

Unit 02: Leveled Literacy Intervention Levels N_0

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

[WIDA Can do booklet, Can do descriptors Grades 3-5](#)

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual

	learning and contribute to the learning of others.
TECH.8.1.5.C.1	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
TECH.8.1.5.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

LA.RL.4	Reading Literature Text Key Ideas and Details
LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Craft and Structure
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. Range of Reading and Level of Text Complexity
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RI.4	Reading Informational Text

	Key Ideas and Details
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.K-12.NJSLSA.W	Writing
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	Production and Distribution of Writing
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Integration of Knowledge and Ideas
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.RF.4	Reading Foundation Skills
	Phonics and Word Recognition
	Range of Writing
LA.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.K-12.NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.RF.4.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	Fluency
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.K-12.NJSLSA.SL	Speaking and Listening
	Comprehension and Collaboration
LA.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.K-12.NJSLSA.L	Language

LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
LA.W.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vocabulary Acquisition and Use
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.K-12.NJSLSA.L5	Demonstrate understanding of word relationships and nuances in word meanings.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Production and Distribution of Writing
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.L.3	Language
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.1.F	Ensure subject-verb and pronoun-antecedent agreement.
LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or

listening.

LA.L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

LA.L.4.4.B

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

LA.L.4.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

When acquiring reading and writing skills, students need to think within the text, beyond the text and about the text. These reading behaviors include solving words, synthesizing and analyzing written information. Academic vocabulary is essential to English Language Learners. The vocabulary enables ELLS to succeed in all areas of grade level curriculum. The words acquired are cross-curricular. Grammar enables students to understand and use appropriate sentence structure. ELLs learn parts of speech, language usage and synthesize the information to write sentences and write longer in order to produce paragraphs and essays.

Meaning

Essential Questions

Essential Questions

Why are reading behaviors important to learn?

Why is acquiring academic vocabulary important?

How can learning parts of speech and language usage help students write appropriately?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

Reading behaviors include solving words synthesizing and analyzing what is read.

Academic vocabulary enables students to succeed in all grade level curriculum.

Grammar instruction enables students to understand and use appropriate sentence structure.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

-grade level academic vocabulary

-sight words

-grammar usage

-reading behaviors

-social and instructional language

-language of arts, mathematics, science and social studies

Skills

Skills

Student will be skilled at ...

- following multi-step oral directions

- supporting predictions with evidence from the text

- answering content based questions

- discussing stories

- classifying features of various genres of text

- developing multiple forms of writing (ie, expository, narrative, persuasive)
- mastering 25 grade level sight words
- understanding and use nouns, pronouns, adjectives, verbs, adverbs and conjunctions
- learning the definition of usual, unusual, regular, brief, abbreviate, abbreviation, pause, define, definition, definite, definitely, increase, decrease, form, format, style, conclude, conclusion, arrange, arrangement, arrangements, base, basic, basics, basis, oppose, opposite, sum, total, summary and summarize

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Building Spelling Skills by Evan-Moor Grade 3

Daily Academic Vocabulary by Evan- Moor Grade 3

WIDA Can do booklet

Language Skills by Teacher Created Resources- Grade 3

Lesson Guide- Leveled Literacy Intervention Levels N-O by Fountas and Pinnell

Dolch Sight Word Lists Grades 3-5

Formative Assessment Strategies

Formative Assessment Strategies

- reading benchmarks (independent, instructional, hard)
- sight word assessments
- I-ready assessments
- journal writing

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- sight word review
- academic language review (one word introduced daily)
- reread previously read book
- word work
- introduction to new text

- independent reading
- discussion
- writing about reading
- review of homework (spelling/reading)
- Grammar Thursdays
- grammar lesson
- discussion
- writing about reading
- review of homework (spelling/reading)
- Grammar Thursdays
- grammar lesson

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by

having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.