

BUTLER SCHOOL DISTRICT

Grade 3 English Language Arts Curriculum

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Adapted from:
New Jersey Student Learning Standards
New Jersey Department of Education Instructional Units for English Language Arts

Reviewed by:
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Adopted:
June 25, 2020

Last Updated:
November 2022

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VISION

The Butler School District's English Language Arts Department believes the future belongs to those who can think critically and communicate effectively. Our teachers are determined to provide students with the skills to analyze, adapt, collaborate, innovate, persevere and thrive in an ever-changing world. The English Language Arts curriculum provides students with quality, rigorous instruction to help them become better readers, writers, speakers, and listeners. The rich, educational experience provided within the Butler School District will produce young adults with the foundation and preparation they need for the future.

As a result of a Butler English Language Arts education, students will be able to...

- Synthesize language skills across disciplines
- Articulate clearly in all domains (reading, writing, speaking and listening, and language) with diverse groups of people and in diverse settings
- Appreciate and understand all genres of literature and writing that span across a range of topics and complexity
- Appreciate and understand the viewpoints of others and respond thoughtfully
- Collaborate with others and contribute productively and articulately
- Act responsibly and be accountable for actions, in person and online
- Demonstrate awareness of global issues and a duty to society
- Use language to thoughtfully build and contribute to communities
- Persevere through difficult situations and tasks
- Maintain a growth mindset despite adversity
- Manage time when completing larger tasks
- Utilize self-reflection as a tool for growth and development

COURSE OVERVIEW

The Butler School District's Grade 3 Curriculum was developed to help students reach mastery of grade level expectations according to the New Jersey Student Learning Standards. In this course, students will:

- Apply reading foundational skills to read and comprehend literature of multiple genres.
- Utilize literary skills to decipher the meaning of texts and deepen one's own understanding.
- Conduct various writing excerpts, while incorporating grade level appropriate foundations to create descriptive, authentic pieces.
- Research, analyze, and present information on a specific topic, while speaking clearly to an audience.

GOALS

The goals of the Grade 3 English Language Arts Curriculum are the Grade 3 Progress Indicators within the New Jersey Student Learning Standards.

ASSESSMENT

Student learning will be assessed through a variety of formative, summative, benchmark, and alternative assessments.

SCOPE AND SEQUENCE *(Pacing Guide)*

| Unit of Study | Estimated Time |
|---|-----------------------|
| Unit 1: Elements of Literature | 10 weeks |
| Unit 2: Informative/Explanatory Writing | 8 weeks |
| Unit 3: Opinion Writing | 10 weeks |
| Unit 4: Review of Literature | 8 weeks |

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Butler Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Students with IEPs, 504s, and/or Students at Risk of Failure Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

Gifted & Talented Students Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

English Language Learners Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

21ST CENTURY THEMES & SKILLS

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

STATEMENT ON DIVERSE TEXTS IN CURRICULA, CLASSROOMS, and LIBRARIES

In the Butler Public School District, we offer diverse texts to students in book clubs, classroom libraries, and the school library, as well as encouraging diverse text choices from home and the public library collections. We always welcome the opportunity to partner with and assist parents as they guide their child's learning and reading experiences. We hope to cultivate lifelong readers who read broadly and think critically about what they read.

Teachers and staff members of the Butler Public School District are committed to creating a community learning experience that is safe, welcoming, and inclusive for all students regardless of race or ethnicity, sexual orientations and gender identities, mental and physical abilities, and religious beliefs. We recognize that learning the experiences, perspectives, and contributions of a diverse population broadens a student's education, empathy, and understanding of their world. It

sets them up for success not only in high school but in all college and career experiences as a well-informed citizen in a participatory democracy.

Diverse texts and choices create:

- A safe and welcoming learning environment for all of our students
- An enriched critical thinking experience that understands different perspectives when exploring complex themes and topics
- Empathy and agency for positive change in support of and service to communities near and far
- Students prepared for success in diverse college, career, and life pursuits

In addition to the many benefits of including diverse texts in the classroom, it is also now a requirement in New Jersey to provide equitable access to a high-quality education that is inclusive and reflective of the rich diversity of our state. See [NJ law and NJ Department of Education mandates](#).

| UNIT |
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| Unit 1: Elements of Literature (Modules A, B, and C) |
| UNIT SUMMARY |
| In this unit, students will be introduced to reading strategies, literary responses, and narrative writing. Students will apply reading skills to both fiction and informational text. The skills learned will be reinforced in student writing narrative samples. In addition, students will be expected to apply grade-level phonics to writing pieces. Throughout the course of the unit, reading foundational skills assess students' ability to decode words and read at a grade level text with fluency and understanding. Within the unit, speaking and listening standards are integrated through collaborative discussions students have about literature. Also, language standards are infused as grammar skills applied to narrative writing. |

NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS

Module A:

RL.3.1. 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.

RL.3.2. 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.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

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.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Module B:

RI.3.1. 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.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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.

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.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Module C:

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Identify and know the meaning of the most common prefixes and derivational suffixes.

B. Decode words with common Latin suffixes.

C. Decode multisyllable words.

D. Read grade-appropriate irregularly spelled words.

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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*).

INTERDISCIPLINARY CONNECTIONS

Social Studies:

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

Science:

3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

3-ESS2-2. Obtain and combine information to describe climates in different regions of the World.

3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

ENDURING UNDERSTANDINGS

- Readers use strategies to construct meaning.
- Readers connect to the point of view of characters in a story.
- Reading with accuracy and expression is an important component of understanding literature.
- Writing is a multi-stage process.
- People communicate through written words and speaking.

ESSENTIAL QUESTIONS

- What are readers thinking about as they read?
- What can a reader do when they don't understand?
- How does the reader's point of view differ from that of the character's?
- What impact does fluency have on comprehension?
- How does each step in the process impact your writing?
- How do you speak and listen effectively?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- Ask and answer questions about the text to demonstrate understanding.
- Describe the character traits in a story and how their actions contribute to the plot.
- Explain the central message/theme, lesson, or moral through key details revealed in a text.
- Distinguish between the narrator and the character's point of view.
- Determine the main idea and supporting details of an informational text.
- Write narratives to develop real, small moment experiences using narrative techniques, descriptive details, and clear event sequences.
- Develop and strengthen writing as needed by planning, revising, editing, and using technology to publish.
- Read with accuracy and fluency to support comprehension.
- Engage effectively in a range of collaborative discussions (teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- Use knowledge of language and its conventions when writing, speaking, reading, and listening.

SUGGESTED ACTIVITIES

Teachers will...

- Utilize read aloud lessons to model and connect literacy skills.
- Conduct mini lessons to introduce and support literacy skills such as determining the main idea and supporting details of an informational text, identifying a character's traits and its impact on the plot, distinguishing a point of view based on that of the character's, and analyzing the moral of folktales based on key details.
- Model metacognitive thinking through the use of mentor texts.
- Explain expectations of learning through rubrics.
- Conference with students individually throughout the writing process.
- Provide visuals such as anchor charts and graphic organizers to assist student learning.

The students will...

- Participate in daily discussions as a whole group, in small groups, and with partners.
- Recognize and apply new vocabulary words to everyday reading and writing.
- Collaborate with classmates through peer editing for narrative writing.
- Demonstrate understanding of foundational reading skills and apply literacy skills learned during independent reading.
- Respond to literary analysis through written responses.
- Discuss components of a shared leveled book through literature circles.
- Write personal narratives based on true small moments.

EVIDENCE OF LEARNING

Formative Assessments:

Classroom Discussion
Reader's and Writer's Notebook Entries
Anecdotal Notes
Exit Slips
Checklists
Rubrics
Participation and teacher observation
Mini Whiteboard Responses
Think-Pair-Share
Classroom Poll (Thumbs up/down)

Summative Assessment:

Unit Tests
Vocabulary Quizzes
On-Demand Narrative Writing Pieces

Benchmark Assessment:

Star 360 Benchmark
Fountas and Pinnell Running Record

Alternative Assessments:

Project
Literature Circle

INSTRUCTIONAL RESOURCES

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| <p>Core Instructional Resource:</p> <p><u>Schoolwide Fiction Unit</u></p> <ul style="list-style-type: none"> - Tell Me a Story: The Appeal of Fiction - What a Story! - The Oral Tradition - Getting to Know the Characters - The Importance of Character in Fiction - Characters Change - The Big Picture - Responding to our Reading - Whose Point of View? <p><u>Schoolwide Nonfiction Unit</u></p> <ul style="list-style-type: none"> - Getting to Know Nonfiction - Fiction vs Nonfiction <p><u>Schoolwide Patricia Polacco Author Study Unit</u></p> <p>Reader's and Writer's Workshop Units of Study</p> | <p>Leveled Texts:</p> <ul style="list-style-type: none"> ● Storyworks Magazine ● <i>Horrible Harry Moves Up to Third Grade</i> by Suzy Kline ● <i>Freckle Juice</i> by Judy Blume ● <i>Chocolate Touch</i> by Patrick Catling ● Schoolwide Guided Reading books | <p>Supplemental Resources:</p> <p>https://storyworksjr.scholastic.com/</p> <p>https://www.spellingcity.com</p> <p>https://www.storylineonline.net</p> <p>https://fundamentals.schoolwide.com/</p> |
| <p>INTEGRATED ACCOMMODATIONS AND MODIFICATIONS</p> | | |
| <p>See Appendix A</p> | | |

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|---|
| <p>UNIT</p> |
| <p>Unit 2: Informative/Explanatory Writing (Modules A, B, and C)</p> |
| <p>UNIT SUMMARY</p> |
| <p>In this unit, students will continue to utilize reading strategies, expand on literary responses, and be introduced to informative writing. Students will begin to explore and comprehend more informational text. They will use the information gained from these topics to conduct further research and formulate writing pieces that teach the reader facts. Reading foundational skills are infused into the unit as students apply grade-level phonics and word analysis skills to enhance fluency and read grade level text with purpose and understanding. Speaking, listening, and language standards are also embedded within the unit as students learn to engage in collaborative conversations about literature and apply grammatical skills to their informative writing.</p> |

NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS

Module A:

RL.3.1. 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.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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).

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Module B:

RI.3.1. 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.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.8. 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.

RI.3.9. Compare, 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.

Module C:

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

B. Develop the topic with facts, definitions, and details.

C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

D. Provide a conclusion.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.7. Conduct short research projects that build knowledge about a topic.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

- D. Form and use regular and irregular verbs.
- E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- F. Ensure subject-verb and pronoun-antecedent agreement.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- D. Form and use possessives.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- B. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

INTERDISCIPLINARY CONNECTIONS

Social Studies:

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

Science:

3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

3-LS2-1. Construct an argument that some animals form groups that help members survive.

3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

ENDURING UNDERSTANDINGS

- Readers use strategies to construct meaning.

ESSENTIAL QUESTIONS

- Why are strategies important to utilize when reading?
- How do readers reflect and respond?

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| <ul style="list-style-type: none"> • Readers develop a deeper understanding through reflection of text. • Reading with accuracy and expression is an important component of understanding literature. • Writing is a multi-stage process. • People rely on a variety of resources to obtain information. • People communicate through written words and speaking. | <ul style="list-style-type: none"> • What impact does fluency have on comprehension? • Why is information organized in different ways? • How does each step in the process impact your writing? |
| STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that) | |
| <p><i>Students are learning to/that...</i></p> <ul style="list-style-type: none"> • Ask and answer questions about the text to demonstrate understanding. • Utilize strategies to determine the meaning of words and phrases in the text. • Use text features to locate information relevant to a given topic efficiently. • Compare, contrast, and reflect on the most important points and key details presented in two texts on the same topic. • Determine the main idea and supporting details of an informational text. • Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. • Refer to the text and use evidence to support connections. • Support specific points the author makes in a text. • Write informative pieces to examine a topic and convey ideas and information clearly in an organized structure. • Develop the topic further with facts, definitions, and details. • Develop and strengthen writing as needed by planning, revising, editing, and using technology to publish. • Read with accuracy, appropriate rate, and appropriate expression to support comprehension. • Engage effectively in a range of collaborative discussions (teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. • Use knowledge of language and its conventions when writing, speaking, reading, and listening. | |
| SUGGESTED ACTIVITIES | |
| <p><i>Teachers will...</i></p> <ul style="list-style-type: none"> • Utilize read aloud lessons to model and connect literacy skills. | |

- Conduct mini lessons to introduce and support literacy skills such as determining different forms of nonliteral language, utilizing context clues to identify unknown words, comparing and contrasting two informational texts on the same topic, acknowledging how text features contribute to the understanding of informational text, and determining the main idea and supporting details of an informational passage.
- Scaffold students through the research process, providing website links and chapter books on given topics.
- Model metacognitive thinking through the use of mentor texts.
- Explain expectations of learning through rubrics.
- Conference with students individually throughout the writing process.
- Provide visuals such as anchor charts and graphic organizers to assist student learning.

The students will...

- Participate in daily discussions as a whole group, small group, and partner work.
- Recognize and apply new vocabulary words to everyday reading and writing.
- Collaborate with classmates through peer editing for informative writing.
- Demonstrate understanding of foundational reading skills and apply literacy skills learned during independent reading.
- Respond to literary analysis through written responses.
- Discuss components of a shared leveled book through literature circles.
- Write informational articles based on a researched topic.

EVIDENCE OF LEARNING

Formative Assessments:

Classroom Discussion
Reader's and Writer's Notebook Entries
Anecdotal Notes
Exit Slips
Checklists
Rubrics
Participation and teacher observation
Mini Whiteboard Responses
Think-Pair-Share
Classroom Poll (Thumbs up/down)

Summative Assessment:

Unit Tests
Vocabulary Quizzes
Spelling Unit Tests
On-Demand Informational Writing Pieces

Benchmark Assessment:

Star 360 Benchmark
Fountas and Pinnell Running Record

Alternative Assessments:

Christmas Around the World Project
Literature Circle

INSTRUCTIONAL RESOURCES

Core Instructional Resource:

Schoolwide Fiction Unit

Leveled Texts:

Supplemental Resources:

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| <ul style="list-style-type: none"> - What Does it Mean? <p><u>Schoolwide Nonfiction Unit</u></p> <ul style="list-style-type: none"> - Looking at Features - Organization is the Key! - Word Detectives - Sum it Up! - Exploring Elements of Literary Nonfiction - Unlocking Meaning: Using what I know - Reading Around the Page <p><u>Schoolwide NF Writing Unit</u></p> <p>Readers and Writers Workshop Units of Study</p> | <ul style="list-style-type: none"> • Schoolwide Guided Reading Books • Storyworks Magazine • <i>Freckle Juice</i> by Judy Blume • <i>Chocolate Touch</i> by Patrick Catling • <i>Tales of a 4th Grade Nothing</i> by Judy Blume | https://storyworksjr.scholastic.com/ https://www.spellingcity.com https://www.storylineonline.net https://mysteryscience.com/ https://www.readworks.org/ https://newsela.com/ |
| INTEGRATED ACCOMMODATIONS AND MODIFICATIONS | | |
| See Appendix A | | |

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| UNIT |
| Unit 3: Opinion Writing (Modules A, B, and C) |
| UNIT SUMMARY |
| <p>In this unit, students will expand on the skills learned in Unit 2 as they continue to read and respond to literature and informational text. Students will decipher themes and compare literary texts to deepen understanding. They will use information gained from topics to conduct further research and create opinion writing pieces that are supported with reasons. Reading foundational skills are infused into the unit as students apply grade-level phonics and word analysis skills to enhance fluency and read grade level text with purpose and understanding. Speaking, listening, and language standards are also embedded within the unit as students learn to engage in collaborative conversations about literature and apply grammatical skills to their opinion writing.</p> |
| NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS |
| <p>Module A:</p> <p>RL.3.2 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.</p> |

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.

RL.3.9 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)

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

D. Read grade-appropriate irregularly spelled words.

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Module B:

RI.3.1. 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.

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.

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.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text.

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.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. 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).

D. Explain their own ideas and understanding in light of the discussion.

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.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Module C:

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

B. Provide reasons that support the opinion.

C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

D. Provide a conclusion.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.7. Conduct short research projects that build knowledge about a topic.

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.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B. Form and use regular and irregular plural nouns.

C. Use abstract nouns (e.g., *childhood*).

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize appropriate words in titles.

B. Use commas in addresses.

C. Use commas and quotation marks in dialogue.

G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases for effect.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

C. Use a known root word as a clue to the meaning of an unknown word with the same root.

D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

INTERDISCIPLINARY CONNECTIONS

Social Studies:

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

Science:

3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

ENDURING UNDERSTANDINGS

- Readers use strategies to construct meaning.
- Readers compare and contrast ideas presented on the same topic through different texts
- Readers develop a deeper understanding through connections of literary and informational text.
- Reading with accuracy and expression is an important component of understanding literature.
- Writing is a reflective process.
- People rely on a variety of resources to obtain information.

ESSENTIAL QUESTIONS

- Why are strategies important to utilize when reading?
- Why is reading multiple texts on the same topic important?
- What connections do readers make?
- What impact does fluency have on comprehension?
- How can we use evaluation and reflection to improve our writing?
- Why is information organized in different ways?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- Make relevant connections to demonstrate understanding of a text.
- Utilize strategies to determine the meaning of words and phrases in the text.
- Use text features to locate information relevant to a given topic efficiently.
- Compare, contrast, and reflect on the theme, lesson and key details presented in two texts by the same author about the same or similar characters.
- Recall stories, including fables, folktales, and myths from diverse cultures and determine the lesson or moral of the text.
- Describe how each part of the story builds on earlier sections when referring to parts of stories, dramas, and poems.
- Distinguish their own point of view from that of the author of a text.
- Describe how a series of historical events and steps in technical procedures in a text are related, using words that show time, sequence, and cause/effect.
- Engage effectively in a range of collaborative discussions (teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- Follow discussion protocols including explaining your own ideas and understanding, following agreed-upon norms for discussions, and explicitly draw on previously read text or other material/information known about the topic to explore ideas under discussion.
- Report on a topic or text with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Add visual displays when appropriate to emphasize or enhance certain facts or details.
- Write opinion pieces on a topic that determines a point of view with reasons clearly in an organized structure.
- Develop and strengthen writing as needed by planning, revising, editing, and using technology to publish.
- Read with accuracy, appropriate rate, and appropriate expression to support comprehension.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Use knowledge of language and its conventions when writing, speaking, reading, and listening.

SUGGESTED ACTIVITIES

Teachers will...

- Utilize read aloud lessons to model and connect literacy skills.

- Conduct mini lessons to introduce and support literacy skills such as determining the lesson or moral of folktales, recognize the build of stanzas in poetry, compare and contrast the themes in literary pieces, distinguish own point of view from that of the author of an informational text, and sequence of series of historical events.
- Model metacognitive thinking through the use of mentor texts.
- Explain expectations of learning through rubrics.
- Conference with students individually throughout the writing process.
- Provide visuals such as anchor charts and graphic organizers to assist student learning.

The students will...

- Participate in daily discussions as a whole group, small group, and partner work.
- Recognize and apply new vocabulary words to everyday reading and writing.
- Collaborate with classmates through peer editing for opinion writing.
- Demonstrate understanding of foundational reading skills and apply literacy skills learned during independent reading.
- Respond to literary analysis through written responses.
- Discuss components of a shared leveled book through literature circles.
- Write opinion pieces with reasons to support the claim.
- Apply research skills independently.
- Create a visual display of facts researched related to family's heritage.

EVIDENCE OF LEARNING

Formative Assessments:

Classroom Discussion
Reader's and Writer's Notebook Entries
Anecdotal Notes
Exit Slips
Checklists
Rubrics
Participation and teacher observation
Mini Whiteboard Responses
Think-Pair-Share
Classroom Poll (Thumbs up/down)

Summative Assessment:

Unit Tests
Vocabulary Quizzes
Spelling Unit Tests
On-Demand Opinion Writing Pieces

Benchmark Assessment:

Star 360 Benchmark
Fountas and Pinnell Running Record

Alternative Assessments:

Culture Project
Literature Circle

INSTRUCTIONAL RESOURCES

Core Instructional Resource:

Schoolwide Fiction Unit
- What's the Reason?

Leveled Texts:

- Schoolwide Guided Reading books
- Storyworks Magazine

Supplemental Resources:

<https://storyworksjr.scholastic.com/>

| | | |
|---|---|---|
| <ul style="list-style-type: none"> - What's the Message? - Making Connections Across Texts <u>Schoolwide Nonfiction Unit</u> <ul style="list-style-type: none"> - Discovering Essential Ingredients in Biographies - What's the Problem? (IRA) - Keeping Track - Let's Compare! - What's the Problem? (ML) Describe it to Me! <u>Schoolwide Biography Unit</u> Reader's and Writer's Workshop Units of Study | <ul style="list-style-type: none"> • <i>Chocolate Touch</i> by Patrick Catling • <i>Tales of a 4th Grade Nothing</i> by Judy Blume • <i>The Mouse and the Motorcycle</i> by Beverly Cleary | https://www.spellingcity.com https://www.storylineonline.net https://mysteryscience.com/ https://www.readworks.org/ https://newsela.com/ |
| INTEGRATED ACCOMMODATIONS AND MODIFICATIONS | | |
| See Appendix A | | |

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|--|
| UNIT |
| Unit 4: Review of Literature (Module A & B) |
| UNIT SUMMARY |
| <p>In this unit, students will expand on the skills learned in all previous units as they continue to read and respond to literature and informational text. The focus for this unit is reviewing the literary skills students have gained throughout the course of the school year. Students will decipher themes and compare literary texts to deepen understanding of both fiction and nonfiction genres. They will use information gained from topics to conduct further research and create narrative writing pieces with descriptive details and structured organization. Reading foundational skills are infused into the unit as students apply grade-level phonics and word analysis skills to enhance fluency and read grade level text with purpose and understanding. Speaking, listening, and language standards are also embedded within the unit as students learn to engage in collaborative conversations about literature and apply grammatical skills to their narrative writing.</p> |
| NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS |
| <p>Module A: RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.9 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</p> |

plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

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.

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.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.8. 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.

RI.3.9. Compare, 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.

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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.

C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

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.

Module B:

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Identify and know the meaning of the most common prefixes and derivational suffixes.

B. Decode words with common Latin suffixes.

C. Decode multisyllable words.

D. Read grade-appropriate irregularly spelled words.

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RL.3.1. 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.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative

technique, descriptive details, and clear event sequences.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.7. Conduct short research projects that build knowledge about a topic.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

H. Use coordinating and subordinating conjunctions.

I. Produce simple, compound, and complex sentences.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings

A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

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*).

INTERDISCIPLINARY CONNECTIONS

Social Studies:

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Science:

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

ENDURING UNDERSTANDINGS

- Readers use strategies to construct meaning.
- Readers compare and contrast ideas presented on the same topic through different texts.
- Readers develop a deeper understanding through connections of literary and informational text.
- Reading with accuracy and expression is an important component of understanding literature.
- Writing is a reflective process.
- Present information orally to relay information.

ESSENTIAL QUESTIONS

- How does asking and answering questions help the reader understand meaning?
- Why is reading a variety of literature and finding the main idea and details important to understanding reading?
- What connections do readers make?
- What impact does fluency have on comprehension?
- Why does speaking clearly and effectively improve the quality of a presentation?
- Why is knowing your purpose, audience, and style important when writing?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- Distinguish literal from nonliteral language.
- Explain how key details support the main idea.
- Utilize strategies to determine the meaning of words, phrases, and subject matter in the text.
- Use text features to locate information relevant to a given topic efficiently.
- Compare, contrast, and reflect on the theme, lesson and key details presented in two texts by the same author about the same or similar characters.
- Describe the logical connection between particular sentences and paragraphs in a text.

- Comprehend third grade literary nonfiction with scaffolding as needed.
- Describe how a series of historical events and steps in technical procedures in a text are related, using words that show time, sequence, and cause/effect.
- Ask questions to check understanding of information presented and link comments to the remarks of others.
- Engage effectively in a range of collaborative discussions (teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- Follow discussion protocols including explaining your own ideas and understanding, following agreed-upon norms for discussions, and explicitly draw on previously read text or other material/information known about the topic to explore ideas under discussion.
- Report on a topic or text with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Write narratives to develop real, small moment experiences using narrative techniques, descriptive details, and clear event sequences.
- Develop and strengthen writing as needed by planning, revising, editing, and using technology to publish.
- Read with accuracy, appropriate rate, and appropriate expression to support comprehension.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Use knowledge of language and its conventions when writing, speaking, reading, and listening.

SUGGESTED ACTIVITIES

Teachers will...

- Utilize read aloud lessons to model and connect literacy skills.
- Conduct mini lessons to review and support literacy skills such as determining nonliteral language, comparing and contrasting the theme of fictional texts and same topic nonfiction texts, identifying the main idea and supporting details of an informational text, utilizing text features throughout reading, and recognizing the relationship of scientific concepts.
- Model metacognitive thinking through the use of mentor texts.
- Explain expectations of learning through rubrics.
- Conference with students individually throughout the writing process.
- Provide visuals such as anchor charts and graphic organizers to assist student learning.
- Reinforce skills learned through repetition and reinforcement.
- Illustrate effective speaking and listening skills.

The students will...

- Participate in daily discussions as a whole group, small group, and partner work.
- Recognize and apply new vocabulary words to everyday reading and writing.
- Collaborate with classmates through peer editing for narrative writing.
- Demonstrate understanding of foundational reading skills and apply literacy skills learned during independent reading.
- Respond to literary analysis through written responses.
- Discuss components of a shared leveled book through literature circles.
- Write narrative pieces to demonstrate growth throughout the units.
- Apply literary and research skills independently.

EVIDENCE OF LEARNING

Formative Assessments:

Classroom Discussion
Reader's and Writer's Notebook Entries
Anecdotal Notes
Exit Slips
Checklists
Rubrics
Participation and teacher observation
Mini Whiteboard Responses
Think-Pair-Share
Classroom Poll (Thumbs up/down)

Summative Assessment:

Unit Tests
Vocabulary Quizzes
Spelling Unit Tests
On-Demand Narrative Writing Pieces

Benchmark Assessment:

Star 360 Benchmark
Fountas and Pinnell Running Record

Alternative Assessments:

Literature Circle
Autobiography

INSTRUCTIONAL RESOURCES

Core Instructional Resource:

Schoolwide Fiction Unit
- How Did you Feel?
- Putting a Puzzle Together
- Setting a Tone and Creating a Mood
Schoolwide Nonfiction Unit
- What's the Purpose?
- What's the Author's Message?
Reader's and Writer's Workshop Units of Study

Leveled Texts:

- Schoolwide Guided Reading Books
- Storyworks Magazine
- *Tales of a 4th Grade Nothing* by Judy Blume
- *The Mouse and the Motorcycle* by Beverly Cleary
- *Shiloh* by Phyllis Reynolds Naylor

Supplemental Resources:

<https://storyworksjr.scholastic.com/>
<https://www.spellingcity.com>
<https://www.storylineonline.net>
<https://mysteryscience.com/>
<https://www.readworks.org/>
<https://newsela.com/>

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

See Appendix A

Appendix A: Integrated Accommodations and Modifications

Special Education:

- Provide modified notes and access to extra copies online
- Provide oral reminders and check student work during independent work time
- Model skills/techniques to be mastered
- Check and sign assignment planner
- Preferential seating
- Pair visual prompts with verbal presentations
- Modified or scaffolded homework and classwork
- Extended time as needed
- Provide graphic organizers and study guides

English Learners:

- Provide scaffolded assignments and assessments
- Pair visual prompts with visual presentations
- Check and sign assignment planner
- Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment and assessment as needed
- Highlight key vocabulary
- Use graphic organizers
- Provide verbal and written directions
- Preferential seating with a English-speaking peer

At Risk of Failure:

- Check and sign assignment planner
- Encourage class participation and reinforce skills
- Model skills and assignments
- Extended to time to complete class work
- Preferential seating
- Provide extra help outside of class and 1:1 instruction when needed
- Communicate regularly with students' other teachers
- Provide positive feedback for tasks well done
- Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

- Pose higher-level thinking questions
- Provide higher level reading and writing materials for literacy based activities
- Probe student to extend thinking beyond the text or connect two or more texts
- Provide alternate or project-based assessments and assignments

Students with 504 Plans

- Provide extended time as needed
- Modify length of writing assignment
- Provide short breaks within the lesson
- Provide scaffolding for students
- Utilize graphic organizers