



LearnZillion EL Education Language Arts  
Correlation Guide  
Grade 3

SECTION I: Alignment to Shifts

**SHIFT 1: Knowledge:** Materials are specifically chosen to build knowledge through content-rich literary and informational texts.

a. **Text sets:** Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.

b. **Vocabulary:** Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.

Correlation Evidence

Materials provide a strategic sequence of connected texts organized around a variety of concepts or topics. Modules focus on specific topics. Each unit within the module builds student knowledge on that topic through interacting with the texts, and as the year progresses, questions and tasks build literacy skills and student independence. Lessons contain scaffolding and Universal Design for Learning to support students' increasing literacy skills.

[Grade 3 Curriculum Map](#)

[Required Trade Books](#)

[Recommended Texts and Other Resources](#)

In EL Education curriculum lessons, Tier 2 vocabulary is taught any time students work with text. From unpacking learning targets, to working with an Interactive Word Wall before writing, to close reading lessons, students learn strategies to explore the meaning of academic words they read and put them to use in their writing. Vocabulary is introduced and reviewed throughout each module. Tier 2 and Tier 3 vocabulary are addressed through multiple reads of complex text along with the [Language Dives](#). The words that have been selected fall into the categories of lesson specific, text specific, or vocabulary used in writing ([M1U1L3](#)). The curriculum defines whether a word is newly introduced or is a review word, so the teacher can adjust instruction to meet the needs of the students. Multiple texts are used to build student knowledge and vocabulary, and they support students' ability to comprehend complex text independently and proficiently. Students also engage in word study and vocabulary during the ALL Block ([M4U2W2](#)).

<p>c. <b>End-of-unit/culminating tasks:</b> Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.</p>	<p>Throughout the curriculum, students engage in multiple opportunities that require a combination of literacy skills including reading, writing, and speaking to demonstrate their knowledge of a topic. Within each unit there is a Mid- Unit and an End of Unit assessment that builds the knowledge and skills students will need to be successful in completing the culminating task for each module.</p> <p>Culminating tasks are titled Performance Tasks within EL Education. These tasks require students to gather details or information using text-dependent questions, anchor charts, and graphic organizers to write a specific genre of writing at the end of each module. Each module has a final Performance Task. Performance tasks are designed to help students synthesize and apply their learning from the unit in an engaging and authentic way. Performance tasks are rich and provide opportunities for students to demonstrate what they know and are able to do using speaking and writing.</p> <p><a href="#">Module 1 Assessment Overview</a>  <a href="#">Module 4 Assessment Overview</a></p>
<p><b>SHIFT 2: Text Complexity:</b> Materials ensure students engage in regular practice with complex text and its academic vocabulary.</p>	<p style="text-align: center;"><b>Correlation Evidence</b></p>
<p>d. Texts used for Interactive Read Aloud are 1-3 years above grade level determined by quantitative and qualitative measurements.</p>	<p>Texts are used for Interactive Read Aloud are 1-3 years above grade level determined by quantitative and qualitative measurements. Within each module, anchor texts are sufficiently complex according to quantitative and qualitative analysis, and relationship to their associated student task. Anchor texts are placed at the appropriate grade level. Texts are used to build student knowledge and vocabulary. Anchor texts consider a range of student interests and are of publishable quality, well-crafted and content- rich. The <a href="#">K-5 Required Trade Book Procurement List</a> provides quantitative analysis of each text. <a href="#">Text complexity analyses and rationales</a> are included in the grade level resources. The text complexity guides include a rationale for why they were placed in that grade at that particular place alongside an explanation of how the book can be used to enhance student understanding.</p> <p>Module 1 Read Aloud lessons with the text <i>Waiting for Biblioburro</i>: <a href="#">U1L3</a></p>
<p>e. Texts used for shared reading are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the <i>Tennessee English Language Arts Standards</i> for further guidance on text complexity metrics.</p>	<p>All texts used for shared reading are at grade level as determined by quantitative and qualitative measurements. The <a href="#">K-5 Required Trade Book Procurement List</a> provides quantitative analysis of each text. Text complexity analyses and rationales are included in the grade level resources. The text complexity guides include a</p>

	<p>rationale for why they were placed in that grade at that particular place alongside an explanation of how the book can be used to enhance student understanding.</p>
<p>f. Text plays a central role in the literacy block.</p>	<p>Texts play a central role in the literacy block. At least one carefully selected, high-quality anchor text per module engages students in the module topic, supports them in building background knowledge to answer the guiding questions, and highlights successful learning and life habits of character exhibited by characters in the text for students to apply to their own lives.</p> <p>Students also closely read supplemental complex texts to build background knowledge on the topic, and they research to answer their own questions to be able to speak and write knowledgeably on the topic. For example, in Grade 3 Module 4 Unit 1 <a href="#">Lesson 8</a>, students are introduced to a new complex text “Access to Freshwater,” which they hear read aloud, read closely and determine the main idea of, and then compare and contrast with the anchor text, <i>Oner Well</i>.</p>
<p>g. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.</p>	<p>The required texts for the 3rd grade modules provide a balanced mix of literary and informational texts. The majority of 3rd grade texts are authentic and stand alone as published.</p> <p><u>Grade 3, Literature Texts</u></p> <ul style="list-style-type: none"> <li>● <i>Waiting for Biblioburro</i></li> <li>● <i>Rain School</i></li> <li>● <i>Nasreen’s Secret School</i></li> <li>● <i>More Than Anything Else</i></li> <li>● <i>Thank You, Mr. Falkner</i></li> <li>● <i>Bullfrog at Magnolia Circle</i></li> <li>● <i>Peter Pan</i></li> <li>● <i>The Boy Who Harnessed the Wind</i></li> <li>● <i>Water Dance</i></li> </ul> <p><u>Grade 3, Informational Texts</u></p> <ul style="list-style-type: none"> <li>● <i>My Librarian is a Camel</i></li> <li>● <i>Everything You Need to Know About Frogs and Other Slippery Creatures</i></li> <li>● <i>One Well: The Story of Water on Earth</i></li> </ul>

<p><b>SHIFT 3: Evidence:</b> Materials ensure that reading and writing are grounded in evidence from both literary and informational text.</p>	<p><b>Correlation Evidence</b></p>
<p>h. Text-dependent questions:</p> <ul style="list-style-type: none"> <li>- Most questions and tasks require students to draw on textual evidence to support inferences and conclusions.</li> <li>- High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.</li> </ul>	<p>The guiding questions and big ideas in the module overview and the individual unit lessons contain coherently sequenced sets of text-dependent questions that require students to analyze the integration of knowledge and ideas across and within texts. Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, making connections among the texts in the collection, and express understanding of the topics.</p> <p>The 3rd grade module lessons include close reading portions with text-dependent questions that are sequenced and scaffolded, and the module lessons include tasks that require students to analyze the language, key ideas, details, craft, and structure of complex texts. Materials contain sets of high-quality sequences of text-dependent questions and activities that build to a culminating task which integrates skills to demonstrate understanding. Throughout the module, most questions and tasks require students to draw on textual evidence to support inferences and conclusions.</p> <p>Example lessons:  M1: <a href="#">U1L3</a>; <a href="#">U1L4</a> ; <a href="#">U1L6</a>  M4: <a href="#">U1L3</a>; <a href="#">U2L2</a>; <a href="#">U2L3</a></p>
<p>i. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.</p>	<p>The majority of writing tasks require students to respond to texts and/or include textual evidence. Performance Tasks require students to gather details or information using text-dependent questions, anchor charts, and graphic organizers to write a specific genre of writing at the end of each module. Each module has a final Performance Task. Performance tasks are designed to help students synthesize and apply their learning from the unit in an engaging and authentic way. Performance tasks are rich and provide opportunities for students to demonstrate what they know and are able to do using speaking and writing. Performance tasks require students to gather details or information using text-dependent questions, anchor charts, and graphic organizers to write a specific genre of writing at the end of each Module.</p> <p>M1: <a href="#">Performance Task</a>; <a href="#">U1L3</a>; <a href="#">U1L4</a>; <a href="#">U1L6</a>  M4: <a href="#">Performance Task</a>; <a href="#">U1L6</a>; <a href="#">U2L2</a></p>

j. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.

Protocols are an important feature of EL Education’s K–5 Language Arts curriculum because they are one of the best ways we know to engage students in discussion, inquiry, critical thinking, and sophisticated communication. A protocol consists of agreed-upon, detailed guidelines for reading, recording, discussing, or reporting that ensure equal participation and accountability in learning. Importantly, protocols allow students to talk to each other, not just the teacher. As a result, they build independence and responsibility. [Conversation cues](#), which are questions teachers can ask students and students can ask each other, also promote productive and equitable conversations.

**SECTION II: Alignment to Tennessee English Language Arts Standards**

TN Standard #	Corresponding TN Description	Correlation Evidence
3.RL.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	<p>M1:  <a href="#">U1L3</a>, <a href="#">L4</a>, <a href="#">L6</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>  <a href="#">U3L1</a>, <a href="#">L2</a>, <a href="#">L3</a></p> <p>M2: <a href="#">U1L1</a>, <a href="#">L2</a>, <a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L6</a>, <a href="#">L7</a>                      ALL Block: <a href="#">U1</a>, <a href="#">U3</a></p> <p>M3: <a href="#">U1L1</a>, <a href="#">L2</a>, <a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>, <a href="#">L12</a>  <a href="#">U2L1</a>, <a href="#">L2</a>, <a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L10</a>, <a href="#">L11</a>  <a href="#">U3L4</a>                      ALL Block: <a href="#">U1</a>, <a href="#">U2</a>, <a href="#">U3</a></p>

<p>3.RL.KID.2</p>	<p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.</p>	<p>M1:  U1<a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>  U3<a href="#">L1</a>, <a href="#">L2</a>, <a href="#">L3</a></p> <p>M2:  U1<a href="#">L1</a>, <a href="#">L2</a>, <a href="#">L3</a>, <a href="#">L7</a></p> <p>M3:  U1<a href="#">L1</a>, <a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L5</a>  U2<a href="#">L2</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L9</a>  U3<a href="#">L4</a></p> <p>M4:  U1<a href="#">L1</a></p>
<p>3.RL.KID.3</p>	<p>Describe characters in a story and explain how their actions contribute to the sequence of events.</p>	<p>M1:  U1<a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>  U3<a href="#">L1</a>, <a href="#">L2</a>, <a href="#">L3</a></p> <p>M2:  U1<a href="#">L2</a>  ALL Block: <a href="#">U1</a></p> <p>M3:  U1<a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>  ALL Block: <a href="#">U1</a>, <a href="#">U3</a></p>

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3.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).	<p>M1:  <a href="#">U1L5</a>  <a href="#">U3L2</a></p> <p>M2:  <a href="#">U1L1, L2, L3, L4, L6, L7</a></p> <p>M3:  <a href="#">U1L2</a>  <a href="#">U2L1, L3</a>                      ALL Block: <a href="#">U2</a></p> <p>M4:  <a href="#">U1L1</a></p>
3.RL.CS.5	Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.	<p>M2:  <a href="#">U1L4, L6, L7</a>                      ALL Block: <a href="#">U1</a></p> <p>M3:  <a href="#">U1L1, L3, L4, L5, L6, L7, L9, L10, L11</a>  <a href="#">U2L1, L2, L3, L4, L5, L6, L7</a>  <a href="#">U3L4</a>                      ALL Block: <a href="#">U2</a></p>
3.RL.CS.6	Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.	<p>M3:  <a href="#">U1L9, L10, L11</a></p>
3.RL.IKI.7	Explain how illustrations in a text contribute to what is conveyed by the words.	<p>M3:  <a href="#">U1L1, L4</a>  <a href="#">U3L4</a>                      ALL Block: <a href="#">U2</a></p>
3.RL.IKI.8	(Not applicable to literature)	N/A
3.RL.IKI.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	<p>M3:  <a href="#">U2L1, L2, L3, L4, L5, L7</a></p>

3.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.	Integrated throughout <a href="#">Required Trade Books</a>
<b>Reading: Informational Texts</b>		<b>Correlation Evidence</b>
3.RI.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	<p>M1:  <a href="#">U1L1</a>  <a href="#">U2L1</a>, <a href="#">L2</a>, <a href="#">L5</a>, <a href="#">L6</a>                      ALL Block: <a href="#">U3</a></p> <p>M2:  <a href="#">U1L14</a>  <a href="#">U2L1</a>, <a href="#">L2</a>, <a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L10</a>, <a href="#">L12</a>  <a href="#">U3L1</a>, <a href="#">L2</a>, <a href="#">L3</a>, <a href="#">L5</a>                      ALL Block: <a href="#">U2</a></p> <p>M3:  <a href="#">U1L3</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>  <a href="#">U3L4</a>                      ALL Block: <a href="#">U1</a></p> <p>M4:  <a href="#">U1L1</a>, <a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>  <a href="#">U2L1</a>, <a href="#">L2</a>, <a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>, <a href="#">L13</a>  <a href="#">U3L1</a>, <a href="#">L2</a>, <a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>                      ALL Block: <a href="#">U1</a>, <a href="#">U2</a>, <a href="#">U3</a></p>



<p>3.RI.KID.2</p>	<p>Determine the main idea of a text; recount the key details and explain how they support the central idea.</p>	<p>M1:  <a href="#">U2L2</a>, <a href="#">L5</a>, <a href="#">L6</a>                      ALL Block: <a href="#">U3</a></p> <p>M2:                      ALL Block: <a href="#">U2</a>, <a href="#">U3</a></p> <p>M3:                      ALL Block: <a href="#">U1</a></p> <p>M4:  <a href="#">U1L6</a>, <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>  <a href="#">U2L3</a></p>
<p>3.RI.KID.3</p>	<p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>M2:  <a href="#">U2L2</a>, <a href="#">L3</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a>  <a href="#">U3L3</a>, <a href="#">L5</a></p>
<p>3.RI.CS.4</p>	<p>Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>M1:  <a href="#">U2L1</a>, <a href="#">L2</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L6</a>                      ALL Block: <a href="#">U3</a></p> <p>M2:  <a href="#">U1L14</a>  <a href="#">U2L1</a>, <a href="#">L2</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L7</a>, <a href="#">L9</a>, <a href="#">L12</a>  <a href="#">U3L3</a></p> <p>M3:                      ALL Block: <a href="#">U1</a></p> <p>M4:  <a href="#">U1L3</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>  <a href="#">U2L1</a>, <a href="#">L2</a>, <a href="#">L3</a>, <a href="#">L4</a>                      ALL Block: <a href="#">U1</a></p>

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3.RI.CS.5	Use text features to locate information relevant to a given topic efficiently.	<p>M2:  <a href="#">U2L1</a>, <a href="#">L2</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L7</a>  <a href="#">U3L1</a>, <a href="#">L2</a></p>
3.RI.CS.6	Distinguish reader point of view from that of an author of a text.	<p>M4:  <a href="#">U2L2</a>, <a href="#">L3</a>, <a href="#">L4</a>            ALL Block: <a href="#">U2</a></p>
3.RI.IK1.7	Use information gained from illustrations and the words in a text to demonstrate understanding of a text.	<p>M1:  <a href="#">U2L2</a>, <a href="#">L5</a>, <a href="#">L6</a></p> <p>M2:  <a href="#">U2L2</a>, <a href="#">L5</a>, <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>  <a href="#">U3L3</a>, <a href="#">L5</a>            ALL Block: <a href="#">U2</a></p> <p>M4:  <a href="#">U1L1</a>, <a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L5</a></p>
3.RI.IK1.8	Explain how reasons support specific points an author makes in a text.	<p>M1:            ALL Block: <a href="#">U3</a></p> <p>M2:  <a href="#">U2L2</a>, <a href="#">L5</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L12</a>  <a href="#">U3L3</a>, <a href="#">L5</a>            ALL Block: <a href="#">U2</a></p> <p>M3:            ALL Block: <a href="#">U3</a></p> <p>M4:  <a href="#">U2L3</a></p>
3.RI.IK1.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	<p>M4:  <a href="#">U1L8</a>, <a href="#">L10</a>,            ALL Block: <a href="#">U1</a></p>

3.RI.RRTC.10	Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.	Integrated throughout <a href="#">Required Trade Books</a>
<b>Reading: Foundational Skills</b>		<b>Correlation Evidence</b>
3.FL.PWR.3	<p>Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Identify and define the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes, such as -ly, -less, and -ful.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p>Integrated throughout</p> <p>M1: <a href="#">U3L10</a>, <a href="#">L12</a> ALL Block: <a href="#">U3</a></p> <p>M2: <a href="#">U1L4</a>, <a href="#">L12</a> ALL Block: <a href="#">U1</a>, <a href="#">U2</a>, <a href="#">U3</a></p> <p>M3: <a href="#">U3L11</a>, <a href="#">L12</a> ALL Block: <a href="#">U1</a>, <a href="#">U2</a>, <a href="#">U3</a></p> <p>M4: ALL Block: <a href="#">U1</a>, <a href="#">U2</a>, <a href="#">U3</a></p>
3.FL.WC.4	<p>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.</p> <p>b. Use conventional spelling for high-frequency words, including irregular words.</p> <p>c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.</p> <p>d. Write legibly in manuscript; write all lower and uppercase cursive letters.</p>	<p>M1: <a href="#">U1L10</a></p>

<p>3.FL.F.5</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>	<p>M1: (RF.3.4b only)  <a href="#">U3L3</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L14</a>                      ALL Block: <a href="#">U2</a>, <a href="#">U3</a></p> <p>M2:  <a href="#">U1L2</a>, <a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L6</a>, <a href="#">L8</a>, <a href="#">L11</a>, <a href="#">L12</a>, <a href="#">L14</a>                      ALL Block: <a href="#">U1</a>, <a href="#">U3</a></p> <p>M3:  <a href="#">U1L8</a>  <a href="#">U3L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>, <a href="#">L12</a>                      ALL Block: <a href="#">U1</a>, <a href="#">U2</a>, <a href="#">U3</a></p> <p>M4:                      ALL Block: <a href="#">U2</a>, <a href="#">U3</a></p>
<p><b>Writing Standards</b></p>		<p><b>Correlation Evidence</b></p>
<p>3.W.TTP.1</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce a topic or text.</p> <p>b. Develop an opinion with reasons that support the opinion.</p> <p>c. Create an organizational structure that lists supporting reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>e. Use linking words and phrases to connect opinion and reasons.</p> <p>f. Apply language standards addressed in the Foundational Literacy Standards</p>	<p>M1:  <a href="#">U1L6</a></p> <p>M3:  <a href="#">U2L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>, <a href="#">L12</a>, <a href="#">L13</a>                      ALL Block: <a href="#">U2</a></p> <p>M4:  <a href="#">U2L5</a>, <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>, <a href="#">L12</a>, <a href="#">L13</a>, <a href="#">L14</a>                      ALL Block: <a href="#">U2</a></p>

<p>3.W.TTP.2</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic.</li> <li>Group related information together, including illustrations when needed to provide clarity to the reader.</li> <li>Develop the topic with facts, definitions, and details.</li> <li>Provide a conclusion.</li> <li>Use linking words and phrases to connect ideas within categories of information.</li> <li>Use precise language to inform about or explain the topic.</li> <li>Apply language standards addressed in the Foundational Literacy Standards</li> </ol>	<p>M1:  U1<a href="#">L10</a>  U2<a href="#">L2, L3, L5, L7, L8, L9, L10, L11</a>  U3<a href="#">L3, L4, L5, L6, L7, L8, L9, L12</a>  ALL Block: <a href="#">U2, U3</a></p> <p>M2:  U2<a href="#">L3, L6, L10, L11, L12</a>  U3<a href="#">L3, L4, L5, L6, L7, L8, L9, L10, L11, L12</a>  ALL Block: <a href="#">U2, U3</a></p> <p>M3:  ALL Block: <a href="#">U1</a></p> <p>M4:  U3<a href="#">L3, L5, L6, L7</a>  ALL Block: <a href="#">U1, U3</a></p>
<p>3.W.TTP.3</p>	<p>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <ol style="list-style-type: none"> <li>Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.</li> <li>Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.</li> <li>Use temporal words and phrases to signal event order.</li> <li>Provide a sense of closure.</li> <li>Apply language standards addressed in the Foundational Literacy Standards.</li> </ol>	<p>M2:  U1<a href="#">L3, L4, L5, L6, L8, L9, L10, L11, L12, L13</a>  U3<a href="#">L12</a></p> <p>M3:  U1<a href="#">L8</a>  U3<a href="#">L1, L2, L3, L5, L6, L7</a>  ALL Block: <a href="#">U3</a></p>

<p>3.W.PDW.4</p>	<p>With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>M1: U2<a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a> ALL Block: <a href="#">U2</a>, <a href="#">U3</a></p> <p>M2: U1<a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L13</a> U2<a href="#">L3</a>, <a href="#">L6</a>, <a href="#">L10</a>, <a href="#">L12</a> U3<a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>, <a href="#">L12</a> ALL Block: <a href="#">U1</a>, <a href="#">U3</a></p> <p>M3: U1<a href="#">L8</a> U2<a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>, <a href="#">L12</a> U3<a href="#">L1</a>, <a href="#">L2</a>, <a href="#">L3</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a> ALL Block:</p> <p>M4: U2<a href="#">L13</a> U3<a href="#">L2</a>, <a href="#">L3</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a> ALL Block: <a href="#">U3</a></p>
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<p>3.W.PDW.5</p>	<p>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.)</p>	<p>M1:  U1<a href="#">L10</a>  U2<a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>  U3<a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L11</a>, <a href="#">L12</a>, <a href="#">L13</a></p> <p>M2:  U1<a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>, <a href="#">L12</a>  U2<a href="#">L3</a>, <a href="#">L6</a>, <a href="#">L11</a>  U3<a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L8</a>, <a href="#">L10</a>  ALL Block: <a href="#">U2</a></p> <p>M3:  U1<a href="#">L8</a>  U2<a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>, <a href="#">L12</a>  U3<a href="#">L1</a>, <a href="#">L2</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L5</a>, <a href="#">L6</a></p> <p>M4:  U2<a href="#">L5</a>, <a href="#">L12</a>  U3<a href="#">L3</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>  ALL Block: <a href="#">U1</a>, <a href="#">U2</a>, <a href="#">U3</a></p>
<p>3.W.PDW.6</p>	<p>With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product as defined in W.1-3 in a single setting.</p>	<p>M2:  U3<a href="#">L4</a>, <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L10</a>, <a href="#">L11</a>, <a href="#">L12</a></p> <p>M3:  U3<a href="#">L3</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a></p>
<p>3.W.RBPK.7</p>	<p>Conduct short research projects that build general knowledge about a topic.</p>	<p>M2:  U2<a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L6</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L12</a>  U3<a href="#">L1</a>, <a href="#">L2</a>, <a href="#">L3</a>, <a href="#">L5</a>, <a href="#">L6</a></p> <p>M4:  U1<a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>  U2<a href="#">L6</a></p>

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<p>3.W.RBPK.8</p>	<p>Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.</p>	<p>M1:  U1<a href="#">L1</a>  U2<a href="#">L2</a>, <a href="#">L5</a>, <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L11</a></p> <p>M2:  U1<a href="#">L1</a>  U2<a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L12</a>  U3<a href="#">L1</a>, <a href="#">L2</a>, <a href="#">L3</a>, <a href="#">L5</a>, <a href="#">L11</a>, <a href="#">L12</a>  ALL Block: <a href="#">U1</a></p> <p>M3:  U1<a href="#">L1</a></p> <p>M4:  U1<a href="#">L1</a>, <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>  U2<a href="#">L6</a></p>
<p>3.W.RBPK.9</p>	<p>Include evidence from literary or informational texts, applying grade 3 standards for reading.</p>	<p>M2:  U1<a href="#">L1</a>  U2<a href="#">L1</a>, <a href="#">L3</a></p> <p>M3:  U2<a href="#">L1</a>, <a href="#">L2</a></p> <p>M4  U1<a href="#">L7</a> <a href="#">L8</a>,</p>
<p>3.W.RW.10</p>	<p>Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p>	<p>Integrated throughout all module lessons and ALL Block units</p>



Language Standards	Correlation Evidence
<p>3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns.</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use simple verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs correctly.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>j. Capitalize appropriate words in titles.</p> <p>k. Use commas in addresses.</p> <p>l. Use commas and quotation marks in dialogue.</p> <p>m. Form and use possessives</p> <p>n. Write a cohesive paragraph with a main idea and detailed structure.</p>	<p>M2:</p> <p><a href="#">U1L12</a>, <a href="#">L13</a>  <a href="#">U2L2</a>, <a href="#">L3</a>; <a href="#">L5</a>, <a href="#">L6</a>  <a href="#">U3L1</a>, <a href="#">L2</a>, <a href="#">L4</a>, <a href="#">L6</a>, <a href="#">L8</a>, <a href="#">L10</a>                      ALL Block: <a href="#">U1</a>, <a href="#">U2</a>, <a href="#">U3</a></p> <p>M3: (L.3.1f only)  <a href="#">U2L2</a>, <a href="#">L4</a>, <a href="#">L7</a>                      ALL Block: <a href="#">U2</a>, <a href="#">U3</a></p> <p>M4:  <a href="#">U1L3</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L9</a>  <a href="#">U2L5</a>, <a href="#">L8</a>, <a href="#">L11</a>, <a href="#">L12</a>, <a href="#">L14</a>  <a href="#">U3L5</a>, <a href="#">L6</a>, <a href="#">L7</a>                      ALL Block: <a href="#">U1</a>, <a href="#">U2</a>, <a href="#">U3</a></p>
<p>3.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.</p> <p>b. Use conventional spelling for high frequency words, including irregular words.</p> <p>c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.</p> <p>d. Write legibly in manuscript; write all lower and uppercase cursive letters.</p>	<p>M3:  <a href="#">U2L14</a>  <a href="#">U3L3</a>, <a href="#">L5</a>, <a href="#">L7</a></p> <p>M4:  <a href="#">U3L5</a>, <a href="#">L6</a>, <a href="#">L7</a>                      ALL Block: <a href="#">U3</a></p>

	<p>N/A</p>	<p>M1: ALL Block: <a href="#">U1</a></p> <p>M2: <a href="#">U1L4</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L8</a>, <a href="#">L13</a> <a href="#">U3L9</a> ALL Block: <a href="#">U1</a></p> <p>M3: <a href="#">U1L8</a> <a href="#">U2L13</a>, <a href="#">L14</a> <a href="#">U3L6</a>, <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>, <a href="#">L12</a>, <a href="#">L13</a> ALL Block: <a href="#">U1</a>, <a href="#">U2</a>, <a href="#">U3</a></p> <p>M4: <a href="#">U3L11</a>, <a href="#">L12</a>, <a href="#">L13</a></p>
<p>3.FL.VA.7a</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>iii. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</p>	<p>M1: <a href="#">U1L5</a>, <a href="#">L9</a> <a href="#">U2L1</a>, <a href="#">L2</a>, <a href="#">L5</a>, <a href="#">L6</a> <a href="#">U3L2</a> ALL Block: <a href="#">U1</a>, <a href="#">U3</a></p> <p>M2: <a href="#">U1L2</a>, <a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L14</a> <a href="#">U2L1</a>, <a href="#">L2</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L7</a>, <a href="#">L9</a>, <a href="#">L12</a> ALL Block: <a href="#">U1</a>, <a href="#">U2</a>, <a href="#">U3</a></p> <p>M3: <a href="#">U1L1</a>, <a href="#">L2</a>, <a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>, <a href="#">L12</a> <a href="#">U2L1</a>, <a href="#">L3</a>, <a href="#">L5</a>, <a href="#">L7</a> <a href="#">U3L4</a> ALL Block: <a href="#">U1</a>, <a href="#">U2</a>, <a href="#">U3</a></p> <p>M4: <a href="#">U1L1</a>, <a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a></p>

		<p><a href="#">U2L1</a>, <a href="#">L2</a>, <a href="#">L3</a>            ALL Block: <a href="#">U1</a>, <a href="#">U2</a>, <a href="#">U3</a></p>
3.FL.VA.7b	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>i. Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p>ii. Identify real-life connections between words and their use.</p> <p>iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p>	<p>M2:            ALL Block: <a href="#">U1</a></p> <p>M3:  <a href="#">U1L3</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L9,L10</a>, <a href="#">L11</a>, <a href="#">L12</a></p> <p>M4:  <a href="#">U2L2</a>, <a href="#">L3</a>, <a href="#">L4</a>            ALL Block: <a href="#">U2</a></p>
3.FL.VA.7c	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.</p>	<p>M1:            ALL Block: <a href="#">U3</a></p> <p>M2:  <a href="#">U1L13</a>  <a href="#">U3L8</a>, <a href="#">L10</a>, <a href="#">L11</a>, <a href="#">L12</a>            ALL Block: <a href="#">U1</a>, <a href="#">U2</a>, <a href="#">U3</a></p> <p>M3:            ALL Block: <a href="#">U2</a>, <a href="#">U3</a></p> <p>M4:            ALL Block: <a href="#">U1</a>, <a href="#">U2</a>, <a href="#">U3</a></p>

Speaking and Listening Standards		Correlation Evidence
3.SL.CC.1	Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly	<p>M1:  <a href="#">U1L1</a>, <a href="#">L2</a>, <a href="#">L7</a>, <a href="#">L9</a>  <a href="#">U2L1</a>, <a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L12</a>  <a href="#">U3L11</a></p> <p>M2:  <a href="#">U1L1</a>  <a href="#">U2L1</a>, <a href="#">L4</a></p> <p>M3:  <a href="#">U1L1</a>  <a href="#">U2L8</a>, <a href="#">L12</a>, <a href="#">L13</a>  <a href="#">U3L1</a></p> <p>M4:  <a href="#">U2L1</a></p>
3.SL.CC.2	Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats	<p>M4:  <a href="#">U1L2</a>, <a href="#">L4</a>  <a href="#">U3L1</a>, <a href="#">L11</a>, <a href="#">L12</a>, <a href="#">L13</a></p>
3.SL.CC.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<p>M1:  <a href="#">U3L1</a></p>
3.SL.PKI.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<p>M3:  <a href="#">U3L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L13</a></p> <p>M4:  <a href="#">U3L1</a>, <a href="#">L2</a>, <a href="#">L3</a>, <a href="#">L4</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>, <a href="#">L12</a>, <a href="#">L13</a></p>
3.SL.PKI.5	Add audio or visual elements when appropriate to emphasize or enhance certain facts or details.	<p>M1:  <a href="#">U3L3</a>, <a href="#">L4</a>, <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L14</a></p>

3.SL.PK1.6	Speak in complete sentences when appropriate to task and situation, in order to provide requested detail or clarification.	<p>M1: <a href="#">U1L2</a>, <a href="#">L7</a></p> <p>M3: <a href="#">U3L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L13</a></p> <p>M4: <a href="#">U3L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>, <a href="#">L12</a>, <a href="#">L13</a></p>
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<b>SECTION III: High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks</b>	
<b>Indicators</b>	<b>Correlation Evidence</b>
a. Units are built around a concept or topic and include essential questions and enduring understandings.	<p>The guiding questions and big ideas in the module overview and the individual unit lessons contain coherently sequenced sets of text-dependent questions that require students to analyze the integration of knowledge and ideas across and within texts.</p> <p><a href="#">M1: Module Overview</a> <a href="#">M4: Module Overview</a></p>
b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.	Each lesson throughout all units addresses multiple Tennessee English Language Arts standards.
c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g. gender, cultural, age, geographical) while appealing to students’ interests.	<p>The EL Education curriculum uses authentic texts to teach content and develop literacy skills. This includes texts that focus on issues of the past and those pertinent today, including gender roles, working conditions, the refugee experience, and access to schooling and education around the world. The representation of diverse characters means that students see themselves in the texts they read</p> <p><a href="#">Required Trade Books</a> <a href="#">Recommended Texts and Other Resources</a></p>
d. Most texts used for Interactive Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.	<p>All texts for Interactive Read Aloud are previously published and are of publishable quality.</p> <p><a href="#">Required Trade Books</a></p>

<p>e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.</p>	<p><a href="#">Recommended Texts and Other Resources</a></p> <p>All units have an anchor text, which is a full-length text and several supporting text excerpts of varying lengths. Texts are representative of a wide array of genres and types.</p> <p><a href="#">Required Trade Books</a></p> <p><a href="#">Recommended Texts and Other Resources</a></p>
<p>f. Students have multiple and varied opportunities to engage with text across the literacy block, including Interactive Read Aloud, shared reading, small-group reading, and independent reading.</p>	<p>Daily lesson Teaching Notes provide a variety of and multiple opportunities for students engaging with text. In Module 1, interactive Read Aloud, shared reading and independent reading all happen in one lesson.</p> <p>Additionally, materials and texts in addition to the central texts of each module increase the opportunity for regular, accountable independent reading of texts that appeal to students’ interests and connect to classroom concepts or topics to develop knowledge. Time is reserved daily during the 3-5 ALL Block for “Accountable Independent Reading” The “ALL Block” materials include additional reading of complex texts from the modules, as well as texts for accountable independent reading to support fluency and volume of reading.</p>
<p>g. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e. <b>close reading</b>).</p>	<p>Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading. Text-based discussions are emphasized in the Close Read/Read Aloud lessons. Each of these sessions provides an opportunity for students to discuss their responses to questions that are largely based on the text itself, looking closely at the words, sentences, and ideas presented in the text.</p> <p>M1: <a href="#">U1L5</a></p> <p>M4: <a href="#">U2L3</a></p>
<p>h. Materials provide instructions, accountability structures, and recommended texts to support students in <b>reading a high volume of text</b>.</p>	<p>Materials provide instruction, accountability structures, and recommended texts to support students in reading a high volume of texts. During the grade 5 Module lessons, students can participate in Accountable Independent Reading as part of homework. ALL Block in grade 3 students are asked to participate in a rotation of Independent Reading for 20 minutes each day. There are <a href="#">Independent Reading Sample Plans</a> found in grade level Resources accordion.</p> <p><a href="#">Recommended Texts and Other Resources</a></p> <p><a href="#">Independent Reading: The Importance of a Volume of Reading</a></p>

<p>i. Texts for <b>small group reading instruction</b> should be at a variety of complexity levels with a focus on continued skill- and knowledge-based competency building capabilities.</p>	<p>M1: Daily Homework <a href="#">U2</a></p> <p>Texts for small group reading instruction contain a variety of complexity levels with a focus on continued skill and knowledge-based competency building capabilities. One component of the ALL Block is small group work where students have the opportunity to work with complex texts.</p> <p><a href="#">ALL Block: Structure of the ALL Block</a></p> <p>M1: ALL Block sample lesson: <a href="#">U3W1D2&amp;4</a></p>
<p>j. Within and across units, <b>writing assignments</b>, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.</p>	<p>In the EL Education 3-5 curriculum, there are opportunities for on-demand writing, process writing, and short, focused projects through a variety of instructional tasks. Students develop drafts for each individual paragraph or portion of a writing product over the course of several lessons. Students also spend time on self-revisions, targeted peer-critiques, and publishing of their work using digital resources and technology. The teacher provides direct instruction to guide students through the writing process, requiring them to analyze good writing models from the text sets they read. The writing lessons included in each module are based on text(s).</p> <p>On-demand writing occurs each day when students write about what they have read in various formats. Intentional instruction (focus statement, checklist, etc.) is included to support students in writing to meet the criteria. Materials include short and longer writing tasks and projects and are aligned to the grade-level standards being reviewed. Examples of writing include note-catchers, graphic organizers short answer, or paragraph construction.</p> <p>M4: Every lesson includes some form of writing to learn: <a href="#">U1L3</a>; <a href="#">U2L2</a></p>
<p>k. Materials provide explicit instruction about the <b>writing process</b>, organization/structure, and writing craft.</p>	<p>Materials provide explicit instruction about the writing process, organization/structure, and writing craft. The teaching notes in lessons provide direct instruction to guide students through the writing process, requiring them to analyze good writing models from the text sets they read.</p> <p>M4: Writing process: <a href="#">U2L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>, <a href="#">L11</a>, <a href="#">L12</a></p>

<p>l. Materials include multiple and varied opportunities for students to be exposed to and <b>engaged in writing</b> (i.e., modeled writing, shared writing, interactive writing, small-group writing, and independent writing).</p>	<p>Materials include multiple and varied opportunities for students to be exposed to and engaged in writing.</p> <p>M1: <a href="#">U1L6</a>; ALL Block: <a href="#">U2W2</a></p> <p>M4: <a href="#">U2L2</a>; ALL Block: <a href="#">U2W2D1&amp;3</a></p>
<p>m. Writing tasks are balanced across writing modes (<b>narrative, informative/explanatory, opinion</b>).</p>	<p>Materials provide experiences in writing across different genres with narrative and informative writing, as well as opinion writing. Opportunities to address text types of writing that reflect the distribution by the standards.</p> <p><a href="#">Grade 3 Curriculum Map</a></p>
<p>n. Materials provide <b>instruction in specific academic language</b> and structures associated with different modes of writing (e.g. dialogue in narrative, description vs. compare/contrast in explanatory/informational, and reasons in opinion).</p>	<p>Every unit throughout the modules contains a minimum of 4-6 lessons during the unit that focus on developing the skills for producing a particular text type of writing.</p> <p>M1: U2 <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>, <a href="#">L10</a>; U3 <a href="#">L5</a>, <a href="#">L6</a>, <a href="#">L7</a>, <a href="#">L8</a>, <a href="#">L9</a>; ALL Block: <a href="#">U2W2D1&amp;2</a>; <a href="#">U3W2D2&amp;4</a></p>
<p>o. Lessons promote <b>academic discussions</b> around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students’ ability to listen to and respond in increasingly sophisticated ways with relevant evidence.</p>	<p><a href="#">Conversation Cues</a> are questions teachers can ask students during a lesson to promote productive and equitable conversation, based on four goals:          Goal 1: encourage all students to talk and be understood;          Goal 2: listen carefully to one another and seek to understand;          Goal 3: deepen thinking; and          Goal 4: think with others to expand the conversation.          Across the year, Conversation Cues are introduced one goal at a time.</p>
<p>p. Units and lessons clearly <b>consider student learning differences</b> in the design of instruction, activities, and the classroom environment to provide access for all students, including English learners, students with disabilities, and students performing below grade level.</p>	<p>The curriculum includes a range of differentiated supports for English Learners and students reading below grade level. The Universal Design for Learning (UDL) framework is utilized in the curriculum as a basis for design to ensure multiple access points for all students</p> <p>M1: <a href="#">U1L6</a></p>
<p>q. <b>Formative and summative assessments</b> are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice,</p>	<p>The EL Education curriculum uses varied modes of assessment, including a range of pre-, formative, summative and self- assessment measures. For example, each module includes three units. Within each unit there is a Mid- Unit and an End of Unit assessment that builds the knowledge and skills students will need to be successful in completing the Final Performance Task” for each module. Students are also required to track progress after completing tasks using task-specific criteria.</p>



<p>multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.</p>	<p>Within each lesson, frequent formative assessments and checks for understanding are embedded. Lesson plans clearly state the ongoing assessments included as well as the standard(s) each lesson is aligned with</p>
<p>r. Publisher-produced assessment alignment documents <b>clearly indicate which standards are being addressed</b> by specific questions, tasks, and assessment items.</p>	<p>Many assessments are offered in a digital format. Each item clearly indicates the standards being addressed.</p> <p><a href="#">M3U1L5</a></p>
<p><b>SECTION IV: Foundational Skills</b></p>	
<p><b>Indicator</b></p>	<p><b>Correlation Evidence</b></p>
<p>a. Materials provide explicit, systematic, sequential, and <b>evidence-based instruction of grade level foundational skills</b> including: phonological awareness, phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.</p>	<p>The ALL BLock includes instruction and practice in Word Study and Vocabulary, Fluency, and Grammar, Usage and Mechanics. During each cycle, students have two teacher guided sessions and two independent heterogeneous grouping sessions, which provides students the opportunity to participate in 20 minutes of an area of foundational skills. Readers in intermediate grades benefit from a more contextualized approach to teaching phonics and word recognition, thus there is an increased focus on the morphology of words related to word meaning, word study and vocabulary as working with words from complex texts, and use of vocabulary protocols, routines, and tools to figure out the meaning of new words.</p> <p>M1 ALL Block:                      Word Morphology (Word Study and Vocabulary): <a href="#">U1W2D1&amp;3</a>; <a href="#">U3W2D2&amp;4</a>;                      Grammar, Usage, Mechanics (GUM): <a href="#">U2W1D1</a>                      Reading Fluency: <a href="#">U2W1D3 &amp;4</a>                      Sentence Composition: <a href="#">U2W1D2&amp;4</a>                      Module Lesson: <a href="#">U1L6</a></p>
<p>b. <b>Evidence-based practice materials</b> (e.g., manipulatives, word sorts, etc.) are abundant, varied, practical and can be used both independently and with support.</p>	<p>Evidence-based practice materials are abundant, varied, practical and can be used both independently and with support. During the ALL Block, Student Task cards serve as a guide when students are working in small groups or independently. A few other examples of materials students may use include sentence strips, word sorts or prefix cards.</p> <p>M1 ALL Block:                      Student Task Card: <a href="#">U1W1D2</a>                      Word Sort: <a href="#">U1W2D1</a>                      Parts of Speech List: <a href="#">U1W2D1&amp;3</a></p>

	<p>Sentence Strips: <a href="#">U2W2D4</a></p> <p>M4 ALL Block:  <a href="#">Water Diagrams</a> and <a href="#">Labels: U1W1D2&amp;4</a>                  Parts of Speech Word Cards: <a href="#">U1W1D2&amp;4</a>                  Memory Game: <a href="#">U2W2D1&amp;3</a></p>
<p>c. Materials provide students with regular opportunities to <b>apply foundational skills in authentic reading and writing</b>.</p>	<p>The ALL Block provides students regular opportunities to apply foundational skills in authentic reading and writing. The “ALL Block” materials include additional reading of complex texts from the modules, texts for accountable independent reading to support fluency and volume of reading, and writing practice.</p>
<p>d. <b>Explicit encoding instruction</b> is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.</p>	<p>Grades 3-5 materials include instruction and practice in Word Study and Vocabulary that occur as a component of the five components in the ALL Block. Varied opportunities are provided over the course of the year in core materials for students to learn, practice, and apply word analysis skills in connected texts and tasks. For students reading significantly below grade level, teachers are encouraged to use the K-2 Skills Block materials</p>
<p>e. Effective reading <b>fluency instruction</b> includes the following:</p> <ul style="list-style-type: none"> <li>- Evidence-based <b>teaching strategies and varied practice opportunities</b></li> <li>- <b>Lessons in oral reading fluency</b>, including word recognition and accuracy, pacing, rate, phrasing and prosody</li> <li>- <b>Use of different text types.</b></li> </ul>	<p>EL Education carefully and thoughtfully identified sets of text for each module that aligned with the topic and most effectively support students in meeting the standards. These include excerpts, articles, and other additional required texts, in addition to central texts included in curriculum materials, that all students engage with as part of daily lessons in grades 3-5.</p> <p>Additionally, materials and texts in addition to the central texts of each module increase the opportunity for regular, accountable independent reading of texts that appeal to students’ interests and connect to classroom concepts or topics to develop knowledge. Time is reserved daily during the 3-5 ALL Block for “Accountable Independent Reading” The “ALL Block” materials include additional reading of complex texts from the modules, as well as texts for accountable independent reading to support fluency and volume of reading.</p>
<p>f. Materials support <b>ongoing and frequent formative assessment</b> to determine students’ mastery of foundational literacy skills while providing clear and specific instructions on how to best support students performing below the grade-level expectation.</p>	<p>ALL Block materials support ongoing and frequent formative assessment to determine students’ mastery of foundational literacy skills . Students practice reading aloud texts from module lessons, set goals and monitor progress. The teacher guided activities are differentiated based on student need in order to provide specific instructions on how to best support students.</p>

<p>g. Assessments include <b>standards-based diagnostic screening tools</b> to identify students’ instructional needs for targeted re-teaching.</p>	<p>At the beginning of each week, the teacher determine which of the four ALL Block levels each student should work at for the components that week. Data to determine this can be based on:</p> <ul style="list-style-type: none"> <li>• Observational assessment of students in module lessons and also in previous units of the ALL Block— for example, hearing students reading aloud and listening as they discuss answers when reading texts closely; Informal assessment checklists are provided for teachers in Module 1 to support this process.</li> <li>• Reviewing completed student work products from both module lessons and the ALL Block components (for example, graphic organizers, note-catchers, QuickWrites, and exit tickets).</li> <li>• From the results of mid- and end of unit assessments.</li> </ul>
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**SECTION V: Additional Components**

Teacher Support	Correlation Evidence
<p>a. Teacher-facing materials (e.g. teacher’s edition) provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.</p>	<p>The <a href="#">Required Trade Books</a> and <a href="#">Recommended Texts and Other Resources</a> provide teachers with background information about the texts used in each module including author, text type and lexile.</p>
<p>b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.</p>	<p>No</p>
<p>c. Standards and learning objectives in teacher edition are explicitly and readily identifiable.</p>	<p>Standards and learning objectives are explicitly and readily identifiable. TN standards can be found at the top of each lesson. The learning targets can be found within the lesson as well as under the “About this Lesson” tab.</p>
<p>d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.</p>	<p>All final Performance Tasks for each of the modules are grounded in the topic of the module, which is connected to either Social Studies or Science concepts, however there is no clear connections to the Tennessee Academic Standards.</p>
<p>e. Lessons include teacher think-alouds to model appropriate application of literacy skills.</p>	<p>Lessons include teacher think-alouds to model appropriate application of literacy skills. Think-alouds and modeling may be found under the Directions or under the “Meeting Students Needs” of the Teaching Notes.</p> <p>Example: “Model writing a complete sentence for students using a think-aloud. You may want</p>

	to purposefully make an error and then fix it as you check that it has all the components of a complete sentence. (MMR)”
f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.	The “Teaching Notes” section of every lesson plan support teachers by providing directions, identifying areas in which students may need additional support and guidance for using new instructional techniques and protocols.
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	The curriculum includes extensions for advanced students already meeting mastery and/or students with high interests. The Module Overview includes a section titled “Optional: Experts, Fieldwork, Service, and Extensions.” In addition, every lesson has a section called "Meeting Students' Needs". This has suggestions for meeting the varied needs of all learners.
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	Every lesson suggests homework to reinforce skills taught and practiced in the lesson.
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	Within each lesson, frequent formative assessments and checks for understanding are embedded. Lesson plans clearly state the ongoing assessments included as well as the standard(s) each is aligned with.
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	<a href="#">Protocols</a> are provided to support evidence-based discussions. These protocols give each task structure, provide supportive scaffolds and emphasize the importance of modeling and using sentence frames to deepen student discourse for all students, including ELL and struggling students. Students utilize these protocols to develop vocabulary, analyze and synthesize author’s intent and understand the syntax of the text. The teacher is provided multiple anchor charts and answer keys to support teaching the protocols effectively.
<b>Monitoring Student Progress</b>	<b>Correlation Evidence</b>
k. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	No
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	At all grade levels, aligned rubrics or assessments guidelines are included and provide sufficient guidance for interpreting student performance. Teachers are provided with tracking process forms (also completed by the student), checklists, rubrics, note-catchers, protocols, and exit slips for formatively measuring student progress.

<p>m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.</p>	<p>The instructional materials provide routines and guidance that point out opportunities to monitor student progress. The curriculum positions teachers as facilitators of learning and one who observes students as they engage in protocols, reading, tasks, and conversations with their classmates. Progress monitoring formative assessments are integrated within every module by using mid- and end-of-unit assessments, performance tasks, ongoing assessment suggestions within each lesson, scaffolded instruction. Additionally, there are informal checklists to help collect evidence of progress as teachers observe students working.</p>
<p>n. Materials include suggestions and tools to keep students and parents informed about students' progress.</p>	<p>The curriculum highly values the home school connection and students are encouraged to discuss the guiding questions and big ideas with families at the beginning of each module, and to share those reflections in the classroom. Resources are provided to send home to families to support their understanding of what students will be working on, and suggestions for involving family members in the classroom community are also provided in module and unit overview materials.</p>
<p><b>Organization</b></p>	<p><b>Correlation Evidence</b></p>
<p>o. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.</p>	<p>There are four modules per grade level. Teachers should teach the modules in order, beginning with Module 1, which lays the foundation for both teachers and students regarding classroom culture and instructional routines. Each module lasts between 8-9 weeks of instruction.</p>
<p>p. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.</p>	<p>Each module is designed to strategically build students' knowledge and vocabulary within each module's topic. As the year progresses, questions and tasks build literacy skills and student independence.</p>
<p>q. Program components, lesson plans, and the relationships among the parts are clear.</p>	<p>Each module provides eight to nine weeks of instruction, broken into three shorter units. Lessons within each unit follow a predictable agenda: Opening, Work Time and Closing.</p>
<p>r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.</p>	<p>Each grade level <a href="#">Curriculum Map</a> provides a scope and sequence aligned with the Tennessee ELA standards. Under the "Standards" accordion on the Curriculum Map page, each TN ELA standard is listed with an "X" indicating which module the standard is addressed.</p>
<p>s. Each lesson contains a list of required materials.</p>	<p>Each lesson contains a list of required materials and preparation under the "About this Lesson" tab.</p>

<p>t. Lessons, chapters, and units contain estimated instructional times.</p>	<p>Every lesson is broken down into cards that provide just enough information for students to digest. Each card includes a suggested pacing in order to guide teachers through the lesson.</p>
<p>u. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).</p>	<p>The <a href="#">Required Trade Books</a> indicates which texts necessary for each student. The “Let’s Prepare” card in every lesson also include links to texts that are necessary for the lesson. Teachers are able to download these texts and share with students.</p>
<p>v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.</p>	<p>No</p>
<p>w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.</p>	<p>The research behind the curriculum can be found in the Curriculum Guide under the question “<a href="#">Why is the curriculum designed this way?</a>”</p>
<p>x. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.</p>	<p>A list of Tennessee English Language Arts Standards can be found on the grade level <a href="#">Curriculum Map</a> page.</p>