

EL Education's Grades 3-8 English Language Arts Curriculum Second Edition Enhancements: 3rd Grade, Module 1

This document describes the most significant changes in our 2nd edition Grades 3-5 ELA curriculum: global changes across modules and specific changes for 3rd Grade, Module 1.

We have been inspired by the national interest in EL Education's Grades 3-8 English Language Arts curriculum since we created it with a team of teachers in 2012. The first edition was originally commissioned by New York State, which required a total of 6 modules per grade, aligned to the state's Social Studies and Science standards. Though the curriculum was initially designed with New York teachers as the primary audience, we were pleasantly surprised when the curriculum was downloaded over 6 million times.

The second edition broadens the curriculum's relevance to schools nationally and incorporates feedback from teachers across the country. We prioritized four modules per grade that had the most nationally relevant topics and had received the highest praise from teachers. For Grade 3, the second edition (2-hour block) includes the following four modules:

Module 1, Module 2A, Module 3A, Module 4

What is the same in the first and second edition of our Grades 3-5 ELA curriculum?

The second edition modules still

- Focus on the same topic (e.g., 3rd Grade Module 1 is still about books and reading)
- Use the same central text(s) (e.g., 3rd Grade Module 1 students still read *Rain School* and *Nasreen's Secret School*)
- Teach and assess at least the same standards (we often folded in more standards as well)
- Teach and assess the same type of writing (e.g., Module 4 still includes opinion writing)

What's new in the second edition?

The second edition is comprehensive: it explicitly teaches and formally assesses all standards and strands of the new standards. It includes:

- A brand new second hour of instruction: Additional Language and Literacy (ALL) block
- An explicit emphasis on habits of character (working to become an effective learner, working to become an ethical person, working to contribute to the community)
- Robust supports for English language learners: focuses on diversity and inclusion, levels of support, language dives, and conversation cues
- Supports aligned to the Universal Design for Learning (UDL) framework in module lessons

Reading enhancements:

- Language dives: 10-20 minute conversations about the meaning and purpose of a complex sentence from a compelling text (several times per unit for all students; almost daily for ELLs)
- Explicit vocabulary instruction (e.g., using affixes to determine the meaning of unfamiliar words)

Writing enhancements:

- Explicit writing instruction, particularly formulating paragraphs and essays, and on expository writing
- Models for student analysis and as teacher exemplars
- Increased rigor aligned to standards for all three writing types: opinion, informative and narrative

(e.g., By Module 4, Grade 3 now write three-paragraph on-demand essays)

Speaking and Listening enhancements:

- Conversation cues: questions teachers can ask students, and students can ask each other, to promote productive and equitable conversation
- Checklists for informal assessment of speaking and listening
- Formal speaking and listening assessments
- Emphasis on discussion norms

Language enhancements:

- Explicit grammar, punctuation and spelling instruction (within module lessons and in ALL block)

Assessment enhancements:

- All standards explicitly taught and formally assessed in module lessons (including RF and L standards)
- Writing Rubrics (for W.1 opinion, W.2 informative/explanatory, W.3 narrative)
- Improved alignment between standards, texts, and assessment questions
- Priority standards assessed in multiple modules (e.g., R.1, R.2, R.4, W.2, SL.1, L.4)
- Improved support for students to track and assess their own progress
- More time for assessments

Materials:

- Updated Required Trade Book list (some new texts one per classroom to increase inclusion)
- Updated Recommended Texts for Independent Reading list
- Answer keys for everything, including homework
- Letter to families (simple overview of the learning for each specific module)

Performance Task (scaffolded for high quality work)

First Edition:	Second Edition:
<p>Accessing Books around the World Bookmark</p> <p>For this module, each student will create an “Accessing Books around the World” bookmark based on research about selected countries in the text <i>My Librarian Is a Camel</i> and the geography content in Unit 3. Bookmarks will have two sides. On side 1, students will write an informative paragraph that explains about librarians (individual or collective) from a specific country, and how they help readers access books in a unique way. On side 2, students will include a bulleted list about the physical characteristics of the region as well as an illustration that represents the region’s geographical features. The creation of these bookmarks will be supported by the writing process, including opportunities for critique, and culminating in the opportunity to publish and share the bookmarks with readers in their school or local library. This task centers on NYSP12 ELA Standards RI.3.2, W.3.2, W.3.4, W.3.5, and L.3.2.</p>	<p>Reading Strategies Bookmark</p> <p>In this performance task, students synthesize their thinking about their reading challenges and possible strategies to overcome those challenges by creating an eye-catching bookmark listing the strategies described in their End of Unit 3 Assessment reading contracts. The strategies are written in bullet points so students can access them quickly when reading. This task centers on CCSS ELA W.3.4 and W.3.5.</p>
Rationale	
<ul style="list-style-type: none"> • The revised performance task reflects the work students complete in the revised module. The focus of the module has changed - it now begins by focusing on challenges of access to education in unit 1, then zooms in to challenges of access to books in unit 2, then zooms in to the reading challenges students face in unit 3. The bookmark students create for the performance task reflects this new focus for the module. • In the revised performance task students create a bookmark that will be a more useful reference tool than the bookmark created in the original module, to remind them of the strategies they have identified to overcome their individual reading challenges. 	

On-demand Assessments (completed independently, often under test conditions)

MID-UNIT 1

First Edition:	Second Edition:
<p>Collaborative Discussion Skills</p> <p>This assessment centers on NYSP12 ELA CCLS SL.3.1b and c. Three times in this unit, students will engage in small group discussions after reading texts closely. During these discussions, the teacher will use a simple Conversation Criteria checklist to monitor and record students’ mastery of discussion skills. Since the assessment is about the students’ ability to speak in complete sentences and use class norms, teachers may choose to track students’ use of these criteria over the course of multiple lessons. Lesson 6 includes specific time to pull any students for whom teachers do not already have ample assessment evidence.</p>	<p>Collaborative Discussions about Independent Reading Books</p> <p>This assessment centers on CCSS ELA SL.3.1a, SL.3.1b, SL.3.1c, SL.3.3, and SL.3.6. In small groups, students follow discussion norms and use notes prepared in the previous lesson to discuss what they like about their independent reading books so far, and what they find challenging. They question one another to check for understanding and to gather additional information using provided guiding questions, demonstrating their ability to participate actively and respectfully in collaborative discussions.</p>
Rationale	
<ul style="list-style-type: none"> • The revised assessment is very similar to the original. Additional speaking and listening standards have been added, as they also fit seamlessly with the content of the assessment. 	

END OF UNIT 1

First Edition:	Second Edition:
<p>Close Reading and Powerful Note-Taking on My Own This on-demand assessment centers on NYSP12 ELA CCLS RL.3.2, RL.3.3, W.3.8, and L.3.4. Students will read independently excerpts from <i>The Librarian of Basra</i> or another text of the teacher's choosing at the appropriate Lexile range. Students will follow the same close reading routine they have been practicing throughout the unit: reading to get to know the text, reading to determine the central message and to identify unfamiliar vocabulary, reading to take notes about how key details help to convey the central message or lesson of the text, and reading to answer text-dependent questions.</p>	<p>Answering Questions about a Literary Text This assessment centers on CCSS RL.3.1, RL.3.2, RL.3.3, RL.3.4, and L.3.4. Students read a new literary text, <i>Elephant Library</i>. They answer text-dependent, multiple choice, and short answer questions, demonstrating their ability to use evidence, determine the lesson or message, and describe the impact of the character's actions on the sequence of events through the lens of the challenge and how it is overcome.</p>
Rationale	
<ul style="list-style-type: none">• The revised assessment is similar in terms of the standards addressed and the question types; however, the assessment text has changed, to reduce the number of texts purchased for the module.• The text for the revised assessment provides a bridge into unit 2, as it is a narrative is based on a chapter of the informational text students read in unit 2.	

MID-UNIT 2

First Edition:	Second Edition:
<p>Letter about My Reading Goals This assessment centers on NYSP12 CCLS W.3.2 and L.3.6. After analyzing their strengths and needs and setting goals about how to become a more proficient and independent reader, students will write an informative paragraph in which they describe their reading goals and develop those goals by providing facts, definitions, and examples. Students will also use specific evidence from texts in this unit to connect their own strengths, challenges and goals to those of the characters in books they have read. Students will write this paragraph in the format of a letter to an important person in their life and then share the letter.</p>	<p>Answering Questions and Identifying the Main Idea of an Informational Text This assessment centers on CCSS ELA RI.3.1, RI.3.2, RI.3.4, and L.3.4. Students read an unfamiliar adapted passage from <i>My Librarian Is a Camel</i> about Mongolia. Students answer selected response and short response questions about unfamiliar vocabulary, the main idea, and supporting details in order to demonstrate deep understanding of the text.</p>
Rationale	
<p>Due to the revised focus of each unit of the module, the reading goals work is now in unit 3 and the reading of the informational text has been moved to this unit. As a result, the revised assessment is similar to the original mid-unit 3 assessment.</p>	

END OF UNIT 2

First Edition:	Second Edition:
<p>Listen Up! Recording Our Reading</p> <p>This assessment centers on NYSP12 ELA CCLS SL.3.5. Students will read aloud a text for an audio recording. To prepare for this assessment, students will use criteria for fluent reading and have multiple opportunities to practice reading aloud.</p>	<p>Writing an Informative Text about the Challenge of Accessing Books</p> <p>This assessment centers on CCSS ELA RI.3.1, RI.3.2, W.3.2a, W.3.2b, W.3.2d, W.3.4, and W.3.8. Students return to the passage about Mongolia from <i>My Librarian Is a Camel</i>. They write a paragraph describing the challenge of accessing books and how it is overcome, demonstrating their ability to write an informative/explanatory piece that refers explicitly to details in the text.</p>
Rationale	
<p>As Mid-Unit 2 and as a result of the revised focus of the module, the revised assessment is similar to the original end of unit 3 assessment. The focus of student writing has changed; however, to address the refined focus on challenges of access to books, the content of the informative paragraph students write is different. To prepare students for this assessment, they receive explicit instruction in writing a paragraph in the lessons before this assessment.</p>	

MID-UNIT 3

First Edition:	Second Edition:
<p>Answering Text-Dependent Questions about Librarians and Organizations around the World</p> <p>This assessment centers on standard NYSP12 ELA CCLS RI.3.2, RI. 3.1, W.3.8, and SL.3.1. In this assessment, students will read an unfamiliar passage about librarians or organizations that go to great lengths to bring reading to people. Students will use the same close reading routine they practiced during <i>My Librarian Is a Camel</i>: reading to get to know the text, reading for the main idea and unfamiliar vocabulary, reading to take notes, and reading to answer a series of text-dependent questions.</p>	<p>Writing an Informative Paragraph about <i>More Than Anything Else</i></p> <p>This assessment centers on CCSS ELA RL.3.1, RL.3.2, RL.3.3, and W.3.2. Students use notes from the previous lesson to write an informative paragraph that answers the question: What is the lesson in <i>More Than Anything Else</i>? Students demonstrate deep understanding of the main idea and main character in the text by describing the lessons learned from Booker's struggle to overcome the challenge of learning to read.</p>
Rationale	
<ul style="list-style-type: none">• As End of Unit 2 and as a result of the revised focus of the module, the revised assessment text guides students to begin to consider how to overcome personal challenges, which leads them into the work in the second half of the unit.• This revised assessment practices skills from unit 1, but with the added rigor of now writing a paragraph rather than answering selected response or short constructed response questions.	

END OF UNIT 3

First Edition:	Second Edition:
<p>Accessing Books around the World: On-Demand Informative Paragraph about a New Country</p> <p>This on-demand assessment centers on NYSP12 ELA CCLS W.3.2. Students will write an informative paragraph about a librarian or organization from the text <i>My Librarian Is a Camel</i>. Students may not write about the librarians portrayed on their bookmark, but may write about any of the other countries they learned about. Targets assessed in this assessment will include: “I can write an informative text that has a clear topic,” “I can develop the topic with facts and details,” and “I can write a conclusion to my paragraph.”</p>	<p>Recording an Audiobook and Revising Reading Contract</p> <p>This assessment centers on CCSS ELA RF.3.4, SL.3.5, W.3.2, and W.3.5 and has two parts. In Part I, small groups of students work together to record an audiobook of either <i>Rain School</i> or <i>Nasreen’s Secret School</i>. Students are required to practice and read an allocated excerpt aloud independently. In Part II, students revise and write a final draft of the reading contracts written throughout Unit 3 using both peer and teacher feedback.</p>
Rationale	
<ul style="list-style-type: none">• Part I of this assessment is similar to the original end of unit 2 assessment. It was moved to this unit as it aligned with the new focus of students considering their own reading challenges, some of which may include reading aloud fluently.• Part II of this assessment was designed to provide students with explicit instruction in writing an essay. In alignment with the requirements of the writing standards, this is more rigorous than the assessments in the original module, which involved writing paragraphs.	

EL Education’s Grades 3–8 English Language Arts Curriculum Second Edition Enhancements: 3rd Grade, Module 2

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What is the same in the first and second editions of our Grades 3–5 ELA curriculum?

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- Focus on the same topic (e.g., Grade 3, Module 2 is still about frogs)
- Use the same central text(s) (e.g., Grade 3, Module 2 students still read *Everything You Need to Know about Frogs and Other Slippery Creatures*)
- Teach and assess at least the same standards (we often folded in more standards as well)
- Teach and assess the same type of writing (e.g., Module 4 still includes opinion writing)

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Reading enhancements:

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Writing enhancements:

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- Models for student analysis and as teacher exemplars
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Speaking and listening enhancements:

- Conversation Cues: questions teachers can ask students, and students can ask one another, to promote productive and equitable conversation
- Checklists for informal assessment of speaking and listening
- Formal speaking and listening assessments
- Emphasis on discussion norms

Language enhancements:

- Explicit grammar, punctuation, and spelling instruction (within module lessons and in ALL block)

Assessment enhancements:

- All standards explicitly taught and formally assessed in module lessons (including RF and L standards)
- Writing rubrics (for W.1 opinion, W.2 informative/explanatory, W.3 narrative)
- Improved alignment among standards, texts, and assessment questions
- Priority standards assessed in multiple modules (e.g., R.1, R.2, R.4, W.2, SL.1, L.4)
- Improved support for students to track and assess their own progress
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Materials:

- Updated Required Trade Book list (some new texts one per classroom to increase inclusion)
- Updated Recommended Texts for Independent Reading list
- Answer keys for everything, including homework
- Letter to families (simple overview of the learning for each specific module)

Performance Task (scaffolded for high-quality work)

First Edition:	Second Edition:
<p>Freaky Frog Trading Cards</p> <p>In this module, each student will create a freaky frog trading card to demonstrate their expertise as readers and writers. The students will amaze their readers with the unique, sometimes freaky adaptations of frogs. The front side of the card will include a detailed scientific illustration or digital picture of their freaky frog as well as basic facts about the frog collected through their research. The other side of the card will compare and contrast one category of their freaky frog (e.g., habitat, life cycle, etc.) to the bullfrog, responding to the prompt: “Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Choose one category from your freaky frog research matrix to focus on. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering.” This assessment centers on NYS12 ELA CCLS W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3.</p>	<p>Freaky Frog Book and Trading Card</p> <p>Throughout this module, each student will generate writing to include in a freaky frog book to engage and educate students in grades 2–3. The book will contain:</p> <ul style="list-style-type: none"> • Pourquoi narrative (from Unit 1) to engage readers in the unique adaptations of frogs • Informational writing (from Unit 2) to educate readers about frogs in general • Three-paragraph informational writing (from Unit 3) to amaze readers with the unique, sometimes freaky adaptations of frogs • A freaky frog trading card (from Unit 3) for readers to play a game with. The front side of the trading card will include a detailed scientific illustration or digital picture of their freaky frog, as well as basic facts about the frog collected through research. The other side of the card will score their frog on various features (color, camouflage, and size, for example). <p>For the performance task, students will create their trading card and compile all of their writing from the module into a book with a front cover and table of contents. This task centers on ELA CCSS RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, and L.3.6.</p>
Rationale	
<ul style="list-style-type: none"> • The performance task has been revised to provide a more authentic and useful purpose to the trading cards; they can be used to play a game with a scoring system. • The research-based narrative aspect of the first edition trading card was removed, because this was challenging for students, particularly without an authentic purpose. Instead, students write a pourquoi narrative in Unit 1, which is included in their final freaky frog book. 	

On-demand Assessments (completed independently, often under test conditions)

MID-UNIT 1

First Edition:	Second Edition:
<p>Close Reading: <i>Bullfrog at Magnolia Circle</i></p> <p>This assessment centers on NYS12 ELA CCSS RI.3.1, RI.3.2, RI.3.3, RI.3.7, W.3.8, and L.3.4. Throughout the first half of the module, students will have been practicing close reading of <i>Bullfrog at Magnolia Circle</i>, the central text of this unit. This on-demand assessment requires students to apply these skills to a new excerpt of this text. Students will respond to the prompt: “After reading this excerpt from <i>Bullfrog at Magnolia Circle</i>, complete the recording form and answer the following questions based on your reading.” Students take notes about main idea and key details and answer several text-dependent questions, including those that require them to figure out the meaning of words in context. Because this is a reading assessment, struggling writers could be accommodated by dictating their answers or by drawing.</p>	<p>Reading and Understanding Poetry and Pourquoi Tales</p> <p>This assessment centers on CCSS ELA RL.3.1, RL.3.2, RL.3.4, RL.3.5, and L.3.4. In this assessment, students apply what they have learned about reading poems and folktales to read and understand a new poem and pourquoi tale about frogs. In Part I, they read a poem and answer text-dependent selected response questions to show understanding. In Part II, they read a pourquoi tale and answer questions about the story’s plot and purpose, demonstrating their ability to identify key ideas and details as well as analyze the structure of the story.</p>
Rationale	
<p>In order to incorporate literary texts more strategically and purposefully into this module, Unit 1 has been revised to have students reading poetry and pourquoi tales. This second edition assessment reflects this change, and, as a result, RL standards are now assessed.</p>	

END OF UNIT 1

First Edition:	Second Edition:
<p>Informational Paragraph about How a Bullfrog Survives This on-demand assessment centers on CCSS W.3.2, W.3.4, and L.3.3a, and L.3.6. Students will demonstrate their expertise about bullfrogs by writing a paragraph using an Accordion graphic organizer as a framework. Students will use their evidence from the central text for this unit to teach the reader about the basic features of a bullfrog, using domain-specific words and phrases for effect. Students will respond to the prompt: “Using your Bullfrog research matrix, write an informational paragraph that explains how bullfrogs survive. Be sure to use specific and relevant details from your research. Also, use vivid and precise words to teach your reader specific information about the bullfrog.”</p>	<p>Reading and Writing a Pourquoi Tale This assessment centers on CCSS RF.3.4a-c, W.3.3, W.3.4, L.3.1g, L.3.3a, and L.3.6. It has two parts. In Part I, students will read aloud their pourquoi tale and be assessed for reading fluency. In Part II, students use what they have learned about comparative and superlative adjectives and adverbs to answer some selected response questions. They then apply what they have learned about pourquoi tales to write a fanciful narrative that addresses one of the “why” questions that arose from the frog poetry read earlier in the unit (Why do pollywogs wiggle? Why do some frogs live in trees?). Expanding on a planner completed in class, students draft a narrative to “explain” a characteristic of frogs and demonstrate an ability to use rich language and descriptive detail to develop characters and events. Because this will be first draft writing, grammar and conventions will not be formally assessed.</p>
Rationale	
<ul style="list-style-type: none"> • In order to incorporate literary texts and narrative writing more strategically and purposefully into this module, the second half of Unit 1 has been revised to have students writing pourquoi tales. This second edition assessment reflects this change, and, as a result, narrative writing and other writing standards are now assessed. • Additional language standards have been added to this assessment because in general the second edition places more emphasis on explicitly teaching and formally assessing the language standards, and the skills they require of students align with what students are doing in the rest of the assessment. • Narrative writing was also moved to this unit (from Unit 3) to provide more time for explicit instruction of narrative writing, which was missing from the first edition. 	

MID-UNIT 2

First Edition:	Second Edition:
<p>Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) This assessment centers on NYSP12 ELA CCSS RI.3.1, RI.3.5, RI.3.2, RI.3.7, and L.3.4. In the first portion of Unit 2, students will have been practicing using text features to locate information during close reading of informational texts about their expert freaky frog. In this on-demand assessment, students will apply these skills to an informational text about a new freaky frog. Students will respond to the following prompt: “After reading this excerpt from ‘The Spadefoot Toad,’ complete the recording form and answer the following questions based on your reading.” As with other reading assessments, struggling writers could be accommodated by drawing and/or by dictating their answers.</p>	<p>Reading and Researching about Reptiles and Amphibians This assessment centers on CCSS ELA RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, W.3.8, L.3.1d, L.3.1e, and L.3.4. In this assessment, students read a new section from <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. In Part I, they answer text-dependent multiple choice and short answer questions demonstrating their ability to determine the meaning of unknown words, read for specific details, and use text features and illustrations. In Part II, students gather the information needed to answer a research question and complete a graphic organizer using the information they have found.</p>
Rationale	
<ul style="list-style-type: none"> • This assessment has been revised to more strategically use the “one per student” text, <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>, which was also a more appropriate assessment text for RI.3.5 than the text in the first edition of the assessment. • Additional writing and language standards have been added to this assessment because the skills they require of students align with what students are doing in the rest of the assessment. 	

END OF UNIT 2

First Edition:	Second Edition:
<p>Informational Paragraph about the Poison Dart Frog</p> <p>The end of unit assessment centers on CCSS W.3.2, W.3.4, L.3.3a, and L.3.6. This on-demand assessment requires students to demonstrate their expertise about the poison dart frog by writing an Accordion paragraph. Students will use their evidence from informational texts they have read to teach the reader about the adaptations of the poison dart frog, using domain-specific words and phrases for effect. Students will respond to the prompt: “After researching about the poison dart frog, write an informational paragraph that describes the special adaptations that help this freaky frog survive. Support your discussion with evidence from your research. Be sure to use your notes from your recording forms and your Accordion graphic organizer. Use vivid and precise words to teach your reader all the amazing things you have learned about this incredible frog.”</p>	<p>Writing an Informative Paragraph about Poison Dart Frogs</p> <p>This assessment centers on CCSS ELA CCSS RI.3.1, RI.3.4, RI.3.8, L.3.4, W.3.2, W.3.4, W.3.7, W.3.8, L.3.1.d, and L.3.1.e and has two parts. In Part I, students reread text from the unit, as well as a new text, to synthesize information, answer selected response questions targeting language and reading standards, and plan a short, informative piece of writing that answers the research question: “Why is the poison dart frog so colorful?” In Part II, students draft the paragraphs they planned, using facts, definitions, and details from the texts to explain the information gathered in their research.</p>
Rationale	
<ul style="list-style-type: none">• The second edition of this assessment is very similar to the first; however, additional writing and language standards have been added to this assessment because the skills they require of students align with what students are doing in the rest of the assessment, and in general the second edition places more emphasis on the language standards.• The question students answer is also more specific than in the first edition, to help focus their research and writing.	

MID-UNIT 3

First Edition:	Second Edition:
<p>Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph</p> <p>This assessment centers on NYSP12ELA CCLS W, 3.2, W.3.3, W.3.5, W.3.7, and L.3.3. Students will apply their skills writing from the first person and using vivid and precise language as they write their first full draft of their research-based narrative. Students will respond to the prompt: “Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive.” The specific focus of this assessment is on students’ use of the first person, their ability to create a paragraph that tells a story, and their ability to use vivid words and phrases to describe their freaky frog. Students are not assessed on conventions for this first draft writing.</p>	<p>Writing an Informative Paragraph about Freaky Frog Adaptations</p> <p>This assessment centers on CCSS ELA RI.3.1, W.3.2, W.3.4, W.3.7, L.3.1.d, and L.3.1.e and has two parts. In Part I, students answer selected response questions targeting assessment of language standards. In Part II, students use the plan they created in class to write a first draft of the body paragraph of their informative text about the unique adaptations of their freaky frog.</p>
Rationale	
<ul style="list-style-type: none">• Because narrative writing was moved to Unit 1, this unit focuses on informative writing, which is reflected in the second edition assessment.• Additional language standards have been added to this assessment because in general the second edition places more emphasis on explicitly teaching and formally assessing the language standards, and the skills they require of students align with what students are doing in the rest of the assessment.• Removing the narrative element of this assessment has provided more time for more explicit instruction of informative writing, which was missing from the first edition.	

END OF UNIT 3

First Edition:	Second Edition:
<p>Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form)</p> <p>This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, and L.3.3. Students will write an on-demand research-based narrative paragraph about a second category of their freaky frog, responding to the prompt: “Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Be sure to write about a different category from your freaky frog matrix than the one you wrote about on your trading card. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering.”</p>	<p>Revising and Editing an Informative Essay about a Freaky Frog</p> <p>This assessment centers on CCSS ELA W.3.2, W.3.5, L.3.1.h, L.3.1.i, and L.3.6 and has two parts. In Part I, students revise and write a final draft of their informative essay about their chosen freaky frog. In Part II, students answer selected response questions targeting assessment of language standards.</p>
Rationale	
<ul style="list-style-type: none">• Because narrative writing was moved to Unit 1, this unit focuses on informative writing, which is reflected in the second edition assessment.• Additional language standards have been added to this assessment because in general the second edition places more emphasis on explicitly teaching and formally assessing the language standards, and the skills they require of students align with what students are doing in the rest of the assessment.• Removing the narrative element of this assessment has provided time for more explicit instruction of informative writing, which was missing from the first edition.	

EL Education’s Grades 3–8 English Language Arts Curriculum Second Edition Enhancements: 3rd Grade, Module 3

This document describes the most significant changes in our second edition Grades 3–5 ELA curriculum: global changes across modules and specific changes for Grade 3, Module 4.

We have been inspired by the national interest in EL Education’s Grades 3–8 English Language Arts curriculum since we created it with a team of teachers in 2012. The first edition was originally commissioned by New York State, which required six modules per grade, aligned to the state’s Social Studies and Science standards. Though the curriculum was initially designed with New York teachers as the primary audience, we were pleasantly surprised when the curriculum was downloaded more than 6 million times.

The second edition broadens the curriculum’s relevance to schools nationally and incorporates feedback from teachers across the country. We prioritized four modules per grade that had the most nationally relevant topics and had received the highest praise from teachers. For Grade 3, the second edition (two-hour block) is based on the following four first edition modules:

Module 1, Module 2A, Module 3A, Module 4

What is the same in the first and second editions of our Grades 3–5 ELA curriculum?

The second edition modules still

- Focus on the same topic (e.g., Grade 3, Module 3 is still about Peter Pan)
- Use the same central text(s) (e.g., Grade 3, Module 3 students still read *Peter Pan*)
- Teach and assess at least the same standards (we often folded in more standards as well)
- Teach and assess the same type of writing (e.g., Module 3 still includes opinion writing)

What’s new in the second edition?

The second edition is comprehensive. It explicitly teaches and formally assesses all standards and strands of the new standards. It includes:

- A brand-new second hour of instruction: Additional Language and Literacy (ALL) block
- An explicit emphasis on habits of character (working to become effective learners, working to become ethical people, working to contribute to the community)
- Robust supports for English language learners (ELLs): focuses on diversity and inclusion, levels of support, Language Dives, and Conversation Cues
- Supports aligned to the Universal Design for Learning (UDL) framework in module lessons

Reading enhancements:

- Language Dives: 10–20 minute conversations about the meaning and purpose of a complex sentence from a compelling text (several times per unit for all students; almost daily for ELLs)
- Explicit vocabulary instruction (e.g., using affixes to determine the meaning of unfamiliar words)

Writing enhancements:

- Explicit writing instruction, particularly formulating paragraphs and essays, and on expository writing
- Models for student analysis and as teacher exemplars
- Increased rigor aligned to standards for all three writing types: opinion, informative, and narrative (e.g., by Module 4, Grade 3 now writes three-paragraph on-demand essays)

Speaking and listening enhancements:

- Conversation Cues: questions teachers can ask students, and students can ask one another, to promote productive and equitable conversation
- Checklists for informal assessment of speaking and listening
- Formal speaking and listening assessments
- Emphasis on discussion norms

Language enhancements:

- Explicit grammar, punctuation, and spelling instruction (within module lessons and in ALL block)

Assessment enhancements:

- All standards explicitly taught and formally assessed in module lessons (including RF and L standards)
- Writing rubrics (for W.1 opinion, W.2 informative/explanatory, W.3 narrative)
- Improved alignment among standards, texts, and assessment questions
- Priority standards assessed in multiple modules (e.g., R.1, R.2, R.4, W.2, SL.1, L.4)
- Improved support for students to track and assess their own progress
- More time for assessments

Materials:

- Updated Required Trade Book list (some new texts one per classroom to increase inclusion)
- Updated Recommended Texts for Independent Reading list
- Answer keys for everything, including homework
- Letter to families (simple overview of the learning for each specific module)

Performance Task (scaffolded for high-quality work)

First Edition:	Second Edition:
<p>Summary and Opinion Writing: Who Is Your Favorite Character in <i>Peter Pan</i>, and Why?</p> <p>To show their growing expertise as readers and writers, students will write a brief summary paragraph about <i>Peter Pan</i> as well as an opinion paragraph about a character from the text. Students will respond to this two-part prompt:</p> <p>“Write a summary of <i>Peter Pan</i> as well as an opinion paragraph that answers the question: ‘Who is your favorite character from <i>Peter Pan</i>? Why?’ Choose one character to focus on. Use specific evidence from the Classic Starts edition of <i>Peter Pan</i> to support your claim. Be sure to include the specific character vocabulary words you have been gathering.” This two-part assessment centers on NYSP12 ELA CCLS RL.3.3, RL.3.5, W.3.1, W.3.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3.</p>	<p>Presenting a Revised Scene from <i>Peter Pan</i></p> <p>For this performance task, students read aloud their revised scene from <i>Peter Pan</i>. Then, in an oral presentation supported only by prompt cards, they explain the changes they made to the original scene and their reasons for making those changes. This task centers on CCSS ELA RF.3.4b, SL.3.4, and SL.3.6.</p>
Rationale	
<ul style="list-style-type: none"> This module was revised significantly, and as a result, the performance task was revised to reflect the new direction of the module and to be a more authentic product. As <i>Peter Pan</i> is a controversial story due to stereotyping, in the second edition of Unit 2, students are now given the opportunity to write a book review opinion of <i>Peter Pan</i>, rather than writing an opinion about their favorite character. A book review provides students with the opportunity to voice the things they did or didn't like about the story, and it is a more authentic product. After writing a book review opinion in Unit 2, students then revise a scene from <i>Peter Pam</i> in Unit 3 in order to have an opportunity to ‘right the wrongs’ associated with the negative opinions/reviews of the story. In the performance task, students present their revised scenes and the rationale for their revisions. 	

On-demand Assessments (completed independently, often under test conditions)

MID-UNIT 1

First Edition:	Second Edition:
<p>Character Analysis: Peter Pan’s Traits, Motivations, and Actions That Contribute to a Sequence of Events in the Story</p> <p>This assessment centers on NYSP12 ELA CCLS RL.3.3. In this assessment, students will apply their character analysis skills in order to complete a character profile of Peter. Students will respond to the prompt: “Using evidence from your <i>Peter Pan</i> text, complete the recording form to describe Peter’s traits, motivations, and actions. Describe how Peter’s decisions and actions have contributed to the events in the story. Be sure to include specific vocabulary you have learned that describe a character.”</p>	<p>Answering Questions about a Literary Text</p> <p>This assessment centers on CCSS ELA RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.7, and L.3.4. In this assessment, students read a new chapter of <i>Peter Pan</i> and answer text-dependent selected response and short answer questions to show understanding of vocabulary and the events in the story.</p>
Rationale	
<ul style="list-style-type: none"> The first edition of this assessment was moved to the end of unit assessment to provide students with more time to practice, both teacher-led and independent, analyzing characters before being assessed. More standards have been addressed in the second edition assessment, because the text lends itself to the additional standards being assessed, and the standards addressed also work well to be assessed together. 	

END OF UNIT 1

First Edition:	Second Edition:
<p>Opinion Writing about Wendy's Actions This assessment centers on NYSP12 ELA CCLS RL.3.6, W.3.1, and L.3.6. Students consider whether they would make the same decisions as a character in the book. They will apply the vocabulary they have learned (about narrative, and about <i>Peter Pan</i>), as well as their emerging skills of forming opinions and supporting those opinions with reasons. They will respond to the following prompt: "Based on what you now know about Peter Pan, would you have made the same decision as Wendy did to go to Neverland? Why or why not? State your opinion and reasons to support your claim. Be sure to include specific vocabulary you have learned and kept track of in your journal."</p>	<p>Analyzing Characters in <i>Peter Pan</i> This assessment centers on CCSS ELA RL.3.1, RL.3.3, RL.3.4, RL.3.6, and L.3.5. In this assessment, students read a new chapter of <i>Peter Pan</i> and answer text-dependent selected response and short answer questions to show understanding of the main characters in the story.</p>
Rationale	
<ul style="list-style-type: none"> • The first edition Mid-Unit 1 assessment was moved to the end of the unit to provide students with more time to practice, both teacher-led and independent, analyzing characters before being assessed. • Additional standards were added to the first edition mid-unit assessment, as the text students are reading and the work they are doing to analyze characters in <i>Peter Pan</i> address more than just RL.3.3. • Opinion writing was removed from this unit, as it requires very explicit scaffolded instruction, for which there wasn't time in this unit. 	

MID-UNIT 2

First Edition:	Second Edition:
<p>Writing: New Imagined Scene from <i>Peter Pan</i> Students will write a newly imagined scene from <i>Peter Pan</i>. Students will respond to the following prompt: "Imagine a scene where Captain Hook and Peter are on the pirate ship. They are battling for some treasure that the Lost Boys found on Neverland. Peter wants his treasure back, and Captain Hook doesn't want to give it to him. What would happen? Describe what Peter would do to get back his treasure from Captain Hook." Note that this is a writing assessment. Students must draw on their experience reading <i>Peter Pan</i> and apply their knowledge of the character's motivations, feelings, and actions to help them imagine and write their scene. The prompt is not designed to formally assess students' reading of <i>Peter Pan</i>. This assessment centers on NYSP12 ELA CCLS W.3.3 and W.3.4.</p>	<p>Comparing Two <i>Peter Pan</i> Stories This assessment centers on CCSS ELA RL.3.1, RL.3.2, RL.3.4, RL.3.9, L.3.1f, and L.3.4. Students recall and recount the plot of <i>Peter Pan</i> by identifying events from the story and placing them in the order in which they occurred. Students then compare the two <i>Peter Pan</i> stories they have read by completing a chart. Finally, students show their understanding of the central message of each text by answering selected response questions.</p>
Rationale	
<ul style="list-style-type: none"> • In the second edition, narrative writing was moved to Unit 3 to provide time for students to write their opinions of <i>Peter Pan</i> once they have finished the book. • This text provided an opportunity to thoroughly assess RL.3.9, as J.M. Barrie wrote other stories about a boy call <i>Peter Pan</i> for students to compare to the story of <i>Peter Pan</i>. As a result, in the first half of this unit, students read chapter of <i>Peter Pan</i>, and another story by J.M. Barrie called <i>Peter Pan in Kensington Gardens</i> to compare the two. This assessment has been revised for students to demonstrate mastery of these skills. 	

END OF UNIT 2

First Edition:	Second Edition:
<p>Reading Fluency: Reading a Scene from <i>Peter Pan</i> The End of Unit 2 Assessment is composed of two parts. It is designed to mirror the work that students have done reading their scenes for Readers Theater in Lessons 11–14. In Part 1, students read the script and prepare for their read aloud. They circle or underline words that describe the character’s feelings and then consider how they will bring their character’s feelings to life when they read the text aloud. In Part 2, students read aloud a portion of the “Come to Neverland!” script. They read the lines for one character as a fluency assessment. (The teacher will read aloud the lines for the other character.) This assessment centers on NYSP12 ELA CCLS RL.3.3 and RF.3.4.</p>	<p>Revising a Book Review and Participating in a Text-Based Discussion This two-part assessment centers on CCSS ELA RL.3.1, W.3.1c, W.3.5, SL.3.1, L.3.2e, L.3.2f, L.3.2g, and L.3.3b. In Part I, students orally support an opinion based on evidence from the text when discussing whether they would recommend <i>Peter Pan</i> to a friend. In Part II, students use teacher feedback to revise their book reviews for spelling and linking words and phrases.</p>
Rationale	
<ul style="list-style-type: none"> • In the second edition, reading fluency was moved to the End of Unit 3 assessment to provide students with the opportunity to practice reading aloud before they deliver presentations for the performance task. Also, in the second edition, students finished reading <i>Peter Pan</i> a number of lessons before this assessment, so the timing wasn’t appropriate for the reading fluency assessment to remain in this unit. • In the second edition, as students finished reading <i>Peter Pan</i> in the middle of the unit, this provided sufficient time in the second half of this unit for explicit instruction and scaffolding in authentic opinion writing in the form of a book review of the story. As a result, the second edition assessment reflects this. • A discussion element was added to this assessment to enable students to discuss their opinions after spending time carefully formulating them and writing them down. Discussions are more meaningful and productive when students are able to discuss things they have had sufficient time to formulate their thoughts about. 	

MID-UNIT 3

First Edition:	Second Edition:
<p>On-Demand Book Summary This assessment centers on NYSP12 ELA CCLS RL.3.2, W.3.2, and W.3.4. Students will write an on-demand summary paragraph. They apply the summary writing skills they developed in the first part of the unit by writing a new summary of a book from Module 1, <i>Rain School</i>. (Note: students will have an opportunity to review this book in advance of the assessment; recommendations are also included for classes that did not do Module 1.)</p>	<p>Revising a Scene from <i>Peter Pan</i> This assessment has two parts and centers on CCSS W.3.3, W.3.4, W.3.6, L.3.2a, c, d, and L.3.3a. In Part I, students answer selected response questions to show their understanding of some of the conventions of standard English. In Part II, students apply what they have learned about writing narratives to revise a scene from <i>Peter Pan</i> using a complete Narrative Planning graphic organizer. Since this will be first-draft writing, grammar and conventions will not be formally assessed. Students will word-process their revised scenes, if possible.</p>
Rationale	
<ul style="list-style-type: none"> • In the second edition, narrative writing was moved to this unit to follow opinion writing, as the two pieces of writing are connected. Students use what they didn’t like the book to ‘right the wrongs’ and revise a scene. • The narrative writing prompt was changed from the first edition, in which students write a new scene, to provide more purpose and direction. Revising a scene to address reader concerns provides parameters that help to scaffold student writing. 	

END OF UNIT 3

First Edition:	Second Edition:
<p>Opinion Writing about a New Character This assessment centers on NYSP12 ELA CCLS W.3.1, W.3.4, and L.3.2. Students will write an opinion piece in response to this prompt: “Who is your second favorite character in <i>Peter Pan</i>? Why?” This assessment asks students to apply what they’ve learned about opinion writing to a new character.</p>	<p>Reading Aloud a New Text for Fluency This assessment has two parts and centers on CCSS ELA RF.3.4a-c. In Part I, students read aloud a new excerpt from <i>Peter Pan in Kensington Gardens</i> and are assessed on their fluency and accuracy. In Part II, students orally summarize the passage to show basic comprehension of the excerpt.</p>
Rationale	
<ul style="list-style-type: none">• In the first edition, opinion writing lacked authenticity and meaningful purpose for students. As a result, in the second edition, opinion writing was thoroughly taught and partially assessed in Unit 2.• In the second edition, students practice reading fluency for the end of unit assessment in preparation for reading aloud their revised scene for the performance task presentation.	

EL Education’s Grades 3–8 English Language Arts Curriculum Second Edition Enhancements: 3rd Grade, Module 4

This document describes the most significant changes in our second edition Grades 3–5 ELA curriculum: global changes across modules and specific changes for Grade 3, Module 4.

We have been inspired by the national interest in EL Education’s Grades 3–8 English Language Arts curriculum since we created it with a team of teachers in 2012. The first edition was originally commissioned by New York State, which required six modules per grade, aligned to the state’s Social Studies and Science standards. Though the curriculum was initially designed with New York teachers as the primary audience, we were pleasantly surprised when the curriculum was downloaded more than 6 million times.

The second edition broadens the curriculum’s relevance to schools nationally and incorporates feedback from teachers across the country. We prioritized four modules per grade that had the most nationally relevant topics and had received the highest praise from teachers. For Grade 3, the second edition (two-hour block) is based on the following four first edition modules:

Module 1, Module 2A, Module 3A, Module 4

What is the same in the first and second editions of our Grades 3–5 ELA curriculum?

The second edition modules still:

- Focus on the same topic (e.g., Grade 3, Module 4 is still about water)
- Use the same central text(s) (e.g., Grade 3, Module 4 students still read *One Well*)
- Teach and assess at least the same standards (we often folded in more standards as well)
- Teach and assess the same type of writing (e.g., Module 4 still includes opinion writing)

What’s new in the second edition?

The second edition is comprehensive. It explicitly teaches and formally assesses all standards and strands of the new standards. It includes:

- A brand-new second hour of instruction: Additional Language and Literacy (ALL) Block
- An explicit emphasis on habits of character (working to become effective learners, working to become ethical people, working to contribute to the community)
- Robust supports for English language learners (ELLs): focuses on diversity and inclusion, levels of support, Language Dives, and Conversation Cues
- Supports aligned to the Universal Design for Learning (UDL) framework in module lessons

Reading enhancements:

- Language Dives: 10–20 minute conversations about the meaning and purpose of a complex sentence from a compelling text (several times per unit for all students; almost daily for ELLs)
- Explicit vocabulary instruction (e.g., using affixes to determine the meaning of unfamiliar words)

Writing enhancements:

- Explicit writing instruction, particularly formulating paragraphs and essays, and on expository writing
- Models for student analysis and as teacher exemplars
- Increased rigor aligned to standards for all three writing types: opinion, informative, and narrative (e.g., by Module 4, Grade 3 now writes three-paragraph on-demand essays)

Speaking and listening enhancements:

- Conversation Cues: questions teachers can ask students, and students can ask one another, to promote productive and equitable conversation
- Checklists for informal assessment of speaking and listening
- Formal speaking and listening assessments
- Emphasis on discussion norms

Language enhancements:

- Explicit grammar, punctuation, and spelling instruction (within module lessons and in ALL Block)

Assessment enhancements:

- All standards explicitly taught and formally assessed in module lessons (including RF and L standards)
- Writing rubrics (for W.1 opinion, W.2 informative/explanatory, W.3 narrative)
- Improved alignment among standards, texts, and assessment questions
- Priority standards assessed in multiple modules (e.g., R.1, R.2, R.4, W.2, SL.1, L.4)
- Improved support for students to track and assess their own progress
- More time for assessments

Materials:

- Updated Required Trade Book list (some new texts one per classroom to increase inclusion)
- Updated Recommended Texts for Independent Reading list
- Answer keys for everything, including homework
- Letter to families (simple overview of the learning for each specific module)

Performance Task (scaffolded for high-quality work)

First Edition:	Second Edition:
<p>VoiceThread Public Service Announcement</p> <p>Students will create a public service announcement (PSA) in which they present and support their opinion in response to the following prompt: “After researching the importance of freshwater, create a PSA to educate and help others become ‘well aware.’ State your opinion about one thing you think should be done to conserve, protect, or provide access to clean water for everyone. Support your opinion with reasons and examples from the texts you have read about water.” (During Unit 3, students will have drafted their written opinion and will have practiced and received feedback on their actual VoiceThread.) This task centers on NYSP12 ELA Standards W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, SL.3.5, SL 3.6 and L.3.3b. (Note: Although W.3.1 is listed as a part of this performance task, the VoiceThread itself is not a formal writing assessment. Students already will have written opinion paragraphs as a part of earlier assessments in the module. Here, the focus is on organizing and presenting that opinion clearly through a public speaking task.)</p>	<p>Water PSA Live Launch Presentation</p> <p>For this performance task, students work in pairs to share their learning about their chosen water issue’s causes, effects, and potential solutions by unveiling their PSAs (public service announcements) to an audience in a live launch. Before playing the video PSA, students deliver a presentation outlining why this issue is important to them and the process they followed to create it. This task addresses CCSS ELA SL.3.4, SL.3.6, and L.3.3b.</p>
Rationale	
<ul style="list-style-type: none"> • To clearly distinguish between the end of unit assessment and the performance task, in the second edition students create their PSAs for the end of unit assessment, and then present their PSAs to a live audience for the performance task. • Field feedback suggested VoiceThread was not an effective tool for this purpose, so the choice technology and tools was left open in the second edition for more flexibility. • As PSAs tend to raise awareness about an issue as well as providing possible action the public can take to solve the issue, in the second edition the performance task was revised for students create a more authentic PSA about one of the three water issues highlighted by the anchor text <i>One Well</i>. 	

On-demand Assessments (completed independently, often under test conditions)

MID-UNIT 1

First Edition:	Second Edition:
<p>On-Demand Informational Paragraph: Where in the World Is Water?</p> <p>This assessment centers on standards NYSP12 ELA CCLS W.3.2 and L.3.1. Students will write an on-demand paragraph that explains where water is found on earth. Students will use specific facts, definitions, and details they discovered in their reading. Students will respond to the following prompt: “Using your Organizing Ideas note-catcher and your Paragraph Writing Accordion graphic organizer, write an informational paragraph that explains where water is on earth. Use specific facts, definitions, and details from the readings to support your writing.”</p>	<p>Answering Questions about an Informational Text</p> <p>This assessment centers on CCSS RI.3.1, RI.3.3, RI.3.4, RI.3.7, SL.3.2, L.3.1a, and L.3.4 and has two parts. In Part I, students listen to an excerpt of <i>One Well</i> read aloud and determine the main idea and supporting details. In Part II, they read the same text and answer text-dependent, multiple choice, and short answer questions, demonstrating an ability to explain the function of nouns and pronouns, to determine the relationship among a series of steps, and use illustrations to gain a deeper understanding of the meaning of the text.</p>
Rationale	
<ul style="list-style-type: none"> • To engage students in the topic, in the second edition of the module students begin reading the anchor text, <i>One Well</i>, at the beginning of Unit 1 instead of later on in the module. As a result, this assessment was revised for students to read a new excerpt of <i>One Well</i> instead of a third-party text. • More standards were added for assessment in the second edition because the new text provided opportunities for assessment of other standards. • Additional language standards have been added to this assessment because in general the second edition places more emphasis on explicitly teaching and formally assessing the language standards, and the skills they require of students align with what students are doing in the rest of the assessment. 	

END OF UNIT 1

First Edition:	Second Edition:
<p>Comparing and Contrasting Two Texts about the Water Cycle</p> <p>This assessment centers on standards NYSP12 ELA CCLS RI.3.2, RI.3.7, RI.3.8, RI.3.9 and L3.4c. Students will first read a new text about the water cycle and determine the main ideas through text coding and answering text-dependent questions. They will then compare and contrast the main ideas and key details of this text to the passage on the water cycle found in <i>One Well</i>.</p>	<p>Comparing and Contrasting Informational Texts</p> <p>This assessment centers on CCSS RI.3.1, RI.3.2, RI.3.9, and L.3.1a. In this assessment, students read a new informational text and compare the main ideas and key details with those of pages 24–25 of <i>One Well</i>. They then answer selected response and short constructed response questions to demonstrate an ability to explain the function of verbs, adjectives, and adverbs.</p>
Rationale	
<ul style="list-style-type: none">• The second edition of this assessment is similar in many of the standards it addresses; however, the texts used are different due to the earlier start of <i>One Well</i> in the second edition.• Additional language standards have been added to this assessment because in general the second edition places more emphasis on explicitly teaching and formally assessing the language standards, and the skills they require of students align with what students are doing in the rest of the assessment.	

MID-UNIT 2

First Edition:	Second Edition:
<p>Asking and Answering Questions about Having Enough Clean Water for Everyone</p> <p>Students will demonstrate their ability to ask and answer questions based on informational text in preparation for their research project in the second half of the unit. After previewing a text from <i>One Well: The Story of Water on Earth</i>, students will ask questions that they think can be answered by the text. They will then read the text, recording key details and asking additional questions. Students will also answer text-dependent questions. This assessment centers on standards NYSP12 ELA CCLS RI.3.1 and RI.3.8.</p>	<p>Examining Point of View</p> <p>This assessment centers on CCSS ELA RI.3.1, RI.3.6, and L.3.5a. Students read a new text on lack of access to water in Australia and answer selected response and short constructed response questions to demonstrate an ability to distinguish an author's point of view from their own and determine the literal and nonliteral meanings of words and phrases in context.</p>
Rationale	
<ul style="list-style-type: none">• RI.3.6 needed to be addressed in the second edition of this module, as it hadn't been addressed in previous modules. As a result, this assessment was revised to address that standard. It was also determined that instruction about point of view would be effective scaffolding towards students writing their own opinions in the second half of the unit.• The text for this assessment was chosen specifically because it helped to address RI.3.6.• Additional language standards have been added to this assessment because in general the second edition places more emphasis on explicitly teaching and formally assessing the language standards, and the skills they require of students align with what students are doing in the rest of the assessment.	

END OF UNIT 2

First Edition:	Second Edition:
<p>On-Demand Writing to Inform Your Reader about the Challenges to Having Enough Clean Water for Everyone</p> <p>In this end of unit assessment, students will write two paragraphs informing their reader about what they have learned from their research project around challenges of demands on water, access to water, and pollution in water. Students will respond to the following prompt: “After researching all the challenges people face to have clean water, write a two-paragraph essay informing your reader about these challenges. Your first paragraph should inform your reader about each of the three challenges of water that we have researched together: access, pollution, and water usage. Your second paragraph should inform your reader with more details about the one challenge you researched in more detail. Be sure to use key facts and details from your research for each of these paragraphs. Use your note-catchers to support your writing.” This writing will serve as an important scaffold to students’ PSA announcements at the end of the module. This assessment centers on standards NYSP12 ELA CCLS W.3.2, and W.3.4.</p>	<p>Writing an Opinion Essay</p> <p>This assessment centers on CCSS ELA RI.3.1, W.3.1, W.3.4, and L.3.1b and has two parts. In Part I, students use information gathered from multiple sources to draft an opinion essay explaining why we should get involved in water conservation. In Part II, students apply what they have learned about linking words and forming and using regular and irregular plural nouns to revise and edit the essay. In an optional Part III, students answer selected response questions about forming and using regular and irregular plural nouns.</p>
Rationale	
<ul style="list-style-type: none">• To give the PSA significant time for creation in Unit 3, the second half of this unit was revised in the second edition to provide students with appropriate scaffolding and instruction to be able to independently write an opinion piece for the end of unit assessment.• Additional language standards have been added to this assessment because in general the second edition places more emphasis on explicitly teaching and formally assessing the language standards, and the skills they require of students align with what students are doing in the rest of the assessment.	

MID-UNIT 3

First Edition:	Second Edition:
<p>On-Demand Opinion Writing: One Thing That Should Be Done to Conserve, Protect, or Provide Access to Clean Water</p> <p>This assessment centers on standards NYSP12 ELA CCLS W.3.1 and W.3.4. Students write an on-demand opinion paragraph that informs their reader about what we can do to become “well aware” (a theme from the text <i>One Well: The Story of Water on Earth</i>). Students use evidence from their research about the challenges to water to support their opinion about what should be done. The writing serves as the basis for students’ PSA announcement (the final performance task).</p>	<p>Writing an Invitational Letter</p> <p>This assessment centers on CCSS ELA W.3.2, W.3.4, L.3.1c, and L.3.2b. Students use planning done in previous lessons to write a letter to guests inviting them to the live launch of their water issue video PSAs. The letter briefly outlines the water issue the presentation addresses and the purpose of the presentation and also includes details about where and when the presentation will take place. Students address an envelope in which to send the invitation, demonstrating an ability to use commas and capital letters correctly in mailing addresses.</p>
Rationale	
<ul style="list-style-type: none">• To give the PSA significant time for creation in Unit 3, opinion writing was moved to Unit 2.• To address L.3.2b in a meaningful and authentic way, in the second edition students learn how to write and address a letter in this unit. This is reflected in the mid-unit assessment.• Additional language standards have been added to this assessment because in general the second edition places more emphasis on explicitly teaching and formally assessing the language standards, and the skills they require of students align with what students are doing in the rest of the assessment.	

END OF UNIT 3

First Edition:	Second Edition:
<p>VoiceThread Script Presentation and Critique</p> <p>This assessment centers on NYSP12 ELA CCLS SL.3.4. Students prepare and present their VoiceThread script, in which they state their opinion about the most important thing a person can do to conserve, protect, or provide access to clean water. Students present their script to their peers, and are critiqued based on a rubric, before recording their VoiceThreads for their final performance task.</p>	<p>Water Issue Video PSA</p> <p>This assessment centers on CCSS ELA RI.3.1, SL.3.4, and SL.3.6. In pairs, students create a PSA about one of the three water issues studied earlier in the module: access to water, demands on water, pollution. The PSA describes the issue and its effects and presents some possible solutions in an engaging way. The announcement is no more than 1 minute long and is recorded on video.</p>
Rationale	
<ul style="list-style-type: none">• To clearly distinguish between the end of unit assessment and the performance task, in the second edition students create their PSAs for the end of unit assessment, and then present their PSAs to a live audience for the performance task.	