



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools **Springfield, New Jersey 07081**

English Language Arts **Grade 3**

Curriculum Guide

2024

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 29, 2024

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 28

Introduced By: Mrs. Saha

Seconded By: Mrs. Turnbull

Adopted: July 29, 2024

Curriculum Adoption

To approve the following curriculum and courses for the 2024-2025 school year:

a. ELA Courses - Revised to reflect the updated NJSL-ELA standards

- Grades Kindergarten-5 English Language Arts
- Grades 6-8 Communication Arts
- English I
- English II
- English III
- English IV
- DCA Freshman English
- AP English 3 Language and Composition
- AP English 4 Literature and Composition
- Senior Seminar

b. Middle School ELA Elective Courses

- Drama I and II
- Creative Writing
- Journalism-Grade 7

c. High School ELA Elective Courses

- Creative Writing and Poetry
- Drama I
- Film as Literature
- Journalism - High School
- Yearbook
- Tomorrow's Teachers

d. ESL (K-12)

- Elementary ESL
- Middle/High School ESL

e. Middle and High School World Language Curriculum

- French 1
- French 2
- French 3
- French 4
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4

f. Florence M Gaudineer Program of Studies

Michelle Calas, School Business Administrator/Board Secretary

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(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 29, 2024 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 30th day of July 2024.

SEAL

A handwritten signature in black ink, appearing to read 'Michelle Calas', is written above a horizontal line.

Michelle Calas
School Business Administrator/ Board Secretary



**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

**Timothy Kielty
Principal**

**Dave Rennie
Principal**

**Candice Schiano
Supervisor of Humanities**

Curriculum Developed By:

Kelly Correia ~ Elementary Teacher

Kristine Murray ~ Elementary Teacher



Unit Overview Template

Content Area: *English* **Grade Level:** *3* **Unit Title:** *Environments - Unit 1*

Unit Summary: Students will determine how our environment affects us, know about the different types of traditional tales and understand their elements, and use elements of narrative text to write a personal narrative.

Primary Interdisciplinary Connections: Science and Social Studies

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy

☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This reading unit is designed to explicitly teach the reading comprehension strategies of analyzing plot and setting, using text evidence, inferring themes, asking and answering questions, analyzing characters, making inferences, analyzing text features, analyzing descriptive language, and visualizing details, with a focus on traditional tales.

Career Readiness (Standard 9):

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 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.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology .
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- 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.4: Compare and contrast artifacts produced individually to those developed collaboratively.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.

Learning Targets

Standards: 2023 New Jersey Student Learning Standards for English Language Arts

Content Statements: Foundational Skills: Reading Language, Foundational Skills: Writing Language, Reading Domain, Writing Domain, Speaking and Listening Domain

CPI#: **Cumulative Progress Indicator (CPI):**



RL.CR.3.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RL.IT.3.3	Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
RL.MF.3.6	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).
L.WF.3.2.F.i	Spell regular two- and three-syllable words that: combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
L.WF.3.3.g	Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
L.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.3.3.c	Decode multisyllable words.
L.RF.3.3.d	Read grade-appropriate irregularly spelled words.
L.RF.3.4.a	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.
L.RF.3.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression.
W.NW.3.3	Write narratives to develop real or imagined experiences or events with basic story elements.
W.NW.3.3.a	Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
W.NW.3.3.d	Use concrete words and phrases and sensory details to convey experiences and events.
W.NW.3.3.e	Provide a conclusion or sense of closure that follows the narrated experiences or events.
W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.WP.3.4.a	Identify audience, purpose, and intended length of composition before writing.
W.WP.3.4.b	Consider writing as a process, including self-evaluation, revision and editing.
SL.PE.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.PI.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.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SEL.PK-12.1.1	Recognize one's feelings and thoughts



SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- How does our environment affect us?
- How do people travel in different environments?
- How do different cultures relate to their environment?
- How can an environment affect lives and relationships?
- What creative solutions do people come up with to survive their environment?
- Why should we appreciate our environment?

Unit Enduring Understandings:

- Students can learn more about traditional tales and analyze plot, setting, descriptive language and infer themes in a traditional tale.
- Students can learn more about themes concerning environments by analyzing characters in realistic fiction.
- Students can learn more about themes concerning environments by analyzing text features in an informational text.

Unit Learning Targets:

Students will....

Reading Comprehension:

- Analyze Plot and Setting
- Use Text Evidence
- Infer Theme
- Ask and Answer Questions
- Analyze Characters
- Make Inferences
- Analyze Text Features
- Use Text Evidence
- Analyze Descriptive Language Visualize Details

Grammar:

- Simple sentences



- Subjects and Predicates
- Compound Sentences
- Compound Subjects and Predicates
- Common and Proper Nouns

Writing:

- Learn the elements of a personal narrative
- Prewrite a personal narrative, including brainstorming and setting a purpose
- Draft elements of personal narratives, including a setting, problem, dialogue, and resolution
- Develop the structure for personal narratives
- Revise and edit drafts using standard English conventions, including complete simple and compound sentences with correct subject-verb agreement
- Publish and share personal narratives

Word Study:

- Syllable Pattern VC/CV
- Inflected Ending
- Base Words and Endings
- Vowel Digraphs
- Diphthongs

Book Club:

- *Eleven Nature Tales: A Multicultural Journey*



Evidence of Learning

Summative Assessment: Unit 1 Benchmark Test, Project Based Inquiry: A Safe Place to Play, Narrative: Personal Narrative

Equipment Needed: myView Student Interactive Text, SavvasRealize.com Digital Resources, Student iPads, Projector

Teacher Resources: myView Unit 1 materials - Teacher's Edition, Reading Routines Companion, myFocus Intervention, SavvasRealize.com Digital Resources

Formative Assessments:

- Weekly spelling tests
- Exit Tickets
- Monitor Progress Notes
- Conferences On the Go
- Weekly Progress Check-Ups
- Cold Reads for Fluency and Comprehension
- Weekly Selection Quizzes
- Weekly Standards Practice
- myView pages



Lesson Plans

Lesson	Time Frame
Lesson 1 Plot and Setting	2-3 class periods
Lesson 2 Analyze Characters	2-3 class periods
Lesson 3 Text Features	2-3 class periods

Teacher Notes: Use the following resources to guide lessons and inform instruction: myView Teacher's Edition, myView Reading Routines Companion, myFocus Intervention, myFocus Reader, myView Assessment Guided, Multilingual Learners: Awareness Handbook, Digital Resources on Savvasrealize.com, Trade Books, myView Readers, myView Foldable Decodable Readers, myView Anchor Charts, and MyView Skills Practice Book.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.savvasrealize.com

www.brainpopjr.com

<https://login.i-ready.com/>

www.ixl.com

<https://www.readinga-z.com/>



Lesson Plan 1 Template

Content Area: English Lesson Title: Plot and Setting Time Frame: 2-3 Periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science and Performing Arts

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the plot and setting in a traditional tale and learn about traditional tales. - Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths. - Use text evidence to find details about the plot and setting. - Make connections to personal experiences, ideas in other texts, and society.	Lesson Sequence - Discuss the characteristics of traditional tales, including folktales, fables, fairy tales, legends, and myths. - Model determining whether a story is a traditional tale using "The Boy's Advice." - Complete a First Read of "Grandma and the Great Gourd." Pause to discuss the First Read notes with students. - Complete a second Close Read of the story and have student underline details that help them	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Analyzing Plot and Setting Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



- picture the setting.
5. Analyze plot elements, including the sequence of events, the conflict, and the resolution.
 6. Students will explain the influence of the setting on the plot.
 7. Students will reenact the story in the correct sequence.

Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Traditional Tales; Foundational Skills Review and Reinforce - Teacher's Edition T24-27
- Develop Vocabulary - Teacher's Edition T56-57
- Analyze Plot and Setting - Teacher's Edition T64-65
- Use Text Evidence - Teacher's Edition T72-73
- Compare Texts - Teacher's Edition T78-79

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Lesson Plan 2 Template

Content Area: English Lesson Title: Analyze Characters Time Frame: 2-3 Periods

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science and Social Studies

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze characters in realistic fiction. - Learn about themes concerning environments. - Make inferences and use evidence to support understanding. - Understand how humans adapt to variations in the physical environment.	Lesson Sequence - Explain that major characters in realistic fiction interact and undergo changes like real people do and face problems that are often resolved by the end of the story. - Model determining that a story is realistic using "Feeling the Cold." - Students will work with a partner to complete the Turn and Talk activity on page 96 in the Student Interactive. - Complete a First Read of "Cocoliso." Pause to discuss the First Read notes with students.	- Daily Formative Assessment - Student Interactive page 121 - Daily Exit Tickets - Analyzing Character Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



	5. Complete a second Close Read of the story and have students underline details that help them analyze characters and explain the relationships among the characters. 6. Use the Close Read note on page 102 of the Student Interactive to model how to annotate the text to analyze characters. 7. Students will annotate the text using the other Close Read Notes for Analyze Characters and complete the chart on page 121 of the Student Interactive.	
Differentiation: Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options ● Identify Realistic Fiction; Foundational Skills Review and Reinforce - Teacher's Edition T156-157 ● Develop Vocabulary - Teacher's Edition T180-181 ● Analyze Characters - Teacher's Edition T188-189 ● Make Inferences - Teacher's Edition T196-197 ● Compare Texts - Teacher's Edition T202-203		
Resources Provided: ● SavvasRealize.com Digital Resources ● myView Student Interactive Text ● myFocus Reader ● IXL ● i-Ready My Path		



Lesson Plan 3 Template

Content Area: English Lesson Title: Text Features Time Frame: 2-3 Periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science and Social Studies

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze text features in an informational text. - Recognize characteristics and structures of informational text, including the central idea with supporting evidence, and features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding. - Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.	Lesson Sequence: - Explain that informational text is text that provides a reader with facts and informs the reader about a topic. - Model determining how an informational text is different from a traditional tale using "Surviving in the Four Corners." - Students will work with a partner to complete the Turn and Talk activity on page 132 in the Student Interactive. - Complete a First Read of "Living in Deserts." Pause to discuss the First Read notes with students. - Complete a second Close	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Living in Deserts Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



Read of the story and have students identify and analyze text features and underline text evidence that supports an idea or a response.

6. Students will complete the Check for Understanding questions on page 161 of the Student Interactive.

Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Informational Text; Foundational Skills Review and Reinforce - Teacher's Edition T218-221
- Develop Vocabulary - Teacher's Edition T250-251
- Analyze Plot and Setting - Teacher's Edition T258-259
- Use Text Evidence - Teacher's Edition T266-267
- Compare Texts - Teacher's Edition T272-273

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly***, ***Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: ELA	Grade Level: 3	Unit Title: Environment
Created: Grade 3 Team	Board Approved on:	



Unit Overview Template

Content Area: English **Grade Level:** 3 **Unit Title:** Interactions - Unit 2

Unit Summary: Students will determine how plants and animals live together, know about the different types of informational texts and understand their elements, and use elements of an informational text to write a how-to article.

Primary Interdisciplinary Connections: Science, Social Studies and Technology

21st Century Themes X Creativity and Innovation ☐ Critical Thinking and Problem Solving X ICT Literacy ☐ Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy

Unit Rationale: This reading unit is designed to explicitly teach the reading comprehension strategies of identifying main idea and details, monitoring comprehension, analyzing text structure, evaluating details, analyzing illustrations, synthesizing information, comparing and contrasting texts, explaining author's purpose, and visualizing details, with a focus on different types of informational texts.

Career Readiness (Standard 9):

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 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.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology .
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- 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.4: Compare and contrast artifacts produced individually to those developed collaboratively.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.



Learning Targets

Standards:	2023 New Jersey Student Learning Standards for English Language Arts
Content Statements:	Foundational Skills: Reading Language, Foundational Skills: Writing Language, Reading Domain, Writing Domain, Speaking and Listening Domain
CPI#:	Cumulative Progress Indicator (CPI):
RL.MF.3.6	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).
RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
RI.CI.3.2	Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
RI.IT.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.
L.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.3.3.c	Decode multisyllable words.
L.RF.3.3.d	Read grade-appropriate irregularly spelled words.
L.WF.3.2	Demonstrate command of the conventions of encoding and spelling.
L.WF.3.2.d	Spell singular and plural possessives (teacher's; teachers')
L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
L.WF.3.3.a	Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
L.WF.3.3.c	Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
L.WF.3.3.d	Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
L.WF.3.3.i	Organize ideas into paragraphs with main ideas and supporting details.
L.KL.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.3.1.a	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
W.IW.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.IW.3.2.a	Introduce a topic clearly.



W.IW.3.2.b	Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
W.IW.3.2.e	Provide a conclusion related to the information or explanation presented.
W.WR.3.5	Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
SL.PE.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.PE.3.1.a	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
Unit Essential Questions: • How do plants and animals live together? • How do patterns in nature help plants and animals? • How do living things in a habitat support one another? • How can a chain of events affect plants and animals? • How does reintroduction of a species affect plants and animals in a habitat? • Why is it important for plants and animals to depend on each other?	
Unit Enduring Understandings: • Students can learn more about informational texts and identify the main idea and details and analyze the structure in an informational text. • Students can learn more about themes concerning interactions by analyzing illustrations in realistic fiction and analyzing text structures of persuasive leads. • Students can learn more about informational texts and explain the author's purpose.	



Unit Learning Targets:

Students will....

Reading Comprehension:

- Identify Main Idea and Details
- Analyze Text Structure
- Evaluate and Visualize Details
- Analyze Illustrations
- Synthesize Information
- Compare and Contrast
- Explain Author's Purpose

Grammar:

- Singular and Plural Nouns
- Irregular Plural Nouns
- Singular Possessive Nouns
- Plural Possessive Nouns
- Main and Helping Verbs

Word Study:

- Syllable Patterns VC/V and V/CV
- r-Controlled
- Compound Words
- Syllable Patterns
- Contractions

Writing:

- Learn the elements of a how-to article
- Prewrite a how-to article, including composing a headline and lead, composing facts and details, and brainstorming and setting a purpose
- Draft elements of a how-to article, including a setting, problem, dialogue, and resolution
- Develop the structure for how-to articles
- Revise and edit drafts using standard English conventions, including nouns, adverbs, and coordinating conjunctions
- Publish and share personal narratives
- Introduce and develop a topic with facts, definitions, and details
- Use linking words and phrases to connect ideas
- Provide a concluding statement
- Develop and strengthen writing by planning, revising, and editing



Book Club:

A True Book: Wetlands

Evidence of Learning

Summative Assessment: Unit 2 Benchmark Assessment, Project Based Inquiry: Make Note of It!, How-To Report

Equipment Needed: myView Student Interactive Text, SavvasRealize.com Digital Resources, Student iPads, Projector

Teacher Resources: myView Unit 2 materials - Teacher's Edition, Reading Routines Companion, myFocus Intervention, SavvasRealize.com Digital Resources

Formative Assessments:

- Weekly spelling tests
- Exit Tickets
- Monitor Progress Notes
- Conferences On the Go
- Weekly Progress Check-Ups
- Cold Reads for Fluency and Comprehension
- Weekly Selection Quizzes
- Weekly Standards Practice
- myView pages



Lesson Plans

Lesson	Time Frame
Lesson 1 Main Idea and Details	2-3 class periods
Lesson 2 Text Structure	2-3 class periods
Lesson 3 Author's Purpose	2-3 class periods

Teacher Notes: Use the following resources to guide lessons and inform instruction: myView Teacher's Edition, myView Reading Routines Companion, myFocus Intervention, myFocus Reader, myView Assessment Guided, Multilingual Learners: Awareness Handbook, Digital Resources on Savvasrealize.com, Trade Books, myView Readers, myView Foldable Decodable Readers, myView Anchor Charts, and MyView Skills Practice Book.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.savvasrealize.com

www.brainpopjr.com

<https://login.i-ready.com/>

www.ixl.com

<https://www.readinga-z.com/>



Lesson Plan 1 Template

Content Area: English Lesson Title: Main Idea and Details Time Frame: 2-3 periods

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science, Social Studies, and Technology

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the main idea and details in an informational text. - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats. - Recognize characteristics and structures of informational texts, including the central idea with supporting evidence.	Lesson Sequence - Discuss the characteristics of informational texts that include at least one main idea about a topic and supporting details. - Model how to determine the main idea using the text "Dance of the Bees." - Students will work with a partner to complete the Turn and Talk activity on page 236 in the Student Interactive. - Complete a First Read of "Patterns in Nature." Pause to discuss the First Read notes with students. - Complete a second Close Read of the story and have students underline details that help them identify the main idea of a section. - Use the Close Read note on page 242 of the Student Interactive to model how to identify the main idea and details. - Students will annotate the text using the other Close Read notes for Identify Main Idea and Details and then use the text evidence from their annotations to complete the chart on page 261.	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Identifying Main Idea and Details Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice
Differentiation: Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options - Identify Informational Text; Foundational Skills Review and Reinforce - Teacher's Edition T24-27 - Develop Vocabulary - Teacher's Edition T48-49 - Identify Main Idea and Details - Teacher's Edition T56-57		



- Monitor Comprehension - Teacher's Edition T64-65
- Compare Texts - Teacher's Edition T70-71

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Lesson Plan 2 Template

Content Area: English Lesson Title: Text Structure Time Frame: 2-3 periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science, Technology, and Social Studies

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the structure of an informational text. - Identify the characteristics and structures of informational texts, including organizational patterns such as cause and effect and problem and solution. - Establish purpose for reading assigned and self-selected texts.	Lesson Sequence - Discuss the underlying structure and organization of informational texts. - Model how to determine the article's text structure using "The Dreaming." - Students will work with a partner to discuss the characteristics of informational texts. - Complete a First Read of "Weird Friends." Pause to discuss the First Read notes with students. - Complete a second Close Read of the story. - Use the Close Read note on page 279 of the Student Interactive to model how to annotate the text to analyze text	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Analyzing Text Structure Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



- structure.
7. Students will annotate the text using the other Close Read Notes for Analyze Text Structure and complete the chart on page 297 of the Student Interactive.

Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Informational Text; Foundational Skills Review and Reinforce - Teacher's Edition T86-87
- Develop Vocabulary - Teacher's Edition T110-111
- Analyze Text Structure - Teacher's Edition T118-119
- Evaluate Details - Teacher's Edition T126-127
- Compare Texts - Teacher's Edition T132-133

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Lesson Plan 3 Template

Content Area: English Lesson Title: Author's Purpose Time Frame: 2-3 periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science and Technology

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain the author's purpose in an informational text. - Explain the author's use of print and graphic features to achieve specific purposes. - Make inferences and use evidence to support understanding. - Understand how humans adapt to variations in the physical environment.	Lesson Sequence - Explain that informational text always has a purpose to inform or teach the reader. - Model how informational text features are used to help readers understand facts and details in a text using "Amazing Monarchs." - Students will work with a partner to complete the Turn and Talk activity on page 378 in the Student Interactive. - Complete a First Read of "Nature's Patchwork Quilt." Pause to discuss the First Read notes with students. - Complete a second Close Read of the story. Use the Close Read note on page 384 of the Student Interactive to	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Explaining Author's Purpose Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



- model how to annotate the text to figure out the author's purpose.
6. Students will annotate the text using the other Close Read Notes for Explain Author's Purpose and use the text evidence from their annotations to complete the chart on page 403 of the Student Interactive.

Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Informational Texts; Foundational Skills Review and Reinforce - Teacher's Edition T270-271
- Develop Vocabulary - Teacher's Edition T294-295
- Explain Author's Purpose - Teacher's Edition T302-303
- Visualize Details - Teacher's Edition T310-311
- Compare Texts - Teacher's Edition T316-317

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	ELA	Grade Level:	3	Unit Title:	Interactions
Created:	Grade 3 Team		Board Approved on:		



Unit Overview Template

Content Area: English **Grade Level:** 3 **Unit Title:** Heroes- Unit 3

Unit Summary: Students will collaborate with others to determine what makes a hero. Students will learn about historical fiction and understand its elements. Students will use elements of narrative text to write a historical fiction text.

Primary Interdisciplinary Connections: Science, Social Studies, and Performing Arts

21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy

☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This reading unit is designed to explicitly teach the reading comprehension strategies of analyzing plot and setting, correcting or confirming predictions, analyzing characters, making connections, using text evidence, inferring themes, comparing and contrasting texts, analyzing text structure, summarizing informational texts, explaining poetic characteristics, and monitoring comprehension, with a focus on historical fiction.

Career Readiness (Standard 9):

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

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.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

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

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology .

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

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.4: Compare and contrast artifacts produced individually to those developed collaboratively.

9.4.5.TL.5: Collaborate digitally to produce an artifact.

Learning Targets

Standards: 2023 New Jersey Student Learning Standards for English Language Arts

Content Statements: Foundational Skills: Reading Language, Foundational Skills: Writing Language, Reading Domain, Writing Domain, Speaking and Listening Domain



CPI#:	Cumulative Progress Indicator (CPI):
RL.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
RL.CI.3.2	Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
RL.IT.3.3	Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
RI.IT.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.
L.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
L.RF.3.3.d	Read grade-appropriate irregularly spelled words.
L.RF.3.4.a	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.
L.WF.3.2	Demonstrate command of the conventions of encoding and spelling.
L.WF.3.2.F.ii	Spell regular two- and three-syllable words that: Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
L.WF.3.2.g	Spell common words in English, including regular and irregular forms.
L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
L.WF.3.3.c	Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
L.WF.3.3.d	Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
L.WF.3.3.e	Use appropriate pronouns with clear referents.
L.WF.3.3.f	Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
L.KL.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.3.1.c	Recognize and observe differences between the conventions of spoken and written English.



L.VI.3.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.VI.3.3.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
W.NW.3.3.a	Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
W.NW.3.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.NW.3.3.d	Use concrete words and phrases and sensory details to convey experiences and events.
W.NW.3.3.e	Provide a conclusion or sense of closure that follows the narrated experiences or events.
W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.WP.3.4.a	Identify audience, purpose, and intended length of composition before writing.
W.WP.3.4.c	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
SL.PE.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.PI.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.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- What makes a hero?
- What qualities do we see in heroes?
- How can a hero's actions affect other people?
- How do challenges turn ordinary people into heroes?
- Why do people need heroes?



- What kinds of actions can be heroic?

Unit Enduring Understandings:

- Students can learn more about historical fiction and analyze plot, setting, and characters in historical fiction.
- Students can learn more about historical fiction and infer themes.
- Students can learn more about themes concerning heroes and analyze text structure in a biography.
- Students can learn more about themes concerning heroes and explain poetic elements in poetry.

Unit Learning Targets:

Students will....

Reading Comprehension:

- Analyze Plot and Setting
- Correct or Confirm Predictions
- Analyze Characters
- Make Connections
- Infer Theme
- Compare and Contrast Texts
- Analyze Text Structures
- Summarize Informational Text
- Explain Poetic Characteristics

Grammar:

- Related Words
- Synonyms and Antonyms
- Context Clues
- Figurative Language
- Parts of Speech

Word Study:

- Prefixes: pre-, dis-, in-, im-, non-
- Abbreviations
- Suffixes: -ful, -y, -ness
- Vowel Teams: oo, ew, ue, ui, eu
- Irregular Plural Nouns

Writing:

- Identify characters and setting
- Develop plot



- Brainstorm ideas
- Plan your history fiction story
- Compose a character and setting
- Establish a problem and plan a resolution
- Select genre
- Develop an introduction
- Draft event sequence
- Create an audio recording
- Compose dialogue
- Describe events and detail
- Revise and edit
- Publish historical fiction story
- Prepare for assessment

Book Club:

A Hero Two Doors Down



Evidence of Learning

Summative Assessment:	Unit 3 Benchmark Assessment, Project Based Inquiry: Be a Hero, Historical Fiction Writing
Equipment Needed:	myView Student Interactive Text, SavvasRealize.com Digital Resources, Student iPads, Projector
Teacher Resources:	myView Unit 3 materials - Teacher's Edition, Reading Routines Companion, myFocus Intervention, SavvasRealize.com Digital Resources

Formative Assessments:

- Weekly spelling tests
- Exit Tickets
- Monitor Progress Notes
- Conferences On the Go
- Weekly Progress Check-Ups
- Cold Reads for Fluency and Comprehension
- Weekly Selection Quizzes
- Weekly Standards Practice
- myView pages



Lesson Plans

Lesson	Time Frame
Lesson 1 Comparing Historical Fiction Texts	2-3 class periods
Lesson 2 Elements of a Biography	2-3 class periods
Lesson 3 Elements of Poetry	2-3 class periods

Teacher Notes: Use the following resources to guide lessons and inform instruction: myView Teacher's Edition, myView Reading Routines Companion, myFocus Intervention, myFocus Reader, myView Assessment Guided, Multilingual Learners: Awareness Handbook, Digital Resources on Savvasrealize.com, Trade Books, myView Readers, myView Foldable Decodable Readers, myView Anchor Charts, and MyView Skills Practice Book.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.savvasrealize.com

www.brainpopjr.com

<https://login.i-ready.com/>

www.ixl.com

<https://www.readinga-z.com/>



Lesson Plan 1 Template

Content Area: English Lesson Title: Comparing Historical Fiction Texts Time Frame: 2-3 periods

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Infer themes in historical fiction, distinguishing theme from topic. • Compare and contrast the themes, settings, and plots of historical fiction texts written by the same author. • Analyze plot elements, including the sequence of events, the conflict, and the resolution.	Lesson Sequence 1. Explain that a historical fiction story is a realistic story that takes place in the past and uses real historical facts and details, but the characters and some of the events are fictional. 2. Model how to determine that a story is historical fiction using "Everyday Superheroes." 3. Students will work with a partner to discuss the characteristics of historical fiction. 4. Complete a First Read of "Little House on the Prairie: and "By the Shores of Silver Lake." Pause to discuss the First Read notes with	• Daily Formative Assessment • Student Interactive pages • Daily Exit Tickets • Inferring Theme Exit Ticket on SavvasRealize.com • Cold Reads for Fluency and Comprehension • Weekly Standards Practice



- students.
5. Complete a second Close Read of the stories to compare and contrast the texts and identify themes.
 6. Use the Close Read note on page 103 of the Student Interactive to model how to annotate the text to infer the theme.
 7. Students will annotate the text using the other Close Read notes for Infer Theme and then use the text evidence from their annotations to complete the chart on page 121.

Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Historical Texts; Foundational Skills Review and Reinforce - Teacher's Edition T154-157
- Develop Vocabulary - Teacher's Edition T178-179
- Infer Theme - Teacher's Edition T186-187
- Compare and Contrast Texts - Teacher's Edition T194-195
- Compare Texts - Teacher's Edition T200-201

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Lesson Plan 2 Template

Content Area: English Lesson Title: Elements of a Biography Time Frame: 2-3 periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the text structure in a biography and learn more about the themes concerning heroes. - Recognize characteristics and structures of informational texts. - Establish purpose for reading assigned and self-selected texts. - Make connections to personal experiences, ideas in other texts, and society.	Lesson Sequence 1. Introduce the characteristics of biographies and how they are a type of informational text that has elements of historical fiction, including a setting in a real time and place and people who face challenges and struggles. 2. Model analyzing the text structure to determine that the text "Brave-Courageous" is a biography. 3. Students will work with a partner to complete the Turn and Talk activity on page 132 in the Student Interactive. 4. Establish a purpose for reading this biography. Prompt students to scan illustrations and text features to make predictions before	• Daily Formative Assessment • Student Interactive pages • Daily Exit Tickets • Elements of a Biography Exit Ticket on SavvasRealize.com • Cold Reads for Fluency and Comprehension • Weekly Standards Practice



	they read the text. 5. Complete a First Read of "Mama Miti: Wangari Maathai and the Trees of Kenya." Pause to discuss the First Read notes with students. 6. Complete a second Close Read of the story. Use the Close Read note on page 139 of the Student Interactive to model how to annotate the text to figure out its structure and understand the author's purpose. 7. Students will annotate the text using their Close Read notes for Analyze Text Structure and then use the text evidence from their annotations to complete the chart on page 155.	
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Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Biography; Foundational Skills Review and Reinforce - Teacher's Edition T216-219
- Develop Vocabulary - Teacher's Edition T238-239
- Analyze Text Structure - Teacher's Edition T246-247
- Summarize Informational Text - Teacher's Edition T254-255
- Compare Texts - Teacher's Edition T260-261

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Lesson Plan 3 Template

Content Area: English Lesson Title: Elements of Poetry Time Frame: 2-3 periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Social Studies and Performing Arts

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain poetic elements in poetry. - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. - Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	Lesson Sequence - Introduce the characteristics of different types of poetry, such as rhyming, free verse, concrete, and narrative poems, as well as the use of alliteration and onomatopoeia in poems. - Model how to determine the type of poem using the text "There for Me." - Model fluency and have students practice reading the poem with accuracy, appropriate rate, and expression. - Students will work with a partner to complete the Turn and Talk activity on page 166 in the Student Interactive. - Complete a First Read of	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Elements of Poetry Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



	"Poems About Heroes." Pause to discuss the First Read notes with students and how sound devices of rhyme, rhythm, and onomatopoeia work together to help express the speaker's thoughts and feelings. 6. Complete a second Close Read of the text. Use the Close Read note on page 173 of the Student Interactive to model how to annotate the text to call attention to poetic elements. 7. Students will annotate the text using the Close Read notes to complete the chart on page 187.	
Differentiation: Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options ● Identify Poetry; Foundational Skills Review and Reinforce - Teacher's Edition T276-279 ● Develop Vocabulary - Teacher's Edition T296-297 ● Explain Poetic Characteristics - Teacher's Edition T304-305 ● Monitor Comprehension - Teacher's Edition T312-313 ● Compare Texts - Teacher's Edition T318-319		
Resources Provided: ● SavvasRealize.com Digital Resources ● myView Student Interactive Text ● myFocus Reader ● IXL ● i-Ready My Path		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly***, ***Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	ELA	Grade Level:	3	Unit Title:	Heroes
Created:	Grade 3 team		Board Approved on:		



Unit Overview Template

Content Area: English **Grade Level:** 3 **Unit Title:** Events- Unit 4

Unit Summary: Students will collaborate with others to determine how communities change over time. Students will learn about biographies and understand its elements. Students will use elements of opinion writing to write an opinion essay.

Primary Interdisciplinary Connections: Science

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy

Unit Rationale: This reading unit is designed to explicitly teach the reading comprehension strategies of analyzing text structure, correcting or confirming predictions, identifying main idea and key details, making inferences, explaining author's purpose, asking and answering questions, distinguishing viewpoints, making connections, identifying play elements, and monitoring comprehension, with a focus on biographies, narrative nonfiction, and plays.

Career Readiness (Standard 9):

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 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.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology .
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- 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.4: Compare and contrast artifacts produced individually to those developed collaboratively.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.



Learning Targets

Standards:	2023 New Jersey Student Learning Standards for English Language Arts
Content Statements:	Foundational Skills: Reading Language, Foundational Skills: Writing Language, Reading Domain, Writing Domain, Speaking and Listening Domain
CPI#:	Cumulative Progress Indicator (CPI):
RL.CR.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.IT.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.
RL.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for answers.
L.VL.3.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
RL.CI.3.2	Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
RI.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
RI.MF.3.6	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).
RI.AA.3.7	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.
L.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
L.KL.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
W.AW.3.1	Write opinion texts to present an idea with reasons and information.
W.AW.3.1.a	Introduce an opinion clearly.



W.AW.3.1.b	Support the opinion with facts, definitions, reasons, text evidence, or other information and examples related to the topic.
W.AW.3.1.c	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
W.AW.3.1.d	Provide a conclusion related to the opinion presented.
W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.WR.3.5	Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
SL.PE.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.PE.3.1.a	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.II.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.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.PI.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.PI.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- How do communities change over time?
- How can one person improve a community?
- How can personal stories change society?
- How do big ideas change communities?



- How can a leader's experiences inspire change?
- How do people support each other in difficult times?

Unit Enduring Understandings:

- Students can learn more about biography and analyze text structure in a biography.
- Students can identify the main idea and key details in a biography.
- Students can explain the author's purpose in a biography.
- Students can learn more about themes concerning events by distinguishing viewpoints in narrative nonfiction.
- Students can learn about themes by reading a text that helps me identify elements in a drama.

Unit Learning Targets:

Students will....

Reading Comprehension:

- Analyze Text Structure
- Correct or Confirm Predictions
- Identify Main Idea and Key Details
- Make Inferences
- Author's Purpose
- Ask and Answer Questions
- Distinguish Viewpoint
- Make Connections

Grammar:

- Related Words
- Synonyms and Antonyms
- Context Clues
- Analogies
- Parts of Speech

Word Study:

- r-Controlled Vowels: ir, er, ur, ear
- VCCCV Pattern
- Latin Suffixes
- Homographs
- Homophones

Writing:

- Opinion essay planning
- Develop the topic, an opinion, reasons, supporting facts
- Compose an introduction



- Organize supporting reasons and facts
- Compose a conclusion
- Revise by adding linking words and adding details
- Edit for capitalization and spelling
- Peer edit
- Use technology to publish writing

Book Club:

Sonia Sotomayor

Evidence of Learning

Summative Assessment: Unit 4 Benchmark Assessment, Inquiry Based Project: Past and Present, Opinion Essay

Equipment Needed: myView Student Interactive Text, SavvasRealize.com Digital Resources, Student iPads, Projector

Teacher Resources: myView Unit 4 materials - Teacher's Edition, Reading Routines Companion, myFocus Intervention, SavvasRealize.com Digital Resources

Formative Assessments:

- Weekly spelling tests
- Exit Tickets
- Monitor Progress Notes
- Conferences On the Go
- Weekly Progress Check-Ups
- Cold Reads for Fluency and Comprehension
- Weekly Selection Quizzes
- Weekly Standards Practice
- myView pages



Lesson Plans

Lesson	Time Frame
Lesson 1 Distinguish Viewpoint	2-3 class periods
Lesson 2 Elements of Plays	2-3 class periods
Lesson 3 Make Inferences	2-3 class periods

Teacher Notes: Use the following resources to guide lessons and inform instruction: myView Teacher's Edition, myView Reading Routines Companion, myFocus Intervention, myFocus Reader, myView Assessment Guided, Multilingual Learners: Awareness Handbook, Digital Resources on Savvasrealize.com, Trade Books, myView Readers, myView Foldable Decodable Readers, myView Anchor Charts, and MyView Skills Practice Book.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.savvasrealize.com

www.brainpopjr.com

<https://login.i-ready.com/>

www.ixl.com

<https://www.readinga-z.com/>



Lesson Plan 1 Template

Content Area: English Lesson Title: Distinguish Viewpoint Time Frame: 2-3 periods

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy

X Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Distinguish viewpoint in narrative nonfiction. - Recognize characteristics and structures of informational text. - Explain an author's purpose and message within a text. - Make connections to personal experiences, ideas in other texts, and society.	Lesson Sequence - Discuss the characteristics of narrative nonfiction and how it uses facts, details, narrative elements, and chronological order to tell about real events. - Model determining whether a narrative nonfiction text is a biography or another form of narrative nonfiction using the text "Never a Quitter." - Students will work with a partner to complete the Turn and Talk activity on page 332 in the Student Interactive. - Complete a First Read of "Green City." Pause to discuss the First Read notes with students. - Model how to identify the viewpoint of the author by	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Distinguishing Viewpoint Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



	considering opinions, details, and examples using the Close Read note on page 338 of the Student Interactive to model how to distinguish the author's viewpoint. 6. Complete a second Close Read of the story. Students will practice comparing the author's viewpoint with their own. 8. Students will annotate the text using the Close Read notes for Distinguish Viewpoint and then use the text evidence from their annotations to complete the chart on page 361.	
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Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Narrative Nonfiction; Foundational Skills Review and Reinforce - Teacher's Edition T212-215
- Develop Vocabulary - Teacher's Edition T240-241
- Distinguish Viewpoint - Teacher's Edition T248-249
- Make Connections - Teacher's Edition T256-257
- Compare Texts - Teacher's Edition T262-263

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Lesson Plan 2 Template

Content Area: English Lesson Title: Elements of Plays Time Frame: 2-3 periods

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy

X Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Performing Arts and Social Studies

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the elements in a drama, such as characters, dialogue, setting, and acts. - Make connections to personal experiences, ideas in other texts, and society. - Generate questions about a text before, during, and after reading to deepen understanding and gain information.	Lesson Sequence - Introduce the characteristics of a play, including the cast of characters, dialogue, and stage directions. - Model analyzing a text and determining the elements of a drama using the scene "The Comforts of Home." - Students will work with a partner to complete the Turn and Talk activity on page 372 in the Student Interactive. - Complete a First Read of "Grace and Grandma." Remind students to focus on the main characters in the text and have them make connections between other cultures and the cultures described in the text. Pause	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Identifying Play Elements Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



	to discuss the First Read notes with students. 5. Complete a second Close Read of the story and identify the parts of the play. Use the Close Read note on page 378 of the Student Interactive to model how to annotate the text to identify play elements. 6. Students will annotate the text using their Close Read notes for Analyze Text Structure and then use the text evidence from their annotations to complete the graphic organizer on page 397. 7. Students will take turns performing the play for each other.	
Differentiation: Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options ● Identify Drama; Foundational Skills Review and Reinforce - Teacher's Edition T278-281 ● Develop Vocabulary - Teacher's Edition T302-303 ● Identify Play Elements - Teacher's Edition T310-311 ● Monitor Comprehension - Teacher's Edition T318-319 ● Compare Texts - Teacher's Edition T324-325		
Resources Provided: ● SavvasRealize.com Digital Resources ● myView Student Interactive Text ● myFocus Reader ● IXL ● i-Ready My Path		



Lesson Plan 3 Template

Content Area: English Lesson Title: Make Inferences Time Frame: 2-3 periods

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Earth Science

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Make inferences and use evidence to support understanding. • Make connections to personal experiences, ideas in other texts, and society.	Lesson Sequence 1. Model how to make inferences about everyday life. Students will work with a partner to practice making inferences about each other's daily lives. 2. Complete a First Read of "Frederick Douglass." Students will record inferences on a 3-column chart. The first column will list details from "Frederick Douglass", the second column lists background knowledge, and the third is inferences from combining the information in the first two columns. 3. Complete a second Close Read of the story. Use the	• Daily Formative Assessment • Student Interactive pages • Daily Exit Tickets • Making Inferences Exit Ticket on SavvasRealize.com • Cold Reads for Fluency and Comprehension • Weekly Standards Practice



Close Read note on page 266 of the Student Interactive to model how to make inferences.
4. Students will annotate the text using their Close Read notes for Make Inferences and complete page 397 of the Student Interactive.

Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Biography; Foundational Skills Review and Reinforce - Teacher's Edition T88-91
- Develop Vocabulary - Teacher's Edition T110-111
- Identify Main Idea and Key Details - Teacher's Edition T118-119
- Make Inferences - Teacher's Edition T126-127
- Compare Texts - Teacher's Edition T132-133

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly***, ***Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	ELA	Grade Level:	Grade 3	Unit Title:	Events
Created:	Grade 3 Team		Board Approved on:		



Unit Overview Template

Content Area:	ELA	Grade Level:	3	Unit Title:	Solutions - Unit 5
Unit Summary: Students will determine how the environment challenges us. Students will learn about the different types of informational texts and understand their elements. Students can use knowledge of the sound and shape of poetry to write a poem.					
Primary Interdisciplinary Connections: Social Studies/SEL					
<u>21st Century Themes</u> X Creativity and Innovation ☐ Critical Thinking and Problem Solving X ICT Literacy					
☐ Information Literacy X Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This reading unit is designed to explicitly teach the reading comprehension strategies of analyzing text features, correcting or confirming predictions, using context clues to determine word meaning, analyzing text structure, synthesizing information, monitoring comprehension, analyzing point of view, making connections, inferring theme, and evaluating details, with a focus on different types of informational texts, procedural texts, historical fiction, and fables.				
Career Readiness (Standard 9):					
9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.					
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.					
9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.					
9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.					
9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.					
9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology .					
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.					
9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.					
9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.					
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.4: Compare and contrast artifacts produced individually to those developed collaboratively.					
9.4.5.TL.5: Collaborate digitally to produce an artifact.					



Learning Targets

Standards:	2023 New Jersey Student Learning Standards for English Language Arts
Content Statements:	Foundational Skills: Reading Language, Foundational Skills: Writing Language, Reading Domain, Writing Domain, Speaking and Listening Domain
CPI#:	Cumulative Progress Indicator (CPI):
RL.CI.3.2	Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
RL.PP.3.5	Distinguish their own point of view from that of the narrator or those of the characters.
RL.CR.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.IT.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.
L.VL.3.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
RI.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
RI.MF.3.6	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).
RI.AA.3.7	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.
L.RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
L.RF.3.3.e	Analyze the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.WR.3.5	Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
SL.PE.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.II.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.PI.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.
L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
L.WF.3.3.d	Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
L.WF.3.3.g	Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
L.KL.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- How does the world challenge us?
- How can nature change people's lives?
- How do changes on Earth affect the environment?
- What are some ways to prepare for an emergency?
- How should people respond during a disaster?
- What can nature teach us about ourselves?

Unit Enduring Understandings:

- Students can learn more about informational texts and analyze text features and structures in an informational text.
- Students can analyze text structure in a procedural text.
- Students can learn more about themes concerning solutions by analyzing point of view in historical fiction.
- Students can learn more about themes concerning solutions by reading a text that helps me infer themes in traditional tales.



Unit Learning Targets:

Students will....

Reading Comprehension:

- Analyze Text Features and Structure
- Correct or Confirm Predictions
- Synthesize Information
- Monitor Comprehension
- Analyze Point of View
- Infer Theme
- Evaluate Details

Grammar:

- Related Words
- Synonyms and Antonyms
- Context Clues
- Figurative Language
- Parts of Speech

Word Study:

- Vowel Patterns: au, aw, al, augh, ough
- Vowel Patterns: ei, eigh
- Words with Suffix -en
- Schwa
- Final Stable Syllables: -le, -ture, -ive, -ize

Writing:

- Brainstorm poem ideas
- Compose with imagery, rhythm, rhyme, alliteration, and figurative language
- Revise for word choice
- Create an audio recording and visual display
- Revise for structure, coherence, and clarity
- Edit for nouns, adjectives, and adverbs

Book Club:

Do Tornadoes Really Twist?



Summative Assessment:	Unit 5 Benchmark Assessment, Project Based Inquiry: Take a Trip!, Poem
Equipment Needed:	myView Student Interactive Text, SavvasRealize.com Digital Resources, Student iPads, Projector
Teacher Resources:	myView Unit 5 materials - Teacher's Edition, Reading Routines Companion, myFocus Intervention, SavvasRealize.com Digital Resources

Formative Assessments:

- Weekly Spelling Tests
- Exit Tickets
- Monitor Progress Notes
- Conferences On the Go
- Weekly Progress Check-Ups
- Cold Reads for Fluency and Comprehension
- Weekly Selection Quizzes
- Weekly Standards Practice
- myView pages

Lesson Plans

Lesson	Time Frame
Lesson 1 Context Clues	2-3 class periods
Lesson 2 Make Connections	2-3 class periods
Lesson 3 Infer Theme	2-3 class periods

Teacher Notes: Use the following resources to guide lessons and inform instruction: myView Teacher's Edition, myView Reading Routines Companion, myFocus Intervention, myFocus Reader, myView Assessment Guided, Multilingual Learners: Awareness Handbook, Digital Resources on Savvasrealize.com, Trade Books, myView Readers, myView Foldable Decodable Readers, myView Anchor Charts, and MyView Skills Practice Book.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.savvasrealize.com

www.brainpopjr.com

<https://login.i-ready.com/>

www.ixl.com

<https://www.readinga-z.com/>



Lesson Plan 1 Template

Content Area: ELA Lesson Title: Context Clues Time Frame: 2-3 periods

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words. - Build vocabulary by finding words related to the lesson concept.	Lesson Sequence - Review that context clues are words and phrases that determine the meaning of unfamiliar words. - Model how to use context clues to determine word meaning using the example on page 506 of the Student Interactive. - Introduce the acronym IDEAS to help students remember the different types of context clues they can use to determine word meaning - (Information, Definitions, Examples, Antonyms, and Synonyms). - Students will work with a partner to use context clues to determine word meaning	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Context Clues Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



	and complete the chart on page 506 of the Student Interactive. 5. Complete a First Read of "A Safety Plan; In Case of Emergency." Students will use context clues to determine the meaning of unknown words. 6. Complete a second Close Read of the story and use the Context Clues Close Read notes to practice the skill.	
Differentiation: Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options - Identify Procedural Text; Foundational Skills Review and Reinforce - Teacher's Edition T148-151 - Develop Vocabulary - Teacher's Edition T170-171 - Analyze Text Structure - Teacher's Edition T178-179 - Monitor Comprehension - Teacher's Edition T186-187 - Compare Texts - Teacher's Edition T192-193		
Resources Provided: - SavvasRealize.com Digital Resources - myView Student Interactive Text - myFocus Reader - IXL - i-Ready My Path		



Lesson Plan 2 Template

Content Area: ELA Lesson Title: Make Connections Time Frame: 2-3 periods

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation ☐ Critical Thinking and Problem Solving **X** Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Make inferences and use evidence to support understanding. • Make connections to personal experiences, ideas in other texts, and society. • Analyze plot elements, including the sequence of events, the conflict, and the resolution.	Lesson Sequence 1. Model how to make connections with a character in a work of historical fiction. 2. Students will make a two-column chart to practice making connections. The first column describes the character's thoughts, feelings, and actions. The second column describes a time they have felt the same as the character or have been in a similar situation. 3. Complete a First Read of "Nora's Ark." Pause to discuss the First Read notes with students. 4. Complete a second Close Read of the story. Use the Close Read note on page 546	• Daily Formative Assessment • Student Interactive pages • Daily Exit Tickets • Making Connections Exit Ticket on SavvasRealize.com • Cold Reads for Fluency and Comprehension • Weekly Standards Practice



- | | | |
|--|---|--|
| | <p>of the Student Interactive to model how to identify and annotate details that can be compared and contrasted with modern life.</p> <p>5. Students will annotate the text using their Close Read notes for Make Connections.</p> <p>6. Then students will use their annotations to complete the chart on page 572 of the Student Interactive.</p> | |
|--|---|--|

Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Historical Fiction; Foundational Skills Review and Reinforce - Teacher's Edition T208-211
- Develop Vocabulary - Teacher's Edition T238-239
- Analyze Point of View - Teacher's Edition T246-247
- Make Connections - Teacher's Edition T254-255
- Compare Texts - Teacher's Edition T260-261

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Lesson Plan 3 Template

Content Area: ELA Lesson Title: Infer Theme Time Frame: 2-3 periods

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
x Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Infer themes in traditional tales and learn about themes concerning solutions. • Infer the theme of a work, distinguishing theme from topic. • Identify the moral, or lesson, in a fable. • Make connections to personal experiences, ideas in other texts, and society.	Lesson Sequence 1. Review the characteristics of a fable and how the purpose of a fable is to teach a moral, or lesson. 2. Model how to identify a fable using "The Ant and the Grasshopper." 3. Students will work with a partner to complete the Turn and Talk activity on page 580 in the Student Interactive. 4. Complete a First Read of "Aesop's Fox." Pause to discuss the First Read notes with students. 5. Complete a second Close Read of the story. Use the Close Read note on page 589 of the Student Interactive to model how to infer the	• Daily Formative Assessment • Student Interactive pages • Daily Exit Tickets • Inferring Theme Exit Ticket on SavvasRealize.com • Cold Reads for Fluency and Comprehension • Weekly Standards Practice



theme.
 6. Students will annotate the text using their Close Read Notes for Infer Theme and use the text evidence from their annotations to complete the graphic organizer on page 605 of the Student Interactive.

Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Traditional Tales; Foundational Skills Review and Reinforce - Teacher's Edition T276-279
- Develop Vocabulary - Teacher's Edition T300-301
- Infer Theme - Teacher's Edition T308-309
- Evaluate Details - Teacher's Edition T316-317
- Compare Texts - Teacher's Edition T322-323

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly***, ***Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area:	ELA	Grade Level:	3	Unit Title:	Solutions
Created	Grade 3 team		Board Approved on:		



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The “*[Strengthening Gifted and Talented Education Act](#)*” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.