Module 4, Unit 1, Lesson 4 - Determining the Main Idea: Pages 6–7 of One Well: The Story of Water on Earth</p> <p>L.3.2.c Use commas and quotation marks in dialogue.</p> <p>Module 2, Unit 1, Lesson 9 - Writing a Pourquoi Tale: Describing the Central Problem and the Character Response</p> <p>Module 3, Unit 3, Lesson 5 - Writing Narrative Texts: Revising for Dialogue and Description</p>	
Unit 4: Analyzing Author's Point of View and Forming Opinions	<p>Overarching Standards:</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical</p>		<p>Priority Standards:</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Module 1, Unit 2, Lesson 2- Close Read: My Librarian is a Camel, Pages 18-19</p> <p>Module 1, Unit 2, Lesson 5- Close Read: Expert Group Selections from My Librarian is a Camel</p>	

	<p>texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts, building on others’ ideas and expressing their own clearly</i>.</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		<p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>Module 4, Unit 2, Lesson 2 - Reading Informational Texts: Understanding the Author’s Point of View</p> <p>Module 4, Unit 2, Lesson 3 - Reading Informational Texts: Understanding the Author’s Point of View</p> <p>RF.3.3.d Read grade-appropriate irregularly spelled words.</p> <p>Module 2, Unit 1, Lesson 4 - Writing Narrative Texts: Drafting the Beginning of a Pourquoi Tale</p> <p>Module 1, Unit 3, Lesson 4 - Reading Proficiently and Independently: The Power of Setting Goals</p> <p>RF.3.4.a Read grade-level text with purpose and understanding.</p> <p>Module 2, Unit 1, Lesson 14- Reading for Gist: Bullfrog at Magnolia Circle</p> <p>Module 3, Unit 3, Lesson 10- Practicing a Presentation: Part 1</p> <p>W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>Module 4, Unit 2, Lesson 7- Writing an Opinion Essay: Planning</p> <p>Module 4, Unit 2, Lesson 8 - Writing an Opinion Essay: Drafting the Introduction</p>	
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	<p>Priority Standards:</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>RF.3.3.d Read grade-appropriate irregularly spelled words.</p> <p>RF.3.4.a Read grade-level text with purpose and understanding.</p> <p>W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1.b Provide reasons that support the opinion.</p> <p>L.3.1.h Use coordinating and subordinating conjunctions.</p> <p>L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p> <p>Supporting Standards:</p> <p>RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>		<p>W.3.1.b Provide reasons that support the opinion.</p> <p>Module 3, Unit 2, Lesson 10 - Writing a Book Review: Drafting Proof Paragraph 1</p> <p>Module 3, Unit 2, Lesson 11 - Writing a Book Review: Drafting Proof Paragraph 2</p> <p>L.3.1.h Use coordinating and subordinating conjunctions.</p> <p>Module 2, Unit 2, Lesson 2 – Close Read: “Amphibians”</p> <p>L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p> <p>Module 4, Unit 1, Lesson 1 - Discovering Our Topic: Freshwater Around the World</p> <p>Module 4, Unit 1, Lesson 3 - Answering Text-Dependent Questions: Pages 4–5 of One Well: The Story of Water on Earth</p>	
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	<p>W.3.1.c Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>W.3.1.d Provide a concluding statement or section.</p> <p>SL.3.1.d Explain their own ideas and understanding in light of the discussion.</p> <p>L.3.1.d Form and use regular and irregular verbs.</p> <p>L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.</p>			
<p>Unit 5: Author's Craft: Examining Language in Fiction; Poetry and Powerful Language</p>	<p>Overarching Standards:</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>		<p>Priority Standards:</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Module 1, Unit 3, Lesson 2 - Close Read: Pages 20–21 from More Than Anything Else</p> <p>Module 4, Unit 1, Lesson 1 - Discovering Our Topic: Freshwater Around the World</p> <p>RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Module 2, Unit 1, Lesson 8 - Writing a Pourquoi Tale: Establishing the Situation and Character</p> <p>Module 3, Unit 3, Lesson 9 - Preparing a Presentation: Prompt Cards – Key Points</p> <p>W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	

	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</i></p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Priority Standards:</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>		<p>Module 2, Unit 1, Lesson 2- Building Expertise: Characteristics of Narrative Texts</p> <p>Module 3, Unit 3, Lesson 3 – writing Narrative Texts: Drafting a Revised Scene of Peter Pan – Part 1</p> <p>W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>Module 3, Unit 3, Lesson 5 - Writing Narrative Texts: Revising for Dialogue and Description</p> <p>Module 3, Unit 3, Lesson 6 - Writing Narrative Texts: Revising for Temporal Words and Word Choice</p> <p>L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>Module 2, Unit 2, Lesson 2 – Close Read: “Amphibians”</p> <p>Module 2, Unit 2, Lesson 5 – Close Read: “The Glass Frog”</p> <p>L.3.3.a Choose words and phrases for effect.</p> <p>Module 2, Unit 1, Lesson 4 - Writing Narrative Texts: Drafting the Beginning of a Pourquoi Tale</p> <p>Module 2, Unit 1, Lesson 5 - Writing Narrative Texts: Drafting the Middle of a Pourquoi Tale</p>	
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	<p>W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.3.a Choose words and phrases for effect.</p> <p>L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly or helpful</i>).</p> <p><u>Supporting Standards:</u></p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective</p>		<p>L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>Module 3, Unit 1, Lesson 3 - Close Reading: Chapter 2 of Peter Pan</p> <p>Module 3, Unit 1, Lesson 6 - Close Reading: Chapter 5 of Peter Pan</p> <p>L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly or helpful</i>).</p> <p>Module 3, Unit 1, Lesson 8 - Close Reading: Chapter 7 of Peter Pan</p> <p>Module 3, Unit 1, Lesson 9 - Close Reading: Chapter 8 of Peter Pan</p>	
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	<p>technique, descriptive details, and clear event sequences.</p> <p>L.3.1.c Use abstract nouns (e.g., <i>childhood</i>).</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>			
Unit 6: Research It!	<p>Overarching Standards:</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>		<p>Priority Standards:</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>Module 2, Unit 2, Lesson 2 - Close Read: "Amphibians"</p> <p>Module 2, Unit 2, Lesson 5 - Close Read: "The Glass Frog"</p> <p>W.3.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	

<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners <i>on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</i></p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Priority Standards:</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>		<p>Module 1, Unit 2, Lesson 7- Writing Informative Texts: Planning a Paragraph about My Expert Group's Country</p> <p>Module 1, Unit 2, Lesson 8 – Writing Informative Texts: Drafting a Paragraph about My Expert Group's Country</p> <p>W.3.2.b Develop the topic with facts, definitions, and details.</p> <p>Module 1, Unit 3, Lesson 7- Writing a Reading Contract: Drafting Proof Paragraph 1</p> <p>Module 1, Unit 3, Lesson8- Writing a Reading Contract: Drafting Proof Paragraph 2</p> <p>W.3.2.c Use linking words and phrases (e.g., <i>also, also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>Module 2, Unit 2, Lesson 6- Writing Informational Texts: Why is the Glass Frog So Hard to See?</p> <p>Module 2, Unit 3, Lesson 5 – Writing Informational Texts: Planning the Proof Paragraphs about My Freaky Frog</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Module 2, Lesson 2, Lesson 3 - Writing Informational Texts: Why Do Polliwogs Wiggle?</p> <p>Module 2, Unit 2, Lesson 8 - Reading Informational Texts: Researching Frog Adaptations, Part I</p>	
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	<p>W.3.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2.b Develop the topic with facts, definitions, and details.</p> <p>W.3.2.c Use linking words and phrases (e.g., <i>also, also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>L.3.1.h Use coordinating and subordinating conjunctions.</p> <p>L.3.2.c Use commas and quotation marks in dialogue.</p> <p>L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>		<p>SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Module 1, Unit 2, Lesson 12 - Group Discussion: Accessing Books around the World</p> <p>Module3, Unit 2, Lesson 13 - Preparing for and Participating in a Text-Based Discussion</p> <p>SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Module 4, Unit 3, Lesson 1 - Analyzing a Model and Generating Criteria</p> <p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Module 4, Unit 3, Lesson 2 – Planning a PSA: Key Points and Structure</p> <p>Module 4, Unit 3, Lesson 3- Planning a PSA: Writing a Script</p> <p>L.3.1.h Use coordinating and subordinating conjunctions. Module 2, Unit 2, Lesson 2 – Close Read: “Amphibians”</p> <p>L.3.2.c Use commas and quotation marks in dialogue. Module 2, Unit 1, Lesson 9 - Writing a Pourquoi Tale: Describing the Central Problem and the Character Response</p>	
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	<p>Supporting Standards:</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2.d Provide a concluding statement or section.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2.a Capitalize appropriate words in titles.</p> <p>L.3.2.d Form and use possessives.</p> <p>L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>		<p>Module 3, Unit 3, Lesson 5 - Writing Narrative Texts: Revising for Dialogue and Description</p> <p>L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>Module 1, Unit 2, Lesson 2 - Close Read: My Librarian Is a Camel, Pages 18–19</p> <p>Module 1, Unit 2, Lesson 5 - Close Read: Expert Group Selections from My Librarian Is a Camel</p>	
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Scope and Sequence

If a district uses this resource to implement the state model curriculum for Grade 3, the following scope and sequence should be used to ensure alignment and attention to the progressions of English Language Arts.

Order	Unit Number/Title and Lessons	Lesson Objectives	# of days	Number of weeks
1	<p>Module 1- Overcoming Learning Challenges Near and Far</p> <p>Unit 1 - Reading Literary Texts: Overcoming Learning Challenges – School and Education</p>	<p>* The bullet points below offer a high-level summary of content, concepts and skills taught within the module. Detailed Learning Targets are provided in the slides of each lesson and are in the form of “I Can” statements.</p> <p>Unit 1:</p> <ul style="list-style-type: none"> • Launch independent reading and collaborative discussion norms. • Read literary texts Waiting for the Biblioburro and Rain School for gist and to determine the message or lesson. • Closely read Rain School to determine how the message or lesson is conveyed through details. • Determine the challenges in each text and how those challenges were overcome. • Write a short constructed response. • Read literary text Nasreen’s Secret School for gist and to determine the message or lesson. • Closely read Nasreen’s Secret School to determine how the message or lesson is conveyed through details. • Determine the challenges in the text and how those challenges were overcome. • Write a short-constructed response. 		<p>6 Weeks</p> <p>2 Weeks</p>

	Unit 2 – Reading and Writing to Inform: Overcoming Learning Challenges- Books	Unit 2: <ul style="list-style-type: none"> • Closely reading excerpts from My Librarian Is a Camel. • Take notes to answer the question: What are the challenges people face when learning, and how are they overcome? • Write an informative paragraph to answer the question: What are the challenges people face when learning, and how are they overcome? 		3 Weeks
	Unit 3 – Writing to Inform: Overcoming Learning Challenges - Reading	Unit 3: <ul style="list-style-type: none"> • Closely read an excerpt from More Than Anything Else for gist and to identify the message and how it was conveyed through details in the text. • Identify the challenges and how they were overcome in More Than Anything Else. • Analyze model essay. • Write an informative essay: Reading Contract. • Revise and edit work. • Fluency practice. 		2 Weeks
2	Module 2- Researching to Build Knowledge and Teach Others: Adaptations and the Wide World of Frogs Unit 1 – Reading and Writing Narratives: Poems and Pourquoi Tales about Frogs	Unit 1: <ul style="list-style-type: none"> • Close reading of frog poems with a focus on vocabulary, structure of poetry, and reading fluency • Reading pourquoi tales about frogs • Asking “why” questions about frogs • Writing pourquoi tales to answer a “why” question about frogs • Revising writing for word choice 		8 Weeks 2 Weeks

	<p>Unit 2- Building Background Knowledge: Frogs and the Research Process</p> <p>Unit 3- Using Writing to Inform: Freaky Frog Text</p>	<ul style="list-style-type: none"> Forming and using comparative and superlative adjectives <p>Unit 2:</p> <ul style="list-style-type: none"> Closely reading excerpts of research texts about frogs Write paragraphs to answer the “why” questions generated in Unit 1 Researching to learn more about three specific “freaky frogs” Writing a paragraph to answer the question: How does where a frog lives affect how it looks and/or acts? <p>Unit 3:</p> <ul style="list-style-type: none"> Reading informational text Gathering information about a freaky frog and its unique adaptation Planning and drafting a three-paragraph essay Revise and edit work 		<p>3 Weeks</p> <p>3 Weeks</p>
3	<p>Module 3- Exploring Literary Classics</p> <p>Unit 1 – Analyzing Author’s Craft: Character Development in Peter Pan</p> <p>Unit 2- Writing Grounded in Evidence: An Opinion of Peter Pan</p>	<p>Unit 1:</p> <ul style="list-style-type: none"> Students analyze character traits, actions, and point of view and compare the point of view of characters to their own point of view of a situation. <p>Unit 2:</p> <ul style="list-style-type: none"> Begin reading <i>Peter Pan in Kensington Gardens</i> and comparing it chapter-by-chapter to Peter Pan. Finish reading <i>Peter Pan</i>. Analyze model book review. 		<p>8 Weeks</p> <p>3 Weeks</p> <p>3 Weeks</p>

	Unit 3- Reading like a Writer: Revising Scenes from <i>Peter Pan</i>	<ul style="list-style-type: none"> Determine opinion and reasons about whether to recommend <i>Peter Pan</i> to a friend. Write and revise book review about whether to recommend <i>Peter Pan</i> to a friend. Prepare for and participate in a discussion about whether to recommend <i>Peter Pan</i> and <i>Peter Pan in Kensington Gardens</i> to a friend. <p>Unit 3:</p> <ul style="list-style-type: none"> Analyzing a model revised scene from <i>Peter Pan in Kensington Gardens</i>. Revising a scene from <i>Peter Pan</i>. Preparing a presentation explaining how and why the scene from <i>Peter Pan</i> was revised. Practice reading fluency by reading new excerpts of text aloud. Reading aloud the revised scene and presenting to an audience. 		2 Weeks
4	<p>Module 4- Water Around the World</p> <p>Unit 1 – Building Background Knowledge: Water Around the World</p>	<p>Unit 1:</p> <ul style="list-style-type: none"> Listening closely to determine the main ideas and supporting details of pages of <i>One Well: The Story of Water on Earth</i> read aloud Rereading and referring back to the text to answer text-dependent questions Analyzing how illustrations help the reader better understand the text Reading to determine the main idea and supporting details of a text Comparing and contrasting the main ideas and supporting details of two texts on the same topic 		<p>8 Weeks</p> <p>3 Weeks</p>

	Unit 2- Developing an Opinion: The Importance of Water Conservation	Unit 2: <ul style="list-style-type: none"> • Closely reading informational texts, comparing the point of view of the authors to students' own point of view • Continue researching issues related to water, with a focus on identifying possible solutions for access to water, demand for water, and water pollution • Writing a four-paragraph essay stating an opinion about the importance of water pollution 		4 Weeks
	Unit 3- Call to Action: Solutions to Water Issues	Unit 3: <ul style="list-style-type: none"> • Planning and writing a script for a PSA describing a water issue and suggesting action people can take to solve the issue • Writing an invitational letter inviting guests to the PSA live launch • Creating a video PSA • Presenting to an audience 		2 Weeks

Supports for Diversity, Equity, and Inclusion

Supports for culturally responsive and inclusive educational experiences.

Please use the following login information to access our program:

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Imagine Learning EL Education is committed to creating environments that value all learners, give real opportunities for achievement, and prepare students for the future. The curriculum is built from texts and tasks that honor the knowledge, language, beliefs, and skills that exist in the cultures and backgrounds of students and their families. The cultural supports in the curriculum are intended to suggest the infinite possibilities of different student experience, not to essentialize or label any single student or group. Teachers are encouraged to discuss and understand varied perspectives and students are asked to reflect on how their own experiences connect to the content.

Throughout the modules, students read high-quality literary and informational texts by diverse authors, featuring diverse time periods and characters with the aim of as many students as possible seeing their background and cultural experiences reflected in the texts. Module texts represent a wide range of multicultural voices and perspectives that reflect the rich diversity of the world at large. Authors represent a broad spectrum of contemporary and historical cultural perspectives, and the texts concurrently develop student knowledge of global diversity and human equality. Actively increasing the diversity of stories and realities to which students have access is a cornerstone of our belief in how education can act as an agent of cultural change.

A key component is to make diversity of voice and authorship as important in the text selection process as diversity of genre and topic. This includes texts that focus on issues of the past and those pertinent today, including gender roles, working conditions, the refugee experience, and access to schooling and education around the world. The representation of diverse characters means that students see themselves in the texts they read. As they do so, students are prompted to consider the **Habits of Character** they have learned and how they are (or are not) demonstrated by the characters in the texts they read. The texts highlight diverse cultures and perspectives from around the world but are relevant and have meaning to all students. The EL Education curriculum uses authentic texts to teach content and develop literacy skills. As students read module texts, the materials prompt them to connect to their own lives and share these connections with others if they choose.

High-leverage strategies that research shows are beneficial for instruction for multilingual learners/English learners.

The basic design of the curriculum is inherently and intentionally supportive of ELLs, incorporating many oral and literacy approaches that support their learning needs. These approaches are critical to language development and establishing equity.

ELL instruction is seamlessly integrated into the main body of the lessons for the K-8 curriculum. Language proficiency standards, lesson highlights, and levels of support are provided at the beginning of each lesson in the **Supporting English Language Learners** section. Lesson-specific ELL supports are also added to **Meeting Students' Needs** sections.

The ELL instructional approaches are critical to language development and help establish equity: Teachers and students unlock the “secret code” behind how language works, giving students more power in our society. Materials that support language and content learning include:

- **Content-based language and literacy instruction** - Allow ELLs to engage with interesting and cognitively challenging materials as they learn English. Content-based language learning is considered one of the best ways for students to learn a language (Tedick & Wesley, 2015; Walqui & Van Lier, 2010; Bunch et al., 2005). To ensure that ELLs of different abilities receive appropriate scaffolding, the curriculum includes additional and specific approaches and strategies at two levels: units and lessons.
- **Language Dives** - Empower students to analyze, understand, and use the language of academic sentences, which is critical to college and career—but which often seems opaque to students. During a Language Dive (1), the teacher and students slow down for 10–20 minutes to have a conversation about the meaning, purpose, and structure of a compelling sentence from a complex text. These structures can include the purposes for communicating, syntactical constructions, collocations, and idiomatic expressions. The classroom becomes a space in which students are assisted to figure out why the author chose a particular phrase. Language Dives are not meant to be grammar lectures; nor do they follow the initiate-response-evaluate pattern typical of most teacher-student interactions. Rather, they are “wonderings” about the ways in which language is used to convey particular meanings, and students are encouraged to grapple with the meanings, supporting EL Education’s general philosophy of building perseverance and self-efficacy.
- **Conversation Cues** - Engage ELLs and their peers in thoughtful and extended, academically oriented conversations about the materials they are learning through the use of Conversation Cues. Conversation Cues are questions teachers can ask students to promote productive and equitable conversation, helping to gauge students’ thinking. The questions can encourage students to have productive discussions and generate new ideas before they begin writing tasks. Conversation Cues are based on four goals that encourage each student to:
 - Goal 1: Talk and be understood (e.g., “I’ll give you time to think and sketch or discuss this with a partner.” and “Can you say more about that?”).
 - Goal 2: Listen carefully to one another and seek to understand (e.g., “Who can repeat what your classmate said?”).
 - Goal 3: Deepen their thinking (e.g., “Can you figure out why the author wrote that phrase?”).
 - Goal 4: Think with others to expand the conversation (e.g., “Who can explain why your classmate came up with that response?”)
- **Levels of Language Support** - Teachers are sensitive to students’ varying language proficiency levels and focus on moving them beyond the middle ranges of language proficiency. The curriculum honors and supports ELLs at lower and higher proficiency levels. Heavier and lighter levels

of support are provided for different activities within each lesson to support learners at any language proficiency level in accessing content. Examples:

- For heavier support: For students who are new to English, the curriculum provides sentence frames the students can use both orally and in writing, as well as suggested word and phrase banks and manipulatives to help students begin to construct their own sentences.
- For lighter support: For students who have moved beyond intermediate levels, the curriculum suggests strategic grouping, inviting students with more language proficiency to create sentence frames for students who need heavier support.
- **Vocabulary** - Teachers introduce vocabulary and phrases in context and ask students to use new words to discuss or write about the material they are learning. Students learn and practice an unfamiliar word as it is commonly used with other words—in collocation. In Grade 2, Module 1, Unit 2, of Schools and Community, for example, students read the learning target “I can write about my observations after closely viewing pictures.” They discuss the meaning of observations in this sentence and then observe school communities through some mystery pictures. Afterward, students talk about what they observed before they write about it. ELLs can also compare shades of meaning (observe, see, notice, spot) and use sentence frames to describe what they observe (“I see _____. One thing I observe is _____.”) and contrasting the observing and noticing process to the inquiring, evaluating, and wondering process. All students use a Word Wall to track and learn selected vocabulary.
- **Language Usage: Celebration and Error Correction** - Teachers and students explicitly and compassionately point out effective communication, especially that aligned to standards, and attend to language errors, as part of the path to establishing equity and building content knowledge. Students can benefit from discussions as to why their communication is effective, or why their communication is inaccurate or incomprehensible, especially during the writing process. At times, it can be helpful for students to discuss an error that is common to the group. At other times, giving one-on-one, individual feedback may be more respectful. Consider identifying, logging, and categorizing errors as follows, and practice correcting them over time (Ferris and Hedgcock, 2013).

Supports for differentiated instruction for a variety of learners, including students with a specific learning disability.

The curriculum developers believe all learners benefit from differentiated support. This ensures that all students have access to rigorous standards-based instruction that promotes college and career success. Students with Disabilities and Gifted and Talented students deserve the same rich, compelling, and challenging curriculum that other students receive. Varying levels of support such as extending instruction and making accommodations are effective differentiation. Teachers have opportunities to highly personalize in-class experiences as evidenced through experiences, independent work, and opportunities to adjust curriculum based on assessment results.

The curriculum provides a recommended text list for each module that contains a list of topic related texts, containing Lexiles significantly below and above grade level, for students to read independently on the topic at their specific level. In addition, differentiated instruction supports are available.

The Imagine Learning EL Education curriculum uses authentic texts. Authentic texts allow students to dig deeply into academic topics that matter and help them make connections between their academic learning and the real world. The curriculum provides additional and specific approaches and strategies at two levels: units and lessons to provide appropriate scaffolding.

The curriculum includes a range of differentiated supports for students reading below-grade level, on-grade level, and above-grade level. The Universal Design for Learning (UDL) framework is utilized in the curriculum as a basis for design to ensure multiple access points for all students. These core instruction scaffolds

can also be incorporated into Tier 2 and Tier 3 intervention targeted to content and skills for which students have documented weaknesses in core instruction during additional instructional time.

The curriculum provides support and resources for differentiation where needed, within the Module Lessons, Labs, ALL Block and Skills Block. The lessons are designed with guidance to ensure that all students are receiving differentiated support. In the Module Lessons Teaching Notes, Meeting Students' Needs sections provide specific recommendations. Some places where differentiation occurs within K-5 Module Lessons include:

- Partner work during module lessons (with strategic pairings)
- Group work during module lessons (with strategic groupings)
- Independent work during module lessons

In 3-5 ALL Block, teacher guided activities are differentiated based on student need. Four levels are targeted: below-grade level, on-grade level, above-grade level and ELL. Groups are not static and are intended to be adjusted at the start of every week based upon student need.

Imagine Learning's unique technology enables teachers to adjust lessons, while maintaining a link to the original content. This enables teachers to ensure their students' needs are met, while still benefiting from enhancements and updates to the curriculum. IL Classroom customization tools to support diverse learning needs including accommodations required for students with disabilities and opportunities for extension. Teachers can easily add or revise student-facing instructional or assessment materials. Teachers can easily add scaffolds to existing content, such as images or voiceovers. The format of digital items can be adapted to support individual student needs (i.e. changing a written response to a recorded audio response).

For more information, please visit the “How do the material support all learners?” page in the [Curriculum Guide](#).