Illinois Community College Board
Adult Education & Literacy

Illinois ABE/ASE Language Arts Model Curriculum
NRS Level 3

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NRS Level 3 Reading
Beginning Basic Education (Grade Levels 4.0 – 5.9)

FOUNDATIONAL SKILLS / ALPHABETICS (FS)
3.R.FS.1 / 3.R.FS.2

Essential Understanding:
- Phonics and word analysis aid in decoding words.

Essential Questions:
- How can letter sounds and syllable patterns help decode words?
- Why can some words be sounded out and others cannot?

Students will be able to:
(What does mastery look like)
- Apply appropriate phonics rules and word analysis strategies in decoding words.
- Accurately read unfamiliar multisyllabic words in and out of context by applying all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes).

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:
- Decode level-appropriate text from www.readinga-z.com
- Read list of common words from https://www.flocabulary.com/3rd-grade-vocabulary-word-list/
- Identify roots and affixes in a given list from www.ixl.com Lessons OO.1, 2, 3

Other Evidence:
- Teacher observation/checklist

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
Given website, text, or teacher-generated lists:
- Categorize words with similar affixes
- Separate the affix(es) and base word
- Recognize negative prefixes
- Match words with possible affixes
- Highlight vowel teams in a controlled reading
- Match vowel teams that have similar sounds
- Recognize and read level-appropriate irregularly-spelled words
- Syllabicate unfamiliar words with both prefixes and suffixes

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Learning Activities:
(*interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options*)
- One-on-one tutors with individualized instruction/support such as using echo reading (p.241) in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as assisting and decreasing assistance as competency is reached such as choral reading or repetition (p. 243) and poetry theater-phonics focus (p. 246) in *Interventions for Reading Success*
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)
- Interactive technology: quizlet app, Study Stack app
- EBRI reading instruction

List of Instructional Materials:
- Fry, Edward. (2000). *How to Teach Reading to Adults*. Contemporary Books, Lincolnwood, IL
- Blevins, Wiley. (2001). T*eaching Phonics and Word Study in the Intermediate Grades*. Scholastic Professional Books, NYC.
- Broderick, B. & Langan, J. (2008). *Groundwork for College Reading with Phonics (4th ed.)*. West Berlin, NJ: Townsend Press.
- Tompkins, G. E. & Blanchfield, C. (2004). *Teaching Vocabulary: Fifty Creative Strategies.* Columbus, OH: Pearson.
- *Word Power: Spelling and Vocabulary in Context - Introductory.* (1997). Lincolnwood, IL: Contemporary Books.

List of Technology Resources:
- www.fcrr.org
- www.starfall.com
- www.funbrain.com
- www.ogforall.com
- http://quizlet.com/13070784/flashcards
- http://quizlet.com/13070832/frys-fluency-phrases-set-3-flash-cards/
- https://www.studystack.com/
- www.readinga-z.com

VOCABULARY ACQUISITION AND USAGE (VA)
3.R.VA.1 / 3.R.VA.2 / 3.R.VA.3

Essential Understandings:
- Strategies aid in the determination of word meanings in context.
- The meaning of words and phrases (figurative language and idioms) change according to use and context.
- Relationships exist between particular words (synonyms, antonyms, and homonyms) which aid understanding.

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- General academic and domain specific words and phrases can be acquired and used through specific techniques

Essential Questions:
- How do word relationships clarify meaning?
- How is the meaning of figurative language and idioms deciphered?

Students will be able to:
(What does mastery look like)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content by using context as a clue to the meaning of a word or phrase (e.g., definitions, examples, or restatements in text).
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content using common, level appropriate Greek and Latin affixes and roots to help determine the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content by consulting print and digital reference materials such as dictionaries, glossaries, and thesauruses to find the pronunciation and identify the precise meaning of key words and phrases.
- Demonstrate comprehension of figurative language, word relationships and nuances in word meanings (including synonyms, antonyms, idioms) by explaining the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- Demonstrate comprehension of figurative language, word relationships, and nuances in word meanings by identifying and explaining the meaning of common idioms, adages, and proverbs.
- Demonstrate comprehension of figurative language, word relationships, and nuances in word meanings by using the relationship between particular words, such as synonyms, antonyms and homographs, to better define and explain each word.
- Demonstrate acquisition of level-appropriate general academic and domain-specific words and phrases by accurately using words that signal contrast, addition, and other logical relationships (e.g., *although, nevertheless, similarly, moreover, in addition*).

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:

- Matching of idioms and actual meaning
- Choose possible meaning for unknown words in a word family.

- Fill in word grid independently.
- Complete open-ended sentences.
- Match antonyms/synonyms on a written test.

Other Evidence:
- Teacher observation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Direct instruction of NRS Level 3 Tier 2 appropriate words utilizing grid identifying meaning, synonyms, antonyms, and example sentence
- Direct instruction of common idioms
- Guided matching of synonyms/antonyms
- Open ended sentences
- With assistance, fill-in the blank with one or more Tier 2 vocabulary words
- Brainstorm examples and personalize vocabulary
- Complete word grid with teacher support

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention - One-on-one tutors with individualized instruction/support such as using class word lists-Tier 2/Domain specific
- Universal Design for Learning protocols such as additional time and practice, modified lessons for disabilities (i.e., enlarged print, drills, flashcards and games)
- Interactive technology: quizlet app, Study Stack app
- EBRI reading instruction

List of Instructional Materials:
- Fry, Edward. (2000). *How to Teach Reading to Adults*. Contemporary Books, Lincolnwood, IL
- Blevins, Wiley. (2001). *Teaching Phonics and Word Study in the Intermediate Grades*. Scholastic Professional Books, NYC
- Nadell, Judith & Johnson, Beth. (2011). *Vocabulary Basics Second Edition*. Townsend Press Books, West Berlin, NJ
- Nist, Sherrie. (2011). *Vocabulary Basics Fourth Edition*. Townsend Press Books, West Berlin, NJ
- *Word Power: Spelling and Vocabulary in Context: Introductory.* (1997). Lincolnwood, IL: Contemporary Books.
- *Word Power: Spelling and Vocabulary in Context: Intermediate* 2. (1997). Lincolnwood, IL: Contemporary Books. (See Intermediate 1 also)
- *Reading Basics*. (2001). Chicago: Contemporary Books.
- Folse, K. S. (1993). *Beginning Reading Practices: Building Reading and Vocabulary Strategies*. Ann Arbor: University of Michigan Press.
- Dolainski, S. & Griffin, S. (2011). *Words to Learn By: Advancing Academic*

Vocabulary. Chicago: McGraw-Hill.
• Tompkins, G. E. & Blanchfield, C. (2004). *Teaching Vocabulary: Fifty Creative Strategies.* Columbus, OH: Pearson.

List of Technology Resources:
• Star Vocabulary Booster Workshop, www.thecenterweb.org/ALRC
• www.quizlet.com
• www.studystack.com
• Read works poetry selections K-12
• http://www.readworks.org/rw/poems-questions-national-poetry-month?utm_source=Email&utm_medium=Email&utm_campaign=4.1.15%20Poetry%20Month
• http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf
• www.fcrr.org
• http://grammar.about.com/od/words/a/wordroots.htm
• http://grammar.yourdictionary.com/for-students-and-parents/words-with-multiple-meanings.html
• www.learningchocolate.com
• www.manythings.org
• www.chompchomp.com
• www.freerice.com
• www.youtube.com
• Google images

FLUENCY (FL)
3.R.FL.1 / 3.R.FL.2 / 3.R.FL.3

Essential Understandings:
• Fluent reading supports comprehension.
• Comprehension is increased when prose and poetry are read with accuracy, at an appropriate rate, and with expression.
• Context aids in recognition and understanding of words.

Essential Questions:
• What do good readers sound like?
• Why does reading at an appropriate rate increase understanding?

Students will be able to:
(What does mastery look like)
• Read level appropriate text with accuracy and fluency that is sufficient to support comprehension.
• Read level appropriate prose and poetry orally with improved accuracy and appropriate rate and expression on successive readings.
• Use context to confirm or self-correct word recognition and meaning, rereading as necessary.

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Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded:
homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests,
and other formal assessments including but not limited to:
- Students will read aloud a rehearsed on-level passage or poem that conforms to an appropriate rubric.
- Students will pause at appropriate intervals indicated by thought groups, punctuation and line spacing.
- Students will self-correct or repeat word/phrase to reinforce understanding
- After repeated readings, students will read aloud the rehearsed passage with expression, accuracy (word recognition) and at an appropriate rate.

Other Evidence:
- Teacher observation
- Self-evaluation
- Rubric
- Before/after comparative recordings

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Pair and small group reading for fluency with instructor or tutor guidance
- Choral reading
- Echo reading
- Rereading assigned passages aloud with appropriate word groupings and pauses
- Rereading assigned passages with different possible expression and emotion. For example "They Went Home" by Maya Angelou read with sadness or anger
- Reading, pausing, and rereading to (self) assess comprehension and accuracy as needed
- Presentations of selected or assigned poems or readers theater to class.
- Recording selections on Voicethread, podcasts, Screencast-o-matic or other media for later presentation

Learning Activities:
(interventions for students who are not progressing, instructional strategies,
differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support such as using echo reading (p.241) in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as assisting presenter during presentation and decreasing assistance as competency is reached such as choral reading (p. 243) and poetry theater (p. 246) in *Interventions for Reading Success*
- Universal Design for Learning protocols such as additional time practice e.g

listen/read along with cdlponline, VOA Special English, News in Levels, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)
- Interactive technology: quizlet app, Study Stack app
- EBRI reading instruction

List of Instructional Materials:
- Fluency rubrics
- Various on-level passages of prose and poetry and/or handouts from websites

List of Technology Resources:
- www.voicethread.com
- www.newsinlevels.com
- www.cdlponline.com
- http://www.breakingnewsenglish.com/index.html
- http://www.teachingheart.net/readerstheater.htm
  http://www.aaronshep.com/rt/RTE.html
- http://www.readwritethink.org/files/resources/lesson_images/lesson22/performcrit.pdf
- http://avoca37.org/hannuss/files/2011/08/Student-Friendly-fluency-rubric1.pdf
- http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf
- www.readworks.org

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COMPREHENSION: LITERATURE (CL)
3.R.CL.1 / 3.R.CL.2 / 3.R.CL.3 / 3.R.CL.4 / 3.R.CL.5 / 3.R.CL.6 / 3.R.CL.7 / 3.R.CL.8 / 3.R.CL.9 / 3.R.CL.10

Essential Understandings:
- Application of specific reading strategies can be used to increase comprehension.
- Citing information, comparing and contrasting, and drawing inferences from the text demonstrates comprehension.
- Deeper understanding of text can be gained through analysis of story elements.
- Text assists in determining the meaning of figurative language.
- Poetry, drama, and prose are different in structure.
- Identifying point of view increases understanding of characters and the author's intent.
- Visual or oral presentations of stories or dramas are interpretations of the text, and may differ somewhat from the original text.
- Connections can be made between texts within the same or different genres that deal with similar themes.

Essential Questions:
- How can the theme of the story be determined?
- How are judgments made about characters in the story?
- How can an oral or visual presentation differ from the meaning of a text?
- What are the elements that determine genre?

Students will be able to:
(What does mastery look like)
Key Ideas and Details: Literature
- Apply strategies such as rereading information, skimming, questioning, predicting, and using graphics to aid comprehension of level appropriate text, by referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Apply strategies such as rereading information, skimming, questioning, predicting, and using graphics to aid comprehension of level appropriate text, by quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Apply strategies such as rereading information, skimming, questioning, predicting, and using graphics to aid comprehension of level appropriate text, by determining the theme of a story, drama, or poem from details in the text, summarizing the text, and noting how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
- Apply strategies such as rereading information, skimming, questioning, predicting, and using graphics to aid comprehension of level appropriate text, by describing a character, setting, or event in a story in depth, drawing on specific details in the text such as a character's thoughts, words, or actions.

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- Apply strategies such as rereading information, skimming, questioning, predicting, and using graphics to aid comprehension of level appropriate text, by comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text such as how characters interact.

Craft and Structure: Literature
- Identify words and phrases used in a text as figurative language such as metaphors and similes and those that allude to significant characters found in history and determine their meaning in context.
- Identify and explain the differences between prose, drama, and poems, referring to structural elements such as verse, rhythm, and meter for poems and casts of characters, settings, descriptions, dialogue, and stage directions for drama when writing or speaking about a text.
- Recognize and explain how a series of chapters, scenes, or stanzas work together to create the overall structure of a particular story, drama, or poem.
- Recognize and utilize point of view as a strategy to aid comprehension by comparing and contrasting first person and third person narrations as well as points of view from other stories and how they are different.
- Recognize and utilize point of view as a strategy to aid comprehension by describing how the point of view of either a narrator or speaker influences the description of events.

Integration of Knowledge and Ideas: Literature
- Recognize and identify connections between the text of a story or drama and a visual or oral presentation of the text, making references to descriptions and directions that correspond to the text.
- Apply compare and contrast techniques in stories, myths, and traditional literature from other cultures on the treatment of similar themes and topics such as opposition of good and evil and patterns of events such as the quest.
- Apply compare and contrast techniques to approaches on similar themes and topics in stories of the same genre.
  Explain how visual and multimedia elements add to the meaning, tone, or beauty of a text, as in a graphic novel or a multimedia presentation of fiction, folktale, myth, or poem.

Range of Reading and Level of Text Complexity: Literature
- Read and demonstrate comprehension of a range of literature including level appropriate stories, dramas, and poetry of varying measures of difficulty as needed.

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Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments including but not limited to:

- Summaries of assigned readings or other writings will refer to examples and details in the texts.
- Given new material, a student can refer to details and inferences to indicate comprehension.
- Answer test questions about the text, including short answer and extended response such as comparing and contrasting a book and its movie, two characters, etc.
- Put events in chronological order or in a logical order.
- Complete graphic organizer such as a plot chart.
- Test in which students identify:
  - Point of view
  - Metaphor or simile
  - Setting (time and place)
  - Tone
  - Form

Other Evidence:
- Teacher observation
- Class discussion
- Journal progression

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Compare and contrast text and movie both orally and in writing
- Discussion with graphic organizers
- Write or verbally answer comprehension questions
- Practice reading strategies independently and with guidance
- Put scenes in order
- Match characters and quotations or actions
- List characteristics of characters
- Describe how choice of vocabulary and illustrations add to tone and formality
- Discuss or journal theme and personal experience of that theme
- Summarize in 100 words, then 75 words, then 50 words
- Analyze how student predictions materialized
- Expose students to stories, dramas, and poetry and their distinctive forms

Learning Activities:

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(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support such as using think a-louds for comprehension or summarizing strategies as in 100 words/75/50.
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills, flashcards and games)
- Interactive technology: quizlet app, Study Stack app
- EBRI reading instruction

List of Instructional Materials:
- Journals for writing
- Reading materials (books, poems, plays, story collections, cartoons)
- Visual materials such as movies, illustrations, book covers
- Broderick, B. & Langan, J. (2008). *Groundwork for College Reading with Phonics* (4th ed.). West Berlin, NJ: Townsend Press.
- Miller, W. H. (1990). *Reading Comprehension Activities Kit: Ready-to-Use Techniques and Worksheets for Assessment and Instruction*. West Nyack, NY: The Center for Applied Research in Education.
- *That's Life: Reading Comprehension*. (1998). East Moline, IL: Linguisystems.
- *Introductory Reader Reading Basics: A Real-World Approach to Literacy*. (2012). Chicago: McGraw Hill.
- *Intermediate Reader Reading Basics: A Real-World Approach to Literacy*. (2012). Chicago: McGraw Hill.
- Fry, Edward. (2000). *How to Teach Reading to Adults*. Contemporary Books, Lincolnwood, IL
- *Reasoning Through Language Arts: Test Preparation for the GED®* (2013). Houghton Mifflin Harcourt

List of Technology Resources:
- http://www.eduplace.com/graphicorganizer/
- graphic organizers at http://my.hrw.com/nsmedia/intgos/html/igo.htm
- http://teacher.scholastic.com/tools/rubric.htm
- http://www.manythings.org/
- www.readinga-z.com
- www.readwritethink.org
- Readers' Theaters at http://www.aaronshep.com/rt/RTE.html
- http://www.teachingheart.net/readerstheater.htm
- Cubes for reporting at http://www.readwritethink.org/files/resources/interactives/cube_creator/

COMPREHENSION: INFORMATIONAL TEXT (CI)

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3.R.CI.1 / 3.R.CI.2 / 3.R.CI.3 / 3.R.CI.4 / 3.R.CI.5 / 3.R.CI.6 / 3.R.CI.7 / 3.R.CI.8 / 3.R.CI.9

Essential Understandings:
- Application of specific reading strategies can be used to increase comprehension of informational text (historical, scientific, or technical text).
- Explicit and implicit meanings can be determined by identifying main ideas and supporting details, and citing text.
- Explaining text can be assisted by quoting accurately, following its chronology, and applying cause and effect language.
- Context can assist in determining the meaning of general academic and domain specific words and phrases.
- Knowledge of text structure (comparison, cause/effect, and chronology) increases understanding.)
- Analysis of multiple texts or accounts on the same subject deepens knowledge.
- Visual aids located within a variety of mediums can be used to interpret information.
- Ability to use print and digital sources effectively helps to locate relevant information quickly.

Essential Questions:
- What strategies can be implemented to comprehend informational text?
- How can a text be accurately explained?
- What constitutes evidence or support when explaining the meaning of a text?
- How are multiple accounts of the same event analyzed?
- How does an author use reason and evidence to support points in a text?

Students will be able to:
(What does mastery look like)
Key Ideas and Details: Information
- Demonstrate use of a variety of comprehension strategies to increase comprehension of a text by referring to details and examples when explaining what the text says literally and what it might also infer.
- Demonstrate use of a variety of comprehension strategies to increase comprehension of a text by identifying and determining two or more main ideas of a text, explaining how they are supported by key details, and by summarizing the main idea of a passage through questioning techniques (*who, what, when, why, how*).
- Demonstrate use of a variety of comprehension strategies to increase comprehension of a text by referencing specific information in a text to explain the events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why.
- Demonstrate use of a variety of comprehension strategies to increase comprehension of a text by accurately quoting from a text when explaining what the text says literally and when drawing inferences from the text.

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- Demonstrate use of a variety of comprehension strategies to increase comprehension of a text by explaining the relationships or interaction between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text and by appropriately using language that describes cause/effect, time, and sequence.

Craft and Structure: Information
- Identify general academic and domain specific words in level appropriate texts and determine meaning using comprehension strategies.
- Identify and use overall structure of a text (e.g., chronology, cause/effect, comparison, and problem/solution) to aid comprehension of events, concepts, ideas, and information.
- Use compare and contrast strategies on first and second-hand accounts of the same event or topic to describe differences in focus and information.
- Identify, compare, and contrast overall structure (e.g., chronology, cause/effect, comparison, and problem/solution) of events, concepts, ideas, and information within one or between two texts.
- Use structure to aid comprehension by analyzing multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Recognize words that signal cause/effect in sentences such as *because*, *as a result*, *thus*, and *consequently*.

Integration of Knowledge and ideas: Information
- Demonstrate comprehension of information presented visually, orally, or in various forms such as charts, graphs, diagrams, time lines, animations, or interactive web pages by describing how it relates to and or enhances comprehension of the text in which it appears or with which it is associated or connected.
- Recognize and identify particular points and supporting evidence and/or reasons an author uses in a text and explain which points are supported by which evidence or reasons.
- Using two texts on the same topic, select and combine information to speak or write about the subject.
- Using multiple print and digital sources, demonstrate the ability to find specific information to a question or solve a problem quickly and efficiently.

Range of Reading and Level of Text Complexity: Information
- Using a variety of comprehension strategies, read and demonstrate comprehension of level appropriate informational texts, including history/social studies, science, and technical texts.

Evidence for Assessing Learning

Performance Tasks:

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Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:

- Tests/quizzes
- Language journal
- Retell/explain
- Ask/answer comprehension questions
- Classify text types (i.e. descriptive, sequence, cause/effect)
- Relate text features such as illustrations to main text
- Locate key facts/information using text features
- Collage/visual representations of key ideas/details
- Completion of graphic organizers such as story maps
- Given a selection of texts, students will summarize using the 5 W's (who, what, where, why, and when)
- Given a report, oral or otherwise, students will cite two or more sources of information on the same topic.
- Given a text, students will be able to identify:
  - Author's purpose
  - Main ideas and supporting details
  - Key words and facts
  - Relationships
  - Type of text

Other Evidence:

- Teacher observation
- Graphic organizers

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- KWL
- Question web
- Word web
- Thinking stems
- Given just a title or illustration, students predict main ideas/key concepts
- Match headings/subheading to text bodies
- Label informational text features to identify key concepts (titles, subheadings, topic sentences, pictures, etc.)
- Venn diagrams
- Fill in graphic organizers such as sequence or cause/effect maps
- Underline transitions or signal words and phrases
- Write a class summary of the 5 W's of a given text
- Read two or more texts on same topic from differing points of view
- "What's the text about?" game (in 50 words to 25 words to 14 words to 7 words to summarize essential idea of text)

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- Scrambled sentences/paragraphs—student re-sort text cut apart at either the sentence or paragraph level into correct order and discuss rationale for their ordering (looking for and discuss logical connections by text type, i.e. cause/effect or sequence, and also by cohesion, coherence and anaphoric/cataphoric reference markers)
- Read text with underlined vocabulary and circle multiple choice for the best meaning equivalent.
- Sort details under the appropriate main idea
- Create a timeline to understand the text chronology
- Scan for specific information
- Skim text for general idea

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention Model /One-on-one tutors with individualized instruction/support such as guided usage of web sites (www.voanews.com, www.breakingnewsenglish.com, www.cdlponline.org)
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)
- Interactive technology: quizlet app, Study Stack app
- EBRI reading instruction

List of Instructional Materials:
- Graphic organizers
- Lists of transitions and signal words by type of organization
- Informational texts at the appropriate reading and interest level
- Graphs and charts
- Fry, Edward. (2000). *How to Teach Reading to Adults*. Contemporary Books, Lincolnwood, IL.
- Pauk, W. (1983). *Six Way Paragraphs: Middle Level*. Chicago: Jamestown Publishers.
- Bailey, J. (1990). *From the Beginning: A First Reader in American History*. Studio City, CA: JAG Publications.
- *Introductory Reader Reading Basics: A Real-World Approach to Literacy*. (2012). Chicago: McGraw Hill.
- *Intermediate Reader Reading Basics: A Real-World Approach to Literacy.* (2012). Chicago: McGraw Hill.
- Douglas, N. (2009). *Reading Explorer 1*. Boston: Heinle.
- MacIntire, P. (2009). *Reading Explorer 2*. Boston: Heinle.
- Castellucci, M. (2004). *Pre-GED® Skill Workbooks: Social Studies: Critical Thinking and Graphic Literacy.* Syracuse, NY: New Readers Press.
- Broderick, B. & Langan, J. (2008). *Groundwork for College Reading with Phonics* (4th ed.). West Berlin, NJ: Townsend Press.
- Miller, W. H. (1990). *Reading Comprehension Activities Kit: Ready-to-Use Techniques and Worksheets for Assessment and Instruction*. West Nyack, NY:

The Center for Applied Research in Education.
- Castellucci, M. (2004). *Pre-GED® Skill Workbooks: Science: Critical Thinking and Graphic Literacy*. Syracuse, NY: New Readers Press.

List of Technology Resources:
- graphic organizers at http://my.hrw.com/nsmedia/intgos/html/igo.htm
- Wikipedia with support
- http://www.animatedatlas.com/movie2.html
- http://www.animatedatlas.com/timeline.html
- http://www.voanews.com/
- www.cdlponline.org
- www.newsinlevels.com
- http://www.breakingnewsenglish.com/index.html
- http://www.eduplace.com/graphicorganizer/

FUNCTIONAL AND WORKPLACE SKILLS (FW)
3.R.FW.1 / 3.R.FW.2 / 3.R.FW.3 / 3.R.FW.4 / 3.R.FW.5

Essential Understandings:
- Information learned from reading has practical application.
- Gaining digital literacy is necessary for success in the workplace.
- Information from Internet websites must be evaluated for reliability.

Essential Questions:
- How is reading applied in the workplace?
- How are basic technology skills used in the workplace?
- What makes an informational source reliable?

Students will be able to….
- Communicate and apply information, data, and observations selected and developed from readings to actual practice.
- Demonstrate ability to locate information used to communicate with co-workers and customers.
- Demonstrate ability to use technology systems by applying knowledge of the basic features of computer and network interfaces and by using them accurately without assistance.
- Demonstrate ability to use technology systems by exploring and applying a variety of technology systems and resources such as smartphones, digital cameras, e-books, and electronic white boards to complete learning tasks.
- Demonstrate ability to use technology systems by applying basic technology-based thinking strategies such as automated search methods, and storage and retrieval techniques to a variety of problems.
- Demonstrate ability to use informational texts, internet web sites, and/or technical materials to review and apply information sources for occupational tasks.

- Review a website, technical materials and resources, and informational texts and assess information for relevance and reliability.

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:
- Perform guided searches using various search engines. Select websites for review which most closely match search criteria
- Review online want-ads or job openings for required employee qualifications, start dates, application response instructions (apply by phone, mail, online)

Other Evidence:
- Instructor observation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Sense-lang activities for computer literacy (mouse, arrows, cursor, drag-drop exercises, keyboarding exercises)
- Guided questions – Fill in answers to where, what, when information from news websites and career sites
- Fill in the blank exercises utilizing information from sample memos, want ads, schedules applications and e-mails

Learning Activities:
(*interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options*)
- Response to Intervention Model (Tier 2 or 3) such as one-on-one tutors with individualized instruction/support assisting and decreasing assistance as competency is reached in using websites and completing handout forms
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)

List of Instructional Materials:
- Newspaper want ads, college catalogs, sample memos, e-mails, schedules and applications
- Glisan, E. M. *Job Search: Facts, Forms, and Role Plays*. (1993). PCI Education.
- *Workplace Skills: Reading for Information - Career Readiness Preparation*. (2010). Chicago: McGraw-Hill.
- Price-Machado, D. (1998). *Skills for Success: Working and Studying in English*. New York: Cambridge University Press.

List of Technology Resources:

NRS Level 3 Reading
Beginning Basic Education (Grade Levels 4.0 – 5.9)

- http://www2.illinoisworknet.com/#Jobs
- http://public.careercruising.com/en/
- https://www.healthcaresource.com/genesis/index.cfm?fuseaction=search.categoryList&template=dsp_job_categories.cfm
- http://www.qconline.com/jobs/
- www.sense-lang.org

NRS Level 3 Speaking & Language
Beginning Basic Education (Grade Levels 4.0 – 5.9)

COMPREHENSION AND COLLABORATION (CC)
3.S.CC.1 / 3.S.CC.2 / 3.S.CC.3 / 3.S.CC.4 / 3.S.CC.5 / 3.S.CC.6

Essential Understandings:
- Collaborative, structured discussions among diverse partners provide opportunities for practicing effective speaking and listening skills.
- There are key elements for comprehending, analyzing, evaluating, and discussing oral information.
- Potential outcomes and solutions can be predicted from discussions.

Essential Questions:
- What strategies contribute to the interpretation and use of oral information?
- What are the key elements for an effective discussion?
- How is the validity of persuasive oral information evaluated?

Students will be able to:
(What does mastery look like)
- Engage effectively in a range of collaborative discussion groupings with diverse partners by coming to discussions prepared, having read or studied the required level appropriate material and by demonstrating ability to draw on that information as well as add ideas and other known information to explore the topic.
- Engage effectively in a range of collaborative discussion groupings with diverse partners by following agreed upon rules for discussions and carrying out assigned roles.
- Engage effectively in a range of collaborative discussion groupings with diverse partners by making comments that contribute to the discussion and link to the remarks of others by posing and responding to specific questions to clarify or follow up on information.
- Identify and demonstrate comprehension of key points of discussions by reviewing key ideas expressed, explaining their own ideas and drawing conclusions based on the discussion.
- Demonstrate comprehension of key points of a discussion by paraphrasing and summarizing portions of a text read aloud or information presented in a variety of formats including visually, quantitatively, and orally.
- Demonstrate comprehension of key points of a discussion by identifying the reasons and evidence a speaker uses to support particular points.
- Demonstrate comprehension of key points of a discussion by summarizing the points a speaker makes and identifying and explaining the reasons and evidence the speaker uses
- Demonstrate active listening skills by recognizing and interpreting verbal and non-verbal signals and behaviors to make communication more effective.
- Identify and demonstrate comprehension of key elements of oral information indicating: cause and effect, comparison/contrast, conclusions, context, purpose,

charts/tables/graphs, evaluation/critique, mood, persuasive text, sequence summaries, and technical subject matter.
- Demonstrate ability to identify and evaluate oral information for the following: accuracy, adequacy/sufficiency, appropriateness/clarity, conclusions/solutions, fact/opinion, assumptions, propaganda, relevancy, validity, and relationship of ideas.
- Apply prediction strategies based on oral information regarding trends to posit possible outcomes and solutions.

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:
- Given possible solutions, the group will work collaboratively to choose and support with facts and/or details a final outcome and present to class
- Present information following standard organizing conventions according to a rubric

Other Evidence:
- Teacher observation
- Self-evaluation/rubric-checklist
- Peer evaluation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Problem-posing activities from real-life situations
- Role-play appropriate and inappropriate group pragmatics
- Role-play appropriate non-verbals to enhance communication
- Form and use appropriate questions to find message and supporting details
- Paired work completing information gap exercises
- Paired oral interviews with follow up oral reports
- Retell message/story from answers in logical sequence using appropriate transitional phrases
- Paraphrase a message from a variety of media
- Summarize a portion of text: 100 words, 50 words, 25 words
- Use KWL and prediction in discussions on assigned topics or problem solving exercises
- Retell simple news stories in logical sequence including facts and details
- Answer comprehension questions from listening activities
- Use standard patterns of organization to present information-compare/contrast, cause/effect, chronological order
- Present information following a simple checklist

NRS Level 3 Speaking & Language
Beginning Basic Education (Grade Levels 4.0 – 5.9)

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)

- Teacher-directed pair work and collaboration
- Response to Intervention Model such as assisting presenter during presentation and decreasing assistance as competency is reached
- One-on-one tutors with individualized instruction/support.in comprehension such as think alouds. Tutor led discussion circles for more practice
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)
- EBRI reading instruction

List of Instructional Materials:

- Teacher-generated materials-rubrics and checklists
- Current events/newspapers

List of Technology Resources:

- VOA Special English podcasts and reports www.voanews.com
- www.Newsinlevels.com
- http://www.breakingnewsenglish.com/index.html -news stories and discussion topics
- http://www.qconline.com/
- www.thetimesinplainenglish.com
- http://changeagent.nelrc.org/
- YouTube videos on presentation/listening strategies and for modeling standard organization of presentations such as: "How to discuss a topic in a group" https://www.youtube.com/watch?v=YY2yjEEoB3U
- Presentation and Oral Rubrics
  - http://www.bie.org/object/document/k_2_presentation_rubric
  - www.rubrics4teachers.com/presentation.php
  - http://www.sites4teachers.com/links/redirect.php?url=http://www.ncsu.edu/midlink/rub.pres.html
  - Simple Rubric for oral reports: http://organizedteaching.com/organized_assessment/rubrics.html
  - Participation rubric: http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf

NRS Level 3 Speaking & Language
Beginning Basic Education (Grade Levels 4.0 – 5.9)

PRESENTATION OF KNOWLEDGE AND IDEAS (PK)
3.S.PK.1 / 3.S.PK.2 / 3.S.PK.3 / 3.S.PK.4

Essential Understandings:
- Facts and details are used when reporting on a topic, text, or story.
- Multimedia components and visual aids support and enhance the development of main ideas or themes.
- Task, audience, and purpose determine whether formal or informal English is used.

Essential Questions:
- When is it appropriate to use informal vs. formal English?
- What can be used to enhance a presentation?

Students will be able to:
(What does mastery look like)
- Present an oral report on a topic, text, or opinion, tell a story, or retell an experience organizing information in a logical sequence, using descriptive details as appropriate, and supporting main ideas or themes with relevant information and facts while speaking clearly and at an understandable pace (appropriate prosody).
- Select/create and include audio recordings, charts, graphs, tables, or other visual displays and support materials when appropriate to enhance development of main ideas or themes in an oral presentation.
- Access, incorporate, and utilize visual displays and multimedia components such as graphics and sound when appropriate to enhance or develop main ideas or themes in a presentation.
- Adapt levels of formality in speech to be appropriate to task, audience, context, and purpose.

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:
- Students will give an oral presentation utilizing technology with appropriate visuals.
- Students will use facts, supporting details, and anecdotes in a report on a selected topic.
- Students will include an introduction and a conclusion in their presentation
- Students will respond to follow up questions in complete sentences.

Other Evidence:
- Teacher observation

NRS Level 3 Speaking & Language
Beginning Basic Education (Grade Levels 4.0 – 5.9)

- Teacher-generated check list
- Guided peer observation using check list/rubric
- Conversations with students

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Given a topic brainstorm facts, relevant details, and anecdotes
- Organize information using graphic organizer and note cards
- Rehearse introductions/conclusions and story retells
- Retell stories (using story strips, provided outline and/or note cards) and rehearse for fluency
- View model presentations on PowerPoint, Glogster and other media apps and evaluate types of visuals for effectiveness with instructor guidance
- Create a visual presentation to support and enhance an oral report
- Determine level of formality necessary for the task (informal for friends, formal for business) and audience and choose appropriate vocabulary and structure to support the message

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Teacher-directed pair work and collaboration
- Response to Intervention Model such as assisting presenter during presentation and decreasing assistance as competency is reached in rehearsing introductions, conclusions and story retells
- One-on-one tutors with individualized instruction/support in creating a presentation
- Tutor led discussion circles for more practice
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)
- EBRI reading instruction

List of Instructional Materials:
- Teacher-generated materials-rubrics and checklists
- Current events/newspapers
- Notecards
- Posterboard

List of Technology Resources:
- VOA Special English podcasts and reports www.voanews.com
- www.Newsinlevels.com
- http://www.breakingnewsenglish.com/index.html -news stories and discussion topics
- http://www.qconline.com/
- www.cdplonline.com

NRS Level 3 Speaking & Language
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- http://www.breakingnewsenglish.com/index.html
- www.thetimesinplainenglish.com
- Youtube videos on presentation/listening strategies and for modeling standard organization of presentations such as: "How to discuss a topic in a group"- https://www.youtube.com/watch?v=YY2yjEEoB3U
- Presentation and Oral Rubrics
- www.rubrics4teachers.com/presentation.php
- http://www.sites4teachers.com/links/redirect.php?url=http://www.ncsu.edu/midlink/rub.pres.html
- Simple Rubric for oral reports http://organizedteaching.com/organized_assessment/rubrics.html
- Participation rubric http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf
- https://www.readinga-z.com/assessments/retelling-rubrics/ retelling activities http://changeagent.nelrc.org/
- www.voicethread.com
- www.glogster.com
- Screencast-o-matic recordings for fluency
- PowerPoint software
- Posted online models for presentations (YouTube) such as: https://www.youtube.com/watch?v=QKOO99UjsSE Tips on Giving Oral Presentations (Australian English)
- Tablet, camcorder, etc. for recording self/peers

TEXT TYPES AND STANDARDS (TT)
3.W.TT.1 / 3.W.TT.2 / 3.W.TT.3

Essential Understandings:
- Writing can express an opinion, provide information, or tell a story.
- Facts, details, and citations are used to support an argument or tell a story.
- Writing consists of developing a topic/thesis, supporting details, transitions, and a conclusion.

Essential Questions:
- How is the purpose for writing determined?
- How is a writing piece developed?
- How is the intended meaning clearly conveyed?

Students will be able to:
(What does mastery look like)
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information by introducing the topic clearly, stating an opinion, and creating an organizational structure in which ideas are logically grouped in support of the writer's purpose.

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Beginning Basic Education (Grade Levels 4.0 – 5.9)

- Write opinion pieces on topics or texts, supporting a point of view giving logically ordered reasons supported by facts and details.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information by connecting opinions and reasons with words such as *for instance*, *in order to*, *in addition*, *consequently,* and *specifically*.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information by giving a concluding statement or section which is related to the opinion presented.
- Write informative/explanatory texts to study a topic and convey ideas and information clearly by introducing a topic clearly, providing a general observation and focus, and grouping related information logically, including formatting, headings, illustrations, and multimedia when appropriate to enhance comprehension.
- Write informative/explanatory texts to study a topic and convey ideas and information clearly by developing the topic with facts, definitions, concrete details, quotations, or other information and topic-related examples.
- Write informative/explanatory texts to study a topic and convey ideas and information clearly by connecting ideas within and across categories of information with words, phrases, and clauses such as *in contrast* and *especially*.
- Write informative/explanatory texts to study a topic and convey ideas and information clearly by selecting and using precise language and domain-specific vocabulary when providing information about or explaining the topic.
- Write informative/explanatory texts to study a topic and convey ideas and information clearly by giving a concluding statement or section which is related to the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by establishing a situation to orient the reader and introducing a narrator and or characters and by organizing a naturally progressing event sequence.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by using narrative techniques such as dialogue, description, and pacing to show how characters respond to situations or to develop experiences and events.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by selecting from and utilizing a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by conveying experiences and events precisely through the selection and use of concrete words, phrases, and sensory details.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by supplying a conclusion that stems from the narrated experiences or events.

Evidence for Assessing Learning

NRS Level 3 Speaking & Language
Beginning Basic Education (Grade Levels 4.0 – 5.9)

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments including but not limited to:
- Write a paragraph that includes a topic sentence, details, and a closure.
- Develop an expository, narrative, or persuasive text
- Write a short story including characters, signal words and transitions, dialogue and a conclusion
- Use a prewriting tool such as a graphic organizer to arrange information and decide on structure of writing
- Quiz: Fill in the blank for appropriate transitions, signal words.
- Quiz: Substitute underline words/phrases for domain specific words
- Quiz: Given a text, complete a graphic organizer

Other Evidence:
- Teacher observation
- Journal entries
- Portfolio of writings
- Self evaluation
- Completed graphic organizers
- Checklists
- Rubrics

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Model writing a paragraph with topic sentence, details, and closure
- Model writing a short story that includes characters, signal words and transitions, dialogue, and a conclusion
- Revise a teacher-made model to include a topic sentence, details, and closure
- With guidance, complete a variety of graphic organizers to write expository, narrative, and persuasive pieces
- Sort sentences or writing samples as expository, narrative, or persuasive
- Given two or more topic sentences, sort supporting details into groups. Discuss choices
- Edit word choices for appropriate formality and for Tier 2/3 words as necessary for message of text
- Arrange sentence strips to recreate a paragraph/essay/story, copy and add a title, introduction, signal words and transitions, dialogue and more descriptive details to create/enhance interest. Create an appropriate closing. Use illustrations as needed
- Given a topic, brainstorm details, a topic sentence or a conclusion. Discuss research possibilities and organization of information
- Given a picture, create a story (same picture, multiple student groups). Members of each group write one sentence, pass to next team member, etc.

NRS Level 3 Speaking & Language
Beginning Basic Education (Grade Levels 4.0 – 5.9)

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention Model
- Teacher directed pair/collaborative writing/editing
- One-on-one tutors with individualized instruction/support
- Peer editing, guided writing
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills, flashcards and games)

List of Instructional Materials:
- Wilson, Libby. (2006). *Writing Well: Write, Revise, Succeed*. New Readers Press
- Pottle, Jean. (1998). *Writing Frames: 40 Activities for Learning the Writing Process*. Walch Publishing

List of Technology Resources:
- Graphic organizers:
- https://www.readinga-z.com/comprehension/reading-graphic-organizers/
- www.eduplace.com/graphicorganizer/ (prewriting)
- isp chart: http://www.eduplace.com/graphicorganizer/pdf/isp.pdf
- sequencing: http://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf
- Spider chart: http://www.eduplace.com/graphicorganizer/pdf/spider.pdf
- www.ware.k12.ga.us (simple rubric on writing an opinion)
- Narrative writing rubric 1st grade) http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf

NRS Level 3 Writing & Language
Beginning Basic Education (Grade Levels 4.0 – 5.9)

PRODUCTION AND DISTRIBUTION OF WRITING (PD)
3.W.PD.1 / 3.W.PD.2 / 3.W.PD.3 / 3.W.PD.4 / 3.W.PD.5

Essential Understandings:
- Task, purpose, and audience influence the process of writing.
- The use of instructors/peer editing, using technology, and incorporating tables, charts, and figures strengthen communication, both written and oral.
- Technology can be used to assist in job seeking.

Essential Questions:
- How does a change in audience change the writing?
- How can technology be used to assist in a job search?

Students will be able to:
(What does mastery look like)
- Produce clear and coherent writing, such as business memos, personal e-mail, and academic essays in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support as needed from instructors and peers, utilize the writing process to develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
- Demonstrate the ability to create and publish writing as well as interact and collaborate with others by using technology such as email, text, file sharing, and multi-media applications with guidance and support as needed from peers and instructors.
- Demonstrate the ability to create tables, charts, and figures to support written and oral communication with guidance and support as needed from peers and instructors.
- Demonstrate the ability to perform job seeking activities on the computer such as doing a job search, completing an on-line application, and composing a resume.

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments including but not limited to:
- E-mail the teacher with a document attachment
- Write a rough draft of a paragraph and revise it using a checklist/rubric
- Use technology to revise and edit a teacher-created writing sample
- Create a report including visuals, graphs, illustrations
- Print out a completed online application
- Research a specific career and do a job search on line
- Produce a basic resume
- Write a letter to editor supporting one side of an issue in logical order
Other Evidence:

- Teacher observation
- Journal entries
- Portfolio of writings
- Self/peer evaluation with teacher provided rubrics and checklists
- Completed graphic organizers

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Practice peer-editing
- Group practice/project creating graphs or illustrations to illustrate information in a text utilizing technology
- Use technology for writing (email, word processing, PowerPoint, writing apps, etc.)
- Utilize technology to revise and edit teacher-created writing samples
- Follow the writing process (brainstorm, rough draft, revise, edit, publish), using technology with support from peers and teacher
- Complete graphic organizers with support to plan a report

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention Model: One-on-one tutors with individualized instruction/support such as assisting with using technology and decreasing assistance as competency is reached (e.g., creating/sending e-mail with attachments)
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)

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List of Instructional Materials:
- Graphic organizers and story frames
- Teacher-produced writing for editing
- List of steps in the writing process
- Sample applications and resumes
- Sample letters to the editor-daily newspapers
- Model letter form
- Editing checklist
- Writing rubric
- Wilson, Libby. (2006). *Writing Well: Write, Revise, Succeed.* New Readers Press

List of Technology Resources:
- www.thesaurus.com
- Read and Write Gold
- Word processing - http://www.gcflearnfree.org/word2010
- Keyboard tutorial support - www.sense-lang.com
- Educreations app

NRS Level 3 Writing & Language
Beginning Basic Education (Grade Levels 4.0 – 5.9)

- www.readwritethink.org
- www.glogster.edu
- www.storyboardthat.com
- Story Creator (app)
- Graphic organizers:
- https://www.readinga-z.com/comprehension/reading-graphic-organizers/
- www.eduplace.com/graphicorganizer/ (prewriting)
- isp chart: http://www.eduplace.com/graphicorganizer/pdf/isp.pdf
- sequencing: http://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf
- Spider chart: http://www.eduplace.com/graphicorganizer/pdf/spider.pdf
- www.ware.k12.ga.us (simple rubric on writing an opinion)
- Narrative writing rubric
  http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf
- YouTube – application and resume how to videos such as
  https://www.youtube.com/watch?v=jLAhGJzhdzk&feature=related

RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)
3.W.RB.1 / 3.W.RB.2 / 3.W.RB.3 / 3.W.RB.4

Essential Understandings:
- Information can be gathered from resources and experiences to conduct research.
- Information from research can be applied to actual practice.

Essential Questions:
- What is the process for finding relevant information when doing research?
- How can information be recorded and organized?

Students will be able to:
(What does mastery look like)
- Conduct short research projects and record information needed to prepare a report, drawing on several sources and investigating different aspects of a topic to build knowledge.
- Demonstrate ability to gather or recall relevant information from print and digital sources and use relevant information by taking notes, categorizing information, summarizing or paraphrasing information in notes and finished work, and providing a list of sources.
- Demonstrate ability to locate and select appropriate data from literary and informational texts to support research, reflection, and analysis.
- Communicate information, data, and observations gained from reading and apply to actual practice.

Evidence for Assessing Learning

NRS Level 3 Writing & Language
Beginning Basic Education (Grade Levels 4.0 – 5.9)

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments including but not limited to:
- Student will complete an outline or graphic organizer with teacher guidance
- Given a teacher-generated topic, the student will brainstorm a list of applicable resources
- Categorize information by task and audience for levels of formality.
- List resources used for research using conventions of standard English (capitals, underlining, italics, and quotation marks)

Other Evidence:
- Teacher observation, notes, checklists

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Summarizing activities such as Summarizing Game (Summarize a selection in 100 words, then cut it down to 50 words, then to 25 words)
- Paraphrasing activities, such as saying the same information with more or less formality
- Refer to personal experience, experience of partners, or interview participants of historic events for teacher-generated topics
- Given a topic, students will expand it with facts, details, and anecdotes
- Categorize details by appropriate subtopic

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention Model: peer tutors/one on one tutors assisting and decreasing assistance as competency is reached in researching, listing resources, using standard conventions of English and organizing information
- Teacher guided research
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)

List of Instructional Materials:
- Encyclopedias
- Research books, magazines, and newspapers
- Graphic organizers
- Folse, K., Muchmore-Vokoun, A., & Soloman, E. V. (2010). *Great Sentences for Great Paragraphs*. Boston: Heinle.
- Hogue, A. (1996). *First Steps in Academic Writing*. White Plains, NY: Longman.
- Bernstein, T. (1995). *The Careful Writer: A Modern Guide to English Usage* (2nd ed.) New York: Free Press.
- *Writers Inc.: A Student Handbook for Writing and Learning* (6th ed.) (2005).

NRS Level 3 Writing & Language
Beginning Basic Education (Grade Levels 4.0 – 5.9)

Boston: Houghton Mifflin Harcourt.

List of Technology Resources:
- www.google.com
- www.ask.com
- www.wikipedia.com
- http://www.eduplace.com/graphicorganizer/
- http://www.eduplace.com/graphicorganizer/pdf/isp.pdf

RANGE OF WRITING (RW)

3.W.RW.1

Essential Understanding:
- Writing for specific tasks, purposes, and audiences is done over both extended and brief time frames.

Essential Question:
- How does the writing purpose affect the process?

Students will be able to:
(What does mastery look like)
- Demonstrate development in writing skills for a range of discipline-specific tasks, purposes, and audiences by writing routinely over extended time frames, taking time for research, reflection, and revision as well as in shorter time frames (a single sitting or a day or two).

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments including but not limited to:
- Student-completed journals which include summaries from selected readings
- Answer prompt given a teacher-generated rubric specific to task
- Compose letter or email about a real-life problem with appropriate level of formality specific to task
- Guided evaluation of various types of writing using a rubric

Other Evidence:
- Teacher observation

Building the Learning Plan

NRS Level 3 Writing & Language
Beginning Basic Education (Grade Levels 4.0 – 5.9)

Sample Classroom Activities and/or Lesson Plans:
- Use models to personalize various types of writing
- Write from prompts and guided questions
- Edit and revise with guidance
- Write reports, letters, emails, business memos, narratives, poetry, etc.
- Write from both business and personal perspectives
- Include dialogue in writing
- Maintain a list of references when conducting research
- Express and support an opinion
- Describe an experience
- Write simple instructions
- Write a letter to an official
- Write a short report (ex: Who Was Nelson Mandela?)

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention Model : One-on-one tutors with individualized instruction/support such as assisting letter writing and decreasing assistance as competency is reached, peer editing, directed collaboration, guided writings
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)

List of Instructional Materials:
- Teacher-generated rubrics
- Samples and models of writing
- Graphic organizers
- Notebooks for journals
- Sentence frames
- Pottle, Jean. (1998). *Writing Frames: 40 Activities for Learning the Writing Process.* Walch Publishing.
- Prompts
- Editing checklist
- Folse, K., Muchmore-Vokoun, A., & Soloman, E. V. (2010). *Great Sentences for Great Paragraphs*. Boston: Heinle.

List of Technology Resources:
- www.readwritethink.org
- http://www.eduplace.com/graphicorganizer/
- http://www.eduplace.com/graphicorganizer/pdf/isp.pdf
- graphic organizers at http://my.hrw.com/nsmedia/intgos/html/igo.htm
- http://teacher.scholastic.com/tools/rubric.htm
- how to keep a log: http://www.mindtools.com/pages/article/newHTE_03.htm and the downloadable log template available at that link
- www.ware.k12.ga.us (simple rubric on writing an opinion)

- Narrative writing rubric
  http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf

CONVENTIONS OF STANDARD ENGLISH (CS)
3.W.CS.1 / 3.W.CS.2

Essential Understanding:
- Standard English conventions guide grammar and usage when writing and speaking.

Essential Question:
- What are the conventions of Standard English, and how are they applied to writing and speaking?

Students will be able to:
(What does mastery look like)
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by using relative pronouns such as *who, whose, whom, which, that*, and relative adverbs *where*, *when* and *why*.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by forming and using the past, present, and future times of progressive and the perfect (simple) tenses. (e.g., *was/is/will be walking*, and *had/has/will have walked*).
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by using modal auxiliaries such as *can*, *may*, and *must* to express various conditions.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by knowing and using the proper order of adjectives in sentences (e.g., *a small red bag* and not *a red small bag*).
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by recognizing, forming, and using prepositional phrases.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by distinguishing complete sentences from sentence fragments and run-ons and editing errors.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by identifying and correctly using frequently confused words such as *to*, *too*, *two* and *their/there*.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by identifying and explaining the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by using verb tenses appropriately to convey various times, conditions, sequences, and states.

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- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by recognizing and correcting inappropriate tense shifts.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by recognizing and correctly using correlative conjunctions (e.g. *either/or*, *neither/nor*).
- Demonstrate command of the conventions of Standard English by using correct capitalization when writing.
- Demonstrate command of the conventions of Standard English punctuation by using commas and quotation marks to indicate direct speech and quotations from a text.
- Demonstrate command of the conventions of Standard English punctuation by using a comma before a coordinating conjunction in a compound sentence.
- Demonstrate command of the conventions of Standard English by spelling level appropriate words correctly, using reference materials as needed.
- Demonstrate command of the conventions of Standard English by using punctuation to separate items in a series.
- Demonstrate command of the conventions of Standard English punctuation by recognizing an introductory phrase and separating it from the rest of the sentence with a comma.
- Demonstrate command of the conventions of Standard English punctuation by using commas to indicate direct address (e.g., *Is that you, Steve?*) and to set off the words *yes* and *no*, as well as tag questions, from the rest of the sentence. (e.g., *Yes, he did* and *He did, didn't he?*).
- Demonstrate command of the conventions of Standard English punctuation by correctly using underlining, quotation marks, or italics to indicate titles of works.

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments including but not limited to:
In quizzes, tests and reports:
- Edit a given text for appropriate capitalization
- Edit a given text for correct usage of commas
- Change the time of a given text from present to future and/or past
- Demonstrate correct time frame/tense selection for an oral or written report
- Use modals correctly in speech and writing
- Edit for standard order of adjectives in a sentence
- Edit text for correct capitalization and use of punctuation in quotations and titles of works
- Edit text for fragments, run-ons, and complete sentences
- Create a variety of sentences implementing coordinating conjunctions, correlative conjunctions, relative pronouns and relative adverbs

- Expand sentences using prepositional phrases in different functions

Other Evidence:
- Teacher observation of student work
- Language journals

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Direct teaching
- Model writing in past, present and future tenses
- Paired writing/editing exercises for: capitalization, commas, quotation marks
- Categorize tasks by level of appropriate formality
- Edit student-generated sentences as a whole class
- Scrambled sentences
- Scrambled noun phrases with a series of adjectives
- Sentence combination exercises using correlative conjunctions
- Sentence combination exercises using coordinating conjunctions
- Sentence completion exercises using relative pronouns and adverbs
  - While relating life experiences: I grew up in a place where – in a time when—
  - I am a person who… etc
- Sentence expansion exercises utilizing prepositional phrases in various sentence functions

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention Model (Tier 2 or 3) such as assisting/guiding editing during decreasing assistance as competency is reached. Directed collaboration or peer editing
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)
- Interactive technology: see below

List of Instructional Materials:
- Folse, K., Muchmore-Vokoun, A., & Soloman, E. V. (2010). *Great Sentences for Great Paragraphs*. Boston: Heinle.
- Rubin, B. (1990). *Grammar Write Away: Book 2*. Chicago: Contemporary Books.
- Hogue, A. (1996). *First Steps in Academic Writing*. White Plains, NY: Longman.

List of Technology Resources:
- www.sense-lang.org
- Interactive technology:
  - Sentence structure writing practice (also in tenses) http://www.rong-chang.org/writing
  - English Grammar Quizzes- word choice, verb form, capitalization etc.

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- http://www.a4esl.org
- www.chompchomp.com grammar instruction, handouts, quizzes

KNOWLEDGE OF LANGUAGE (KL)
3.W.KL.1

Essential Understanding:
- Communicating the intended meaning is dependent upon using the most appropriate words, phrases, punctuation, and context.

Essential Question:
- How are the most appropriate words, phrases, punctuation, and context determined?

Students will be able to:
(What does mastery look like)
- Demonstrate knowledge of language and its conventions when writing by selecting words and phrases to convey precise meaning.
- Demonstrate knowledge of language and its conventions when writing by selecting punctuation for effect.
- Demonstrate knowledge of language and its conventions when writing by distinguishing appropriately between situations and contexts that require formal or informal English.
- Demonstrate knowledge of language and its conventions when writing by comparing and contrasting varieties of English found in stories, dramas, or poems.
- Demonstrate knowledge of language and its conventions when writing by expanding, combining, and reducing sentences for meaning, style, or reader interest.

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments including but not limited to:
- Rewrite given sentence(s) in a variety of styles and levels of formality
- Identify if a sentence structure is most likely found in poetry, prose, or informal spoken/written language
- Follow a list of expected conventions when writing
- Select the most appropriate word choice on an objective test
- Edit exercises

Other Evidence:
- Teacher observation
- Journal progression

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Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Teach four ways to start a sentence
- Vary sentence types for interest
- Combine sentences to practice writing complex, compound, and compound-complex sentences
- Add adverbials for effect in different places in a sentence
- Identify that different ways to start a sentence are more or less formal
- Identify vocabulary as more or less formal (*kids* vs. *children*)

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention Model: One-on-one tutors with individualized instruction/support in creating or editing sentence combining and or reduction and decreasing assistance as competency is reached
- Peer and collaborative editing
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)
- Interactive technology: See below

List of Instructional Materials:
- Teacher-generated rubrics
- Samples and models of writing
- Notebooks for journals
- Folse, K., Muchmore-Vokoun, A., & Soloman, E. V. (2010). *Great Sentences for Great Paragraphs*. Boston: Heinle.
- Rubin, B. (1990). *Grammar Write Away: Book 1*. Chicago: Contemporary Books.
- Hogue, A. (1996). *First Steps in Academic Writing*. White Plains, NY: Longman.

List of Technology Resources:
- www.readwritethink.org
- http://teacher.scholastic.com/tools/rubric.htm
- Interactive technology:
  - Sentence structure writing practice (also in tenses) http://www.rong-chang.org/writing
  - English Grammar Quizzes- word choice, verb form, capitalization etc.
  - http://www.a4esl.org
  - www.chompchomp.com grammar instruction, handouts, quizzes

VOCABULARY USAGE (VU)
3.W.VU.1 / 3.W.VU.2

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Essential Understandings:
- Some words and phrases have more than one meaning.
- Context affects the meaning of figurative language.
- General academic and domain- specific words and phrases are used in writing for specific purposes.

Essential Questions:
- How can one word replace another to enhance or change the meaning?
- How can general academic and domain-specific words be used to strengthen writing?

Students will be able to:
(What does mastery look like)
- Demonstrate comprehension of figurative language, word relationships, and nuances in word meanings by recognizing and explaining simple similes and metaphors and interpreting other figurative language in context.
- Demonstrate comprehension of figurative language, word relationships, and nuances in word meanings by recognizing and explaining the meaning of common idioms, adages, and proverbs.
- Demonstrate comprehension of word relationships and nuances in word meanings by using the relationship between particular words such as synonyms, antonyms, and homographs to better clarify meaning of each of the words.
- Demonstrate acquisition and comprehension of level appropriate domain specific and general academic words by accurately using words that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*); words basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* for animal preservation); and words that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments including but not limited to:
- Fill-in-the-blank with the correct transitional word/phrase or signal word
- Define domain-specific words
- Write a poem with at least one example of imagery
- Identify imagery in a poem and label its type
- Rewrite a sentence substituting domain-specific words for underlined words or phrases
- Rewrite a sentence using more domain-specific words
- Matching exercises (idioms and meaning, figurative language and examples)

Other Evidence:

- Teacher observation
- Journal progression

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Look at poetry and find examples of figurative language
- Read "Fog" and discuss the figurative language in it.
- Write paragraphs using two or more vocabulary words.
- List examples of related figurative elements
- Make up metaphors and similes
- Fill-in-the-blank with the correct transitional word/phrase or signal word
- Define domain-specific words
- Write a poem with at least one example of imagery
- Identify imagery in a poem and label its type
- Rewrite a sentence substituting domain-specific words for underlined words or phrases
- Rewrite a sentence using more domain-specific words
- Matching exercises (idioms and meaning, figurative language and examples)
- Write a description which includes a simile or a metaphor
- Change similes into metaphors

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support such as guided usage of interactive website: www.readworks.org for poetry selections and comprehension handouts (figurative language) or think alouds with figurative language
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills, flashcards and games)
- Interactive technology: quizlet app, Study Stack app

List of Instructional Materials:
- "Fog" by Carl Sandburg
- Examples of literary elements (simile, metaphor, onomatopoeia, etc.)
- Lists of vocabulary words
- Personal dictionaries
- Blevins, Wiley. (2001). *Teaching Phonics and Word Study in the Intermediate Grades*. Scholastic Professional Books, NYC
- Nist, Sherrie. (2011).*Vocabulary Basics Fourth Edition*. Townsend Press Books, West Berlin, NJ
- Tompkins, G. E. & Blanchfield, C. (2004). *Teaching Vocabulary: Fifty Creative Strategies*. Columbus, OH: Pearson.
- *Word Power: Spelling and Vocabulary in Context - Intermediate 2*. (1997). Lincolnwood, IL: Contemporary Books. (See Intermediate 1 also)

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- *Reading Basics*. (2001). Chicago: Contemporary Books.
- Folse, K. S. (1993). *Beginning Reading Practices: Building Reading and Vocabulary Strategies*. Ann Arbor: University of Michigan Press.
- Dolainski, S. & Griffin, S. (2011). *Words to Learn By: Advancing Academic Vocabulary*. Chicago: McGraw-Hill.

List of Technology Resources:
- Star Vocabulary Booster Workshop, www.thecenterweb.org/ALRC
- www.quizlet.com
- www.studystack.com
- www.chompchomp.com
- www.readworks.org Reading passages and handouts for poetry, literature, and content areas
- www.freerice.com
- http://atlasabe.org/resources/ebri/ebri-vocabulary EBRI approach with vocabulary worksheets: matching, fill in the blank
- www.englishforeveryone.org common expressions, synonyms and antonyms