# Green Township School District Grade 3 ELA Curriculum - Revised 2017

| Notes for Teachers | | | | |
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| **Overview** | **Reading** | **Writing** | **Speaking and Listening** | **Language** |
| **Unit 1** | Primary Focus Standards:<br>RL.3.1　RI.3.1　RF.3.3A,B,C,D<br><br>RL.3.2　RI.3.2　RF.3.4A,B,C,D,E,F<br><br>RL.3.4　RI.3.4<br><br>RL.3.6　RI.3.6 | Primary Focus Standards:<br>W.3.3<br>W.3.4<br>W.3.5<br>W.3.6<br>W.3.7<br>W.3.10 | Primary Focus Standards:<br>SL.3.1A,B,C,D<br>SL.3.6 | Primary Focus Standards:<br>L.3.1A,B,C<br>L.3.2A,E,F,G<br>L.3.4A,D<br>L.3.6 |
| | Text Type: (fiction and nonfiction)<br>● 1 extended text<br>● 3-6 shorter texts depending upon length and complexity | Writing Genre:<br>● Narrative writing<br>● Story writing<br>● Routine writing | Task Types:<br>● Small and whole group discussions | These standards are embedded within the reading / writing process |
| **Unit 2** | Primary Focus Standards:<br>RL.3.1　RI.3.1　RF.3.3A,B,C,D<br><br>RL.3.2　RI.3.2　RF.3.4A,B,C,D,E,F<br><br>　　　　RI.3.3 | Primary Focus Standards:<br>W.3.2A,B,C,D<br>W.3.4<br>W.3.5<br>W.3.6<br>W.3.8<br>W.3.10 | Primary Focus Standards:<br>SL.3.1A,B,C,D<br>SL.3.2<br>SL.3.3<br>SL.3.6 | Primary Focus Standards:<br>L.3.1A,D,E<br>L.3.2B,E,F,G<br>L.3.3A,B<br>L.3.4A,B,D<br>L.3.6 |

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|  | RI.3.4 | | | |
|  | RI.3.5 | | | |
|  | RI.3.6 | | | |
|  | RI.3.7 | | | |
|  | RI.3.8 | | | |
|  | RI.3.9 | | | |
|  | Text Type:   (fiction and nonfiction)<br>● 1  extended text<br>● 3-6 shorter texts depending upon length and complexity | Writing Genre: Research<br>● Informative and explanatory writing<br>● Routine writing | Task Type:<br>● Project-based presentations focusing on use of multimedia and visual displays | These standards are embedded within the writing process |
| **Unit 3** | Primary Focus Standards:<br>RL.3.1  RI.3.1    RF.3.3A,B,C,D<br><br>RL.3.2  RI.3.2    RF.3.4A,B,C,D,E,F<br><br>RL.3.3<br><br>RL.3.4<br><br>RL.3.5<br><br>RL.3.6<br><br>RL.3.7<br><br>RL.3.9 | Primary Focus Standards:<br>W.3.3A,B,C,D<br>W.3.4<br>W.3.5<br>W.3.6<br>W.3.10<br>Select at least one-W.3.7 or W.3.8 | Primary Focus Standards:<br>SL.3.1A,B,C,D<br>SL.3.2<br>SL.3.4<br>SL.3.6 | Primary Focus Standards:<br>L.3.1A,G,H<br>L.3.2C,E,F,G<br>L.3.4A,C,D<br>L.3.5A,B,C<br>L.3.6 |

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| | Text Type: (fiction and nonfiction)<br>● 1 extended text<br>● 4-8 shorter texts depending upon length and complexity | Writing Genre:<br>● Opinion writing<br>● Literary analysis<br>● Routine writing | Task Type:<br>● Present in small groups and to whole class | These standards are embedded within the writing process |
| **Unit 4** | Primary Focus Standards:<br>RL.3.1    RI.3.1    RF.3.3A,B,C,D<br><br>RL.3.2    RI.3.2    RF.3.4A,B,C,D,E,F<br><br>RL.3.4    RI.3.4<br><br>RL.3.5    RI.3.5<br><br>RL.3.6    RI.3.6<br><br>RL.3.10   RI.3.10 | Primary Focus Standards:<br>W.3.2A,B,C,D<br>W.3.4<br>W.3.5<br>W.3.6<br>W.3.10<br>Select at least one-W.3.7 or W.3.8 | Primary Focus Standards:<br>SL.3.1A,B,C,D<br>SL.3.5<br>SL.3.6 | Primary Focus Standards:<br>L.3.1A,F<br>L.3.2D,E,F,G<br>L.3.4A,D<br>L.3.6 |
| | Text Type: (fiction and nonfiction)<br>● 1  extended text<br>● 3-6 shorter texts depending upon length and complexity | Writing Genre:<br>● Research<br>● Informative and explanatory<br>● Routine writing<br>● Practice answering questions thoroughly in writing | Task type:<br>● Debates<br>● Present in small groups and to whole class | These standards are embedded within the writing process |
| **Unit 5** | Primary Focus Standards:<br>RL.3.1    RI.3.1<br>RL.3.2    RI.3.2<br>RL.3.4    RI.3.4<br>RL.3.5    RI.3.5<br>RL.3.6    RI.3.6<br>RL.3.10   RI.3.10 | W.3.1<br>W.3.2<br>W.3.3<br>W.3.5<br>W.3.6<br>W.3.10 | SL.3.1A,B,C,D<br>SL.3.2<br>SL.3.4<br>SL.3.6 | L.3.1A,F<br>L.3.2D,E,F,G<br>L.3.4A,D<br>L.3.6 |
| | Text Type: (fiction and nonfiction) | Writing Genre: | Task Type: | These standards are embedded |

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|  | ● 1 extended text<br>● 3-6 shorter texts depending upon length and complexity | ● Student choice<br>● Routine writing<br>● Practice answering questions thoroughly in writing | ● Peer feedback<br>● Peer editing | within the writing process |
| **Suggested Open Educational Resources** | Reading<br>● North Carolina-3th Gr. ELA Unpacking the Standards<br>● PARCC Evidence Tables<br>● Point of View Video<br>● Main Idea Practice<br>● Inference Practice<br>● Read Aloud Strategy<br>● Circle Plot Diagram<br>● Fluency Packet<br>● Read Write Think<br>● Google Cultural Institute<br>● ClassHook<br>● Formative Assessment Tool<br>● OER Commons<br>● Arts Edge<br>● CommonLit<br>● Poetry<br>● Treks (Google Maps Street View)<br>● DK Find Out<br>● Zoom In (history)<br>● Tween Tribune<br>● What was there | Writing/Language<br>● Brainstorm before Writing<br>● Conferencing Video<br>● Narrative Lessons<br>● Compare/Contrast Map<br>● Essay Map<br>● Implementing the Writing Process<br>● Mini Lessons<br>● Writing Samples<br>● Graphic Organizers<br>● Flocabulary<br>● Context Clues<br>● Word Usage<br>● Grammar and Usage<br>● Spelling practice<br>● Various ELA Practices<br>● Word Relationships<br>● Grammar Practice<br>● More Grammar Practice<br>● Pixabay<br>● My Simpleshow<br>● Media Smarts<br>● Piktochart<br>● Photos for Class<br>● Actively Learn<br>● Hstry timeline creation tool | Speaking & Listening<br>● Partner talk<br>● Accountable talk<br>● Literacy TA-Speaking and Listening Activities<br>● Learn Zillion-Crafting a Persuasive Speech<br>● Literacy Design Collaborative Modules<br>● Literacy in Science-Animal Adaptations<br>● Collaboration Kit<br>● I Can Statements<br>● | Critical Thinking<br>● Current Event Lessons<br>● Smithsonian TweenTribune<br>● Newsela<br>● Critical Thinking Handbook<br>● Critical Thinking Lessons in Literacy<br>● Whole Brain Teaching Video<br>● Critical Thinking Lesson Plan |

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| Unit 1 Grade 3<br>Pacing: 8 Weeks: September - October | |
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| **Unit 1:**<br>**Writing Genre: Narrative** | Unit 1: *What makes us connect with the stories we read?*<br>● Students will understand the parts of a story<br>● Students will understand that characters have struggles that are displayed so readers can connect to them.<br>● Students will understand that by thinking about text, students can learn about themselves and the world around them<br>● Students will understand that reading can be a collaborative process<br>● Students will understand that asking questions about text can deepen our understanding as readers<br>● Students will understand that writing needs to have a clear point or message, and that the message is conveyed through the story elements. |

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| RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | ● Closely read a text to demonstrate understanding<br>● Make personal connections, make connections to other texts, and/or make global connections when relevant<br>● Refer to specific text to support answers and to craft questions<br>● Explicitly locate evidence in the text to support answers and to craft questions of a factual nature<br>● Answer and ask both factual questions and inferential questions that require reasoning from the reader |
| RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. | RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. | ● Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details<br>● Determine central messages or theme<br>● Identify patterns in details<br><br>● Determine central messages or main ideas in a text<br>● Identify details to support the main idea<br>● Analyze how the details of the text help to support and reveal the central idea or theme |
| RL.3.4. Determine the meaning of words and phrases as they are used in a text, | RI.3.4. Determine the meaning of general academic and domain-specific | ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) |

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| distinguishing literal from nonliteral language. | words and phrases in a text relevant to a grade 3 topic or subject area. | ● Differentiate between literal and nonliteral language |
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| RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. | RI.3.6. Distinguish their own point of view from that of the author of a text. | ● Establish the point of view of a text<br>● Determine how the reader's point of view is different from the narrator's or the characters<br>● Compare the reader's point of view with the author's point of view |
| RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.<br>　RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.<br>　RF.3.3.B. Decode words with common Latin suffixes.<br>　RF.3.3.C. Decode multisyllable words.<br>　RF.3.3.D. Read grade-appropriate irregularly spelled words. | | ● Distinguish the base root from the affix<br>● Identify and define common prefixes and suffixes<br>● Identify and define common Latin suffixes<br>● Decode words that have a Latin suffix<br>● Use strategies to read multi-syllable words<br>● Read grade-appropriate irregularly spelled words |
| RF.3.4. Read with sufficient accuracy and fluency to support comprehension.<br>　RF.3.4.A. Read grade-level text with purpose and understanding.<br>　RF.3.4.B. Read grade-level prose and poetry orally with accuracy.<br>　RF.3.4.C. Use an appropriate rate while reading aloud.<br>　RF.3.4.D. Read with expression on successive readings.<br>　RF.3.4.E. Use context to confirm or self-correct word recognition and understanding.<br>　RF.3.4.F. Reread as necessary. | | ● Use various strategies to understand text and read with purpose<br>● Accurately read grade-level poetry and prose aloud<br>● Use an appropriate rate and expression when reading aloud<br>● Use various strategies to support word recognition and understanding<br>● Reread texts when appropriate to support increased accuracy, fluency, and comprehension |
| **Unit 1 Writing Standards** | | **Unit 1 Writing Critical Knowledge and Skills** |
| W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.<br>W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.<br>W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>W.3.3.C. Use temporal words and phrases to signal event order.<br>W.3.3.D. Provide a sense of closure. | | ● Organize ideas for a narrative<br>● Engage the reader with a story hook<br>● Establish a situation or story background<br>● Establish a narrator and/or characters for the story and character struggle<br>● Present an organized sequence of events<br>● Use various narrative techniques to develop the characters and the plot<br>● Incorporate vivid details to tell the story<br>● Establish chronology by using appropriate transitional words and phrases<br>● Bring the story to a close |
| 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.) | | ● Produce writing that is clear and understandable to the reader<br>● Unpack writing tasks (type of writing assignment)<br>● Determine writing purpose (the writer's designated reason for writing)<br>● Focus the organization and development of a topic to reflect the task and purpose |
| W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should | | ● Practice revising and editing skills<br>● Change word choice and sentence structure in writing to strengthen the piece |

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| demonstrate command of Language standards 1-3 up to and including grade 3 here.) | <ul><li>Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li><li>Recognize spelling, grammar, and punctuation errors</li><li>Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li></ul> |
| W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. | <ul><li>Develop strategies with peers and adults to use digital tools</li><li>Use technology for producing and publishing writing</li><li>Use technology to collaborate with others</li></ul> |
| W.3.7. Conduct short research projects that build knowledge about a topic. | <ul><li>Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic</li><li>Gather information to support a topic</li><li>Select relevant information from texts to support main ideas or claims</li><li>Group like ideas to organize writing</li></ul> |
| W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | <ul><li>Produce numerous pieces of writing over various time frames</li><li>Develop skills in research</li><li>Reflection on and revise writing</li><li>Self-correct when writing to produce a clearer message</li><li>Purposefully explain choices made while writing</li><li>Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li></ul> |
| **Unit 1 Speaking and Listening Standards** | **Unit 1 Speaking and Listening Critical Knowledge and Skills** |
| 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. <br> SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion <br> SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) <br> SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others <br> SL.3.1.D. Explain their own ideas and understanding in light of the discussion | <ul><li>Engage in conversations about grade-appropriate topics and texts</li><li>Participate in a variety of rich, structured conversations</li><li>Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li><li>Engage in collaborative conversations</li><li>Develop skills in active listening and group discussion</li></ul> |
| SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.) | <ul><li>Speak in complete sentences</li><li>Adapt speech to task and situation</li><li>Use 3rd grade appropriate grammatically correct speech</li><li>Elaborate on a detail when necessary</li><li>Clarify ideas when necessary</li></ul> |
| **Unit 1 Language Standards** | **Unit 1 Language Critical Knowledge and Skills** |

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| L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>    L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.<br>    L.3.1.B. Form and use regular and irregular plural nouns.<br>    L.3.1.C. Use abstract nouns (e.g., *childhood*). | ● Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences<br>● Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences<br>● Differentiate between regular and irregular plural nouns<br>● Identify regular and irregular plural nouns in reading and use them when writing or speaking<br>● Identify abstract nouns<br>● Use abstract nouns when writing or speaking |
| L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>    L.3.2.A. Capitalize appropriate words in titles.<br>    L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*)<br>    L.3.2.F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words<br>    L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings | ● Identify the words in titles that should be capitalized<br>● Consistently apply rules for capitalization in titles<br>● Spell high frequency or studied words correctly<br>● Spell conventional words correctly when adding a suffix to base words<br>● Identify spelling patterns and generalizations<br>● Apply spelling patterns when writing words<br>● Determine the purpose and use of reference materials<br>● Utilize reference materials to check and correct spelling, when needed |
| L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>    L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.<br>    L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases. | ● Decipher the meanings of words and phrases by using sentence context<br>● Identify the purpose and use of glossaries and dictionaries<br>● Determine the structure of glossaries and dictionaries<br>● Use both print and digital glossaries and dictionaries to define and clarify words |
| L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). | ● Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics<br>● Choose the most accurate word when describing actions, emotions, or states of being<br>● Choose the most accurate word when discussing a particular topic<br>● Use spatial and temporal relationship words and phrases |

| Unit 1 Grade 3 What This May Look Like | |
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| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| Written samples: opinion, informative, narrative<br>Newspaper article<br>Pictorial presentation<br>Anecdotal notes | STAR Reading Test<br>AR quizzes<br>Response to reading: setting<br>Historical fiction |

Running records
Oral  discussion
Student journals
Interviews
*Storyworks* activities
Journal
Description of a moment in history
Speaking sample (flipgrid, etc.)
Newsela writing responses
Research outline / draft
Pre-writing
One Writer's Share for Reading Fluency/ Public Speaking/Presenting
STAR Reading Test (monthly)
Teacher Conference on Reader's Response Notebook (End of each unit)
Discovery Education practice assignments*
Google Classroom questions*
Kahoot: review sessions
Exit tickets
Class discussions
Writing drafts and conferences
Newsela quizzes and responses*
Reading responses*
Vocabulary quizzes (academic vocabulary & words from read alouds)*


*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.*

| District/School Texts used in Unit 1 | District/School Supplementary Resources for use in Unit 1 |
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| Renaissance Learning:  Accelerated Reader; Independent, Instructional, and    Diagnostic Reading<br>STAR Reading Test (monthly)<br>Storyworks Magazine:  Fiction/Nonfiction Reading, Writing, Vocabulary Building,    Grammar Skills<br>Units of Study for Teaching Reading; Reading Workshop 3-5<br>Study Island:  Reading/Writing | Google Keep:  Research Tool/Organizing information<br>Storyworks Infographic Template/Planning Pages<br>Storyboardthat.com<br>Readwritethink.org:  Gathering research, summarizing, compare/contrast, interactive timeline tool<br>Sports Illustrated for Kids Magazine<br>National Geographic for Kids |

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| Vocabulary / Spelling City<br>Newsela: Nonfiction Literacy/Current Events<br>Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading<br>Various Picture Books (15-25 Per Unit) | Dictionary.com, M-W.com, learnersdictionary.com<br>Britannica School<br>Typing Pal: keyboarding practice<br>Pick-A-Prompt: Writing Topics<br>Wordle.net: Vocabulary<br>Brain Pop: Instructional videos on various topics<br>YouTube: Various skills and topics<br>Magnetic Poetry; Writing<br>Teacher-made documents/quizzes/tests<br>Various picture books<br>Excerpts from various stories and novels<br>Design Challenges<br>20time |

## Unit 1 District/School Writing Tasks

| Unit 1: Primary Focus | Secondary Focus | Routine Writing |
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| Narrative writing | ● Short responses to questions<br>● Responding to reading in writing<br>● Literary Analysis | ● Journal entries (incorporating cursive practice in writing)<br>● gathering ideas in reader's and writer's notebooks<br>● Answering specific questions in journal or using communicators<br>● Cursive practice |

## Unit 1 Possible Assignments and Activities

| Writing: | Speaking: | Multimedia: |
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| ● Retell a scene from a different point of view (graphic novel, prose, or comic option)<br>● Adding sensory imagery<br>● Descriptions of "struggles" | ● Partner games for writing "struggle"<br>● Peer interviews<br>● Peer reviews<br>● | ● Create a picturebook that describes a character's struggle<br>●<br><br><br><br>**Technology standards: 8.1.5.A.1, 8.1.5.A.2** |

## Plan for Language Study: Grade 3 Unit 1

| New: | Review: | Academic Vocabulary: |
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| ● Form and use regular and irregular plural nouns.<br>● Use abstract nouns (e.g., childhood).<br>● Form and use regular and irregular verbs.<br>● Form and use the simple (e.g., I walked; I walk; I will | ● Students answer: *What is a sentence?*<br>  ○ *A sentence is a group of words giving a complete thought.*<br>  ○ *A sentence must contain a <u>subject</u> and* | Context clues<br>Capitalize<br>Complete sentence<br>Spacing |

| walk) verb tenses. | *a <u>verb</u> (although one may be implied).*<br>● What is a subject (in a sentence)?<br>● What is a verb?<br>● | Punctuation<br>Beginning<br>Middle<br>End<br>Character<br>Problem |
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| **Interdisciplinary Connections throughout the K-12 Curriculum** |
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| ● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)<br>● Reading and deciphering word problems in math, explaining verbally (both in writing and orally)<br>● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas<br>● Negotiation of complexity of text in science and social studies<br>● Research to build and present knowledge in science and social studies<br>● Vocabulary and language skill acquisition in discipline-specific readings<br>● Production and distribution of writing assignments and writing tasks in science, social studies, health<br>● Speaking and listening skills in tasks and presentations created for Visual and Performing Arts |

| **Integration of 21st Century Themes and Skills** | |
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| **21st Century Skills/ Career Ready Practices:** | **CRP1. Act as a responsible and contributing citizen and employee.**<br>**CRP2. Apply appropriate academic and technical skills.**<br>**CRP3. Attend to personal health and financial well-being.**<br>**CRP4. Communicate clearly and effectively and with reason.**<br>**CRP5. Consider the environmental, social and economic impacts of decisions.**<br>**CRP6. Demonstrate creativity and innovation.**<br>**CRP7. Employ valid and reliable research strategies.**<br>**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**<br>**CRP9. Model integrity, ethical leadership and effective management.**<br>**CRP10. Plan education and career paths aligned to personal goals.**<br>**CRP11. Use technology to enhance productivity.**<br>**CRP12. Work productively in teams while using cultural global competence.** |

| **2014 Technology Standards** | | |
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| **2014 NJ Technology Standards:** | **8.1 Educational Technology** (Word | PDF)<br>All students will use digital tools to access, manage, | *A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.* |

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| | evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.<br><br>**8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** ([Word](#) \| [PDF](#))<br>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.<br><br>Please see relevant projects for technology standards 8.1 and 8.2: | *B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.* |

## Differentiation / Accommodations / Modifications

## Gifted and Talented:

**Extension Activities** *(content, process, product and learning environment)*
- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Anchor Activities**
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

## English Language Learners:

**Modifications for Classroom**
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.

- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

**Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

## Students with Disabilities:

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

**Modifications for Classroom**
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
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- Establish expectations for correct spelling on assignments.
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- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments**
- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Modifications for Assessments**
- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
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## Students at Risk of School Failure:

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# Green Township School District Grade 3 ELA Curriculum - Revised 2017

| Unit 2 Grade 3<br>Pacing: 6 weeks: November - December | | |
|---|---|---|

| Unit 2: *Exploring this Interesting World*<br>Writing genre: Informational/Explanatory | | Unit 2 Reading Critical Knowledge and Skills<br>● Students will understand that there are relationships between events and ideas.<br>● Students will understand that asking questions about texts deepens their understanding.<br>● Students will understand that writing should have a clear purpose and audience<br>● Students will understand that a main idea is supported by accurate details and information |
|---|---|---|
| RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | ● Closely read a text to demonstrate understanding<br>● Make personal connections, make connections to other texts, and/or make global connections when relevant<br>● Refer to specific text to support answers and to craft questions<br>● Explicitly locate evidence in the text to support answers and to craft questions of a factual nature<br>● Answer and ask both factual questions and inferential questions that require reasoning from the reader |
| RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. | RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. | RL.3.2:<br>● Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details<br>● Determine central messages or theme<br>● Identify patterns in details<br>RI.3.2:<br>● |
| | 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. | ● Closely read text to determine important events, ideas or concepts<br>● Identify words that signify time order, sequence, and cause/effect<br>● Explain how historical events, scientific ideas or "how to" procedures are related in a text by analyzing the sequence of events and the cause and effect<br>● Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas |
| | RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 | ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific)<br>● Differentiate between literal and nonliteral language |

| | 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. | <ul><li>Identify the unique features and organization of informational text (text features, and search tools)</li><li>Use the unique features to find and manage information specific to the topic</li><li>Demonstrate proficiency in using the tools to locate information</li></ul> |
| | RI.3.6. Distinguish their own point of view from that of the author of a text. | <ul><li>Establish the point of view of a text</li><li>Determine how the reader's point of view is different from the narrator's or the characters</li><li>Compare the reader's point of view with the author's point of view</li></ul> |
| | RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | <ul><li>Examine various text features (maps, diagrams, photos, audios) to understand specific information in the text</li><li>Synthesize the various text features and the text itself to understand the ideas in the text</li><li>Explain how the different text features aid understanding</li></ul> |
| | RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. | <ul><li>Make a clear link between sentences and paragraphs when reading informational text</li><li>Explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc)</li><li>Identify words that signify a relationship between ideas</li><li>Use the relationships between ideas to describe how an author supports specific points</li></ul> |
| | RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic. | <ul><li>Closely read the text to identify the important details of a text</li><li>Find similarities and differences about important details when reading about two texts that share the same topic</li><li>Reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)</li></ul> |
| RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.<br>    RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.<br>    RF.3.3.B. Decode words with common Latin suffixes.<br>    RF.3.3.C. Decode multisyllable words.<br>    RF.3.3.D. Read grade-appropriate irregularly spelled words. | | <ul><li>Distinguish the base root from the affix</li><li>Identify and define common prefixes and suffixes</li><li>Identify and define common Latin suffixes</li><li>Decode words that have a Latin suffix</li><li>Use strategies to read multi-syllable words</li><li>Read grade-appropriate irregularly spelled words</li></ul> |
| RF.3.4. Read with sufficient accuracy and fluency to support comprehension.<br>    RF.3.4.A. Read grade-level text with purpose and understanding.<br>    RF.3.4.B. Read grade-level prose and poetry orally with accuracy. | | <ul><li>Use various strategies to understand text and read with purpose</li><li>Accurately read grade-level poetry and prose aloud</li><li>Use an appropriate rate and expression when reading aloud</li></ul> |

| | |
|---|---|
| RF.3.4.C. Use an appropriate rate while reading aloud.<br>RF.3.4.D. Read with expression on successive readings.<br>RF.3.4.E. Use context to confirm or self-correct word recognition and understanding.<br>RF.3.4.F. Reread as necessary. | ● Use various strategies to support word recognition and understanding<br>● Reread texts when appropriate to support increased accuracy, fluency, and comprehension |
| **Unit 2 Writing Standards** | **Unit 2 Writing Critical Knowledge and Skills** |
| W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br><br>    W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.<br>    W.3.2.B. Develop the topic with facts, definitions, and details.<br>    W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.<br>    W.3.2.D. Provide a conclusion. | ● Organize information to support the topic<br>● Introduce a topic<br>● Write a thesis statement to focus writing<br>● Use text features to support the topic, when appropriate<br>● Select details that appropriate support the development of the topic<br>● Link ideas by using transitional words and phrases<br>● Write a conclusion to close the writing |
| 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.) | ● Produce writing that is clear and understandable to the reader<br>● Unpack writing tasks (type of writing assignment)<br>● Unpack writing purpose (the writer's designated reason for writing)<br>● Focus the organization and development of a topic to reflect the task and purpose |
| W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) | ● Practice revising and editing skills<br>● Change word choice and sentence structure in writing to strengthen the piece<br>● Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing<br>● Recognize spelling, grammar, and punctuation errors<br>● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) |
| W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. | ● Develop strategies with peers and adults to use digital tools<br>● Use technology for producing and publishing writing<br>● Use technology to collaborate with others |
| W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | ● Locate information from print and digital sources<br>● Integrate information from personal experiences<br>● Take notes and organize information into categories provided by the teacher<br>● Gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes<br>● Thoughtfully choose online sources<br>● Select the information needed from each source<br>● Connect new information learned online with offline sources |

# Green Township School District Grade 3 ELA Curriculum - Revised 2017

| | ● Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources |
|---|---|
| W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | ● Produce numerous pieces of writing over various time frames<br>● Develop skills in research<br>● Reflection on and revise writing<br>● Self-correct when writing to produce a clearer message<br>● Purposefully explain choices made while writing<br>● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose |
| **Unit 2 Speaking and Listening  Standards** | **Unit 2 Speaking and Listening Critical Knowledge and Skills** |
| 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.<br>SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion<br>SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)<br>SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others<br>SL.3.1.D. Explain their own ideas and understanding in light of the discussion | ● Engage in conversations about grade-appropriate topics and texts<br>● Participate in a variety of rich, structured conversations<br>● Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer<br>● Engage in collaborative conversations<br>● Develop skills in active listening and group 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. | ● Determine the main idea of a text read aloud<br>● Determine the supporting details for a text read aloud<br>● Determine the main ideas and supporting details of information presented in multiple formats |
| SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | ● Listen carefully to what a speaker says<br>● Ask questions to clarify what was heard<br>● Elaborate and provide details to build upon the speaker's response |
| SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.) | ● Speak in complete sentences<br>● Adapt speech to task and situation<br>● Use 3rd grade appropriate grammatically correct speech<br>● Elaborate on a detail when necessary<br>● Clarify ideas when necessary |
| **Unit 2 Language Standards** | **Unit 2 Language Critical Knowledge and Skills** |
| L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | ● Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose<br>● Differentiate between regular and irregular plural nouns<br>● Identify regular and irregular plural nouns in reading and use them when writing |

| | |
|---|---|
| L.3.1.D. Form and use regular and irregular verbs.<br>L.3.1.E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. | or speaking<br>● Identify simple verb tenses and use them when writing or speaking |
| L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>    L.3.2.B. Use commas in addresses.<br>    L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*)<br>    L.3.2.F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words<br>    L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings | ● Apply comma rules to addresses in writing<br>● Spell high frequency or studied words correctly<br>● Spell conventional words correctly when adding a suffix to base words<br>● Identify spelling patterns and generalizations<br>● Apply spelling patterns when writing words<br>● Determine the purpose and use of reference materials<br>● Utilize reference materials to check and correct spelling, when needed |
| L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>    L.3.3.A. Choose words and phrases for effect<br>    L.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English | ● Purposefully select words or phrases to create effect when writing or speaking<br>● Identify similarities and differences between spoken and written English<br>● Acknowledge those differences when writing and speaking |
| L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>    L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.<br>    L.3.4.B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).<br>    L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases. | ● Decipher the meanings of words and phrases by using sentence context<br>● Determine the meaning of commonly used prefixes and suffixes<br>● Separate a base word from the prefix or suffix<br>● Use the definition of known prefixes and suffixes to define new words<br>● Identify the purpose and use of glossaries and dictionaries<br>● Determine the structure of glossaries and dictionaries<br>● Use both print and digital glossaries and dictionaries to define and clarify words |
| L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). | ● Use grade 3 vocabulary fluently when discussing academic or domain-specific topics<br>● Choose the most accurate word when describing actions, emotions, or states of being<br>● Choose the most accurate word when discussing a particular topic<br>● Use spatial and temporal relationship words and phrases |

## Unit 2 Grade 3 What This May Look Like

| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
|---|---|
| Written samples: opinion, informative, narrative | STAR Reading Test |

| | |
|---|---|
| Newspaper article<br>Pictorial presentation<br>Anecdotal notes<br>Running records<br>Oral  discussion<br>Student journals<br>Interviews<br>*Storyworks* activities<br>Journal<br>Description of a moment in history<br>Speaking sample (flipgrid, etc.)<br>Newsela writing responses<br>Research outline / draft<br>Pre-writing<br>One Writer's Share for Reading Fluency/ Public Speaking/Presenting<br>STAR Reading Test (monthly)<br>Teacher Conference on Reader's Response Notebook (End of each unit)<br>Discovery Education practice assignments*<br>Google Classroom questions*<br>Kahoot: review sessions<br>Exit tickets<br>Class discussions<br>Writing drafts and conferences<br>Newsela quizzes and responses*<br>Reading responses*<br>Vocabulary quizzes (academic vocabulary & words from read alouds)*<br><br><br>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.* | AR quizzes<br>Response to reading: setting<br>Historical fiction writing |

| District/School Texts | District/School Supplementary Resources |
|---|---|
| Renaissance Learning:  Accelerated Reader; Independent, Instructional, and<br>    Diagnostic Reading<br>STAR Reading Test (monthly)<br>Storyworks Magazine:  Fiction/Nonfiction Reading, Writing, Vocabulary Building,<br>    Grammar Skills<br>Units of Study for Teaching Reading; Reading Workshop 3-5<br>Study Island:  Reading/Writing | Google Keep:  Research Tool/Organizing information<br>Storyworks Infographic Template/Planning Pages<br>Storyboardthat.com<br>Readwritethink.org:  Gathering research, summarizing, compare/contrast, interactive timeline tool<br>Sports Illustrated for Kids Magazine<br>National Geographic for Kids |

# Green Township School District Grade 3 ELA Curriculum - Revised 2017

| | |
|---|---|
| Vocabulary / Spelling City<br>Newsela: Nonfiction Literacy/Current Events<br>Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading<br>Various Picture Books (15-25 Per Unit) | Dictionary.com, M-W.com, learnersdictionary.com<br>Britannica School<br>Typing Pal: keyboarding practice<br>Pick-A-Prompt: Writing Topics<br>Wordle.net: Vocabulary<br>Brain Pop: Instructional videos on various topics<br>YouTube: Various skills and topics<br>Magnetic Poetry; Writing<br>Design challenges with GHS coaches<br>Teacher-made documents/quizzes/tests<br>Various picture books<br>Excerpts from various stories and novels<br>Readers and writers notebooks<br>graphic organizers |

## District/School Writing Tasks

| Primary Focus | Secondary Focus | Routine Writing |
|---|---|---|
| Informational writing: multiple sub-genres | ● Adding "story" (narrative elements) to an informational piece<br>● writing across genres<br>● writing about what we read | ● journaling:<br>   ○ daily practice.<br>   ○ Practice answering questions |

## Possible Assignments and Activities to Support Learning in Unit 2 Grade 3

- Utilizing readers and writers' notebooks for gathering ideas and reflection
- Creating a brochure
- Informational writing stations: multiple sub genre writing choices

## Plan for Language Study: Grade 3 Unit 2

| New: | Review: | Academic Vocabulary: |
|---|---|---|
| ● Use abstract nouns (e.g., *childhood*).<br>● Form and use regular and irregular verbs.<br>● Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.<br>● Ensure subject-verb and pronoun-antecedent agreement. | ● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.<br>● Form and use regular and irregular plural nouns. | Context clues<br>Capitalize<br>Complete sentence<br>Spacing<br>Punctuation<br>Beginning<br>Middle<br>End |

| | | Character Problem |
|---|---|---|
| | | |

| **Interdisciplinary Connections throughout the K-12 Curriculum** |
|---|
| <ul><li>Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)</li><li>Reading and deciphering word problems in math, explaining verbally (both in writing and orally)</li><li>Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas</li><li>Negotiation of complexity of text in science and social studies</li><li>Research to build and present knowledge in science and social studies</li><li>Vocabulary and language skill acquisition in discipline-specific readings</li><li>Production and distribution of writing assignments and writing tasks in science, social studies, health</li><li>Speaking and listening skills in tasks and presentations created for Visual and Performing Arts</li></ul> |

| **Integration of 21st Century Themes and Skills** | |
|---|---|
| **21st Century Skills/ Career Ready Practices:** | **CRP1.** Act as a responsible and contributing citizen and employee.<br>**CRP2.** Apply appropriate academic and technical skills.<br>**CRP3.** Attend to personal health and financial well-being.<br>**CRP4.** Communicate clearly and effectively and with reason.<br>**CRP5.** Consider the environmental, social and economic impacts of decisions.<br>**CRP6.** Demonstrate creativity and innovation.<br>**CRP7.** Employ valid and reliable research strategies.<br>**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.<br>**CRP9.** Model integrity, ethical leadership and effective management.<br>**CRP10.** Plan education and career paths aligned to personal goals.<br>**CRP11.** Use technology to enhance productivity.<br>**CRP12.** Work productively in teams while using cultural global competence. |

| **2014 Technology Standards** | | |
|---|---|---|
| **2014 NJ Technology Standards:** | **8.1 Educational Technology** (Word | PDF)<br>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. | ***A. Technology Operations and Concepts:*** *Students demonstrate a sound understanding of technology concepts, systems and operations.*<br><br>***B. Creativity and Innovation:*** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.* |

**8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**
([Word](#) | [PDF](#))
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

## Differentiation / Accommodations / Modifications

## Gifted and Talented:

**Extension Activities** *(content, process, product and learning environment)*
- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Anchor Activities**
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

## English Language Learners:

**Modifications for Classroom**
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.

- Assign a peer helper in the class setting

**Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

## <u>Students with Disabilities:</u>

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

**Modifications for Classroom**
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
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- Extended time on classroom tests and quizzes.
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## Students at Risk of School Failure:

**Modifications for Classroom**
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# Green Township School District Grade 3 ELA Curriculum - Revised 2017

| Unit 3 Grade 3<br>Pacing: 6-8 Weeks: January-February | | |
|---|---|---|
| **Unit 3:** *Having my Own Ideas*<br>Writing Genre: Opinion | | Unit 3:<br><ul><li>Students will understand that an author uses different literary and structural techniques to convey a character's struggle.</li><li>Students will understand that they can form opinions based on what they learn from reading</li><li>Students will understand that they can defend their opinions with their research</li></ul> |
| RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | <ul><li>Closely read a text to demonstrate understanding</li><li>Make personal connections, make connections to other texts, and/or make global connections when relevant</li><li>Refer to specific text to support answers and to craft questions</li><li>Explicitly locate evidence in the text to support answers and to craft questions of a factual nature</li><li>Answer and ask both factual questions and inferential questions that require reasoning from the reader</li></ul> |
| RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. | RI.3.2.Determine the main idea of a text; recount the key details and explain how they support the main idea. | RL.3.2:<br><ul><li>Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details</li><li>Determine central messages or theme</li><li>Identify patterns in details</li></ul> |
| | | RI.3.2:<br><ul><li>Determine central messages or main ideas in a text</li><li>Identify details to support the main idea</li><li>Analyze how the details of the text help to support and reveal the central idea or theme</li></ul> |
| RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. | | <ul><li>Closely read text to determine the important events, ideas, or concepts</li><li>Identify the main characters in a story</li><li>Describe the characters using literal and inferential story details</li><li>Analyze how the actions of characters influence the story events</li></ul> |
| RL.3.4. Determine the meaning of words and phrases as they are used in a text, | | <ul><li>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific)</li></ul> |

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| distinguishing literal from nonliteral language. | | ● Differentiate between literal and 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. | | ● Describe how various parts build on one another not only in stories, but in dramas and poems<br>● Identify the parts of this story (chapters, stanzas, scenes)<br>● Determine how the parts of a story are connected or organized (time order, topic) |
| RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. | | ● Establish the point of view of a text<br>● Determine how the reader's point of view is different from the narrator's or the characters<br>● Compare the reader's point of view with the author's point of view |
| 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) | | ● Synthesize pictures and written text to better understand a text<br>● Examine the relation to the illustrations and the text<br>● Discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters<br>● Identify the mood of a text<br>● Interpret what the illustrations tell a reader about the mood<br>● Determine how the pictures help clarify the description of the mood |
| RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | | ● Use a variety of sources to access previous information to compare, contrast, and reflect on texts<br>● Identify similarities and differences in books with the same author and characters<br>● Determine the central message, theme, lesson, and/or moral of the stories<br>● Identify similarities and differences in the central message of the texts<br>● Reflect on how the text details, characters, and central messages are alike and different |
| RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.<br>    RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.<br>    RF.3.3.B. Decode words with common Latin suffixes.<br>    RF.3.3.C. Decode multisyllable words.<br>    RF.3.3.D. Read grade-appropriate irregularly spelled words. | | ● Distinguish the base root from the affix<br>● Identify and define common prefixes and suffixes<br>● Identify and define common Latin suffixes<br>● Decode words that have a Latin suffix<br>● Use strategies to read multi-syllable words<br>● Read grade-appropriate irregularly spelled words |
| RF.3.4. Read with sufficient accuracy and fluency to support comprehension.<br>    RF.3.4.A. Read grade-level text with purpose and understanding.<br>    RF.3.4.B. Read grade-level prose and poetry orally with accuracy.<br>    RF.3.4.C. Use an appropriate rate while reading aloud.<br>    RF.3.4.D. Read with expression on successive readings. | | ● Use various strategies to understand text and read with purpose<br>● Accurately read grade-level poetry and prose aloud<br>● Use an appropriate rate and expression when reading aloud<br>● Use various strategies to support word recognition and understanding<br>● Reread texts when appropriate to support increased accuracy, fluency, and |

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| RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. <br> RF.3.4.F. Reread as necessary. | comprehension |

| Unit 3 Writing Standards | Unit 3 Writing Critical Knowledge and Skills |
|---|---|
| W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <br> W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. <br> W.3.1.B. Provide reasons that support the opinion. <br> W.3.1.C. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons <br> W.3.1.D. Provide a conclusion. | ● Distinguish fact from opinion <br> ● Group supporting details to support the writer's purpose <br> ● Introduce the topic or text clearly <br> ● State an opinion to be supported with reasons <br> ● Write a thesis statement to focus the writing <br> ● Support the opinion with facts and/or reasons <br> ● Connect opinions with reasons using linking words and phrases <br> ● Write a conclusion |
| 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.) | ● Produce writing that is clear and understandable to the reader <br> ● Unpack writing tasks (type of writing assignment) <br> ● Unpack writing purpose (the writer's designated reason for writing) <br> ● Focus the organization and development of a topic to reflect the task and purpose |
| W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) | ● Practice revising and editing skills <br> ● Change word choice and sentence structure in writing to strengthen the piece <br> ● Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing <br> ● Recognize spelling, grammar, and punctuation errors <br> ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) |
| W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. | ● Develop strategies with peers and adults to use digital tools <br> ● Use technology for producing and publishing writing <br> ● Use technology to collaborate with others |
| W.3.7. (Choice) Conduct short research projects that build knowledge about a topic. | ● Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic <br> ● Gather information to support a topic <br> ● Select relevant information from texts to support main ideas or claims <br> ● Group like ideas to organize writing |
| W.3.8. (Choice) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | ● Locate information from print and digital sources <br> ● Integrate information from personal experiences <br> ● Take notes and organize information into categories provided by the teacher <br> ● Gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes <br> ● Thoughtfully choose online sources |

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|  | <ul><li>Select the information needed from each source</li><li>Connect new information learned online with offline sources</li><li>Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources</li></ul> |
| W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | <ul><li>Produce numerous pieces of writing over various time frames</li><li>Develop skills in research</li><li>Reflection on and revise writing</li><li>Self-correct when writing to produce a clearer message</li><li>Purposefully explain choices made while writing</li><li>Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li></ul> |
| **Unit 3 Speaking and Listening  Standards** | **Unit 3 Speaking and Listening Critical Knowledge and Skills** |
| 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. <br>　　SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion <br>　　SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) <br>　　SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others <br>　　SL.3.1.D. Explain their own ideas and understanding in light of the discussion | <ul><li>Engage in conversations about grade-appropriate topics and texts</li><li>Participate in a variety of rich, structured conversations</li><li>Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li><li>Engage in collaborative conversations</li><li>Develop skills in active listening and group discussion</li></ul> |
| 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. | <ul><li>Determine the main idea of a text read aloud</li><li>Determine the supporting details for a text read aloud</li><li>Determine the main ideas and supporting details of information presented in multiple formats</li></ul> |
| 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. | <ul><li>Report on a topic or text, telling a story, or recounting an event in an organized, logical manner</li><li>Use relevant facts and descriptive details that add to the reporting of a topic or event</li><li>Present information orally and in coherent, spoken sentences</li><li>Use an appropriate pace when presenting</li><li>Present and logically support personal opinions</li></ul> |
| SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.) | <ul><li>Speak in complete sentences</li><li>Adapt speech to task and situation</li><li>Use 3rd grade appropriate grammatically correct speech</li><li>Elaborate on a detail when necessary</li></ul> |

| | ● Clarify ideas when necessary |
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| **Unit 3 Language Standards** | **Unit 3 Language Critical Knowledge and Skills** |
| L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>    L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.<br>    L.3.1.G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.<br>    L.3.1.H. Use coordinating and subordinating conjunctions. | ● Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences<br>● Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences<br>● Define and identify comparative and superlative adjectives<br>● Use comparative and superlative adjectives when writing or speaking<br>● Select the appropriate form of adjective when writing and speaking<br>● Define and identify coordinating and subordinating conjunctions<br>● Use coordinating and subordinating conjunctions when writing or speaking |
| L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>    L.3.2.C. Use commas and quotation marks in dialogue<br>    L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*)<br>    L.3.2.F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words<br>    L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings | ● Apply comma and quotation mark rules and format when writing dialogue<br>● Spell high frequency or studied words correctly<br>● Spell conventional words correctly when adding a suffix to base words<br>● Identify spelling patterns and generalizations<br>● Apply spelling patterns when writing words<br>● Determine the purpose and use of reference materials<br>● Utilize reference materials to check and correct spelling, when needed |
| L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>    L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.<br>    L.3.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).<br>    L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases. | ● Decipher the meanings of words and phrases by using sentence context<br>● Identify root words in unknown words<br>● Use known root words to aid in defining unknown words<br>● Identify the purpose and use of glossaries and dictionaries<br>● Determine the structure of glossaries and dictionaries<br>● Use both print and digital glossaries and dictionaries to define and clarify words |
| L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.<br>    L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g.,*take steps*)<br>    L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*)<br>    L.3.5.C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*) | ● Define the terms 'literal' and 'nonliteral'<br>● Identify literal and nonliteral words and phrases in texts<br>● Differentiate the literal phrases from nonliteral phrases<br>● Connect words to their purpose or use<br>● Determine the slight difference in meaning in synonymous words |

| L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). | ● Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics<br>● Choose the most accurate word when describing actions, emotions, or states of being<br>● Choose the most accurate word when discussing a particular topic<br>● Use spatial and temporal relationship words and phrases |
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| Unit 3 Grade 3 What This May Look Like | |
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| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| Written samples: opinion, informative, narrative<br>Newspaper article<br>Pictorial presentation<br>Anecdotal notes<br>Running records<br>Oral  discussion<br>Student journals<br>Interviews<br>*Storyworks* activities<br>Journal<br>Description of a moment in history<br>Speaking sample (flipgrid, etc.)<br>Newsela writing responses<br>Research outline / draft<br>Pre-writing<br>One Writer's Share for Reading Fluency/ Public Speaking/Presenting<br>STAR Reading Test (monthly)<br>Teacher Conference on Reader's Response Notebook (End of each unit)<br>Discovery Education practice assignments*<br>Google Classroom questions*<br>Kahoot: review sessions<br>Exit tickets<br>Class discussions<br>Writing drafts and conferences<br>Newsela quizzes and responses*<br>Reading responses*<br>Vocabulary quizzes (academic vocabulary & words from read alouds)*<br><br>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.* | STAR Reading Test<br>AR quizzes<br>Response to reading: setting<br>Historical fiction |

# Green Township School District Grade 3 ELA Curriculum - Revised 2017

| District/School Texts | District/School Supplementary Resources |
|---|---|
| Renaissance Learning: Accelerated Reader; Independent, Instructional, and Diagnostic Reading<br>STAR Reading Test (monthly)<br>Storyworks Magazine: Fiction/Nonfiction Reading, Writing, Vocabulary Building, Grammar Skills<br>Units of Study for Teaching Reading; Reading Workshop 3-5<br>Study Island: Reading/Writing<br>Vocabulary / Spelling City<br>Newsela: Nonfiction Literacy/Current Events<br>Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading<br>Various Picture Books (15-25 Per Unit) | Google Keep: Research Tool/Organizing information<br>Storyworks Infographic Template/Planning Pages<br>Storyboardthat.com<br>Readwritethink.org: Gathering research, summarizing, compare/contrast, interactive timeline tool<br>Sports Illustrated for Kids Magazine<br>National Geographic for Kids<br>Dictionary.com, M-W.com, learnersdictionary.com<br>Britannica School<br>Typing Pal: keyboarding practice<br>Pick-A-Prompt: Writing Topics<br>Wordle.net: Vocabulary<br>Brain Pop: Instructional videos on various topics<br>YouTube: Various skills and topics<br>Magnetic Poetry; Writing<br>Teacher-made documents/quizzes/tests<br>Various picture books<br>Excerpts from various stories and novels |

| District/School Writing Tasks | | |
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| **Primary Focus**<br>Opinion Writing | **Secondary Focus**<br>● Incorporating "story" into opinion writing<br>● | **Routine Writing**<br>● journal writing<br>● Incorporating cursive into small group instruction<br>● incorporating cursive into journal writing<br>● Answering questions<br>● |

| Possible Assignments and Activities to Support Learning in Unit 3 | | | |
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| **Writing**:<br><br>● 6-word slogan / poster for opinion<br>● Persuasive letter<br>● Opinion piece<br>● Google forms (student-generated survey)<br>● Treasure hunt clues ( prepositional phrases)<br>● Add detail to writing with prepositional phrases to develop setting and time | **Speaking:**<br><br>Pair discussions<br>Informal debates<br>(Individual / team)<br>Fishbowl discussions | **Multimedia:**<br><br>Google forms<br>Present opinions using digital tool such as Bubblr or Puppet Pals, etc.<br><br>Peer feedback | |

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| ● Revise for run-ons and fragments<br>● Revise for precise word choice | | Digital comic, storyboard, picture book, etc. (option)<br><br>**Technology standards:**<br>**8.1.5.A.1, 8.1.5.A.2,**<br>**8.1.5.A.3, 8.1.5.C.1,**<br>**8.1.5.D.3, 8.1.5.D.4, 8.1.5.F.1** | |

| Plan for Language Study: Grade 3 Unit 3 | | |
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| **New:**<br>● Use coordinating and subordinating conjunctions.<br>● Produce simple, compound, and complex sentences.<br>● Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). | **Review:**<br>● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.<br>● Form and use regular and irregular plural nouns. | **Academic Vocabulary:**<br>Common/proper<br>Plural/singular<br>Possessive<br>Pronoun<br>Subject/verb<br>Complex/simple<br>Summarize<br>Revise/edit<br>publish |

| Interdisciplinary Connections throughout the K-12 Curriculum |
|---|
| ● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)<br>● Reading and deciphering word problems in math, explaining verbally (both in writing and orally)<br>● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas<br>● Negotiation of complexity of text in science and social studies<br>● Research to build and present knowledge in science and social studies<br>● Vocabulary and language skill acquisition in discipline-specific readings<br>● Production and distribution of writing assignments and writing tasks in science, social studies, health<br>● Speaking and listening skills in tasks and presentations created for Visual and Performing Arts |

| Integration of 21st Century Themes and Skills | |
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| **21st Century Skills/ Career Ready Practices:** | **CRP1. Act as a responsible and contributing citizen and employee.** |

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| | CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. | |
| **2014 Technology Standards** | | |
| **2014 NJ Technology Standards:** | **8.1 Educational Technology** (Word \| PDF)<br>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.<br><br>**8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** (Word \| PDF)<br>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.<br><br>Please see relevant projects for technology standards 8.1 and 8.2: | *A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.*<br><br>*B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.* |

## Differentiation / Accommodations / Modifications

## Gifted and Talented:

**Extension Activities** *(content, process, product and learning environment)*
- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.

- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Anchor Activities**
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

## English Language Learners:

**Modifications for Classroom**
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

**Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

## Students with Disabilities:

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

**Modifications for Classroom**
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.

- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments**
- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Modifications for Assessments**
- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

# Students at Risk of School Failure:

**Modifications for Classroom**
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.

- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments**
- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Modifications for Assessments**
- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

# Green Township School District Grade 3 ELA Curriculum - Revised 2017

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**Unit 4 Grade 3**
**Pacing: 6-8 weeks (March-April)**

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**Unit 4:** *Understanding the World*
**Writing Genre: Informational/Explanatory**

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**Unit 4 Reading Critical Knowledge and Skills**
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RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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● Closely read a text to demonstrate understanding
● Make personal connections, make connections to other texts, and/or make global connections when relevant
● Refer to specific text to support answers and to craft questions
● Explicitly locate evidence in the text to support answers and to craft questions of a factual nature
● Answer and ask both factual questions and inferential questions that require reasoning from the reader

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RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

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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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RL.3.2:
● Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details
● Determine central messages or theme
● Identify patterns in details

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RI.3.2:
● Determine central messages or main ideas in a text
● Identify details to support the main idea
● Analyze how the details of the text help to support and reveal the central idea or theme

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

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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.

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● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific)
● Differentiate between literal and nonliteral language

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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.

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

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RL.3.5:
● Describe how various parts build on one another not only in stories, but in dramas and poems
● Identify the parts of this story (chapters, stanzas, scenes)
● Determine how the parts of a story are connected or organized (time order, topic)

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| | | RI.3.5:<br>● Identify the unique features and organization of informational text (text features, and search tools)<br>● Use the unique features to find and manage information specific to the topic<br>● Demonstrate proficiency in using the tools to locate information |
|---|---|---|
| RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. | RI.3.6. Distinguish their own point of view from that of the author of a text. | ● Establish the point of view of a text<br>● Determine how the reader's point of view is different from the narrator's or the characters<br>● Compare the reader's point of view with the author's point of view |
| RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed. | RI.3.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed. | ● Efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year<br>● Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts<br>● Read texts with scaffolding, as needed minimal clarifications |
| RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.<br>　RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.<br>　RF.3.3.B. Decode words with common Latin suffixes.<br>　RF.3.3.C. Decode multisyllable words.<br>　RF.3.3.D. Read grade-appropriate irregularly spelled words. | | ● Distinguish the base root from the affix<br>● Identify and define common prefixes and suffixes<br>● Identify and define common Latin suffixes<br>● Decode words that have a Latin suffix<br>● Use strategies to read multi-syllable words<br>● Read grade-appropriate irregularly spelled words |
| RF.3.4. Read with sufficient accuracy and fluency to support comprehension.<br>　RF.3.4.A. Read grade-level text with purpose and understanding.<br>　RF.3.4.B. Read grade-level prose and poetry orally with accuracy.<br>　RF.3.4.C. Use an appropriate rate while reading aloud.<br>　RF.3.4.D. Read with expression on successive readings.<br>　RF.3.4.E. Use context to confirm or self-correct word recognition and understanding.<br>　RF.3.4.F. Reread as necessary. | | ● Use various strategies to understand text and read with purpose<br>● Accurately read grade-level poetry and prose aloud<br>● Use an appropriate rate and expression when reading aloud<br>● Use various strategies to support word recognition and understanding<br>● Reread texts when appropriate to support increased accuracy, fluency, and comprehension |
| **Unit 4 Writing Standards** | | **Unit 4 Writing Critical Knowledge and Skills** |
| W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>　W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.<br>　W.3.2.B. Develop the topic with facts, definitions, and details.<br>　W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. | | ● Organize information to support the topic<br>● Introduce a topic<br>● Write a thesis statement to focus writing<br>● Use text features to support the topic, when appropriate<br>● Select details that appropriate support the development of the topic<br>● Link ideas by using transitional words and phrases<br>● Write a conclusion to close the writing that expresses the writer's point |

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| W.3.2.D. Provide a conclusion. | |
| 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.) | ● Produce writing that is clear and understandable to the reader<br>● Unpack writing tasks (type of writing assignment)<br>● Unpack writing purpose (the writer's designated reason for writing)<br>● Focus the organization and development of a topic to reflect the task and purpose |
| W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) | ● Practice revising and editing skills<br>● Change word choice and sentence structure in writing to strengthen the piece<br>● Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing<br>● Recognize spelling, grammar, and punctuation errors<br>● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) |
| W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. | ● Develop strategies with peers and adults to use digital tools<br>● Use technology for producing and publishing writing<br>● Use technology to collaborate with others |
| W.3.7.(Choice) Conduct short research projects that build knowledge about a topic. | ● Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic<br>● Gather information to support a topic<br>● Select relevant information from texts to support main ideas or claims<br>● Group like ideas to organize writing |
| W.3.8.(Choice) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | ● Locate information from print and digital sources<br>● Integrate information from personal experiences<br>● Take notes and organize information into categories provided by the teacher<br>● Gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes<br>● Thoughtfully choose online sources<br>● Select the information needed from each source<br>● Connect new information learned online with offline sources<br>● Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources |
| W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | ● Produce numerous pieces of writing over various time frames<br>● Develop skills in research<br>● Reflection on and revise writing<br>● Self-correct when writing to produce a clearer message<br>● Purposefully explain choices made while writing<br>● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose |

# Green Township School District Grade 3 ELA Curriculum - Revised 2017

| Unit 4 Speaking and Listening  Standards | Unit 4 Speaking and Listening Critical Knowledge and Skills |
|---|---|
| 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.<br>　　SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion<br>　　SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)<br>　　SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others<br>　　SL.3.1.D. Explain their own ideas and understanding in light of the discussion | ● Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion<br>● Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)<br>● Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others<br>● Explain their own ideas and understanding in light of the discussion |
| SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | ● Use multimedia to create engaging audio recordings of stories or poems<br>● Focus on inflection and volume instead of just reading out loud<br>● Demonstrate fluid and well-paced reading<br>● Add visual displays to illuminate chosen facts or details |
| SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.) | ● Speak in complete sentences<br>● Adapt speech to task and situation<br>● Use 3rd grade appropriate grammatically correct speech<br>● Elaborate on a detail when necessary<br>● Clarify ideas when necessary |
| **Unit 4 Language Standards** | **Unit 4 Language Critical Knowledge and Skills** |
| L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>　　L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.<br>　　L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement.* | ● Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences<br>● Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences<br>● Identify subjects, verbs, pronouns, and antecedents in sentences<br>● Consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences<br>● Reread writing to ensure agreement |
| L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>　　L.3.2.D. Form and use possessives.<br>　　L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*)<br>　　L.3.2.F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words | ● Identify possessive nouns<br>● Use apostrophe appropriately to show possession<br>● Spell high frequency or studied words correctly<br>● Spell conventional words correctly when adding a suffix to base words<br>● Identify spelling patterns and generalizations<br>● Apply spelling patterns when writing words<br>● Determine the purpose and use of reference materials<br>● Utilize reference materials to check and correct spelling, when needed |

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| L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings | |
| L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.<br>L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases. | ● Decipher the meanings of words and phrases by using sentence context<br>● Determine the meaning of commonly used prefixes and suffixes<br>● Identify the purpose and use of glossaries and dictionaries<br>● Determine the structure of glossaries and dictionaries<br>● Use both print and digital glossaries and dictionaries to define and clarify words |
| L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). | ● Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics<br>● Choose the most accurate word when describing actions, emotions, or states of being<br>● Choose the most accurate word when discussing a particular topic<br>● Use spatial and temporal relationship words and phrases |

| Unit 4 What This May Look Like | |
|---|---|
| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| Written samples: opinion, informative, narrative<br>Newspaper article<br>Pictorial presentation<br>Anecdotal notes<br>Running records<br>Oral  discussion<br>Student journals<br>Interviews<br>*Storyworks* activities<br>Journal<br>Description of a moment in history<br>Speaking sample (flipgrid, etc.)<br>Newsela writing responses<br>Research outline / draft<br>Pre-writing<br>One Writer's Share for Reading Fluency/ Public Speaking/Presenting<br>STAR Reading Test (monthly)<br>Teacher Conference on Reader's Response Notebook (End of each unit)<br>Discovery Education practice assignments*<br>Google Classroom questions*<br>Kahoot: review sessions | STAR Reading Test<br>AR quizzes<br>Response to reading: setting<br>Historical fiction |

| Exit tickets | |
|---|---|

| **District/School Texts** | **District/School Supplementary Resources** |
|---|---|
| Renaissance Learning:  Accelerated Reader; Independent, Instructional, and Diagnostic Reading<br>STAR Reading Test (monthly)<br>Storyworks Magazine:  Fiction/Nonfiction Reading, Writing, Vocabulary Building, Grammar Skills<br>Units of Study for Teaching Reading; Reading Workshop 3-5<br>Study Island:  Reading/Writing<br>Vocabulary / Spelling City<br>Newsela: Nonfiction Literacy/Current Events<br>Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading<br>Various Picture Books (15-25 Per Unit) | Google Keep:  Research Tool/Organizing information<br>Storyworks Infographic Template/Planning Pages<br>Storyboardthat.com<br>Readwritethink.org:  Gathering research, summarizing, compare/contrast, interactive timeline tool<br>Sports Illustrated for Kids Magazine<br>National Geographic for Kids<br>Dictionary.com, M-W.com, learnersdictionary.com<br>Britannica School<br>Typing Pal: keyboarding practice<br>Pick-A-Prompt:  Writing Topics<br>Wordle.net: Vocabulary<br>Brain Pop: Instructional videos on various topics<br>YouTube:  Various skills and topics<br>Magnetic Poetry; Writing<br>Teacher-made documents/quizzes/tests<br>Various picture books<br>Excerpts from various stories and novels |

| **District/School Writing Tasks: Grade 3 Unit 4** | | |
|---|---|---|
| **Primary Focus**<br>Informational / Explanatory | **Secondary Focus**<br>● Incorporating story<br>● revising writing<br>● collecting information in writing | **Routine Writing**<br>● journal writing<br>● Incorporating cursive writing into journal responses<br>● incorporating cursive writing in small group instruction<br>● metacognitive journal writing |

| **Possible Assignments and Activities to Support Learning in Grade 3 Unit 4** |
|---|
| ● Short, independent research on topic of choice<br>● Letter writing<br>● writing biographies<br>● create presentations on topic of choice<br>● book club discussions with picture books on information |

# Green Township School District Grade 3 ELA Curriculum - Revised 2017

- 20time project research
- Design challenges with GHS coaches on biographies/ informational text

**Technology standards: 8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.D.1, 8.1.5.D.2**

| Plan for Language Study: Grade 3 Unit 4 | | |
|---|---|---|
| **New:**<br>- Ensure subject-verb and pronoun-antecedent agreement.<br>- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.<br>- Use coordinating and subordinating conjunctions.<br>- Produce simple, compound, and complex sentences. | **Review:**<br>- Students answer: *What is a sentence?*<br>  - *A sentence is a group of words giving a complete thought.*<br>  - *A sentence must contain a <u>subject</u> and a <u>verb</u> (although one may be implied).*<br>- What is a subject (in a sentence)?<br>- What is a verb?<br>- Use abstract nouns (e.g., *childhood*).<br>- Form and use regular and irregular verbs.<br>- Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. | **Academic Vocabulary:**<br>Setting<br>Main idea<br>Supporting details<br>Point of view<br>Perspective<br>Paragraph<br>Verb tense |

| Interdisciplinary Connections throughout the K-12 Curriculum |
|---|
| - Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)<br>- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)<br>- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas<br>- Negotiation of complexity of text in science and social studies<br>- Research to build and present knowledge in science and social studies<br>- Vocabulary and language skill acquisition in discipline-specific readings |

- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

| Integration of 21st Century Themes and Skills | |
| --- | --- |
| **21st Century Skills/ Career Ready Practices:** | **CRP1. Act as a responsible and contributing citizen and employee.**<br>**CRP2. Apply appropriate academic and technical skills.**<br>**CRP3. Attend to personal health and financial well-being.**<br>**CRP4. Communicate clearly and effectively and with reason.**<br>**CRP5. Consider the environmental, social and economic impacts of decisions.**<br>**CRP6. Demonstrate creativity and innovation.**<br>**CRP7. Employ valid and reliable research strategies.**<br>**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**<br>**CRP9. Model integrity, ethical leadership and effective management.**<br>**CRP10. Plan education and career paths aligned to personal goals.**<br>**CRP11. Use technology to enhance productivity.**<br>**CRP12. Work productively in teams while using cultural global competence.** |
| **2014 Technology Standards** | |
| **2014 NJ Technology Standards:** | **8.1 Educational Technology** (Word | PDF)<br>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.<br><br>**8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** (Word | PDF)<br>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.<br><br>Please see relevant projects for technology standards 8.1 and 8.2: |

## Differentiation / Accommodations / Modifications

## Gifted and Talented:

**Extension Activities** *(content, process, product and learning environment)*
- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.

- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Anchor Activities**
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

# English Language Learners:

**Modifications for Classroom**
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

**Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

# Students with Disabilities:

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

**Modifications for Classroom**
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes

- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments**
- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Modifications for Assessments**
- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Students at Risk of School Failure:

**Modifications for Classroom**
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.

- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments**
- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Modifications for Assessments**
- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

# Green Township School District Grade 3 ELA Curriculum - Revised 2017

| Unit 5 Grade 3<br>Pacing: 4-6 weeks (May - June) | | |
|---|---|---|
| **Unit 5:** *Choosing my Path*<br>**Writing Genre: Student Choice** | | **Unit Reading Critical Knowledge and Skills**<br>● |
| RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | ● Closely read a text to demonstrate understanding<br>● Make personal connections, make connections to other texts, and/or make global connections when relevant<br>● Refer to specific text to support answers and to craft questions<br>● Explicitly locate evidence in the text to support answers and to craft questions of a factual nature<br>● Answer and ask both factual questions and inferential questions that require reasoning from the reader |
| RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. | RI.3.2.Determine the main idea of a text; recount the key details and explain how they support the main idea. | RL.3.2:<br>● Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details<br>● Determine central messages or theme<br>● Identify patterns in details<br>---<br>RI.3.2:<br>● Determine central messages or main ideas in a text<br>● Identify details to support the main idea<br>● Analyze how the details of the text help to support and reveal the central idea or theme |
| RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | 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. | ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific)<br>● Differentiate between literal and 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. | RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | RL.3.5:<br>● Describe how various parts build on one another not only in stories, but in dramas and poems<br>● Identify the parts of this story (chapters, stanzas, scenes)<br>● Determine how the parts of a story are connected or organized (time order, topic) |

# Green Township School District Grade 3 ELA Curriculum - Revised 2017

| | | RI.3.5: <br>● Identify the unique features and organization of informational text (text features, and search tools) <br>● Use the unique features to find and manage information specific to the topic <br>● Demonstrate proficiency in using the tools to locate information |
|---|---|---|
| RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. | RI.3.6. Distinguish their own point of view from that of the author of a text. | ● Establish the point of view of a text <br>● Determine how the reader's point of view is different from the narrator's or the characters <br>● Compare the reader's point of view with the author's point of view |
| RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed. | RI.3.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed. | ● Efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year <br>● Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts <br>● Read texts with scaffolding, as needed minimal clarifications |
| RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. <br>    RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes. <br>    RF.3.3.B. Decode words with common Latin suffixes. <br>    RF.3.3.C. Decode multisyllable words. <br>    RF.3.3.D. Read grade-appropriate irregularly spelled words. | | ● Distinguish the base root from the affix <br>● Identify and define common prefixes and suffixes <br>● Identify and define common Latin suffixes <br>● Decode words that have a Latin suffix <br>● Use strategies to read multi-syllable words <br>● Read grade-appropriate irregularly spelled words |
| RF.3.4. Read with sufficient accuracy and fluency to support comprehension. <br>    RF.3.4.A. Read grade-level text with purpose and understanding. <br>    RF.3.4.B. Read grade-level prose and poetry orally with accuracy. <br>    RF.3.4.C. Use an appropriate rate while reading aloud. <br>    RF.3.4.D. Read with expression on successive readings. <br>    RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. <br>    RF.3.4.F. Reread as necessary. | | ● Use various strategies to understand text and read with purpose <br>● Accurately read grade-level poetry and prose aloud <br>● Use an appropriate rate and expression when reading aloud <br>● Use various strategies to support word recognition and understanding <br>● Reread texts when appropriate to support increased accuracy, fluency, and comprehension |
| **Unit 4 Writing Standards** | | **Unit 4 Writing Critical Knowledge and Skills** |
| W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <br>    W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. <br>    W.3.2.B. Develop the topic with facts, definitions, and details. <br>    W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. | | ● Organize information to support the topic <br>● Introduce a topic <br>● Write a thesis statement to focus writing <br>● Use text features to support the topic, when appropriate <br>● Select details that appropriate support the development of the topic <br>● Link ideas by using transitional words and phrases <br>● Write a conclusion to close the writing |

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| W.3.2.D. Provide a conclusion. | |
| 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.) | <ul><li>Produce writing that is clear and understandable to the reader</li><li>Unpack writing tasks (type of writing assignment)</li><li>Unpack writing purpose (the writer's designated reason for writing)</li><li>Focus the organization and development of a topic to reflect the task and purpose</li></ul> |
| W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) | <ul><li>Practice revising and editing skills</li><li>Change word choice and sentence structure in writing to strengthen the piece</li><li>Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing</li><li>Recognize spelling, grammar, and punctuation errors</li><li>Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li></ul> |
| W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. | <ul><li>Develop strategies with peers and adults to use digital tools</li><li>Use technology for producing and publishing writing</li><li>Use technology to collaborate with others</li></ul> |
| W.3.7.(Choice) Conduct short research projects that build knowledge about a topic. | <ul><li>Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic</li><li>Gather information to support a topic</li><li>Select relevant information from texts to support main ideas or claims</li><li>Group like ideas to organize writing</li></ul> |
| W.3.8.(Choice) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | <ul><li>Locate information from print and digital sources</li><li>Integrate information from personal experiences</li><li>Take notes and organize information into categories provided by the teacher</li><li>Gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes</li><li>Thoughtfully choose online sources</li><li>Select the information needed from each source</li><li>Connect new information learned online with offline sources</li><li>Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources</li></ul> |
| W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | <ul><li>Produce numerous pieces of writing over various time frames</li><li>Develop skills in research</li><li>Reflection on and revise writing</li><li>Self-correct when writing to produce a clearer message</li><li>Purposefully explain choices made while writing</li><li>Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li></ul> |

# Green Township School District Grade 3 ELA Curriculum - Revised 2017

| Unit 4 Speaking and Listening  Standards | Unit 4 Speaking and Listening Critical Knowledge and Skills |
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| 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.<br>　　SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion<br>　　SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)<br>　　SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others<br>　　SL.3.1.D. Explain their own ideas and understanding in light of the discussion | ● Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion<br>● Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)<br>● Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others<br>● Explain their own ideas and understanding in light of the discussion |
| SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | ● Use multimedia to create engaging audio recordings of stories or poems<br>● Focus on inflection and volume instead of just reading out loud<br>● Demonstrate fluid and well-paced reading<br>● Add visual displays to illuminate chosen facts or details |
| SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.) | ● Speak in complete sentences<br>● Adapt speech to task and situation<br>● Use 3rd grade appropriate grammatically correct speech<br>● Elaborate on a detail when necessary<br>● Clarify ideas when necessary |
| **Unit 4 Language Standards** | **Unit 4 Language Critical Knowledge and Skills** |
| L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>　　L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.<br>　　L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement.* | ● Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences<br>● Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences<br>● Identify subjects, verbs, pronouns, and antecedents in sentences<br>● Consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences<br>● Reread writing to ensure agreement |
| L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>　　L.3.2.D. Form and use possessives.<br>　　L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*)<br>　　L.3.2.F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words | ● Identify possessive nouns<br>● Use apostrophe appropriately to show possession<br>● Spell high frequency or studied words correctly<br>● Spell conventional words correctly when adding a suffix to base words<br>● Identify spelling patterns and generalizations<br>● Apply spelling patterns when writing words<br>● Determine the purpose and use of reference materials<br>● Utilize reference materials to check and correct spelling, when needed |

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| L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings | |
| L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>    L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.<br>    L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases. | ● Decipher the meanings of words and phrases by using sentence context<br>● Determine the meaning of commonly used prefixes and suffixes<br>● Identify the purpose and use of glossaries and dictionaries<br>● Determine the structure of glossaries and dictionaries<br>● Use both print and digital glossaries and dictionaries to define and clarify words |
| L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). | ● Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics<br>● Choose the most accurate word when describing actions, emotions, or states of being<br>● Choose the most accurate word when discussing a particular topic<br>● Use spatial and temporal relationship words and phrases |

| Unit 5 What This May Look Like | |
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| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| Written samples: informative, narrative<br>Newspaper article<br>Pictorial presentation / sketch<br>Anecdotal notes<br>Oral  discussion<br>Student journals<br>Interviews<br>*Storyworks* activities<br>Brochure / flyer<br>Speaking sample (flipgrid, etc.)<br>Research outline / draft<br>Pre-writing<br>Discovery Education practice assignments*<br>Google Classroom questions*<br>Kahoot: review sessions<br>Exit tickets<br>Class discussions<br>Writing drafts and conferences<br>Newsela quizzes and responses*<br>Reading responses*<br>Vocabulary quizzes (academic vocabulary & words from read alouds)* | Multimedia informational piece such as infographic or trading card<br>STAR Reading Test<br>AR quizzes<br>Teacher Conference on Reader's Response Notebook (End of each unit) |

# Green Township School District Grade 3 ELA Curriculum - Revised 2017

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| *At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.* | |

| District/School Core Instructional Materials | District/School Supplementary Resources |
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| Renaissance Learning:  Accelerated Reader; Independent, Instructional, and Diagnostic Reading<br>Storyworks Magazine:  Fiction/Nonfiction Reading, Writing, Vocabulary Building, Grammar Skills<br>Units of Study for Teaching Reading; Reading Workshop 3-5<br>Study Island:  Reading/Writing<br>Vocabulary / Spelling City<br>Newsela: Nonfiction Literacy/Current Events<br>Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading<br>Various Picture Books (15-25 Per Unit) | Google Keep:  Research Tool/Organizing information<br>Storyworks Infographic Template/Planning Pages<br>Storyboardthat.com<br>Readwritethink.org:  Gathering research, summarizing, compare/contrast, interactive timeline tool<br>Sports Illustrated for Kids Magazine<br>National Geographic for Kids<br>Dictionary.com, M-W.com, learnersdictionary.com<br>Britannica School<br>Typing Pal: keyboarding practice<br>Pick-A-Prompt:  Writing Topics<br>Wordle.net: Vocabulary<br>Brain Pop: Instructional videos on various topics<br>YouTube:  Various skills and topics<br>Magnetic Poetry; Writing<br>Teacher-made documents/quizzes/tests |

| District/School Writing Tasks: Grade 3 Unit 5 | | |
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| **Primary Focus**<br>Student choice | **Secondary Focus**<br>● Revision<br>● peer editing and feedback | **Routine Writing**<br>● Journal writing with cursive practice<br>● Practice answering questions<br>● Journal prompts<br>● Literary Analysis |

| Possible Assignments and Activities to Support Learning in Grade 3 Unit 5 | | |
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| **Writing**:<br><br>● 6-word slogan / poster for opinion<br>● Persuasive letter<br>● Opinion piece<br>● Google forms (student-generated survey)<br>● Treasure hunt clues ( prepositional phrases)<br>● Add detail to writing with prepositional phrases to develop setting and time<br>● Revise for run-ons and fragments | **Speaking:**<br><br>Pair discussions<br>Informal debates (Individual / team)<br>Fishbowl discussions | **Multimedia:**<br><br>Google forms<br>Present opinions using digital tool such as Bubblr or Puppet Pals, etc.<br><br>Peer feedback<br><br>Digital comic, storyboard, picture book, etc. (option) |

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| ● Revise for precise word choice<br>● Book Reviews | | **Technology standards: 8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.C.1, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.F.1** |

**Plan for Language Study: Grade 3 Unit 5**

| New: | Review: | Academic Vocabulary: |
|---|---|---|
| ● None | ● Students answer: *What is a sentence?*<br>  ○ *A sentence is a group of words giving a complete thought.*<br>  ○ *A sentence must contain a <u>subject</u> and a <u>verb</u> (although one may be implied).*<br>● What is a subject (in a sentence)?<br>● What is a verb?<br>● Use abstract nouns (e.g., *childhood*).<br>● Form and use regular and irregular verbs.<br>● Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.<br><br>● | Context clues<br>Capitalize<br>Complete sentence<br>Spacing<br>Punctuation<br>Beginning<br>Middle<br>End<br>Character<br>Problem |

**Interdisciplinary Connections throughout the K-12 Curriculum**

- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

# Green Township School District Grade 3 ELA Curriculum - Revised 2017

| Integration of 21st Century Themes and Skills |
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| **21st Century Skills/ Career Ready Practices:** | **CRP1.** Act as a responsible and contributing citizen and employee.<br>**CRP2.** Apply appropriate academic and technical skills.<br>**CRP3.** Attend to personal health and financial well-being.<br>**CRP4.** Communicate clearly and effectively and with reason.<br>**CRP5.** Consider the environmental, social and economic impacts of decisions.<br>**CRP6.** Demonstrate creativity and innovation.<br>**CRP7.** Employ valid and reliable research strategies.<br>**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.<br>**CRP9.** Model integrity, ethical leadership and effective management.<br>**CRP10.** Plan education and career paths aligned to personal goals.<br>**CRP11.** Use technology to enhance productivity.<br>**CRP12.** Work productively in teams while using cultural global competence. |
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| 2014 Technology Standards |
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| **2014 NJ Technology Standards:** | **8.1 Educational Technology** (Word | PDF)<br>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.<br><br>**8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** (Word | PDF)<br>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.<br><br>Please see relevant projects for technology standards 8.1 and 8.2: |
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## Differentiation / Accommodations / Modifications

## Gifted and Talented:

**Extension Activities** *(content, process, product and learning environment)*
- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Anchor Activities**
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

# English Language Learners:

**Modifications for Classroom**
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

**Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

# Students with Disabilities:

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

**Modifications for Classroom**
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.

- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments**
- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Modifications for Assessments**
- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Students at Risk of School Failure:

**Modifications for Classroom**
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments**
- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Modifications for Assessments**
- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.