Califon Public School
English Language Arts Curriculum

Subject: Reading and ILA	Grade: 3	Unit #: 1	Pacing: 10 weeks
Unit Title: Building a Reading and Writing Life			

OVERVIEW OF UNIT*:*

The goal of this unit is to instill in students the lifelong habits of strong readers, including choosing books wisely, keeping track of how reading is going and addressing problems along the way, learning to talk about books with others, and applying comprehension strategies to hold on to and synthesize all the parts of a text. Focus on reading fluency, phonics, and vocabulary development are incorporated throughout all reading, writing, and spelling units. Furthermore, students will study the characteristics of narrative writing, and use narrative writing to share their memories and fictional stories with others. Students will learn strategies for brainstorming ideas, planning their writing, and selecting ideas to take through the entire writing process for publication.

Unit References	
Big Ideas	Essential Questions
Readers learn to choose books that are just right for them and to monitor their comprehension as they read.	How do readers choose "just right" books?
Readers set goals and track their progress toward those goals.	What strategies do readers use to learn new words and improve their comprehension?
Readers use a variety of strategies to read and understand texts.	What do good readers and writers do?
Fluent readers group words quickly to help them gain meaning from what they read.	Why do good authors write personal narratives?
A personal narrative is generated from the writer's own life experiences.	How do writers construct an effective personal narrative using the writing process?
A personal narrative is focused, detailed and chronological and engages the reader.	
Objectives	

- Students will be able to choose on-level books for independent reading.

- Students will set reading and writing goals and track progress toward those goals.

- Students will use strategies to understand fiction and nonfiction text.

- Students will identify the characteristics of narrative writing.

- Students will construct an effective personal narrative using the writing process.

Assessment

Formative Assessment:

- Guided reading/ workshop discussions

- Reading and writing workshop discussion and conferences

- Spelling sorts

- Daily Language Review
- Reading log
- Writing drafts

Summative Assessment:

- Comprehension quizzes
- Weekly spelling tests
- Guided reading/novel study projects
- Completed writing pieces and reflection

Benchmark:

- DRA2
- LinkIt
- Words Their Way spelling inventory

Alternative:

- projects
- modified tests/quizzes

Key Vocabulary

Vowel, consonant, decode, characters, setting, plot, inference, author's purpose, entertain, inform, persuade, synonym, antonym, prediction, sequence, main idea, supporting details, point of view, genre, realistic fiction, fantasy, informational, narrative, nonfiction, folktale, fable, legend, proverb, poem, stanza, heading, subheading, caption, expression, accuracy, rate, punctuation, phrasing

Resources & Materials

Words Their Way, Harcourt Trophies, Reading A-Z, RAZ Kids, DRA2, Fundations

Above-Level Texts:
- *Arrows*
- *Gossip Monster*

On-Level Texts:
- *The Hollow*
- *My Name is Yoon*

Below-Level Texts:
- *Suki's Kimono*
- *The 100th Day Project*

Technology Infusion

Teacher Technology:
- Google Classroom
- Chromebook
- Smart board
- Reading A-Z
- BrainPop Jr.
- Readworks

Student Technology:
- Google classroom
- Chromebook
- iPad
- Seesaw
- Readworks

Activities:
- Students will use Seesaw or iPad camera to record and reflect on their own reading.
- Students will read and respond to fiction and nonfiction texts on Readworks.

Standard	Standard Description
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Interdisciplinary Integration

Activities:
- While studying cultural characteristics of communities in social studies, students will read literature about characters from different cultural backgrounds. Students will compare their cultures to those of the characters in the book. **(HC)**

Resources:
- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.20	Describe why it is important to understand the perspectives of other 13 held by their cultures, and their individual points of view. cultures in an interconnected world.

21ˢᵗ Century Life Skills

Activities:
- Students will discuss the importance of close reading and its applications in the real world.

Standard	Standard Description

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers
Activities: ● Through individual reflection, small group work, and whole class discussion, students will communicate their ideas about their reading.

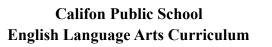| **Standard**	**Standard Description**
CRP4	Communicate clearly and effectively and with reason.

Standards	
Standard #	Standard Description
RL.3.1, RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.7	Use information gained from illustrations (e.g., 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.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions (e.g. *gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).* c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) Explain their own ideas and understanding in the light of discussion.
Sl.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 3.5	Create engaging audio recording of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance facts or details.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
- Provide modifications & accommodations as listed in the student's IEP - Position student near helping peer or have quick access to teacher - Modify or reduce assignments/tasks - Reduce length of assignment for different mode of delivery - Increase one-to-one time - Prioritize tasks - Use graphic organizers - Use online resources for skill building - Provide teacher notes - Use collaborative grouping strategies such as small groups - NJDOE resources - http://www.state.nj.us/education/specialed/ - Providing visual aids - Making sure directions are understood by recording on the board, clarifying, rephrasing, and repeating directions - Breaking larger assignments into smaller	- Provide text-to-speech - Use of translation dictionary or software - Provide graphic organizers - NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm - Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	- Tiered interventions following RTI framework - Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ - Interventional Central - http://www.interventioncentral.org/ - Selection of evidence-based interventions on an individual basis - Use of growth mindset statements to promote optimism academic - Teaching through multi-sensory modes - Providing study skills training/learning strategies - Providing frequent, immediate, and positive feedback - Increasing the immediacy of earned rewards - Provide student choices - Build frequent opportunities for movement during instruction to	- Process should be modified: higher order thinking skills, open-ended thinking, discovery - Utilize project-based learning for greater depth of knowledge - Utilize exploratory connections to higher grade concepts - Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations - Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied - NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

| manageable chunks
● Using nonverbal cues to remain on task
● Praising specific behaviors
● Allowing short breaks between tasks
● Use multi-sensory techniques to present information
● Provide opportunities for students to respond in a variety of ways (questions, dry-erase boards, thumbs-up, partner share, etc.)
● Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately | | address the needs of students who are kinesthetic learners
● Use reading partners and skilled peer or adult mentors to provide academic support
● Use graphic organizers to focus attention on key elements, concepts, or ideas | |

Califon Public School
English Language Arts Curriculum

Subject: Reading and ILA	Grade: 3	Unit #: 2	Pacing: 10 weeks
Unit Title: Reading to Learn: Grasping Main Ideas and Text Structures			

OVERVIEW OF UNIT:

In this unit, students will learn to read long stretches of nonfiction text and to read to learn what the author wants them to learn rather than specific facts. Students will read expository texts with interest and fluency, ascertaining the main ideas and recognizing the infrastructure of a text. Students will navigate expository and narrative nonfiction texts, using these texts as mentor texts for their own writing.

Unit References	
Big Ideas	Essential Questions
Readers use strategies to determine main idea and supporting details in nonfiction texts. Identifying the structure of nonfiction text can help a reader determine the main idea. Readers use specific strategies for reading and comprehending nonfiction texts. Writers choose a specific text structure to help organize their thoughts and communicate their message to the reader. Informational writing is organized in different ways for different purposes.	How is reading nonfiction text different than reading fiction text? How do readers determine importance in nonfiction texts? How can the structure of a nonfiction text help a reader comprehend the author's message? What is the importance of informational writing? What does the structure of informational writing look like? What types of writing are connected to informational text?
Objectives	
● Students will be able to determine the main idea and supporting details in nonfiction texts. ● Students will identify and write in various nonfiction text structures.	

● Students will use comprehension strategies to understand fiction and nonfiction texts.

Assessments

Formative Assessment:

- Guided reading/ workshop discussions

- Reading and writing workshop discussion and conferences

- Spelling sorts

- Daily Language Review
- Reading log
- Writing drafts

Summative Assessment:

- Comprehension quizzes
- Weekly spelling tests
- Guided reading/novel study projects
- Completed writing pieces and reflection

Benchmark:

- DRA2
- LinkIt
- Words Their Way spelling inventory

Alternative:

- projects
- modified tests/quizzes

Key Vocabulary

Vowel, consonant, decode, author's purpose, entertain, inform, persuade, synonym, antonym, sequence, main idea, supporting details, point of view, genre, informational, narrative, nonfiction, heading, subheading, compare, contrast, cause, effect, caption, index, glossary, expression, accuracy, rate, punctuation, phrasing

Resources & Materials

Words Their Way, Harcourt Trophies, Reading A-Z, RAZ Kids, DRA2, Fundations

Above-Level Texts:
- *Desert People*

On-Level Texts:
- *Jane Goodall*

Below-Level Texts:
- *Edible Bugs*

Technology Infusion
Teacher Technology: ● Google Classroom ● Chromebook ● Smart board ● Reading A-Z ● BrainPop Jr. ● Readworks **Student Technology:** ● Google classroom ● Chromebook ● iPad ● Seesaw ● Readworks **Activities:** ● Students will use Seesaw or iPad camera to record and reflect on their own reading. ● Students will read and respond to fiction and nonfiction texts on Readworks.

Standard	Standard Description
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Interdisciplinary Integration
Activities:

- In a combined reading and science unit, students will read nonfiction print and online sources to research the lives, bodies, and adaptations of an Antarctic animal.

Resources:
- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
3-LS4-3	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

21st Century Life Skills
Activities:
• Students will read informational texts about careers in science and social studies.

Standard	Standard Description
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Careers
Activities:
• Students will use print and media sources to research an Antarctic animal.

Standard	Standard Description
CRP7.	Employ valid and reliable research strategies

Standards	
Standard #	**Standard Description**
RL.3.1, RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.7	Use information gained from illustrations (e.g., 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.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
	    a. Identify and know the meaning of the most common prefixes and derivational suffixes
	    b. Decode words with common Latin suffixes.
	    c. Decode multisyllable words.
	    d. Read grade-appropriate irregularly spelled words

RF.3.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
	    a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	    b) Follow agreed-upon rules for discussions (e.g. *gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).*
	    c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
	    d) Explain their own ideas and understanding in the light of discussion.

Sl.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitively, and orally.
SL 3.5	Create engaging audio recording of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance facts or details.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge

- Reduce length of assignment for different mode of delivery - Increase one-to-one time - Prioritize tasks - Use graphic organizers - Use online resources for skill building - Provide teacher notes - Use collaborative grouping strategies such as small groups - NJDOE resources - http://www.state.nj.us/education/specialed/ - Providing visual aids - Making sure directions are understood by recording on the board, clarifying, rephrasing, and repeating directions - Breaking larger assignments into smaller manageable chunks - Using nonverbal cues to remain on task - Praising specific behaviors - Allowing short breaks between tasks - Use multi-sensory techniques to present information - Provide opportunities for students to respond in a variety of ways (questions, dry-erase	students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	- Interventional Central - http://www.interventioncentral.org/ - Selection of evidence-based interventions on an individual basis - Use of growth mindset statements to promote optimism academic - Teaching through multi-sensory modes - Providing study skills training/learning strategies - Providing frequent, immediate, and positive feedback - Increasing the immediacy of earned rewards - Provide student choices - Build frequent opportunities for movement during instruction to address the needs of students who are kinesthetic learners - Use reading partners and skilled peer or adult mentors to provide academic support - Use graphic organizers to focus attention on key elements, concepts, or ideas	- Utilize exploratory connections to higher grade concepts - Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations - Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied - NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

boards, thumbs-up, partner share, etc.) ● Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately			

Califon Public School
English Language Arts Curriculum

Subject: Reading and ILA	Grade: 3	Unit #: 3	Pacing: 6 weeks
Unit Title: Reading to Learn: Character Studies			

OVERVIEW OF UNIT:

This unit focuses on the study of characters. Students will understand that readers study characters deeply by observing, coming up with ideas, and investigating patterns that reveal deeper character traits and motivations. They will learn about the kinds of story arcs that characters tend to follow. Finally, students will compare and contrast characters across books, examining their traits, motivations, the way they respond to problems, and the life lessons they learn and teach.

Unit References	
Big Ideas	Essential Questions
Readers use evidence from a text to make observations and predictions about characters.

Readers can learn about characters in a text by studying how they react to challenges.

One way readers compare books is to think about ways in which the main character in each is similar and different.

A fictional narratives is organized by a sequence of events. | What can we learn about a character based on their thoughts and actions?

How are characters in different books similar and different from each other?

How can understanding the characters in a story help the reader understand the story and theme?

How do authors develop strong characters? |
Objectives	
- Students will use text evidence to make inferences about characters. - Students will compare and contrast characters in texts. - Students will student mentor texts and write realistic fiction stories with strong characters.	
Assessments	

Formative Assessment:

- Guided reading/ workshop discussions

- Reading and writing workshop discussion and conferences

- Spelling sorts

- Daily Language Review
- Reading log
- Writing drafts

Summative Assessment:

- Comprehension quizzes
- Weekly spelling tests
- Guided reading/novel study projects
- Completed writing pieces and reflection

Benchmark:

- DRA2
- LinkIt
- Words Their Way spelling inventory

Alternative:

- projects
- modified tests/quizzes

Key Vocabulary

Vowel, consonant, decode, characters, setting, plot, inference, author's purpose, entertain, inform, persuade, synonym, antonym, prediction, sequence, point of view, genre, realistic fiction, fantasy, narrative, folktale, fable, legend, stanza, expression, accuracy, rate, punctuation, phrasing, character traits

Resources & Materials

Words Their Way, Harcourt Trophies, Reading A-Z, RAZ Kids, DRA2, Fundations

Above-Level Texts:

- *The Miraculous Journey of Edward Tulane*

On-Level Texts:

- *Sarah, Plain and Tall*

Below-Level Texts:
- *Molly's Pilgrim*

Technology Infusion

Teacher Technology:
- Google Classroom
- Chromebook
- Smart board
- Reading A-Z
- BrainPop Jr.
- Readworks

Student Technology:
- Google classroom
- Chromebook
- iPad
- Seesaw
- Readworks

Activities:
- Students will use Seesaw or iPad camera to record and reflect on their own reading.
- Students will read and respond to fiction and nonfiction texts on Readworks.

Standard	Standard Description
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Interdisciplinary Integration

Activities:
- While studying immigration in social studies, students will read *Molly's Pilgrim*. Students will study Ellis Island and make connections to the experiences of Molly and her family in the novel.

Standard	Standard Description

6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

21ˢᵗ Century Life Skills

Activities:
- Students will discuss different careers and identify character traits valuable for that profession.

Standard	Standard Description
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

Careers

Activities:
- Students will use text evidence to develop theories about a character and discuss those theories with book clubs.

Standard	Standard Description
CRP4	Communicate clearly and effectively and with reason.

Standards	
Standard #	Standard Description
RL.3.1, RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

	b) Follow agreed-upon rules for discussions (e.g. *gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).* c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) Explain their own ideas and understanding in the light of discussion.
Sl.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitively, and orally.
SL 3.5	Create engaging audio recording of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance facts or details.

Differentiation			
Special Education	**English Language Learners (ELL)**	**Response to Intervention (RTI)**	**Enrichment**
● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ ● Providing visual aids	● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ ● Selection of evidence-based interventions on an individual basis ● Use of growth mindset statements to promote optimism academic ● Teaching through multi-sensory modes ● Providing study skills training/learning strategies	● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

- Making sure directions are understood by recording on the board, clarifying, rephrasing, and repeating directions - Breaking larger assignments into smaller manageable chunks - Using nonverbal cues to remain on task - Praising specific behaviors - Allowing short breaks between tasks - Use multi-sensory techniques to present information - Provide opportunities for students to respond in a variety of ways (questions, dry-erase boards, thumbs-up, partner share, etc.) - Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately		- Providing frequent, immediate, and positive feedback - Increasing the immediacy of earned rewards - Provide student choices - Build frequent opportunities for movement during instruction to address the needs of students who are kinesthetic learners - Use reading partners and skilled peer or adult mentors to provide academic support - Use graphic organizers to focus attention on key elements, concepts, or ideas	

Califon Public School
English Language Arts Curriculum

Subject: Reading and ILA	Grade: 3	Unit #: 4	Pacing: 8 weeks
Unit Title: Research Clubs			

OVERVIEW OF UNIT:

This unit focuses on research and learning to learn from reading. In this unit, students will gather a variety of texts on one topic and synthesize information across texts, organizing what they are learning. Students will clubs to study their own animals, engage in cooperative analysis, and grow ideas. They will apply their knowledge to solve real-world problems. Furthermore, students will conduct research using print and media sources to write research reports.

Unit References	
Big Ideas	Essential Questions
Researchers read a variety of texts to gather information. Readers discuss texts to grow their ideas. Readers apply what they have learned to solve problems. Good writers capture what they learn and what they are thinking to grow ideas to write.	How do readers synthesize information from different texts to create their own ideas? How do readers use what they learn to solve problems? How do writers communicate what they're learning to solve real world problems? What are different strategies used to organize information?
Objectives	
- Students will research a subject using a variety of print and media sources. - Students will apply knowledge learned in research to solve real world problems. - Take notes to gather information for print and media sources. - Organize notes and ideas to write an effective informational piece.	

Assessment

Formative Assessment:

- Guided reading/ workshop discussions
- Reading and writing workshop discussion and conferences
- Spelling sorts
- Daily Language Review
- Reading log
- Writing drafts

Summative Assessment:

- Comprehension quizzes
- Weekly spelling tests
- Guided reading/novel study projects
- Completed writing pieces and reflection

Benchmark:

- DRA2
- LinkIt
- Words Their Way spelling inventory

Alternative:

- projects
- modified tests/quizzes

Key Vocabulary

Vowel, consonant, decode, author's purpose, entertain, inform, persuade, synonym, antonym, sequence, main idea, supporting details, point of view, genre, informational, nonfiction, heading, subheading, caption, expression, accuracy, rate, punctuation, phrasing, research, cite, prewriting, draft, revise, edit, publish, lead, closing, transition words, paragraph

Resources & Materials

Words Their Way, Harcourt Trophies, Reading A-Z, RAZ Kids, DRA2, Fundations

Above-Level Texts:
- *The Amazing Amazon*

On-Level Novels:
- *Kid Inventors*

Below-Level Novels:
- *Awesome Ants*

Technology Infusion

Teacher Technology:
- Google Classroom
- Chromebook
- Smart board
- Reading A-Z
- BrainPop Jr.
- Readworks

Student Technology:
- Google classroom
- Chromebook
- iPad
- Seesaw
- Readworks

Activities:
- Students will use Seesaw or iPad camera to record and reflect on their own reading.
- Students will read and respond to fiction and nonfiction texts on Readworks.

Standard	Standard Description
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Interdisciplinary Integration
Activities:

- In a combined social studies and LAL unit, students will use print and media sources to research a state. They will write a research paper and create an interactive presentation on their state.

Resources:
- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

21st Century Life Skills

Activities:
● Students will discuss the value of research and its importance to various careers. They will investigate future career choices and how people in that field use research and critical thinking skills.

Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers

Activities:
● Students will use print and media sources to research a state. They will write a research paper and create an interactive presentation on their state.

Standard	Standard Description

CRP7	Employ valid and reliable research strategies

Standards	
Standard #	Standard Description
RL.3.1, RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.7	Use information gained from illustrations (e.g., 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.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions (e.g. *gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)*. c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) Explain their own ideas and understanding in the light of discussion.
Sl.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitively, and orally.
SL 3.5	Create engaging audio recording of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance facts or details.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
● Provide modifications & accommodations as listed in the student's IEP	● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers	● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducatio	● Process should be modified: higher order thinking skills, open-ended thinking, discovery

• Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/ • Providing visual aids • Making sure directions are understood by recording on the board, clarifying, rephrasing, and repeating directions • Breaking larger assignments into smaller manageable chunks • Using nonverbal cues to remain on task • Praising specific behaviors • Allowing short breaks between tasks • Use multi-sensory techniques to present	• NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	nguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Interventional Central - http://www.interventioncentral.org/ • Selection of evidence-based interventions on an individual basis • Use of growth mindset statements to promote optimism academic • Teaching through multi-sensory modes • Providing study skills training/learning strategies • Providing frequent, immediate, and positive feedback • Increasing the immediacy of earned rewards • Provide student choices • Build frequent opportunities for movement during instruction to address the needs of students who are kinesthetic learners • Use reading partners and skilled peer or adult mentors to provide academic support • Use graphic organizers to focus attention on key elements, concepts, or ideas	• Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

information ● Provide opportunities for students to respond in a variety of ways (questions, dry-erase boards, thumbs-up, partner share, etc.) ● Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately			

Califon Public School
English Language Arts Curriculum

Subject: Reading and ILA	Grade: 3	Unit #: 5	Pacing: 6 weeks
Unit Title: Poetry			

OVERVIEW OF UNIT*:*

In this unit, students will study characteristics and forms of poetry. They will study poets and discuss their inspiration, and they will gather inspiration to write their own poetry from the world around them. Students will explore the elements of poetry, write poems using all types of poetry forms, and read all types of poetry forms in order to better understand the different poetic elements, forms and expressions.

Unit References	
Big Ideas	Essential Questions
Inspiration for writing can be found anywhere. Poets write to express feelings and opinions. Poets use various poetic devices to enhance their work.	Why do authors write poetry.? What inspired authors to write poetry? How can poetic devices such as rhythm and meter affect the flow of a poem?
Objectives	
- Students will read, understand, and discuss a variety of poems. - Students will gather inspiration from their communities to write poems modeled after mentor texts. - Students will identify poetic devices in poems and songs. - Students will read poetry with fluency and expression.	
Assessment	
Formative Assessment: Guided reading/ workshop discussions	

- Reading workshop discussions

- Reading and writing workshop discussion and conferences

- Reading log
- Writing drafts

Summative Assessment:

- Poetry study projects
- Completed writing pieces and reflection

Benchmark:

- DRA2
- LinkIt
- Words Their Way spelling inventory

Alternative:

- projects
- modified tests/quizzes

Key Vocabulary

Poem, stanza, rhythm, meter, rhyme, expression, draft, revise, edit, simile, metaphor

Resources & Materials

Lucy Calkins, Words Their Way, Reading A-Z, RAZ Kids, DRA2, Fundations

Above Level Texts:

- Dark Emperor &Other Poems of the Night

On-Level Texts:

- The New Kids on the Block

Below Level Texts:

- Subway Ride

Technology Infusion

Teacher Technology:

- Google Classroom
- Chromebook
- Smart board
- Reading A-Z
- Brain Pop Jr.
- Readworks

Student Technology:
- Google classrooms
- Chromebook
- iPad
- Seesaw
- Readworks

Activities:
- Students will use Seesaw or iPad camera to read poetry and reflect on their fluency.
- Students will publish poems on Google Docs.

Standard	Standard Description
8.1.5.A.1	Select and use appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Interdisciplinary Integration

Activities:
- Students will read and discuss poems written by poets from a variety of cultural backgrounds. **(HC, AS)**

Resources:
- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml

	● International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.20	Describe why it is important to understand the perspectives of other 13 held by their cultures, and their individual points of view cultures in an interconnected world.

21st Century Life Skills
Activities: ● Students will meet with a published poet and learn about her career and writing process.

Standard	Standard Description
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate imformation to personal likes and dislikes.

Careers
Activities: ● Through individual reflection, small group work, and whole class discussion, students will communicate their ideas about their readig.

Standard	Standard Description
CRP4	Communicate clearly and effectively and with reason.

Alignment to 21st Century Life Skills	
CRP #	Practice
1	Act as a responsible and contributing citizen and employee.
2	**Apply appropriate academic and technical skills.**
3	Attend to personal health and financial well-being.
4	**Communicate clearly and effectively and with reason.**
5	Consider the environmental, social and economic impacts of decisions.
6	**Demonstrate creativity and innovation.**
7	Employ valid and reliable research strategies.
8	Utilize critical thinking to make sense of problems and persevere in solving them.
9	Model integrity, ethical leadership and effective management.
10	Plan education and career paths aligned to personal goals.

| 11 | **Use technology to enhance productivity.** |
| 12 | Work productively in teams while using cultural global competence. |

Standards	
Standard #	**Standard Description**
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c) Use temporal words and phrases to signal event order. d) Provide a sense of closure.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b) Form and use regular and irregular plural nouns. c) Use abstract nouns (e.g., *childhood*). d) Form and use regular and irregular verbs. e) Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. f) Ensure subject-verb and pronoun-antecedent agreement.* g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h) Use coordinating and subordinating conjunctions. i) Produce simple, compound, and complex sentences.

L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Capitalize appropriate words in titles. b) Use commas in addresses. c) Use commas and quotation marks in dialogue. d) Form and use possessives. e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). f) Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. g) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose words and phrases for effect. b) Recognize and observe differences between the conventions of spoken and written standard English.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies. a) Use sentence-level context as a clue to the meaning of a word or phrase. b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g. *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*) c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. *company, companion*) d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
- Provide modifications & accommodations as listed in the student's IEP - Position student near helping peer or have quick access to teacher - Modify or reduce assignments/tasks - Reduce length of assignment for different mode of delivery - Increase one-to-one time - Prioritize tasks - Use graphic organizers - Use online resources for skill building - Provide teacher notes - Use collaborative grouping strategies such as small groups - NJDOE resources - http://www.state.nj.us/education/specialed/ - Providing visual aids - Making sure directions are understood by recording on the board, clarifying, rephrasing, and repeating directions - Breaking larger assignments into smaller manageable chunks - Using nonverbal cues to remain on task - Praising specific	- Provide text-to-speech - Use of translation dictionary or software - Provide graphic organizers - NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm - Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	- Tiered interventions following RTI framework - Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ - Interventional Central - http://www.interventioncentral.org/ - Selection of evidence-based interventions on an individual basis - Use of growth mindset statements to promote optimism academic - Teaching through multi-sensory modes - Providing study skills training/learning strategies - Providing frequent, immediate, and positive feedback - Increasing the immediacy of earned rewards - Provide student choices - Build frequent opportunities for movement during instruction to address the needs of students who are kinesthetic learners	- Process should be modified: higher order thinking skills, open-ended thinking, discovery - Utilize project-based learning for greater depth of knowledge - Utilize exploratory connections to higher grade concepts - Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations - Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied - NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

behaviors ● Allowing short breaks between tasks ● Use multi-sensory techniques to present information ● Provide opportunities for students to respond in a variety of ways (questions, dry-erase boards, thumbs-up, partner share, etc.) ● Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately		● Use reading partners and skilled peer or adult mentors to provide academic support ● Use graphic organizers to focus attention on key elements, concepts, or ideas	