

The Power of Reading

3rd ELA Course Overview

Module <i>Clarification: This is the name of the module for EL-ELA</i>	The Power of Reading (Link to Materials)		
Author	EL		
Statement of Outcome <i>Clarification: This is a general statement of what a student will learn in this unit</i>	In Unit 1, students launch their learning about why we read. Students unlock meaning in new texts through a focus on language use and vocabulary development. They learn strategies for determining the central message of a text and participate in collaborative discussions to share their thinking and draw personal connections to the texts.	In Unit 2, students deepen their understanding of the guiding questions through fictional texts that present a range of barriers to book access. Students compare and contrast stories with shared authorship about a girl who faces unique and challenging barriers, focusing in particular on the way that language with figurative meaning conveys complex ideas. Students write a collaborative narrative to explore a character’s “why” for reading.	In Unit 3, students write independent narratives about a character who experiences a barrier to book access. They learn strategies for reading aloud with fluency, and then they share their narratives with partners. The unit and module conclude with a performance task: Class Library and Book Tour. Students create Class Library books with reflections on the guiding questions, samples of their own writing, and an About the Author page. Students share these books at a Book Tour event, during which students also read selections of their narratives aloud for visitors.
Unit Name & Timeframe <i>Clarification: What is the name of your unit or module? Approximately how long will it last?</i>	Unit 1: Determine and Discuss Central Messages: The Power of Reading 13 Lessons, Weeks 1–3	Unit 2: Explore, Analyze, and Discuss Narratives and the Narrative Writing Process: The Power of Reading 12 Lessons, Weeks 3–5	Unit 3: Write and Record Independent Narratives: The Power of Reading 15 Lessons, Weeks 6–8
Topic(s) and driving questions <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX</i>	Why do people read? • People read to empower themselves and others with skills and knowledge. • People read because they are curious and want to build their own ideas and discuss new perspectives. • People read to imagine lives, worlds, and experiences that are different from their own. • People read to build and sustain cultural and historical knowledge. How can people get access to the books they want? • People can seek support from others, like family members, peers, teachers, librarians, or other community members. • People can advocate for the opportunity to read and access books. • People can support spaces that share books with the wider community. What barriers to book access might people experience? • People might live far away from places where they can get books. • People might not have their own collection of books to read. • People might face unjust rules, laws, or circumstances that keep them from reading. • People might not be able to access books that reflect diverse experiences, topics, and perspectives.		
Heart/GX Focus <i>Clarification: These are the HEART agreements or dimensions of the GXs you plan to pay particular attention to.</i>			
GP- Content Indicators <i>Clarification: These are the performance indicators you will teach, assess and report on.</i>	Mid Unit SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on	Mid Unit RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar	Mid Unit W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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	others' ideas and expressing their own clearly.	characters (e.g., in books from a series) End Of Unit <i>This assessment focuses on one dimension of the collaborative conversations standard (SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.) and should be assessed formatively.</i> SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	End of Unit RF.3.4 Read with sufficient accuracy and fluency to support comprehension. Performance Task W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
Summative Assessment Clarification: This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.	Mid Unit W Mid-Unit 1 Assessment: Discuss Personal Connections to C... Each speaker is responsible for leading the discussion about their assigned question(s). Your group will spend 5 minutes on each question; switch when you hear the timer. Make sure to follow class rules and norms for discussion. End of Unit W End of Unit 1 Assessment: Use Vocabulary Strategies and ... In three to five sentences, determine a central message of this story, and explain how it is conveyed using two details from the story.	Mid Unit W Mid-Unit 2 Assessment: Explain Illustrations, Figurative La... One theme of When I Was Eight is “Determination can help us persevere.” In two to three sentences, compare and contrast this theme from When I Was Eight with the theme you chose in Question 9. Explain your thinking. Refer to the text to support your answers. End of Unit W End of Unit 2 Assessment: Discuss the Narrative Writing Pr... You and a classmate have written the end to a narrative about a character or characters who learn to read for an important reason. You have also been learning different strategies for participating in a discussion. In this assessment, you and your collaborative writing partner will join another pair to make a group of four. The four of you will discuss five questions.	Mid Unit W Mid-Unit 3 Assessment: Write an Independent Narrative a... Write a narrative about a character who experiences a barrier to book access. Your character can be based on you, and the barrier that the character experiences can be real or imagined. End of Unit W End of Unit 3 Assessment: Read and Record the Independ... You have been learning techniques and strategies for reading aloud accurately, smoothly, and expressively. You have practiced reading at an understandable pace. You have practiced these techniques with your collaborative and independent narratives. You have also been learning about how to use visuals to emphasize details in a story. Now, you will use all these skills to create an audio recording of your independent narrative. Performance Task W Module 1 Performance Task: Class Library and Book Tour-... Task: Work with your class to develop a Class Library and participate in a Book Tour. Class Library Directions: Use the Class Library Book template to create a book that is part of the Class Library. Your book will have a cover and five pages.
Link to Unit Clarification: This is the link to your unit plan.	https://access.openupresources.org/curricula/el-k5-2025/grade-3/module-lessons/module-1/unit-1/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-3/module-lessons/module-1/unit-2/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-3/module-lessons/module-1/unit-3/index.html

The Wonderful World of Frogs

4th ELA Course Overview

Module <i>Clarification: This is the name of the module for EL-ELA</i>	The Wonderful World of Frogs (Link to Materials)		
Author	EL		
Statement of Outcome <i>Clarification: This is a general statement of what a student will learn in this unit</i>	The module begins with students reading poetry and pourquoi tales about different kinds of frogs to pique interest, build vocabulary, and explore text structure. The poems inspire students to generate “why” questions about frogs (e.g., Why is the poison dart frog so colorful?, Why is the glass frog so hard to see?), while the pourquoi tales aim to creatively and whimsically answer these questions. Students then apply the skills of effective narrative writing, first introduced in Module 1, to write their own pourquoi tales that creatively explain the physical and behavioral characteristics of a frog. Students also learn strategies for effectively revising their own writing, reinforcing students’ understanding that writing is an iterative, cyclical process.	In Unit 2, students shift from literary to informational texts and begin building knowledge about the wonderful world of frogs. As they orient themselves to the anchor text, Everything You Need to Know about Frogs and Other Slippery Creatures, students learn to use text features to find relevant information about a topic. As students read new sections of this text, they build skills that include describing the relationship between ideas and concepts, and using information from photographs to demonstrate their understanding of a text’s ideas. As a whole class, they share-write an informative paragraph called “Why Do Polliwogs Wiggle?” (Recall that, in the previous unit, there was also a similar title of a collaborative pourquoi tale that students generated—Units 1 and 2 are in conversation with each other to show students different sources of knowledge and how imagination, curiosity, and research work together to help students answer their “why” questions about the world). Students also participate in a series of teacher-guided research tasks that prepare them for their own independent research. Finally, students research and write a Freaky Frog Informative Paragraph about how frogs’ habitats affect how they look and act.	In Unit 3, students choose one freaky frog from a list of three to research. Students gather information about their selected freaky frog, taking notes on general facts, definitions, and details and recording them on a research note-catcher. As students research, they continue to draw on the reading skills of earlier units. With support and modeling from the teacher, students plan and write an informative/explanatory essay about their frog. The unit and module conclude with the Module 2-Innovator Performance Task: Freaky Frog Pamphlet and Trading Card. Students compile writing from all three units into an informative trifold pamphlet. The pamphlet also contains a trading card, highlighting their chosen frog’s features and adaptations. In the final stage of the performance task, they create, share, and play a game with a second-grade “buddy,” using the pamphlet and trading cards.
Unit Name & Timeframe <i>Clarification: What is the name of your unit or module? Approximately how long will it last?</i>	Unit 1: Explore Poems and Create Pourquoi Tales about Frogs 14 Lessons, Weeks 1–3	Unit 2: Research and Write Informative Paragraphs about Frogs 12 Lessons, Weeks 3–6	Unit 3: Write and Revise an Informative/Explanatory Essay about Frogs 14 Lessons, Weeks 6–8
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX</i>	- What is the power of asking and answering “why” questions? “Why” questions invite curiosity about the world around us. “Why” questions inspire us to craft tales that explain our observations. “Why” questions lead us to discover new knowledge, ideas, and deeper understandings. “Why” questions prompt us to refine our questions and ask new ones. - How do people build knowledge and share ideas about a topic, such as frogs? - People do research to gather facts about their topic from informational texts. - People create and tell stories based on their understanding of the world. - People collaborate with others to share thinking and draw new connections. - Why is it important for people to learn about frogs? - Learning about frogs helps us appreciate the variation, diversity, and unique characteristics that exist within a species. - Learning about a topic like frogs helps us nurture respect for other creatures and dismantle judgment, fear, and misunderstanding.		
GX/HEART Focus			

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Clarification: These are the dimensions of the GX's you plan to pay particular attention to.			
GP- Content Indicators Clarification: These are the performance indicators you will teach, assess and report on.	Mid Unit RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. <i>(Neither of the two standards listed below are currently identified as priority standards in our progressions)</i> RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. End of Unit <i>(This assessment hits on one substandard of narrative writing.)</i> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.3.3.dProvide a sense of closure.)	Mid Unit <i>W.3.8 - This standard is not currently identified in our writing progression</i> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. <i>(This assessment hits on one substandard of informative writing.)</i>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.) End of Unit W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Mid Unit <i>(This assessment hits on two substandards of informative writing.)</i>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. - W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. - W.3.2.b Develop the topic with facts, definitions, and details. End of Unit The assessment is designed to mostly assess <i>W. 3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</i> However, we recommend returning to W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Performance Task <i>(This assessment hits on two substandards of informative writing.)</i>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. - W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. - W.3.2.b Develop the topic with facts, definitions, and details. <i>W.3.8 - This standard is not currently identified in our writing progression</i> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Summative Assessment Clarification: This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.	Mid Unit W Mid-Unit 1 Assessment: Describe Structure, Decode Words,... End of Unit W End of Unit 1 Assessment: Revise a Pourquoi Tale-Teacher.... Write a final paragraph for the pourquoi tale, to come after paragraph 9. Your paragraph should be two or three sentences long, and it should provide a sense of closure for the reader. Include at least one comparative adjective and one superlative adjective to add details to your writing.	Mid Unit W Mid-Unit 2 Assessment: Build Knowledge of a Topic and An... Reread pages 16–17 of Everything You Need to Know about Frogs and Other Slippery Creatures. Use the text to find information to answer a research question. Research Question: How do reptiles and amphibians use bright colors to protect themselves? End of Unit W End of Unit 2 Assessment: Conduct Research and Write an... Write an informative paragraph that explains how poison dart frogs have adapted to help them survive.	Mid Unit W Mid-Unit 3 Assessment: Draft Proof Paragraph 2: My Freak... Reread your My Freaky Frog Informative/Explanatory Essay: Introduction Paragraph and your My Freaky Frog Informative/Explanatory Essay: Proof Paragraph 1. Then, write proof paragraph 2 for your informative/explanatory essay. This paragraph will describe another adaptation that helps your chosen frog to survive in its environment. End of Unit W End of Unit 3 Assessment: Revise Proof Paragraph-Teacher... You have revised the introduction and conclusion of your essay

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			to include linking words and phrases, precise vocabulary, and different sentence types. You will now revise the proof paragraphs of your informative/explanatory essay. Performance Task W Performance Task: Model Freaky Frog Pamphlet and Tradi...
Link to Unit Clarification: This is the link to your unit plan.	https://access.openupresources.org/curricula/el-k5-2025/grade-3/module-lessons/module-2i/unit-1/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-3/module-lessons/module-2i/unit-2/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-3/module-lessons/module-2i/unit-3/index.html

The Decisions We Make About Money

3rd ELA Course Overview

Module <i>Clarification: This is the name of the module for EL-ELA</i>	The Decisions We Make About Money (Link to Materials)		
Author	EL		
Statement of Outcome <i>Clarification: This is a general statement of what a student will learn in this unit</i>	In Unit 1, students read the informational anchor text The Survival Guide for Money Smarts and gain a foundational understanding of what money is and how it can be used. Students practice finding key details and determining the main idea in sections of the informational text as they learn that money is a tool for exchange, as well as basic concepts of financial literacy around earning, saving, spending, and sharing money according to people’s wants, needs, goals, values, and resources, which they will include in the Money Matters magazine in Unit 3. Students use habits of character to consider perspectives and decisions around money with respect and empathy.	In Unit 2, students add depth to the understanding they gained about money in Unit 1 by reading narratives of the money-related experiences of three different kids. Using the literary texts One Hen, Tia Isa Wants a Car, and Shanti Saves Her Money, students analyze character traits and points of view and explore decisions around money and strategies for earning, saving, sharing, and spending based on available choices and individual goals. Students write an informative/explanatory essay about a money-related decision made by a character from one of the unit’s literary texts.	In Unit 3, students focus on how they can make positive change for themselves and others with their money decisions, and how they can share their financial literacy learning from Units 1 and 2. They listen to the “Saving Money Is Really Hard to Do” episode of the Million Bazillion podcast to learn more about the challenge of saving money versus spending it, and to prepare themselves to develop their own informative/explanatory podcast episode. Students write an informative/explanatory paragraph that explains the real-world issue that is reflected in the challenges a character faces in one of the module texts, using facts and details from The Survival Guide for Money Smarts. Students then add that paragraph, and other writing from the module, to complete their Money Matters magazine slides and provide feedback to one another. The unit and module conclude with a performance task: the Money Matters podcast. Students work with classmates to develop a podcast that shares tips and advice about spending, saving, and sharing money. The podcast entries include descriptions of economic choices and decisions they have learned about in the module and suggestions for spending, saving, and sharing money, based on their learning from informational texts.
Unit Name & Timeframe <i>Clarification: What is the name of your unit or module? Approximately how long will it last?</i>	Unit 1: Build Background Knowledge: The Decisions We Make About Money 10 Lessons, Weeks 1-2	Unit 2: Describe Characters and Money Decisions 12 Lessons, Weeks 3-5	Unit 3: Develop Informative/Explanatory Writing and Create a Podcast 15 Lessons, Weeks 5-8
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX</i>	• What influences people’s decisions about money? ○ People have choices about what to do with their money. ○ People make decisions with their money based on wants, needs, motivations, available choices, and resources. ○ Decisions that people make about what to do with their money have an impact on themselves, their families, and their communities. • How can people make positive change with their money decisions? ○ Individuals can use tools, strategies, and habits of character to meet wants and needs for themselves and others. ○ Students can share their learning about money with their communities. • What is money and how is it used? ○ Money is a tool to exchange for goods and services. ○ Money is spent, saved, and shared according to wants, needs, goals, values, and resources. ○ Money can be used to impact individuals, their families, and their communities.		

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GX Focus Clarification: These are the dimensions of the GX’s you plan to pay particular attention to.			
GP- Content Indicators Clarification: These are the performance indicators you will teach, assess and report on.	Mid Unit <i>(This standard is not currently in our reading progression)</i> RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. End of Unit RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Mid Unit RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>(This standard is not currently in our reading progression)</i> RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events End of Unit W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Mid Unit <i>(The mid unit assessment focuses on language standards that are not currently in our progressions.)</i> L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 3.1.f Ensure subject-verb and pronoun-antecedent agreement.* 3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.2.a Capitalize appropriate words in titles. L.3.2.d Form and use possessives. L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.3.a Choose words and phrases for effect.* L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). End of Unit W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Performance Task L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
Summative Assessment Clarification: This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.	Mid Unit W Mid-Unit 1 Assessment: Use Text Features and Determine ... - Use a text feature on page 57 to describe the breakdown of the 30-30-30-10 Plan. Be sure to name the text feature in your response. (RI.3.5) - Define the word charity in your own words. Describe one text feature that helped you determine the meaning of the word, and explain how the context gives you clues about the word’s meaning.	Mid Unit W Mid-Unit 2 Assessment: Describe Characters and Points of ... - Explain how the event you chose in Part A contributes to the sequence of events. Remember to use the prepositional phrase with _____ or conjunctions like since and because to support your explanation. (RL.3.3, W.3.10) - Choose one of the following points of view from question 6 or 7:	Mid Unit W Mid-Unit 3 Assessment: Use Language Effectively in Infor... The following text has some errors related to spelling, grammar, punctuation, and capitalization. Listen and read along as the text is read aloud. Then, review the questions and read the text again slowly, by yourself. After you read, answer the questions that follow the text. End of Unit

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	○ Your response should be three or four sentences and include examples from the text. (RI.3.4, RI.3.5, L.3.4a) End of Unit W End of Unit 1 Assessment: Determine Main Idea and Key ... Read “Making Mindful Donations” on pages 97–99 of The Survival Guide for Money Smarts. Then, describe the main idea of the text section and explain how two key details from the text support the main idea. Your response should be four or five sentences and include the conjunction because. (RI.3.1, RI.3.2, W.3.10, L.3.1h)	○ Point of view toward solving a family problem ○ Point of view toward Dad accepting (or not accepting) Ava’s help ○ Then, in three or four sentences, explain how your own point of view toward solving a family problem or accepting help from others is similar to, or different from, the character’s. (RL.3.6, W.3.10) End of Unit W End of Unit 2 Assessment: Write an Informative/Explanato... During Unit 2, you read texts about the money-related choices people face and what influences the decisions they make. For this assessment, you will write an informative/explanatory essay about a character’s money-related choices from Unit 2, and the factors that influence a decision they make.	W End of Unit 3 Assessment: Write an Informative/Explanat... Write an informative/explanatory paragraph that shares your knowledge about spending, saving, or sharing money with others, using facts and details from The Survival Guide for Money Smarts. (W.3.2a, W.3.2b, W.3.2c, W.3.2d) Performance Task W Module 3-Performance Task: Money Matters Podcast-Clas... Using your entry from the Money Matters magazine, work with your classmates to develop a podcast that shares your learning about money from across the module.
Link to Unit Clarification: This is the link to your unit plan.	https://access.openupresources.org/curricula/el-k5-2025/grade-3/module-lessons/module-3e/unit-1/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-3/module-lessons/module-3e/unit-2/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-3/module-lessons/module-3e/unit-3/index.html

Enough Clean Water for Everyone

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Module <i>Clarification: This is the name of the module for EL-ELA</i>			
Author	EL		
Statement of Outcome <i>Clarification: This is a general statement of what a student will learn in this unit</i>			
Unit Name & Timeframe <i>Clarification: What is the name of your unit or module? Approximately how long will it last?</i>			
Topic(s) and driving questions <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX</i>			
Heart/GX Focus <i>Clarification: These are the HEART agreements or dimensions of the GXs you plan to pay particular attention to.</i>			
GP- Content Indicators <i>Clarification: These are the performance indicators you will teach, assess and report on.</i>	Mid Unit End of Unit	Mid Unit	Mid Unit
Summative Assessment Clarification: This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.	Mid Unit End of Unit	Mid Unit End of Unit	Mid Unit End of Unit
Link to Unit <i>Clarification: This is the link to your unit</i>			

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