

Quinton Township School District
English Language Arts
Grade 3

Unit	1	Unit Title:	Growing and Learning	Pacing:	30 Days
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Unit Summary: Third grade introduces a new classroom with new classmates. This unit sets the tone for the community’s academic journey throughout the year. By establishing routines and expectations, teachers empower students to become avid readers and writers. Students explore narrative elements such as theme, text structure, and main idea through fiction and nonfiction texts and focus on reading strategies they will utilize throughout the year, including visualizing, asking and answering questions, and making predictions. In examining the theme “Learning and Growing as a Community,” students read stories and informational texts discussing a variety of traditions and cultures, such as *Ready for Aloha* by Kathy K. Hinds, as well as texts about how communities are created and work together to solve problems. @ () ^

Objectives:

Language

- 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. ()
- Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, and automaticity on successive readings.
- Identify sentences and fragments.
- Use capitalization and punctuation correctly.
- Spell words with short vowels.
- Acquire and use grade-appropriate academic vocabulary.
- Demonstrate expressive reading skills and fluency by performing a reader’s theater script based on text from the curriculum.

Reading

- Identify and use text features such as headings, maps, captions, sidebars, bar graphs.
- Use text details to ask and answer questions.
- Analyze a text to determine the author's purpose.
- Analyze the structure of a text: Chronology.
- Compare and contrast how authors present information on the same topic or theme.
- Engage in literature with diverse characters from and analyze themes of acceptance and empathy in texts such as *Dragons on the Water*, *Cora Cooks Pancit*, and *Lion Dancer: Ernie Wan's Chinese New Year*, among others. @ ^
- Identify traditions from various cultures and compare and contrast to students' own lives to strengthen empathy and understanding through *A Row of Lamps*, *Diwali*, *The Special Meal*, *More about Mole*, and *The Great Tradition*. @ () ^

Writing

- Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, and a variety of transitional words or phrases.
- Write opinions about a topic or text and include reasons supported by details from one or more sources.
- Develop and strengthen writing as needed by planning, revising, and editing.
- Execute the use of statements and questions correctly.
- Use commands and exclamations correctly.

Essential Questions:

How does a strong reader use strategies to build fluency and comprehension?

How does the process of draft, revise, and edit support strong writing components?

How do students communicate and share ideas effectively with their peers?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.3.3.A, L.RF.3.3.C, L.RF.3.3.D, L.RF.3.3.E, L.RF.3.4.A

L.WF.3.2.A, L.WF.3.2.G, L.WF.3.3.A, L.WF.3.3.C, L.WF.3.3.F, L.WF.3.3.G, L.WF.3.3.I

L.KL.3.1.A, L.VL.3.2.A, L.VL.3.2.B, L.VL.3.2.D, L.VI.3.3.A

Reading Learning Targets: RL.CR.3.1, RL.CI.3.2, RL.IT.3.3, RI.CR.3.1, RI.CI.3.2, RI.IT.3.3, RI.TS.3.4, RL.PP.3.5, RI.PP.3.5, RL.MF.3.6, RI.MF.3.6, RI.AA.3.7, RL.CT.3.8, RI.CT.3.8

Writing Learning Targets: W.AW.3.1, W.IW.3.2.B, W.IW.3.2.C, W.NW.3.3.A-E, W.WP.3.4.A, W.SE.3.6, W.RW.3.7

Speaking/Listening: SL.PE.3.1.A-D, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6

Interdisciplinary Connections: 6.1.5.CivicsPI.1, 6.1.5.CivicsCM.1, 6.1.5.CivicsPD.3, 6.1.5.CivicsCM.3, 2.1.5.SSH.3, 1.4.5.Cr1c, 1.4.5.Cr2b, 1.4.5.Cr3a, 1.4.5.Cr3b, 1.4.5.Cr3c, 1.4.5.Pr5a, 1.4.5.Pr5b, 1.4.5.Pr6a

Career Readiness, Life Literacies, and Key Skills: 9.1.5.CR.1, 9.4.5.CI.2, 9.4.5.CI.3, 9.4.5.GCA.1, 9.4.5.CT.4

Computer Science and Design Thinking: 8.1.2.AP.4, 8.1.5.IC.1

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.8

Overview of Activity/ Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Language Phonics Activities: short vowels, word families, inflectional endings,	Teachers Manual Assessment Sampler Phonics First, Brainspring <i>Wonders</i> Teacher's Edition	Blackline Masters Activity Cards Vocabulary/Spelling Cards	Smart Board Applications Google Applications Chromebooks <i>Wonders</i> Interactive Student

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Vocabulary: academic vocabulary, compound words <u>Reading</u> Genre: Narrative fiction, narrative nonfiction, realistic fiction, argumentative text Minilessons: Ask and Answer Questions, Text Features: Headings and Maps, Text Structure: Chronology, Visualize, Character Perspective, Plot: Character Development, Text Features: Captions, Maps, and Sidebars, Central Idea and Relevant Details Listening Comprehension Shared Reading Respond to Reading <u>Writing</u>	(McGraw Hill 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard	Reading/Writing Companion Leveled Readers Literature Anthology	Edition <i>Go Wonders</i> Online Tools and Games Epic Books Vooks TeachYourMonster IXL Kahoot Blooket SplashLearn
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Genre: Personal Narrative Minilessons: Choose Your Topic, Sequence of Events, Descriptive Details, Revise: Sentence Fluency, Peer Conferencing, Edit and Proofread, Publish, Present, and Evaluate, Plan Relevant Information, Fact and Opinion Grammar: Sentences and Fragments, Commands and Exclamations, Subjects, Predicates, Simple and Compound Sentences Spelling: Short vowels <i>a</i> and <i>i</i>, Short vowels <i>o</i>, <i>e</i>, and <i>u</i>, Final <i>e</i>, Long <i>a</i>, Long <i>o</i>			
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Assessments	
Formative Assessments • Anecdotal Notes • Fountas and Pinnell Running Record • Exit Tickets	Summative Assessments • Topic tests • Fountas and Pinnell Testing • Final Drafts

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• Student Practice Pages • Writing Drafts • Notebooks • Progress Monitoring • Student Self Assessments	• School-wide Writing Assessment- Pre
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

• Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Translate printed communications in native language for parents. • Hold conferences with translator present.		
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Quinton Township School District
English Language Arts
Grade 3

Unit	2	Unit Title:	Figure It Out	Pacing:	30 Days
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Unit Summary: In this unit, students explore ways people “Figure It Out” by reading literary and informational texts about government participation, immigration, and invention. In exploring texts, students build the ability to identify text structure and organization, make inferences, and compare and contrast. Students will explore complex issues, such as climate change through stories including *Protecting the Islands* from the anthology. Topics of inclusion and diversity will be highlighted with rich texts, including the poem *Empanada Day* by George Santiago and the story *Dancing La Raspa* in the given anthology. As writers, students explore their creative sides, producing narratives and poetry, in addition to responding to texts in more formal writing. # () ^

Objectives:

Language

- Decode words with long vowel patterns.
- Use knowledge of plural words to decode.
- Read grade-level prose and poetry orally with accuracy, appropriate phrasing, rate, intonation, and automaticity on successive readings. () ^
- 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. #
- Identify and apply knowledge of common Greek and Latin affixes to determine the meaning of unfamiliar words in grade level content.
- Demonstrate expressive reading skills and fluency by performing a reader’s theater script based on text from the curriculum.

Reading

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

- Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.
- Identify an author's claim and explain how an author uses evidence to support the claim.
- Explain the development of an author's purpose in an informational text.
- Summarize a text to enhance comprehension.
- Compare and contrast how authors present information on the same topic or theme.
- Engage in historical fiction about immigration to analyze and understand themes of acceptance and empathy in texts such as *The Promise of Gold Mountain*. @ ^

Writing

- Respond to text in writing.
- Write personal or fictional narratives using a logical sequence of events, dialogue, and an ending.
- Plan, revise, and edit writing.
- Identify and use different kinds of nouns.
- Use singular and plural nouns correctly.
- Spell words with long vowel patterns correctly.

Essential Questions:

How does a strong reader use strategies to build fluency and comprehension?

How does the process of draft, revise and edit support strong writing components?

How do students communicate and share ideas effectively with their peers?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.3.3.A, L.RF.3.3.C, L.RF.3.3.D, L.RF.3.3.E, L.RF.3.4.B

L.WF.3.2.A, L.WF.3.2.D, L.WF.3.2.E, L.WF.3.2.F, L.WF.3.2.G, L.WF.3.3.C, L.WF.3.3.D, L.WF.3.3.F, L.WF.3.3.G L.KL.3.1.B, L.VL.3.2.A, L.VL.3.2.B, L.VL.3.2.C, L.VL.3.2.D, L.VI.3.3.B
Reading Learning Targets: RL.CR.3.1, RL.CI.3.2, RL.IT.3.3, RI.TS.3.4, RL.PP.3.5, RI.PP.3.5, RL.MF.3.6, RI.MF.3.6, RI.AA.3.7, RL.CT.3.8, RI.CT.3.8
Writing Learning Targets: W.AW.3.1, W.IW.3.2.B, W.NW.3.3, W.WP.3.4, W.SE.3.6, W.RW.3.7
Speaking/Listening: SL.PE.3.1, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6
Interdisciplinary Connections: 6.1.5.CivicsPI.1, 6.1.5.CivicsPD.3, 3.DL.A.1, 3-5-ETS1-1, 1.4.5.Cr1c, 1.4.5.Cr2b, 1.4.5.Cr3a, 1.4.5.Cr3b, 1.4.5.Cr3c, 1.4.5.Pr5a, 1.4.5.Pr5b, 1.4.5.Pr6a
Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2, 9.4.2.CT.3, 9.4.5.CT.1, 9.4.5.CT.3
Computer Science and Design Thinking: 8.1.2.AP.4
Career Education: 9.2.5.CAP.7

Overview of Activity/ Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<u>Language</u> Phonics Activities: Long <i>i</i> : <i>i</i> , <i>ie</i> , <i>igh</i> , <i>i_e</i> , <i>y</i> ; Long <i>u</i> : <i>u</i> , <i>u_e</i> , <i>ew</i> ; Plural words with <i>y</i> to <i>i</i> , Long <i>e</i> : <i>e</i> , <i>ea</i> , <i>ee</i> , <i>e_e</i> , <i>ie</i> , <i>ey</i> , <i>y</i> , Inflectional endings, Words with Silent Letters, Singular and Plural Possessives,	Teachers Manual Assessment Sampler Phonics First, Brainspring <i>Wonders</i> Teacher's Edition (McGraw Hill 2023) <i>Wonders</i> Instructional Routines Handbook	Blackline Masters Activity Cards Vocabulary/Spelling Cards Reading/Writing Companion Leveled Readers Literature Anthology	Smart Board Applications Google Applications Chromebooks <i>Wonders</i> Interactive Student Edition <i>Go Wonders</i> Online Tools and Games

Three-Letter Blends, Closed Syllables, Digraphs, Open Syllables Vocabulary: Academic Vocabulary, Prefixes: <i>re-</i>, <i>un-</i>, Figurative Language <u>Reading</u> Genre: Expository Text Minilessons: Reread, Text Features: Headings and Bar Graphs, Author's Claim, Make, Confirm, and Revise Predictions, Plot: Character Development, Theme, Literary Elements: Alliteration and Rhymed Verse, Text Structure: Limerick and Free Verse, Character Perspective Listening Comprehension Shared Reading Respond to Reading	<i>Wonders</i> Data Dashboard		Epic Books Vooks TeachYourMonster IXL Kahoot Blooket SplashLearn
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Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

<u>Writing</u> Genre: Realistic Fiction, Poetry Minilessons: Choose Your Topic, Plan Sequence of Events, Dialogue, Revise: Strong Conclusion, Peer Conferencing, Edit and Proofread, Publish, Present, and Evaluate, Plan Ideas, Rhythm and Rhyme Grammar: Kinds of Nouns, Singular and Plural Nouns, Special Nouns, Combining Sentences, Possessive Nouns Spelling: Long <i>i</i> and Long <i>u</i>, Long <i>e</i>, Words with Silent Letters, Three-Letter Blends, Digraphs			
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Assessments	
Formative Assessments Anecdotal Notes	Summative Assessments Topic tests

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

● Fountas and Pinnell Running Record ● Exit Tickets ● Student Practice Pages ● Writing Drafts ● Notebooks ● Progress Monitoring ● Student Self Assessments	● Fountas and Pinnell Testing ● Final Drafts
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Utilize wait time effectively. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids during lessons and small-group time. ● Utilize open-ended questioning techniques. ● Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. ● Vary formative assessment styles to drive next point of instruction. ● Create modified assessments.	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role	● Promote self-initiated and self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• model. • Utilize graphic organizers.	
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Quinton Township School District
English Language Arts
Grade 3

Unit	3	Unit Title:	One of a Kind	Pacing:	30 Days
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Unit Summary: In this unit students explore “Individual Qualities” with texts examining how everyone plays an important role in other people’s lives, as well as how each person’s unique set of skills advances our society. This unit spotlights skills and habits that are essential in reading nonfiction texts: determining importance and finding main ideas and supporting details; figuring out and using new, specific vocabulary and applying analytical skills such as cause and effect. They also focus on reading strategies such as close reading, visualizing, and summarizing. Finally, as writers, students will express their opinions about characters and different communities they have learned about through text.

Objectives:

Language

- Decode words with r-controlled vowels.
- Use knowledge of contractions to decode words.
- Use knowledge of prefixes to decode words.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, phrasing, and automaticity on successive readings.
- Acquire and use grade-appropriate academic vocabulary.
- Demonstrate expressive reading skills and fluency by performing a reader’s theater script based on text from the curriculum.

Reading

- Explain how text features contribute to meaning and identify text structures of chronology, comparison, and cause/effect in texts.
- Identify the central idea and explain how relevant details support that idea in a text.

- Summarize a text to enhance comprehension.
- Identify and explain metaphors, personification, and hyperbole in texts.
- Compare and contrast how authors present information on the same topic or theme.
- Read to explore various life experiences from biographies of famous Americans such as *Madam C.J. Walker*, *Jackie Robinson*, and *A Great American Teacher* (Mary McLeod Bethune). *
- Read folktales from various cultures, including African, Mayan, and Korean, and identify the moral/lesson in each story, such as *Anansi Learns a Lesson*, *King of the Birds*, and *The Clever Rabbit*. @ ^ ()

Writing

- Write opinions about a topic or text and include reasons supported by details from one or more sources.
- Identify and use action verbs.
- Use quotation marks with dialogue.
- Use correct subject-verb agreement.
- Spell words with r-controlled vowels.

Essential Questions:

How does a strong reader use strategies to build fluency and comprehension?

How does the process of draft, revise and edit support strong writing components?

How do students communicate and share ideas effectively with their peers?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.3.3.A, L.RF.3.3.B, L.RF.3.3.C, L.RF.3.3.D, L.RF.3.3.E, L.RF.3.4.A, L.RF.3.4.B, L.RF.3.4.C

L.WF.3.2.B, L.WF.3.2.F, L.WF.3.2.G, L.WF.3.3.B, L.WF.3.3.C, L.WF.3.3.F, L.WF.3.3.G, L.WF.3.3.H

L.KL.3.1.A, L.KL.3.1.B, L.VL.3.2.A, L.VL.3.2.B, L.VL.3.2.C, L.VL.3.2.D, L.VI.3.3

Reading Learning Targets: RL.CR.3.1, RL.CI.3.2, RL.IT.3.3, RI.TS.3.4, RL.PP.3.5, RI.PP.3.5, RL.MF.3.6, RI.MF.3.6, RI.AA.3.7, RL.CT.3.8, RI.CT.3.8

Writing Learning Targets: W.AW.3.1.A-E, W.IW.3.2.A, W.NW.3.3, W.WP.3.4.B, W.SE.3.6, W.RW.3.7

Speaking/Listening: SL.PE.3.1, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6

Interdisciplinary Connections: 6.1.5.CivicsPI.1, 6.1.5.CivicsPD.3, 6.1.5.CivicsCM.3, 1.4.5.Cr1c, 1.4.5.Cr2b, 1.4.5.Cr3a, 1.4.5.Cr3b, 1.4.5.Cr3c, 1.4.5.Pr5a, 1.4.5.Pr5b, 1.4.5.Pr6a

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2, 9.4.2.CT.3, 9.1.5.CR.1

Computer Science and Design Thinking: 8.1.2.AP.4, 8.1.5.IC.1

Overview of Activity/ Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<u>Language</u> Phonics Activities: <i>r</i>-Controlled vowels, Contractions, Prefixes: <i>un-</i>, <i>re-</i>, <i>pre-</i>, Suffixes: <i>-y</i>, and <i>-ly</i>, Prefixes: <i>pre-</i>, <i>dis-</i>, and <i>mis-</i>, Final-<i>e</i> Syllables, Diphthongs /oi/ and /ou/, Prefixes: <i>un-</i>, <i>non-</i>, <i>dis-</i> Vocabulary: Academic	Teachers Manual Assessment Sampler Phonics First, Brainspring <i>Wonders</i> Teacher's Edition (McGraw Hill 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard	Blackline Masters Activity Cards Vocabulary/Spelling Cards Reading/Writing Companion Leveled Readers Literature Anthology	Smart Board Applications Google Applications Chromebooks <i>Wonders</i> Interactive Student Edition <i>Go Wonders</i> Online Tools and Games Epic Books Vooks TeachYourMonster

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Vocabulary, Suffixes: -y, -ly, Using a Dictionary, Synonyms, Idioms, Suffixes: -able, -ful, -less <u>Reading</u> Genre: Expository Text, Folktale Minilessons: Summarize, Text Features: Key Words and Charts, Central Idea and Relevant Details, Visualize, Theme, Character Perspective, Text Features: Timelines and Captions, Text Structure: Chronology Listening Comprehension Shared Reading Respond to Reading <u>Writing</u> Genre: Opinion Minilessons: Analyze the Prompt, Analyze Source 1, Analyze Source 2, Analyze Source 3, Plan: Organize Ideas, Draft: Introductions, Revise:			IXL Kahoot Blooket SplashLearn
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Peer Conferences, Analyze the Rubric, Relevant Evidence, Analyze the Student Model Grammar: Action Verbs, Quotation Marks with Dialogue, Present-Tense Verbs, Subject-Verb Agreement, Past-Tense Verbs, Abbreviations and Name Titles, Future-Tense Verbs, Book Titles, Combining Sentences with Verbs, Punctuation in Formal Letters, Dates, Addresses, and Locations			
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Assessments	
Formative Assessments ● Anecdotal Notes ● Fountas and Pinnell Running Record ● Exit Tickets ● Student Practice Pages ● Writing Drafts ● Notebooks ● Progress Monitoring ● Student Self Assessments	Summative Assessments ● Topic tests ● Fountas and Pinnell Testing ● Final Drafts ● Benchmark Assessment

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments
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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate. - Utilize graphic organizers. - Provide and model sentence frames/sentence starters.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents. - Hold conferences with translator present.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.			
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Quinton Township School District
English Language Arts
Grade 3

Unit	4	Unit Title:	Meet the Challenge	Pacing:	30 Days
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Unit Summary: In this unit, students will read texts about different ways to meet challenges and how people can take action to change the world around them. Through reading, students interpret fiction and nonfiction texts by reading thoroughly and with purpose, while understanding how organizational structures assist in determining main ideas and supporting details. Students will continue to practice strategies such as close reading, summarizing, and asking and answering questions. Additionally, students will further explore author's point of view, theme, cause and effect, and compare and contrast in reading and writing. By identifying root words and utilizing prefixes and sentence clues, students practice identifying unknown word meanings.

Objectives:

Language

- Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, phrasing, and automaticity on successive readings.
- Acquire and use grade-appropriate academic vocabulary.
- Identify and use linking verbs correctly.
- Use contractions with the word *not* correctly.
- Identify main and helping verbs.
- Identify complex sentences.
- Decode words with homophones.
- Decode words with different spellings of long u.
- Use knowledge of base words to decode related words.
- Decode plural words.
- Use knowledge of Greek and Latin roots to decode words.

- Demonstrate expressive reading skills and fluency by performing a reader's theater script based on text from the curriculum.

Reading

- Explain different characters' perspectives in a literary text.
- Explain how one or more characters develop throughout the plot in a literary text.
- Summarize a text to increase comprehension.
- Identify and explain metaphors, personification, and hyperbole in text.
- Compare and contrast how authors present information on the same topic or theme.
- Read and analyze expository text.
- Explain a literary text's theme and how it develops, using details for support.
- Read and interpret poetry.
- Listen to and engage with children's books featuring characters with diverse races and ethnicities, including but not limited to African American or Black, Arabic, Asian, Indigenous Peoples, Latinx/Hispanic, Native Hawaiian or Other Pacific Islander, White, and individuals of all abilities, economic backgrounds, genders, and religions. * @ () ^

Writing

- Write in response to text.
- Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, and some elaboration.
- Spell words with homophones.
- Respond to poetry, citing text evidence.

Essential Questions:

How does a strong reader use strategies to build fluency and comprehension?

How does the process of draft, revise and edit support strong writing components?

How do students communicate and share ideas effectively with their peers?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.3.3.A, L.RF.3.3.B, L.RF.3.3.C, L.RF.3.3.D, L.RF.3.3.E, L.RF.3.4.A, L.RF.3.4.B, L.RF.3.4.C
L.WF.3.2.B, L.WF.3.2.F, L.WF.3.2.G, L.WF.3.3.A, L.WF.3.3.C, L.WF.3.3.F, L.WF.3.3.G, L.WF.3.3.H
L.KL.3.1.A, L.KL.3.1.B, L.VL.3.2.A, L.VL.3.2.B, L.VL.3.2.C, L.VL.3.2.D, L.VI.3.3

Reading Learning Targets: RL.CR.3.1, RL.CI.3.2, RL.IT.3.3, RI.TS.3.4, RL.PP.3.5, RI.PP.3.5, RL.MF.3.6, RI.MF.3.6, RI.AA.3.7, RL.CT.3.8, RI.CT.3.8

Writing Learning Targets: W.AW.3.1, W.IW.3.2.B, W.NW.3.3, W.WP.3.4, W.SE.3.6, W.RW.3.7

Speaking/Listening: SL.PE.3.1, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6

Interdisciplinary Connections: 3-5-ETS1-1, 3-5-ETS1-2, 2.1.5.CHSS.2, 1.4.5.Cr1c, 1.4.5.Cr2b, 1.4.5.Cr3a, 1.4.5.Cr3b, 1.4.5.Cr3c, 1.4.5.Pr5a, 1.4.5.Pr5b, 1.4.5.Pr6a

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2, 9.4.2.CT.3, 9.4.5.CI.1, 9.4.5.CI.2, 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.CT.3, 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.4, 9.4.5.IML.7, 8.1.5.IC.1

Career Education: 9.2.5.CAP.8

Overview of Activity/ Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Language Phonics Activities: Sounds of /U/ , Plural Words, Vowel	Teachers Manual Assessment Sampler Phonics First, Brainspring	Blackline Masters Activity Cards Vocabulary/Spelling Cards	Smart Board Applications Google Applications Chromebooks

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Team Syllables, Variant Vowel /O/, Greek and Latin Roots, Homophones, R-Controlled Vowel Syllables, Soft C and G; and Words with -er and -est Vocabulary: Prefixes un-, non-, im-, pre-, ; Context Clues, and Metaphors <u>Reading</u> Genre: Realistic Fiction, Expository Text, Narrative, and Poetry. Minilessons: Ask and Answer Questions, Character Perspective, Plot: Character Development, Reread, Text Features: Maps and Captions, Text Structures: Compare and Contrast, Repetition and Rhymed Verse, Text Structure: Narrative, Free Verse, and Haiku Theme Listening Comprehension	<i>Wonders</i> Teacher's Edition (McGraw Hill 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard	Reading/Writing Companion Leveled Readers Literature Anthology	<i>Wonders</i> Interactive Student Edition <i>Go Wonders</i> Online Tools and Games Epic Books Vooks TeachYourMonster IXL Kahoot Blooket SplashLearn
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Shared Reading Respond to Reading <u>Writing</u> Genre: Expository Essay Minilessons: Expository Essay, Analyze the Rubric, Central Idea, Analyze the Student Model, Analyze the Prompt, Analyze source, Plan: Organize Ideas, Draft: Strong Introduction, Revise: Peer Conferences, and Relevant Evidence Grammar: Linking Verbs, Contractions with <i>Not</i>, Main and Helping Verbs, Complex Sentences, and Irregular Verbs. Spelling: Sounds of /U/, Plural Words, Sounds of /O/,			
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Homophones, and Soft c and g.			
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Assessments	
Formative Assessments • Anecdotal Notes • Fountas and Pinnell Running Record • Exit Tickets • Student Practice Pages • Writing Drafts • Notebooks • Progress Monitoring • Student Self Assessments	Summative Assessments • Topic tests • Fountas and Pinnell Testing • Final Drafts
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive

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• Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
English Language Arts
Grade 3

Unit	5	Unit Title:	Take Action	Pacing:	30 Days
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Unit Summary: In this unit, students read diverse texts on making important decisions and appreciating the value of what they have. Students will read several nonfiction and fiction texts to practice strategies such as rereading, making predictions, and asking and answering text-dependent questions. Expanding language skills, they will focus on identifying root words by using prefixes and suffixes. As writers, they will use text support to write an opinion essay. @

Objectives:

Language

- Read grade-level prose and poetry orally with accuracy, appropriate rate, intonation, and automaticity on successive readings.
- Decode compound words.
- Use knowledge of consonant + *le* syllables to decode words.
- Decode words with inflectional endings.
- Use knowledge of the suffixes *-ful*, *-less*, *-able* to decode words.
- Identify and use singular and plural pronouns.
- Use subject and object pronouns correctly.
- Acquire and use grade-appropriate academic vocabulary.
- Identify and apply knowledge of common Greek and Latin affixes to determine the meaning of unfamiliar words in grade-level content.
- Demonstrate expressive reading skills and fluency by performing a reader's theater script based on text from the curriculum.

Reading

- Explain how captions and timelines contribute to the meaning of a text.
- Explain the development of an author's purpose in an informational text.
- Identify an author's claim and explain how an author uses evidence to support the claim.
- Identify the text structures of cause and effect.
- Summarize a text to enhance comprehension.
- Compare and contrast how authors present information on the same topic or theme.
- Explore fairy tales from Middle Eastern (Persia) and Asian (China) cultures, including *The Chickpea Boy* and *Wei and the Golden Goose*. @

Writing

- Write in response to text.
- Write opinions about a topic or text, include reasons supported by details from one or more sources, and use transitions.

Essential Questions:

How does a strong reader use strategies to build fluency and comprehension?

How does the process of draft, revise and edit support strong writing components?

How do students communicate and share ideas effectively with their peers?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.3.3.A, L.RF.3.3.B, L.RF.3.3.C, L.RF.3.3.D, L.RF.3.3.E, L.RF.3.4.A, L.RF.3.4.B, L.RF.3.4.C, L.RF.3.4.C
 L.WF.3.2.B, L.WF.3.2.F, L.WF.3.2.G, L.WF.3.3.B, L.WF.3.3.C, L.WF.3.3.F, L.WF.3.3.G, L.WF.3.3.H
 L.KL.3.1.A, L.KL.3.1.B, L.VL.3.2.A, L.VL.3.2.B, L.VL.3.2.C, L.VL.3.2.D, L.VI.3.3

Reading Learning Targets:

RL.CR.3.1, RL.CI.3.2, RL.IT.3.3, RI.TS.3.4, RL.PP.3.5, RI.PP.3.5, RL.MF.3.6, RI.MF.3.6, RI.AA.3.7, RL.CT.3.8, RI.CT.3.8
Writing Learning Targets: W.AW.3.1, W.IW.3.2.B, W.NW.3.3, W.WP.3.5, W.SE.3.6, W.RW.3.7
Speaking/Listening: SL.PE.3.1, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6
Interdisciplinary Connections: 6.1.5.CivicsCM.1, 1.4.5.Cr1c, 1.4.5.Cr2b, 1.4.5.Cr3a, 1.4.5.Cr3b, 1.4.5.Cr3c, 1.4.5.Pr5a, 1.4.5.Pr5b, 1.4.5.Pr6a
Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.1, 9.4.5.GCA.1
Computer Science and Design Thinking: 8.1.5.DA.5, 8.1.5.IC.2
Career Education: 9.2.5.CAP.1, 9.2.5.CAP.8

Overview of Activity/ Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<u>Language</u> Phonics Activities: Compound Words, Structural Analysis: Consonant + <i>le</i> Syllables, Inflectional Endings, Structural Analysis: Suffixes: <i>-ful</i> , <i>-less</i> , <i>-able</i> , Syllabication: Closed Syllables, Base Words in Related Words, <i>y</i> to <i>i</i> , Suffixes: <i>-ful</i> , <i>-ness</i> , <i>-less</i> , Open Syllables, Prefixes and Suffixes	Teachers Manual Assessment Sampler Phonics First, Brainspring <i>Wonders</i> Teacher's Edition (McGraw Hill 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard	Blackline Masters Activity Cards Vocabulary/Spelling Cards Reading/Writing Companion Leveled Readers Literature Anthology	Smart Board Applications Google Applications Chromebooks <i>Wonders</i> Interactive Student Edition <i>Go Wonders</i> Online Tools and Games Epic Books Vooks TeachYourMonster

Vocabulary: Academic Vocabulary, Prefixes and Suffixes, Antonyms, Base Words, Homographs, Homophones <u>Reading</u> Genre: Biography, Fairy Tale, Argumentative Text Minilessons: Ask and Answer Questions, Text Features: Captions and Timelines, Author's Claim, Summarize, Theme, Character Perspective, Text Features: Author's Claim, Text Structure: Cause and Effect Listening Comprehension Shared Reading Respond to Reading <u>Writing</u> Genre: Opinion			IXL Kahoot Blooket SplashLearn
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Minilessons: Write for a Specific Audience, Write with Logical Progression, Use Descriptive Language, Use Quotations from Sources, Punctuate Quotations, Summarize Sources, Use Persuasive Language, Organize Body Paragraphs, Address Objections, Build Writing Stamina Grammar: Singular and Plural Pronouns, Pronoun Agreement, Capitalizing <i>I</i>, and Nouns, Subject and Object Pronouns, Pronoun Usage, Pronoun-Verb Agreement, Possessive Pronouns, Reflexive Pronouns, Pronoun-Verb Contractions, Spelling Contractions and Possessive Pronouns			
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Assessments	
Formative Assessments ● Anecdotal Notes ● Fountas and Pinnell Running Record	Summative Assessments ● Topic tests ● Fountas and Pinnell Testing

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• Exit Tickets • Student Practice Pages • Writing Drafts • Notebooks • Progress Monitoring • Student Self Assessments	• Final Drafts
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize graphic organizers.	
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Quinton Township School District
English Language Arts
Grade 3

Unit	6	Unit Title:	Think It Over	Pacing:	30 Days
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Unit Summary: Throughout this unit, students continue to explore author’s point of view, theme, cause and effect, problem and solution, and compare and contrast through interactive read alouds as well as differentiated small-group reading. Students will continue to incorporate vocabulary strategies in their reading to make meaning. At the end of the unit, students will be able to answer how people decide on what is important in their lives. Students will apply the use of Greek and Latin roots of words, as well as context clues, to identify the meaning of unknown words in reading and writing. They will write expository pieces with supporting details and examples.

Objectives:

Language

- 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.
- identify and use adjectives and articles correctly.
- Identify and use adjectives that compare.
- Use knowledge of Greek and Latin roots to decode words.
- Use knowledge of Latin suffixes to decode words.
- Read grade-level prose and poetry orally with accuracy, appropriate phrasing, rate, expression, and automaticity on successive readings.
- Identify and apply knowledge of common Greek and Latin roots to determine the meaning of unfamiliar words in grade-level content.
- Demonstrate expressive reading skills and fluency by performing a reader’s theater script based on text from the curriculum.

Reading

- Identify and explain metaphors, personification, and hyperbole in texts.
- Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.
- Explain the development of author's purpose in an informational text.
- Identify the central idea and explain how relevant details support that idea in a text.
- Listen to and engage with children's books featuring characters with diverse races and ethnicities, including but not limited to African American or Black, Arabic, Asian, Indigenous Peoples, Latinx/Hispanic, Native Hawaiian or Other Pacific Islander, White, and individuals of all abilities, economic backgrounds, genders, and religions. * @ () ^

Writing

- Write in response to text.
- Write expository texts about a topic, using one or more sources, providing facts and details and some elaboration.
- Spell words with prefixes.
- Spell words with consonant + *le* syllables.
- Identify and use adjectives and articles correctly.
- Identify and use adjectives that compare.

Essential Questions:

How does a strong reader use strategies to build fluency and comprehension?

How does the process of draft, revise and edit support strong writing components?

How do students communicate and share ideas effectively with their peers?

New Jersey Student Learning Standards

Language Learning Targets:

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L.RF.3.3.A, L.RF.3.3.B, L.RF.3.3.C, L.RF.3.3.D, L.RF.3.3.E, L.RF.3.4.A, L.RF.3.4.B, L.RF.3.4.C
 L.WF.3.2.B, L.WF.3.2.F, L.WF.3.2.G, L.WF.3.3.B, L.WF.3.3.C, L.WF.3.3.F, L.WF.3.3.G, L.WF.3.3.H
 L.KL.3.1.A, L.KL.3.1.B, L.VL.3.2.A, L.VL.3.2.B, L.VL.3.2.C, L.VL.3.2.D, L.VI.3.3

Reading Learning Targets: RL.CR.3.1, RL.CI.3.2, RL.IT.3.3, RI.TS.3.4, RL.PP.3.5, RI.PP.3.5, RL.MF.3.6, RI.MF.3.6, RIAA.3.7, RL.CT.3.8, RI.CT.3.8

Writing Learning Targets: W.AW.3.1, W.IW.3.2.B, W.NW.3.3, W.WP.3.4, W.SE.3.6, W.RW.3.7

Speaking/Listening: SL.PE.3.1, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6

Interdisciplinary Connections: 6.1.5.CivicsPI.1, 6.1.5.CivicsCM.1, 1.4.5.Cr1c, 1.4.5.Cr2b, 1.4.5.Cr3a, 1.4.5.Cr3b, 1.4.5.Cr3c, 1.4.5.Pr5a, 1.4.5.Pr5b, 1.4.5.Pr6a

Career Readiness, Life Literacies, and Key Skills: 9.1.5.FP.3, 9.1.5.PB.2, 9.1.5.RM.1

Computer Science and Design Thinking: 8.1.5.IC.1, 9.4.5.IML.6

Overview of Activity/ Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Language Phonics Activities: Prefixes, Greek and Latin Roots, Consonant + <i>le</i> Syllables, Latin Suffixes, Vowel Team Syllables, Base Words in Related Words, <i>r</i> -Controlled Vowel Syllables, Suffixes: <i>-ful</i> , <i>-less</i> , <i>-ly</i> , Structural Analysis:	Teachers Manual Assessment Sampler Phonics First, Brainspring <i>Wonders</i> Teacher's Edition (McGraw Hill 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard	Blackline Masters Activity Cards Vocabulary/Spelling Cards Reading/Writing Companion Leveled Readers Literature Anthology	Smart Board Applications Google Applications Chromebooks <i>Wonders</i> Interactive Student Edition <i>Go Wonders</i> Online Tools and Games Epic Books

Frequently Misspelled Words Vocabulary: Academic Vocabulary, Greek and Latin Roots, Multiple-Meaning Words, Base Words, Compound Words, Poetry Terms, Idioms <u>Reading</u> Genre: Biography, Drama/Myth, Poetry Minilessons: Reread, Text Features: Key Words and Photographs, Central Idea and Relevant Details, Make Predictions, Elements of a Play, Theme, Rhythm and Rhymed Verse, Text Structure: Stanzas and Events, Character Perspective Listening Comprehension Shared Reading Respond to Reading			Vooks TeachYourMonster IXL Kahoot Blooket SplashLearn
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<u>Writing</u> Genre: Expository Minilessons: Add Supporting Details, Avoid Plagiarism, Use Domain-Specific Language, Use Adverbs to Describe Action, Use Adjectives to Describe Nouns, Use Precise Language, Elaborate with Explanations, Connect Ideas, Cite Sources, Reflect on Writing Grammar: Adjectives and Articles; Commas in a Series, in Dates, with Coordinating Adjectives, and Appositives; Adjectives that Compare; Correct Comparative and Superlative Forms; Adverbs and Adjectives; Adverbs that Compare; Using More and Most; Prepositions; Commas after Introductory Words and Punctuation with Interjections			
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Assessments	
Formative Assessments • Anecdotal Notes • Fountas and Pinnell Running Record • Exit Tickets • Student Practice Pages • Writing Drafts • Notebooks • Progress Monitoring • Student Self Assessments	Summative Assessments • Topic tests • Fountas and Pinnell Testing • Final Drafts • NJSLA Testing • School-wide Writing Assessment - Post
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development

tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	of self-understanding of one's relationships with people, societal institutions, nature and culture.
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