

## BELVIDERE CLUSTER CURRICULUM MAP - Updated July, 2018

**SUBJECT: English Language Arts**

**GRADE: 3**

PACING-->	UNIT #1 6 Weeks (September)	UNIT #2 6 Weeks (October)	UNIT #3 8 Weeks (December)
<b>TOPIC/THEME AND OBJECTIVES</b>	<p><b>Building a Community of Readers and Writers</b></p> <ul style="list-style-type: none"> <li>• Read grade level text with purpose and understanding.</li> <li>• Use context to confirm or self-correct word recognition, rereading as necessary.</li> <li>• Come to discussion prepared, having read and studied required material.</li> <li>• Follow rules for discussion (i.e. speaking one at a time about the topic and text under discussion, listening to others with care)</li> <li>• Ask appropriate questions to clarify understanding of information.</li> <li>• Stay on topic, and link comments to remarks of others.</li> <li>• Explain their own ideas and understanding in light of the discussion.</li> <li>• Use appropriate facts and descriptive details when reporting on a topic or text, telling a story, or recounting an experience.</li> <li>• Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>• Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>• Explain the function of nouns in general and their functions in particular sentences.</li> <li>• Produce an organized piece of writing that introduces a topic or text.</li> <li>• With guidance and support from</li> </ul>	<p><b>Comprehension Strategies/Fiction</b></p> <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Determine the meaning of words and phrases as they are used in a text.</li> <li>• Refer to parts of stories when writing or speaking about a text.</li> <li>• Decode multisyllable words.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>• Provide closure to a writing piece with a strong concluding statement or section.</li> <li>• With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.</li> <li>• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>• Recognize and observe differences between the conventions of spoken and written standard English.</li> <li>• Establish a situation and introduce a narrator and/or characters within a piece of writing.</li> <li>• Organize an event sequence that unfolds naturally in narrative writing.</li> <li>• In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response of characters to situations.</li> <li>• Produce simple, compound, and complex sentences when writing or speaking.</li> <li>• Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and</li> </ul>	<p><b>Information in Nonfiction Text</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about fiction and non-fiction that can be supported with evidence both written and oral, offering elaboration and detail.</li> <li>• Provide an explanation of how key details support the main idea.</li> <li>• Apply information gained from illustrations (e.g., maps, photographs) and the words in the text to understand informational text (e.g., where, when, why, and how key events occur).</li> <li>• Read grade-level text with purpose and understanding.</li> <li>• With guidance and support, write a piece demonstrating development and organization appropriate to task and purpose.</li> <li>• Describe the relationship between a series of historical events or scientific ideas or concepts, using language that pertains to cause/effect.</li> <li>• Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> <li>• Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.</li> <li>• Determine the main idea in informational grade 3 text.</li> <li>• Recount key details and explain how they support the main idea in an informational Grade 3 text.</li> <li>• Determine the meaning of domain-specific words and phrases in a text relevant to a</li> </ul>

	<p>adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.</p> <ul style="list-style-type: none"> <li>• Write routinely over shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.</li> <li>• Produce a written narrative with an organized sequence of events.</li> </ul>	<p>audiences.</p> <ul style="list-style-type: none"> <li>• Describe the functions of verbs in general and their functions in particular sentences.</li> <li>• Form and use simple verb tenses (e.g., I walked; I walk; I will walk)</li> </ul>	<p>grade 3 topic or subject area.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the most important points and key details presented in two texts on the same topic.</li> <li>• Read increasingly complex texts, including informational, history/social studies, science, and technical texts, at the high end of the grades 3–4 text complexity band independently and proficiently.</li> <li>• Use facts, definitions, and details to help develop a topic within a piece of writing.</li> <li>• Consult references as needed when spelling Grade 3 words.</li> <li>• Describe the relationship of steps in technical procedures in a text, using language that indicates time and sequence.</li> <li>• Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion.</li> <li>• Use text features (e.g., maps, table of contents, captions) to locate information relevant to a given topic efficiently.</li> <li>• Use linking words and phrases to develop a logical progression of ideas and thoughts (eg. because, therefore, since, for example) to connect opinion and reasons.</li> </ul>
<p><b>ESSENTIAL QUESTIONS &amp; ENDURING UNDERSTANDINGS</b></p>	<ul style="list-style-type: none"> <li>• How can we work together as a class and individually to become better writers?</li> <li>• How can we work together as a class, in small groups, and individually to become better readers?</li> <li>• How do good writers convey their message?</li> <li>• How do I as a reader in a community make informed decisions about reading?</li> <li>• How does process shape the writer's product?</li> <li>• Why are before, during, and after reading strategies important?</li> <li>• Writing serves many purposes including entertaining, informing, and persuading.</li> <li>• Reading is meaningful, purposeful, and functional, and</li> </ul>	<ul style="list-style-type: none"> <li>• How do readers apply reading strategies to improve comprehension?</li> <li>• How do readers apply word structure and vocabulary skills to comprehend literature selections?</li> <li>• How does reading accurately and fluently impact comprehension?</li> <li>• How do writers use personal experiences to express and write stories?</li> <li>• How does structure in writing aid in engaging a reader?</li> <li>• The use of a variety of comprehension strategies enhances the reader's understanding of text and promotes accuracy and fluency.</li> <li>• Fictional literature has identifiable and common story elements</li> </ul>	<ul style="list-style-type: none"> <li>• How do readers use informational text to find and share information?</li> <li>• What characteristics make informational text unique?</li> <li>• What strategies do effective readers use to understand informational text?</li> <li>• How do you write to convey an opinion?</li> <li>• How do you organize information to persuade a reader to accept an opinion?</li> <li>• Informational text conveys information/facts about the natural and social world as well as history.</li> <li>• Readers know how to focus their thinking around the important information in a text in order to understand the main idea.</li> <li>• Writers know how to summarize the</li> </ul>

	<p>students must be engaged in a variety of texts.</p> <ul style="list-style-type: none"> <li>Effective reading and writing communities work best with clearly communicated procedures and routines and respect of one another's ideas.</li> </ul>	<p>(characters, setting, plot, problem/solution) to effectively tell a complete story.</p> <ul style="list-style-type: none"> <li>Writers deliberately choose text structure to craft their personal narrative as small moments, using a variety of strategies to elaborate and enhance their work.</li> </ul>	<p>main idea of informational text supported with key details.</p> <ul style="list-style-type: none"> <li>To communicate and persuade others of an opinion, you must support with reasons.</li> </ul>
<b>STANDARDS</b>	<p><b>Reading Literature (RL)</b></p> <p>NJSLSA.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>NJSLSA.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><b>Reading Informational Text (RI)</b></p> <p><b><u>NJSLSA.RI.3.1</u></b> <b><u>Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></b></p> <p><b>Reading Foundational Skills (RF)</b></p> <p>NJSLSA.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>NJSLSA.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>NJSLSA.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>Reading (R)</b></p> <p>NJSLSA.R.4 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.</p> <p>NJSLSA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>Reading Literature (RL)</b></p> <p>NJSLSA.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>NJSLSA.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.</p> <p><b><u>NJSLSA.RL.3.10</u></b> <b><u>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.</u></b></p> <p><b>Reading Foundational Skills (RF)</b></p>	<p><b>Reading Informational Text (RI)</b></p> <p><b><u>NJSLSA.RI.3.1</u></b> <b><u>Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></b></p> <p>NJSLSA.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>NJSLSA.RI.3.3 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>NJSLSA.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>NJSLSA.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>NJSLSA.RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p><b><u>NJSLSA.RI.3.7</u></b></p>

	<p><b>Writing (W)</b></p> <p>NJLSLA.W.10 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.</p> <p>NJLSLA.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>NJLSLA.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>NJLSLA.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b><u>NJLSLA.W.3.10</u></b> <b><u>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.</u></b></p> <p><b>Speaking and Listening (SL)</b></p> <p>NJLSLA.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.</p> <p>NJLSLA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and</p>	<p>NJLSLA.RF.3.3.B Decode words with common Latin suffixes.</p> <p>NJLSLA.RF.3.3.C Decode multisyllable words.</p> <p>NJLSLA.RF.3.4.A Read on-level text with purpose and understanding.</p> <p>NJLSLA.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>Writing (W)</b></p> <p>NJLSLA.W.10 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.</p> <p><b><u>NJLSLA.W.3.2.D</u></b> <b><u>Provide a conclusion</u></b></p> <p>NJLSLA.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>NJLSLA.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>NJLSLA.W.3.3.C Use temporal words and phrases to signal event order.</p> <p>NJLSLA.W.3.3.D Provide a sense of closure.</p> <p>NJLSLA.W.3.4 With guidance and support from adults, produce writing in which the development and</p>	<p><b><u>Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</u></b></p> <p><b><u>NJLSLA.RI.3.8</u></b> <b><u>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</u></b></p> <p><b><u>NJLSLA.RI.3.9</u></b> <b><u>Compare and contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</u></b></p> <p><b>Reading Foundational Skills (RF)</b></p> <p>NJLSLA.RF.3.4.A Read on-level text with purpose and understanding.</p> <p><b>Writing (W)</b></p> <p>NJLSLA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSLA.W.3.1.B Provide reasons that support the opinion.</p> <p>NJLSLA.W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p><b><u>NJLSLA.W.3.1.D</u></b> <b><u>Provide a conclusion</u></b></p> <p>NJLSLA.W.3.2.B Develop the topic with facts, definitions, and</p>
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	<p>rhetoric.</p> <p>NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b><u>NJSLSA.SL.3.1.A</u></b> <b><u>Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</u></b></p> <p><b><u>NJSLSA.SL.3.1.B</u></b> <b><u>Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</u></b></p> <p>NJSLSA.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>NJSLSA.SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>NJSLSA.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>NJSLSA.SL.3.6 Speak in complete sentences when appropriate to task and situation in order</p>	<p>organization are appropriate to task and purpose.</p> <p>NJSLSA.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>Language (L)</b></p> <p>NJSLSA.L.4 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.</p> <p>NJSLSA.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>NJSLSA.L.3.1.B Form and use regular and irregular plural nouns.</p> <p>NJSLSA.L.3.1.D Form and use regular and irregular verbs.</p> <p>NJSLSA.L.3.1.E Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>NJSLSA.L.3.1f.F Ensure subject-verb and pronoun-antecedent agreement.</p> <p>NJSLSA.L.3.1.I Produce simple, compound, and complex sentences.</p> <p>NJSLSA.L.3.2.C Use commas and quotation marks in dialogue.</p> <p>NJSLSA.L.3.2.D Form and use possessives.</p> <p>NJSLSA.L.3.3.B</p>	<p>details.</p> <p>NJSLSA.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b><u>NJSLSA.W.3.10</u></b> <b><u>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.</u></b></p> <p><b>Language (L)</b></p> <p>NJSLSA.L.3.1.F Ensure subject-verb and pronoun-antecedent agreement.</p> <p>NJSLSA.L.3.1.H Use coordinating and subordinating conjunctions.</p> <p>NJSLSA.L.3.2.B Use commas in addresses.</p> <p>NJSLSA.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>NJSLSA.L.3.3.A Choose words and phrases for effect.</p> <p>NJSLSA.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>NJSLSA.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
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	<p>to provide requested detail or clarification.</p> <p><b>Language (L)</b></p> <p>NJSLSA.L.3 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.</p> <p>NJSLSA.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>NJSLSA.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L.3.2.A Capitalize appropriate words in titles.</p> <p>NJSLSA.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).</p> <p>NJSLSA.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>NJSLSA.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>NJSLSA.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>NJSLSA.L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>NJSLSA.L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>NJSLSA Technology 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue</p> <p>8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and <a href="#">resources</a>.</p> <p>8.1.2.C.1 Engage in a variety of developmentally</p>	<p>NJSLSA.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).</p> <p>NJSLSA Technology 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue</p> <p>8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and <a href="#">resources</a>.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>
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	<p>NJLSLA.L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>NJLSLA.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJLSLA.L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>NJSLA Technology</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue</p> <p>8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and <a href="#">resources</a>.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and</p>	<p>appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>	
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	<p>social media. 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>		
<p><b>INSTRUCTIONAL PROCEDURES</b></p>	<p><b><u>Whole Group</u></b> Morning Meeting Class Discussions Anchor Charts Mentor Texts &amp; Read Alouds Reading Comprehension Writing Prompts Shared Reading Pen Pal Writing</p> <p><b><u>Individual</u></b> Independent Practice Independent Reading Independent Writing</p> <p><b><u>Small Groups</u></b> Mini Lessons Reading Comprehension Writing Prompts Centers Guided Reading</p>	<p><b><u>Whole Group</u></b> Shared Reading Anchor Charts Mentor Texts &amp; Read Alouds Reading Comprehension Narrative Writing Prompts Pen Pal Writing</p> <p><b><u>Individual</u></b> Independent Practice Independent Reading Independent Writing</p> <p><b><u>Small Groups</u></b> Mini Lessons Reading Comprehension Writing Prompts Centers Guided Reading</p>	<p><b><u>Whole Group</u></b> Shared Reading Anchor Charts Mentor Texts &amp; Read Alouds Reading Comprehension Writing Prompts Pen Pal Writing Text Features</p> <p><b><u>Individual</u></b> Independent Practice Independent Reading Independent Writing</p> <p><b><u>Small Groups</u></b> Mini Lessons Reading Comprehension Writing Prompts Centers Guided Reading</p>

<p><b>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</b></p>	<p><b><u>Materials</u></b></p> <p><u>Belvidere</u>  Fundations Phonics  Quill Grammar  Frontier Writing  Journeys Reading Series &amp; Tradebooks  <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></p> <p><u>White Twp</u>  Being a Writer  Making Meaning  Zaner-Bloser Spelling  Exemplar Texts  Trade Books  <a href="https://www.scholastic.com/teachers/lessons-and-ideas/">https://www.scholastic.com/teachers/lessons-and-ideas/</a></p> <p><u>Hope</u>  Reading Streets</p> <p><b><u>Leveled Texts</u></b>  Various Novels chosen by Teacher</p>	<p><b><u>Materials</u></b></p> <p><u>Belvidere</u>  Fundations Phonics  Quill Grammar  Frontier Writing  Journeys Reading Series &amp; Tradebooks  <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></p> <p><u>White Twp</u>  Being A Writer  Making Meaning  Zaner-Bloser Spelling  Exemplar Texts  Trade Books  <a href="https://www.scholastic.com/teachers/lessons-and-ideas/">https://www.scholastic.com/teachers/lessons-and-ideas/</a></p> <p><u>Hope</u>  Reading Streets</p> <p><b><u>Leveled Texts</u></b>  Various Novels Chosen By Teacher</p>	<p><b><u>Materials</u></b></p> <p><u>Belvidere</u>  Fundations Phonics  Quill Grammar  Frontier Writing  Journeys Reading Series &amp; Tradebooks  <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></p> <p><u>White Twp</u>  Being A Writer  Making Meaning  Zaner-Bloser Spelling  Exemplar Texts  Trade Books  <a href="https://www.scholastic.com/teachers/lessons-and-ideas/">https://www.scholastic.com/teachers/lessons-and-ideas/</a></p> <p><u>Hope</u>  Reading Streets</p> <p><b><u>Leveled Texts</u></b>  Various Novels Chosen By Teacher</p>
<p><b>ASSESSMENTS</b></p>	<p><b><u>Formative</u></b>  Group Discussions  Writing Prompts  Teacher Observations  Comprehension Checks  Conferencing</p> <p><b><u>Summative</u></b>  Spelling Test  Vocabulary Tests</p> <p><b><u>Benchmark</u></b>  DRA  Dibels  BAS  MAPP Testing  Writing Response Benchmark  NWEA MAP Testing</p> <p><b><u>Alternative</u></b>  Poster Project</p>	<p><b><u>Formative</u></b>  Group Discussions  Writing Prompts  Teacher Observations  Comprehension Checks  Conferencing</p> <p><b><u>Summative</u></b>  Spelling Tests  Vocabulary Tests  Reading Assessment  Narrative Writing Pieces</p> <p><b><u>Benchmark</u></b></p> <p><b><u>Alternative</u></b>  Book Reports  Poster Projects  Google Slides  We videos</p>	<p><b><u>Formative</u></b>  Group Discussions  Writing Prompts  Teacher Observations  Comprehension Checks  Conferencing</p> <p><b><u>Summative</u></b>  Spelling Tests  Vocabulary Tests  Reading Assessments  Writing Pieces  Letter Writing</p> <p><b><u>Benchmark</u></b></p> <p><b><u>Alternative</u></b>  Poster Projects  Google Slides  Book Reports  We videos</p>

<p><b>ACCOMMODATIONS</b></p>	<p><b><u>Special Education</u></b></p> <ul style="list-style-type: none"> <li>- Additional time for skill mastery</li> <li>- Extended time on tests/ quizzes</li> <li>- Modified assignment/test format</li> <li>- Modified test content</li> <li>- Multi-sensory presentation</li> <li>- Shortened assignments</li> <li>- Exploration by interest</li> <li>- Flexible grouping</li> <li>- Goal setting with students</li> <li>- Varied journal prompts</li> </ul> <p><b><u>ELL</u></b></p> <ul style="list-style-type: none"> <li>- Allowing students to correct errors (looking for understanding)</li> <li>- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify</li> <li>- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student’s learning</li> <li>- Allowing the use of note cards or open-book during testing</li> <li>- Modifying tests to reflect selected objectives</li> <li>- Providing study guides</li> <li>- Reducing or omitting lengthy outside reading assignments</li> <li>- Reducing the number of answer choices on a multiple choice test</li> <li>- Using computer word processing spell check and grammar check features</li> </ul> <p><b><u>At Risk</u></b></p> <ul style="list-style-type: none"> <li>- Allowing students to correct errors (looking for understanding)</li> <li>- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test</li> <li>- Marking students’ correct and</li> </ul>	<p><b><u>Special Education</u></b></p> <ul style="list-style-type: none"> <li>Additional time for skill mastery</li> <li>Extended time on tests/ quizzes</li> <li>Modified assignment/test format</li> 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	<p>acceptable work, not the mistakes</p> <ul style="list-style-type: none"> <li>- Using authentic assessments with real-life problem-solving</li> <li>- Using true/false, matching, or fill in the blank tests in lieu of essay tests</li> <li>- using videos, illustrations, pictures, and drawings to explain or clarify</li> <li>- Exploration by interest</li> <li>- Flexible grouping</li> <li>- Goal setting with students</li> <li>- Varied journal prompts</li> </ul> <p><b><u>Gifted and Talented</u></b></p> <ul style="list-style-type: none"> <li>- Alternative formative and summative assessments</li> <li>- Choice boards</li> <li>- Independent research and projects</li> <li>- Interest groups</li> <li>- Multiple intelligence options</li> <li>- Project-based learning</li> <li>- Problem-based learning</li> <li>- Tiered activities/assignments</li> <li>- Tiered products</li> </ul> <hr/> <p><b><u>504</u></b></p> <ul style="list-style-type: none"> <li>- Additional time for skill mastery</li> <li>- Extended time on tests/ quizzes</li> <li>- Modified assignment/test format</li> <li>- Modified test content</li> <li>- Multi-sensory presentation</li> <li>- Shortened assignments</li> <li>- Exploration by interest</li> <li>- Flexible grouping</li> <li>- Goal setting with students</li> <li>- Varied journal prompts</li> </ul>	<p>problem-solving</p> <p>Using true/false, matching, or fill in the blank tests in lieu of essay tests using videos, illustrations, pictures, and drawings to explain or clarify</p> <p>Exploration by interest</p> <p>Flexible grouping</p> <p>Goal setting with students</p> <p>Varied journal prompts</p> <p><b><u>Gifted and Talented</u></b></p> <p>Alternative formative and summative assessments</p> <p>Choice boards</p> <p>Independent research and projects</p> <p>Interest groups</p> <p>Multiple intelligence options</p> <p>Project-based learning</p> <p>Problem-based learning</p> <p>Tiered activities/assignments</p> <p>Tiered products</p> <hr/> <p><b><u>504</u></b></p> <p>Additional time for skill mastery</p> <p>Extended time on tests/ quizzes</p> <p>Modified assignment/test format</p> <p>Modified test content</p> <p>Multi-sensory presentation</p> <p>Shortened assignments</p> <p>Exploration by interest</p> <p>Flexible grouping</p> <p>Goal setting with students</p> <p>Varied journal prompts</p>	<p>problem-solving</p> <p>Using true/false, matching, or fill in the blank tests in lieu of essay tests using videos, illustrations, pictures, and drawings to explain or clarify</p> <p>Exploration by interest</p> <p>Flexible grouping</p> <p>Goal setting with students</p> <p>Varied journal prompts</p> <p><b><u>Gifted and Talented</u></b></p> <p>Alternative formative and summative assessments</p> <p>Choice boards</p> <p>Independent research and projects</p> <p>Interest groups</p> <p>Multiple intelligence options</p> <p>Project-based learning</p> <p>Problem-based learning</p> <p>Tiered activities/assignments</p> <p>Tiered products</p> <hr/> <p><b><u>504</u></b></p> <p>Additional time for skill mastery</p> <p>Extended time on tests/ quizzes</p> <p>Modified assignment/test format</p> <p>Modified test content</p> <p>Multi-sensory presentation</p> <p>Shortened assignments</p> <p>Exploration by interest</p> <p>Flexible grouping</p> <p>Goal setting with students</p> <p>Varied journal prompts</p>
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<p><b>INTERDISCIPLINARY CONNECTIONS</b></p> <p><b>21ST CENTURY SKILLS/THEMES/ LIFE &amp; CAREERS (P21.ORG)</b></p> <p><b>TECHNOLOGY INTEGRATION</b></p> <p><b>CAREER EDUCATION (NJDOE CTE Clusters)</b></p>	<p><b><u>Interdisciplinary Connections</u></b></p> <ul style="list-style-type: none"> <li>- English Language Arts</li> <li>- Science and Scientific Inquiry (Next Generation)</li> <li>- Social Studies, including American History, World History, Geography, Government and Civics, and Economics</li> <li>- Technology</li> <li>- Visual and Performing Arts</li> </ul> <p><b><u>21st Century Skills/ Themes/Life &amp; Careers</u></b></p> <ul style="list-style-type: none"> <li>- Civic Literacy</li> <li>- Creativity and Innovation</li> <li>- Critical Thinking</li> <li>- Problem Solving</li> <li>- Communication</li> <li>- Collaboration</li> <li>- Media Literacy</li> <li>- ICT (Information, Communication and Technology) Literacy</li> </ul> <p>CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP10. Plan education and career paths aligned to personal goals.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.</p>	<p><b><u>Interdisciplinary Connections</u></b></p> <ul style="list-style-type: none"> <li>English Language Arts</li> <li>Science and Scientific Inquiry (Next Generation)</li> <li>Social Studies, including American History, World History, Geography, Government and Civics, and Economics</li> <li>Technology</li> <li>Visual and Performing Arts</li> </ul> <p><b><u>21st Century Skills/ Themes/Life &amp; Careers</u></b></p> <ul style="list-style-type: none"> <li>Global Awareness</li> <li>Civic Literacy</li> <li>Health Literacy</li> <li>Environmental Literacy</li> <li>Creativity and Innovation</li> <li>Critical Thinking</li> <li>Problem Solving</li> <li>Communication</li> <li>Collaboration</li> <li>Information Literacy</li> <li>Media Literacy</li> <li>ICT (Information, Communication and Technology) Literacy</li> </ul> <p>CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP10. Plan education and career paths aligned to personal goals.</p>	<p><b><u>Interdisciplinary Connections</u></b></p> <ul style="list-style-type: none"> <li>English Language Arts</li> <li>Science and Scientific Inquiry (Next Generation)</li> <li>Social Studies, including American History, World History, Geography, Government and Civics, and Economics</li> <li>Technology</li> <li>Visual and Performing Arts</li> </ul> <p><b><u>21st Century Skills/ Themes/Life &amp; Careers</u></b></p> <ul style="list-style-type: none"> <li>Global Awareness</li> <li>Civic Literacy</li> <li>Health Literacy</li> <li>Environmental Literacy</li> <li>Creativity and Innovation</li> <li>Critical Thinking</li> <li>Problem Solving</li> <li>Communication</li> <li>Collaboration</li> <li>Information Literacy</li> <li>Media Literacy</li> <li>ICT (Information, Communication and Technology) Literacy</li> </ul> <p>CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP10. Plan education and career paths aligned to personal goals.</p>
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	<p><b><u>Technology Integration</u></b>          -Use of Ipads          -Use of Google Classroom          -Use of chromebooks          -Wevideo          -Podcasts          -Smartboard          -Kidsblog          -Skyping          -Quill</p> <p><b><u>Career Education</u></b>          - None apply at this time</p>	<p>CRP11. Use technology to enhance productivity.          CRP12. Work productively in teams while using cultural global competence.</p> <p><b><u>Technology Integration</u></b>          -Use of Ipads          -Use of Google Classroom          -Use of chromebooks          -Wevideo          -Podcasts          -Smartboard          -Kidsblog          -Skyping          -Quill</p> <p><b><u>Career Education</u></b>          - Agriculture, Food &amp; Natural Resources          - Architecture &amp; Construction          - Arts, A/V Technology &amp; Communications          - Business Management &amp; Administration          - Education &amp; Training          - Finance          - Government &amp; Public Administration          - Health Science          - Hospitality &amp; Tourism          - Human Services          - Information Technology          - Law, Public Safety, Corrections &amp; Security          - Manufacturing          - Marketing          - Science, Technology, Engineering &amp; Mathematics (STEM)          - Transportation, Distribution &amp; Logistics</p>	<p>CRP11. Use technology to enhance productivity.          CRP12. Work productively in teams while using cultural global competence.</p> <p><b><u>Technology Integration</u></b>          -Use of Ipads          -Use of Google Classroom          -Use of chromebooks          -Wevideo          -Podcasts          -Smartboard          -Kidsblog          -Skyping          -Quill</p> <p><b><u>Career Education</u></b>          Agriculture, Food &amp; Natural Resources          Architecture &amp; Construction          Arts, A/V Technology &amp; Communications          Business Management &amp; Administration          Education &amp; Training          Finance          Government &amp; Public Administration          Health Science          Hospitality &amp; Tourism          Human Services          Information Technology          Law, Public Safety, Corrections &amp; Security          Manufacturing          Marketing          Science, Technology, Engineering &amp; Mathematics (STEM)          Transportation, Distribution &amp; Logistics</p>
<b>PACING--&gt;</b>	<b>UNIT #4 6 Weeks (February)</b>	<b>UNIT #5 6 Weeks (April)</b>	<b>UNIT #6 6 Weeks (May)</b>
<b>TOPIC/THEME AND OBJECTIVES</b>	<p><b>Traditional Literature</b></p> <ul style="list-style-type: none"> <li>Retell stories including fables, folktales, and myths from diverse cultures.</li> <li>Determine the theme, lesson, or moral and demonstrate with text evidence.</li> <li>Identify characters and their traits, feelings, and motivations.</li> </ul>	<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Interpret a poem and respond by quoting accurately, utilizing evidence to explain what the poem is saying explicitly or through inference.</li> <li>Read and comprehend a variety of poetry demonstrating accuracy, fluency, and expression during engagement.</li> </ul>	<p><b>Informational, Research-based Project</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about fiction and non-fiction that can be supported with evidence both written and orally, offering elaboration and detail.</li> <li>Identify the main idea of a text and recount key details.</li> <li>With guidance and support, write a piece</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify how characters' actions contribute to sequence of events.</li> <li>• Use the meaning of words and phrases in the text and distinguish between literal and non-literal language.</li> <li>• Distinguish reader's point of view from that of the narrator or those of the characters.</li> <li>• Identify how specific text illustrations contribute to what is conveyed by words in a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the theme of a poem utilizing the evidence offered by the speaker reflecting on a topic.</li> <li>• Demonstrate an understanding of the central theme through a summarization of the poem offered through discussion and/or written reading responses.</li> <li>• Use context clues and grade appropriate Greek and Latin affixes and roots clues to determine the meaning of words or phrases (including figurative language: metaphors and similes) to aid in the comprehension of the text.</li> <li>• Analyze poets' devices such as, but not limited to, rhyme, rhythm, repetition, line breaks, and stanzas to explain the overall structure of a poem.</li> <li>• Analyze and describe how visual and multimedia elements contribute to the meaning, tone, or beauty of a poem.</li> <li>• Compare and contrast poems on a similar topic or theme, with a similar style, etc.</li> <li>• Demonstrate the ability to summarize a poem and the point a speaker makes using the support of reasoning/infering and textual evidence.</li> </ul>	<p>demonstrating development and organization appropriate to task and purpose.</p> <ul style="list-style-type: none"> <li>• Describe the relationship between a series of historical events or scientific ideas or concepts, using language that pertains to cause/effect.</li> <li>• Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> <li>• Use facts, definitions, and details to help develop a topic within a piece of writing.</li> <li>• Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.</li> <li>• Recount key details and explain how they support the main idea in an informational Grade 3 text.</li> <li>• Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> <li>• Compare and contrast the most important points and key details presented in two texts on the same topic.</li> <li>• Read increasingly complex texts, including informational, history/social studies, science, and technical texts, at the high end of the grades 3–4 text complexity band independently and proficiently.</li> <li>• Use facts, definitions, and details to help develop a topic within a piece of writing.</li> <li>• Use technology using keyboarding skills to produce and publish an informational writing (ei. posters, oral presentations, powerpoints)</li> <li>• Produce a research informative piece that builds knowledge about a topic.</li> </ul>
<p><b>ESSENTIAL QUESTIONS &amp;</b></p>	<ul style="list-style-type: none"> <li>• What are the origins of fables and folktales and how are they</li> </ul>	<ul style="list-style-type: none"> <li>• How does poetry create mental/visual and sensory images that engage the</li> </ul>	<ul style="list-style-type: none"> <li>• Why do writers conduct research?</li> <li>• How do writers use a research</li> </ul>

<p><b>ENDURING UNDERSTANDINGS</b></p>	<p>unique?</p> <ul style="list-style-type: none"> <li>• What can fables, folktales, fantasy, and myths teach us and how can we apply it to real life?</li> <li>• What story elements differ in realistic fiction versus fantasy?</li> <li>• Folktales, fables, fantasy, and myths from different cultures have common themes which reflect the shared needs and desires of people around the world.</li> <li>• Each genre contains common literary elements that tie them together (ie. folktales reflect oral traditions and cultures of the countries represented; fairy tales contain magic, fantasy, and royalty; fantasy contains elements of magic and unrealistic settings).</li> <li>• Writers can convey morals and lessons through writing of traditional literature.</li> </ul>	<p>reader in thinking beyond the literal/superficial?</p> <ul style="list-style-type: none"> <li>• How do I make sense of and respond to a variety of poems?</li> <li>• Poets use poetic devices such as rhyme, rhythm, repetition, line breaks, and figurative language to convey meaning.</li> <li>• Poetry can be crafted in many different styles and has no set boundary.</li> </ul>	<p>process to find and share information?</p> <ul style="list-style-type: none"> <li>• How do readers compare, contrast, and synthesize information to summarize a topic?</li> <li>• Research writing is based on information gathered from sources other than the writer's own imagination or experience.</li> <li>• Researchers use a variety of sources and strategies to gather and record information.</li> <li>• Researchers organize notes to allow them to categorize information.</li> </ul>
<p><b>STANDARDS</b></p>	<p><b>Reading (R)</b></p> <p>NJSLSA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p><b>Reading (R)</b></p> <p>NJSLSA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p><b>Reading Literature (RL)</b></p> <p>NJSLSA.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>NJSLSA.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;</p>	<p><b>Reading Informational Text (RI)</b></p> <p><b><u>NJSLSA.RI.3.9</u></b> <b><u>Compare and contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</u></b></p> <p><b><u>NJSLSA.RI.3.10</u></b> <b><u>By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding, as needed.</u></b></p> <p><b>Writing (W)</b></p> <p>NJSLSA.W.7 Conduct short as well as more sustained</p>

	<p>NJLSLA.R.4 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.</p> <p>NJLSLA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJLSLA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJLSLA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJLSLA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>Reading Literature (RL)</b></p> <p><b><u>NJLSLA.RL.3.1</u></b> <b><u>Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></b></p> <p><b><u>NJLSLA.RL.3.2</u></b> <b><u>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</u></b></p> <p><b><u>NJLSLA.RL.3.3</u></b> <b><u>Describe characters in a story (e.g.,</u></b></p>	<p>describe how each successive part builds on earlier sections.</p> <p><b>Reading Foundational Skills (RF)</b></p> <p>NJLSLA.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>NJLSLA.RF.3.4a Read on-level text with purpose and understanding.</p> <p>NJLSLA.RF.3.4.B Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>NJLSLA.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>Writing (W)</b></p> <p>NJLSLA.W.10 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.</p> <p><b><u>NJLSLA.W.3.10</u></b> <b><u>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.</u></b></p> <p><b>Speaking and Listening (SL)</b></p> <p>NJLSLA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJLSLA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJLSLA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b><u>NJLSLA.W.3.2.A</u></b> <b><u>Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to so support comprehension.</u></b></p> <p>NJLSLA.W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p><b><u>NJLSLA.W.3.6</u></b> <b><u>With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</u></b></p> <p>NJLSLA.W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>NJLSLA.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b><u>NJLSLA.W.3.10</u></b> <b><u>Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a</u></b></p>
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<p><b><u>their traits, motivations, or feelings) and explain how their actions contribute to the plot.</u></b></p> <p>NJLSA.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>NJLSA.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.</p> <p>NJLSA.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>NJLSA.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><b><u>NJLSA.RL.3.9</u></b> <b><u>Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</u></b></p> <p><b><u>NJLSA.RL.3.10</u></b> <b><u>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.</u></b></p> <p><b>Reading Foundational Skills (RF)</b></p>	<p><b><u>NJLSA.SL.3.5</u></b> <b><u>Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</u></b></p> <p><b>Language (L)</b></p> <p>NJLSA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJLSA.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>NJLSA.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJLSA.L.3.2.A Capitalize appropriate words in titles.</p> <p>NJLSA.L.3.3.A Choose words and phrases for effect.</p> <p>NJLSA.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLA Technology 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize</p>	<p><b><u>single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</u></b></p> <p><b>Speaking and Listening (SL)</b></p> <p>NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJLSA.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>NJLSA.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.</p> <p>NJLSA.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>Language (L)</b></p> <p>NJLSA.L.1 Demonstrate command of the conventions of</p>
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	<p>NJLSA.RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>NJLSA.RF.3.3.D Read grade-appropriate irregularly spelled words.</p> <p><b>Writing (W)</b></p> <p>NJLSA.W.10 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.</p> <p><b><u>NJLSA.W.3.3</u></b> <b><u>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</u></b></p> <p><b><u>NJLSA.W.3.10</u></b> <b><u>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.</u></b></p> <p><b>Speaking and Listening (SL)</b></p> <p>NJLSA.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.</p> <p><b><u>NJLSA.SL.3.1.A</u></b> <b><u>Explicitly draw on previously read text or material and other information known about the topic to explore</u></b></p>	<p>information about problem or issue</p> <p>8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and <a href="#">resources</a>.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>	<p>standard English grammar and usage when writing or speaking.</p> <p>NJLSA.L.4 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.</p> <p>NJLSA.L.6 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.</p> <p>NJLSA.L.3.1.C Use abstract nouns (e.g., childhood). LA.3.CCSS.ELA-Literacy.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>NJLSA.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).</p> <p>NJSLA Technology</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p>
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	<p><b><u>ideas under discussion.</u></b></p> <p>NJSLSA.SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p><b>Language (L)</b></p> <p>NJSLSA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLSA.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>NJSLSA.L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>NJSLSA.L.3.2.A Capitalize appropriate words in titles.</p> <p>NJSLSA.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>NJSLSA.L.3.3.A Choose words and phrases for effect.</p> <p>NJSLSA.L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>NJSLSA.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>		<p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue</p> <p>8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and <a href="#">resources</a>.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>
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	<p>NJLSLA.L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>NJLSLA.L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>NJLSLA.L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>NJSLA Technology</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue</p> <p>8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and <a href="#">resources</a>.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats</p>		
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	<p>such as online collaborative tools, and social media.</p> <p>8.1.5.E.1</p> <p>Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>		
<p><b>INSTRUCTIONAL PROCEDURES</b></p>	<p><b><u>Whole Group</u></b>  Readers' Theater  Reading Journal  Story Retelling  Pen Pal Writing  Shared Reading  Anchor Charts  Mentor Texts &amp; Read Alouds  Reading Comprehension  Nonfiction Writing Pieces</p> <p><b><u>Individual</u></b>  Independent Reading  Independent Writing  Independent Practice</p> <p><b><u>Small Groups</u></b>  Readers' Theater  Reader Journals  Centers  Reading Comprehension  Writing Prompts  Guided Reading</p>	<p><b><u>Whole Group</u></b>  Shared Reading  Mentor Texts and Read Alouds  Reading Comprehension  Poetry Book  Figurative Language  Anchor Charts  Songs  Readers' Theater  Writing Prompts</p> <p><b><u>Individual</u></b>  Independent Reading  Independent Writing  Independent Practice</p> <p><b><u>Small Groups</u></b>  Centers  Reading Comprehension  Writing Prompts  Guided Reading  Reader Journals</p>	<p><b><u>Whole Group</u></b>  Shared Reading  Mentor Texts &amp; Read alouds  Reading Comprehension  Anchor Charts  Writing Prompts  Technology Integration  Teacher Guided Note Taking  Synthesize and record on note cards  Conferences  Paraphrasing  Think-Pair-Share  Circle of Voices</p> <p><b><u>Individual</u></b>  Independent Reading  Independent Writing  Independent Practice</p> <p><b><u>Small Groups</u></b>  Centers  Reading Comprehension  Writing Prompts  Guided Reading  Peer Editing  Reader Journals</p>
<p><b>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</b></p>	<p><b><u>Materials</u></b></p> <p><u>Belvidere</u>  Foundations Phonics  Quill Grammar  Frontier Writing  Journeys Reading Series &amp; Tradebooks</p> <p><u>White Twp</u>  Being a Writer  Making Meaning  Zaner-Bloser Spelling  Exemplar Texts</p>	<p><b><u>Materials</u></b></p> <p><u>Belvidere</u>  Foundations Phonics  Quill Grammar  Frontier Writing  Journeys Reading Series &amp; Tradebooks</p> <p><u>White Twp</u>  Being a Writer  Making Meaning  Zaner-Bloser Spelling  Exemplar Texts</p>	<p><b><u>Materials</u></b></p> <p><u>Belvidere</u>  Foundations Phonics  Quill Grammar  Frontier Writing  Journeys Reading Series &amp; Tradebooks</p> <p><u>White Twp</u>  Being a Writer  Making Meaning  Zaner-Bloser Spelling  Exemplar Texts</p>

	<p>Trade Books  <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a>  <a href="https://www.scholastic.com/teachers/lessons-and-ideas/">https://www.scholastic.com/teachers/lessons-and-ideas/</a></p> <p><u>Hope</u>  Reading Streets</p> <p><u>Leveled Texts</u>  Various Novels chosen by Teacher</p>	<p>Trade Books  <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a>  <a href="https://www.scholastic.com/teachers/lessons-and-ideas/">https://www.scholastic.com/teachers/lessons-and-ideas/</a></p> <p><u>Hope</u>  Reading Streets</p> <p><u>Leveled Texts</u>  Various Novels chosen by Teacher  Dictionaries, Thesauruses</p>	<p>Trade Books  Anchor Charts  Graphic Organizers  <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a>  <a href="https://www.scholastic.com/teachers/lessons-and-ideas/">https://www.scholastic.com/teachers/lessons-and-ideas/</a></p> <p><u>Hope</u>  Reading Streets</p> <p><u>Leveled Texts</u>  Various Novels chosen by Teacher</p>
<b>ASSESSMENTS</b>	<p><b><u>Formative</u></b>  Group Discussions  Teacher Observation  Written responses  Opinion Writing Prompts</p> <p><b><u>Summative</u></b>  Spelling Tests  Vocabulary Test  Reading Tests  Final Writing Piece</p> <p><b><u>Benchmark</u></b>  DRA  Writing response  Dibels  BAS  MAPP Testing  NWEA MAP Testing</p> <p><b><u>Alternative</u></b>  Book Reports  Poster Projects  Google Slides  We video  Readers' Theatre</p>	<p><b><u>Formative</u></b>  Group Discussions  Teacher Observations  Written Responses  Writing Prompts</p> <p><b><u>Summative</u></b>  Poetry Book  Spelling Tests  Vocabulary Tests  Reading Tests</p> <p><b><u>Benchmark</u></b></p> <p><b><u>Alternative</u></b>  Poetry Book  Poetry Anthology  Google Slides  Book Report  We video</p>	<p><b><u>Formative</u></b>  Group Discussions  Teacher Observations  Written Responses  Writing Prompts</p> <p><b><u>Summative</u></b>  Spelling Tests  Vocabulary Tests  Reading Tests  Research Project</p> <p><b><u>Benchmark</u></b>  DRAs  Writing response  Dibels  BAS  MAPP Testing  Dibels  NWEA MAP Testing</p> <p><b><u>Alternative</u></b>  We video  Podcasts  KidBlog  Prezi Presentation</p>
<b>ACCOMMODATIONS</b>	<p><b><u>Special Education</u></b>  Additional time for skill mastery  Extended time on tests/ quizzes  Modified assignment/test format  Modified test content  Multi-sensory presentation  Shortened assignments</p>	<p><b><u>Special Education</u></b>  Additional time for skill mastery  Extended time on tests/ quizzes  Modified assignment/test format  Modified test content  Multi-sensory presentation  Shortened assignments</p>	<p><b><u>Special Education</u></b>  Additional time for skill mastery  Extended time on tests/ quizzes  Modified assignment/test format  Modified test content  Multi-sensory presentation  Shortened assignments</p>

Exploration by interest  
Flexible grouping  
Goal setting with students  
Varied journal prompts

**ELL**

Allowing students to correct errors (looking for understanding)  
Teaching key aspects of a topic  
Eliminate nonessential information  
Using videos, illustrations, pictures, and drawings to explain or clarify  
allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning  
Allowing the use of note cards or open-book during testing  
Modifying tests to reflect selected objectives  
Providing study guides  
Reducing or omitting lengthy outside reading assignments  
Reducing the number of answer choices on a multiple choice test  
Using computer word processing spell check and grammar check features

**At Risk**

Allowing students to correct errors (looking for understanding)  
Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test  
Marking students' correct and acceptable work, not the mistakes  
Using authentic assessments with real-life problem-solving  
Using true/false, matching, or fill in the blank tests in lieu of essay tests  
using videos, illustrations, pictures, and drawings to explain or clarify  
Exploration by interest

Exploration by interest  
Flexible grouping  
Goal setting with students  
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	<p>Flexible grouping Goal setting with students Varied journal prompts</p> <p><b><u>Gifted and Talented</u></b> Alternative formative and summative assessments Choice boards Independent research and projects Interest groups Multiple intelligence options Project-based learning Problem-based learning Tiered activities/assignments Tiered products</p> <hr/> <p><b><u>504</u></b> Additional time for skill mastery Extended time on tests/ quizzes Modified assignment/test format Modified test content Multi-sensory presentation Shortened assignments Exploration by interest Flexible grouping Goal setting with students Varied journal prompts</p>	<p>Varied journal prompts</p> <p><b><u>Gifted and Talented</u></b> Alternative formative and summative assessments Choice boards Independent research and projects Interest groups Multiple intelligence options Project-based learning Problem-based learning Tiered activities/assignments Tiered products</p> <hr/> <p><b><u>504</u></b> Additional time for skill mastery Extended time on tests/ quizzes Modified assignment/test format Modified test content Multi-sensory presentation Shortened assignments Exploration by interest Flexible grouping Goal setting with students Varied journal prompts</p>	<p>Varied journal prompts</p> <p><b><u>Gifted and Talented</u></b> Alternative formative and summative assessments Choice boards Independent research and projects Interest groups Multiple intelligence options Project-based learning Problem-based learning Tiered activities/assignments Tiered products</p> <hr/> <p><b><u>504</u></b> Additional time for skill mastery Extended time on tests/ quizzes Modified assignment/test format Modified test content Multi-sensory presentation Shortened assignments Exploration by interest Flexible grouping Goal setting with students Varied journal prompts</p>
<p><b>INTERDISCIPLINARY CONNECTIONS</b></p> <p><b>21ST CENTURY SKILLS/THEMES/LIFE &amp; CAREERS (P21.ORG)</b></p> <p><b>TECHNOLOGY INTEGRATION</b></p> <p><b>CAREER EDUCATION (NJDOE CTE Clusters)</b></p>	<p><b><u>Interdisciplinary Connections</u></b> English Language Arts Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts</p> <hr/> <p><b><u>21st Century Skills/ Themes/Life &amp; Careers</u></b> Global Awareness Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication</p>	<p><b><u>Interdisciplinary Connections</u></b> English Language Arts Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts</p> <hr/> <p><b><u>21st Century Skills/ Themes/Life &amp; Careers</u></b> Global Awareness Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication</p>	<p><b><u>Interdisciplinary Connections</u></b> English Language Arts Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts</p> <hr/> <p><b><u>21st Century Skills/ Themes/Life &amp; Careers</u></b> Global Awareness Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication</p>

	<p>Collaboration  Information Literacy  Media Literacy  ICT (Information, Communication and Technology) Literacy</p> <p>CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP10. Plan education and career paths aligned to personal goals.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.</p> <p><b><u>Technology Integration</u></b>  Media Literacy  Use of Ipads  Use of Google Classroom  Use of chromebooks  Wevideo  Podcasts  Smartboard  Kidsblog  Skyping  Quill</p> <p><b><u>Career Education</u></b></p>	<p>Collaboration  Information Literacy  Media Literacy  ICT (Information, Communication and Technology) Literacy</p> <p>CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP10. Plan education and career paths aligned to personal goals.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.</p> <p><b><u>Technology Integration</u></b>  Media Literacy  Use of Ipads  Use of Google Classroom  Use of chromebooks  Wevideo  Podcasts  Smartboard  Kidsblog  Skyping  Quill</p> <p><b><u>Career Education</u></b>  Agriculture, Food &amp; Natural Resources  Architecture &amp; Construction</p>	<p>Collaboration  Information Literacy  Media Literacy  ICT (Information, Communication and Technology) Literacy</p> <p>CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP10. Plan education and career paths aligned to personal goals.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.</p> <p><b><u>Technology Integration</u></b>  Media Literacy  Use of Ipads  Use of Google Classroom  Use of chromebooks  Wevideo  Podcasts  Smartboard  Kidsblog  Skyping  Quill</p> <p><b><u>Career Education</u></b>  Agriculture, Food &amp; Natural Resources  Architecture &amp; Construction</p>
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