BELVIDERE CLUSTER CURRICULUM MAP

SUBJECT: English Language Arts

GRADE: 3

PACING-->	UNIT #1 6 Weeks (September)	UNIT #2 6 Weeks (October)	UNIT #3 8 Weeks (December)
TOPIC/THEME AND OBJECTIVES	**Building a Community of Readers and Writers** ● Read grade level text with purpose and understanding. ● Use context to confirm or self-correct word recognition, rereading as necessary. ● Come to discussion prepared, having read and studied required material. ● Follow rules for discussion (i.e. speaking one at a time about the topic and text under discussion, listening to others with care) ● Ask appropriate questions to clarify understanding of information. ● Stay on topic, and link comments to remarks of others. ● Explain their own ideas and understanding in light of the discussion. ● Use appropriate facts and descriptive details when reporting on a topic or text, telling a story, or recounting an experience. ● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ● Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● Explain the function of nouns in general and their functions in particular sentences. ● Produce an organized piece of writing that introduces a topic or text.	**Comprehension Strategies/Fiction** ● Read grade-level text with purpose and understanding. ● Determine the meaning of words and phrases as they are used in a text. ● Refer to parts of stories when writing or speaking about a text. ● Decode multisyllable words. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ● Provide closure to a writing piece with a strong concluding statement or section. ● With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose. ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ● Recognize and observe differences between the conventions of spoken and written standard English. ● Establish a situation and introduce a narrator and/or characters within a piece of writing. ● Organize an event sequence that unfolds naturally in narrative writing. ● In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response of characters to situations. ● Produce simple, compound, and complex sentences when writing or speaking. ● Write routinely over shorter time frames (a single sitting or a day or two) for a range	**Information in Nonfiction Text** ● Ask and answer questions about fiction and non-fiction that can be supported with evidence both written and oral, offering elaboration and detail. ● Provide an explanation of how key details support the main idea. ● Apply information gained from illustrations (e.g., maps, photographs) and the words in the text to understand informational text (e.g., where, when, why, and how key events occur). ● Read grade-level text with purpose and understanding. ● With guidance and support, write a piece demonstrating development and organization appropriate to task and purpose. ● Describe the relationship between a series of historical events or scientific ideas or concepts, using language that pertains to cause/effect. ● Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. ● Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences. ● Determine the main idea in informational grade 3 text. ● Recount key details and explain how they support the main idea in an informational Grade 3 text.

	● With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose. ● Write routinely over shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences. ● Produce a written narrative with an organized sequence of events.	of discipline-specific tasks, purposes, and audiences. ● Describe the functions of verbs in general and their functions in particular sentences. ● Form and use simple verb tenses (e.g., I walked; I walk; I will walk)	● Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. ● Compare and contrast the most important points and key details presented in two texts on the same topic. ● Read increasingly complex texts, including informational, history/social studies, science, and technical texts, at the high end of the grades 3–4 text complexity band independently and proficiently. ● Use facts, definitions, and details to help develop a topic within a piece of writing. ● Consult references as needed when spelling Grade 3 words. ● Describe the relationship of steps in technical procedures in a text, using language that indicates time and sequence. ● Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion. ● Use text features (e.g., maps, table of contents, captions) to locate information relevant to a given topic efficiently. ● Use linking words and phrases to develop a logical progression of ideas and thoughts (eg. because, therefore, since, for example) to connect opinion and reasons.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	● How can we work together as a class and individually to become better writers? ● How can we work together as a class, in small groups, and individually to become better readers? ● How do good writers convey their message? ● How do I as a reader in a community make informed decisions about reading? ● How does process shape the writer's product? ● Why are before, during, and after reading strategies important? ● Writing serves many purposes including entertaining, informing, and persuading.	● How do readers apply reading strategies to improve comprehension? ● How do readers apply word structure and vocabulary skills to comprehend literature selections? ● How does reading accurately and fluently impact comprehension? ● How do writers use personal experiences to express and write stories? ● How does structure in writing aid in engaging a reader? ● The use of a variety of comprehension strategies enhances the reader's understanding of text and promotes accuracy and fluency.	● How do readers use informational text to find and share information? ● What characteristics make informational text unique? ● What strategies do effective readers use to understand informational text? ● How do you write to convey an opinion? ● How do you organize information to persuade a reader to accept an opinion? ● Informational text conveys information/facts about the natural and social world as well as history. ● Readers know how to focus their thinking around the important

	• Reading is meaningful, purposeful, and functional, and students must be engaged in a variety of texts. • Effective reading and writing communities work best with clearly communicated procedures and routines and respect of one another's ideas.	• Fictional literature has identifiable and common story elements (characters, setting, plot, problem/solution) to effectively tell a complete story. • Writers deliberately choose text structure to craft their personal narrative as small moments, using a variety of strategies to elaborate and enhance their work.	information in a text in order to understand the main idea. • Writers know how to summarize the main idea of informational text supported with key details. • To communicate and persuade others of an opinion, you must support with reasons.

STANDARDS	Reading Literature (RL)	Reading (R)	Reading Informational Text (RI)
	NJSLSA.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **NJSLSA.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). **Reading Informational Text (RI)** **NJSLSA.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.** **Reading Foundational Skills (RF)** NJSLSA.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. NJSLSA.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. NJSLSA.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Writing (W)** NJSLSA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**Reading (R)** NJSLSA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R.10 Read and comprehend complex literary and informational texts independently and proficiently. **Reading Literature (RL)** NJSLSA.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. NJSLSA.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. **NJSLSA.RL.3.10** **By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.** **Reading Foundational Skills (RF)** NJSLSA.RF.3.3.B Decode words with common Latin suffixes. NJSLSA.RF.3.3.C Decode multisyllable words. NJSLSA.RF.3.4.A Read on-level text with purpose and understanding.	**Reading Informational Text (RI)** **NJSLSA.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.** NJSLSA.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. NJSLSA.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. NJSLSA.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. NJSLSA.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. NJSLSA.RI.3.6 Distinguish their own point of view from that of the author of a text. **NJSLSA.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).** **NJSLSA.RI.3.8** **Describe the logical connection between particular sentences and paragraphs in a**

	NJSLSA.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. NJSLSA.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. NJSLSA.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **NJSLSA.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.** **Speaking and Listening (SL)** NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are	NJSLSA.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Writing (W)** NJSLSA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **NJSLSA.W.3.2.D** **Provide a conclusion** NJSLSA.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. NJSLSA.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. NJSLSA.W.3.3.C Use temporal words and phrases to signal event order. NJSLSA.W.3.3.D Provide a sense of closure. NJSLSA.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. NJSLSA.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.** **NJSLSA.RI.3.9** **Compare and 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.** **Reading Foundational Skills (RF)** NJSLSA.RF.3.4.A Read on-level text with purpose and understanding. **Writing (W)** NJSLSA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W.3.1.B Provide reasons that support the opinion. NJSLSA.W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. **NJSLSA.W.3.1.D** **Provide a conclusion** NJSLSA.W.3.2.B Develop the topic with facts, definitions, and details. NJSLSA.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

	appropriate to task, purpose, and audience. NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **NJSLSA.SL.3.1.A** **Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.** **NJSLSA.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).** NJSLSA.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. NJSLSA.SL.3.1.D Explain their own ideas and understanding in light of the discussion. NJSLSA.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. NJSLSA.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **Language (L)** NJSLSA.L.3	**Language (L)** NJSLSA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. NJSLSA.L.3.1.B Form and use regular and irregular plural nouns. NJSLSA.L.3.1.D Form and use regular and irregular verbs. NJSLSA.L.3.1.E Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. NJSLSA.L.3.1f.FEnsure subject-verb and pronoun-antecedent agreement. NJSLSA.L.3.1.I Produce simple, compound, and complex sentences. NJSLSA.L.3.2.C Use commas and quotation marks in dialogue. NJSLSA.L.3.2.D Form and use possessives. NJSLSA.L.3.3.B Recognize and observe differences between the conventions of spoken and written standard English. NJSLSA.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based	**NJSLSA.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.** **Language (L)** NJSLSA.L.3.1.F Ensure subject-verb and pronoun-antecedent agreement. NJSLSA.L.3.1.H Use coordinating and subordinating conjunctions. NJSLSA.L.3.2.B Use commas in addresses. NJSLSA.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. NJSLSA.L.3.3.A Choose words and phrases for effect. NJSLSA.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. NJSLSA.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. NJSLSA.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

	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. NJSLSA.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. NJSLSA.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.L.3.2.A Capitalize appropriate words in titles. NJSLSA.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). NJSLSA.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. NJSLSA.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. NJSLSA.L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	on grade 3 reading and content, choosing flexibly from a range of strategies. NJSLSA.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). NJSLSA.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).	relationships (e.g., After dinner that night we went looking for them).

	NJSLSA.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. NJSLSA.L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).		
INSTRUCTIONAL PROCEDURES	**Whole Group** Morning Meeting Class Discussions Anchor Charts Mentor Texts & Read Alouds Reading Comprehension Writing Prompts Shared Reading Pen Pal Writing **Individual** Independent Practice Independent Reading Independent Writing **Small Groups** Mini Lessons Reading Comprehension Writing Prompts Centers Guided Reading	**Whole Group** Shared Reading Anchor Charts Mentor Texts & Read Alouds Reading Comprehension Narrative Writing Prompts Pen Pal Writing **Individual** Independent Practice Independent Reading Independent Writing **Small Groups** Mini Lessons Reading Comprehension Writing Prompts Centers Guided Reading	**Whole Group** Shared Reading Anchor Charts Mentor Texts & Read Alouds Reading Comprehension Writing Prompts Pen Pal Writing Text Features **Individual** Independent Practice Independent Reading Independent Writing **Small Groups** Mini Lessons Reading Comprehension Writing Prompts Centers Guided Reading
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	**Materials** Belvidere Fundations Phonics Quill Grammar Frontier Writing Journeys Reading Series & Tradebooks http://www.readwritethink.org/ White Twp Being a Writer Making Meaning Zaner-Bloser Spelling Exemplar Texts Trade Books	**Materials** Belvidere Fundations Phonics Quill Grammar Frontier Writing Journeys Reading Series & Tradebooks http://www.readwritethink.org/ White Twp Being A Writer Making Meaning Zaner-Bloser Spelling Exemplar Texts Trade Books	**Materials** Belvidere Fundations Phonics Quill Grammar Frontier Writing Journeys Reading Series & Tradebooks http://www.readwritethink.org/ White Twp Being A Writer Making Meaning Zaner-Bloser Spelling Exemplar Texts Trade Books

	  Hope Reading Streets **Leveled Texts** Various Novels chosen by Teacher	 Hope Reading Streets **Leveled Texts** Various Novels Chosen By Teacher	 Hope Reading Streets **Leveled Texts** Various Novels Chosen By Teacher
ASSESSMENTS	**Formative** Group Discussions Writing Prompts Teacher Observations Comprehension Checks Conferencing **Summative** Spelling Test Vocabulary Tests **Benchmark** DRA Dibels BAS MAPP Testing Writing Response Benchmark NWEA MAP Testing **Alternative** Poster Project	**Formative** Group Discussions Writing Prompts Teacher Observations Comprehension Checks Conferencing **Summative** Spelling Tests Vocabulary Tests Reading Assessment Narrative Writing Pieces **Benchmark** **Alternative** Book Reports Poster Projects Google Slides We videos	**Formative** Group Discussions Writing Prompts Teacher Observations Comprehension Checks Conferencing **Summative** Spelling Tests Vocabulary Tests Reading Assessments Writing Pieces Letter Writing **Benchmark** **Alternative** Poster Projects Google Slides Book Reports We videos
ACCOMMODATIONS	**Special Education** – Additional time for skill mastery – Extended time on tests/ quizzes – Modified assignment/test format – Modified test content – Multi-sensory presentation – Shortened assignments – Exploration by interest – Flexible grouping – Goal setting with students – Varied journal prompts **ELL**	**Special Education** – Additional time for skill mastery – Extended time on tests/ quizzes – Modified assignment/test format – Modified test content – Multi-sensory presentation – Shortened assignments – Exploration by interest – Flexible grouping – Goal setting with students – Varied journal prompts **ELL**	**Special Education** – Additional time for skill mastery – Extended time on tests/ quizzes – Modified assignment/test format – Modified test content – Multi-sensory presentation – Shortened assignments – Exploration by interest – Flexible grouping – Goal setting with students – Varied journal prompts **ELL**

	– Allowing students to correct errors (looking for understanding) – Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify – allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning – Allowing the use of note cards or open-book during testing – Modifying tests to reflect selected objectives – Providing study guides – Reducing or omitting lengthy outside reading assignments – Reducing the number of answer choices on a multiple choice test – Using computer word processing spell check and grammar check features **At Risk** – Allowing students to correct errors (looking for understanding) – Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test – Marking students' correct and acceptable work, not the mistakes – Using authentic assessments with real-life problem-solving – Using true/false, matching, or fill in the blank tests in lieu of essay tests – using videos, illustrations, pictures, and drawings to explain or clarify – Exploration by interest – Flexible grouping – Goal setting with students – Varied journal prompts **Gifted and Talented**	– Allowing students to correct errors (looking for understanding) – Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify – allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning – Allowing the use of note cards or open-book during testing – Modifying tests to reflect selected objectives – Providing study guides – Reducing or omitting lengthy outside reading assignments – Reducing the number of answer choices on a multiple choice test – Using computer word processing spell check and grammar check features **At Risk** – Allowing students to correct errors (looking for understanding) – Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test – Marking students' correct and acceptable work, not the mistakes – Using authentic assessments with real-life problem-solving – Using true/false, matching, or fill in the blank tests in lieu of essay tests – using videos, illustrations, pictures, and drawings to explain or clarify – Exploration by interest – Flexible grouping – Goal setting with students – Varied journal prompts **Gifted and Talented** – Alternative formative and summative assessments	– Allowing students to correct errors (looking for understanding) – Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify – allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning – Allowing the use of note cards or open-book during testing – Modifying tests to reflect selected objectives – Providing study guides – Reducing or omitting lengthy outside reading assignments – Reducing the number of answer choices on a multiple choice test – Using computer word processing spell check and grammar check features **At Risk** – Allowing students to correct errors (looking for understanding) – Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test – Marking students' correct and acceptable work, not the mistakes – Using authentic assessments with real-life problem-solving – Using true/false, matching, or fill in the blank tests in lieu of essay tests – using videos, illustrations, pictures, and drawings to explain or clarify – Exploration by interest – Flexible grouping – Goal setting with students – Varied journal prompts **Gifted and Talented** – Alternative formative and summative assessments

	– Alternative formative and summative assessments – Choice boards – Independent research and projects Interest groups – Multiple intelligence options – Project-based learning – Problem-based learning – Tiered activities/assignments – Tiered products **504** – Additional time for skill mastery – Extended time on tests/ quizzes – Modified assignment/test format – Modified test content – Multi-sensory presentation – Shortened assignments – Exploration by interest – Flexible grouping – Goal setting with students – Varied journal prompts	– Choice boards – Independent research and projects Interest groups – Multiple intelligence options – Project-based learning – Problem-based learning – Tiered activities/assignments – Tiered products **504** – Additional time for skill mastery – Extended time on tests/ quizzes – Modified assignment/test format – Modified test content – Multi-sensory presentation – Shortened assignments – Exploration by interest – Flexible grouping – Goal setting with students – Varied journal prompts	– Choice boards – Independent research and projects Interest groups – Multiple intelligence options – Project-based learning – Problem-based learning – Tiered activities/assignments – Tiered products **504** – Additional time for skill mastery – Extended time on tests/ quizzes – Modified assignment/test format – Modified test content – Multi-sensory presentation – Shortened assignments – Exploration by interest – Flexible grouping – Goal setting with students – Varied journal prompts
INTERDISCLINARY CONNECTIONS **21ST CENTURY SKILLS/THEMES (P21.ORG)** **TECHNOLOGY INTEGRATION** **CAREER EDUCATION (NJDOE CTE Clusters)**	**Interdisciplinary Connections** – English Language Arts – Science and Scientific Inquiry (Next Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics – Technology – Visual and Performing Arts **21st Century Skills/ Themes** – Civic Literacy – Creativity and Innovation – Critical Thinking – Problem Solving – Communication – Collaboration – Media Literacy – ICT (Information, Communication and Technology) Literacy **Technology Integration** -Use of Ipads -Use of Google Classroom	**Interdisciplinary Connections** – English Language Arts – Science and Scientific Inquiry (Next Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics – Technology – Visual and Performing Arts **21st Century Skills/ Themes** – Global Awareness – Civic Literacy – Health Literacy – Environmental Literacy – Creativity and Innovation – Critical Thinking – Problem Solving – Communication – Collaboration – Information Literacy – Media Literacy – ICT (Information, Communication and Technology) Literacy	**Interdisciplinary Connections** – English Language Arts – Science and Scientific Inquiry (Next Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics – Technology – Visual and Performing Arts **21st Century Skills/ Themes** – Global Awareness – Civic Literacy – Health Literacy – Environmental Literacy – Creativity and Innovation – Critical Thinking – Problem Solving – Communication – Collaboration – Information Literacy – Media Literacy – ICT (Information, Communication and Technology) Literacy

	-Use of chromebooks -Wevideo -Podcasts -Smartboard -Kidsblog -Skyping -Quill **Career Education** – None apply at this time	**Technology Integration** -Use of Ipads -Use of Google Classroom -Use of chromebooks -Wevideo -Podcasts -Smartboard -Kidsblog -Skyping -Quill **Career Education** – Agriculture, Food & Natural Resources – Architecture & Construction – Arts, A/V Technology & Communications – Business Management & Administration – Education & Training – Finance – Government & Public Administration – Health Science – Hospitality & Tourism – Human Services – Information Technology – Law, Public Safety, Corrections & Security – Manufacturing – Marketing – Science, Technology, Engineering & Mathematics (STEM) – Transportation, Distribution & Logistics	**Technology Integration** -Use of Ipads -Use of Google Classroom -Use of chromebooks -Wevideo -Podcasts -Smartboard -Kidsblog -Skyping -Quill **Career Education** – Agriculture, Food & Natural Resources – Architecture & Construction – Arts, A/V Technology & Communications – Business Management & Administration – Education & Training – Finance – Government & Public Administration – Health Science – Hospitality & Tourism – Human Services – Information Technology – Law, Public Safety, Corrections & Security – Manufacturing – Marketing – Science, Technology, Engineering & Mathematics (STEM) – Transportation, Distribution & Logistics
PACING-->	**UNIT #4** **6 Weeks** **(February)**	**UNIT #5** **6 Weeks** **(April)**	**UNIT #6** **6 Weeks** **(May)**
TOPIC/THEME AND OBJECTIVES	**Traditional Literature** ● Retell stories including fables, folktales, and myths from diverse cultures. ● Determine the theme, lesson, or moral and demonstrate with text evidence. ● Identify characters and their traits, feelings, and motivations. ● Identify how characters' actions contribute to sequence of events. ● Use the meaning of words and phrases in the text and distinguish	**Poetry** ● Interpret a poem and respond by quoting accurately, utilizing evidence to explain what the poem is saying explicitly or through inference. ● Read and comprehend a variety of poetry demonstrating accuracy, fluency, and expression during engagement. ● Identify the theme of a poem utilizing the evidence offered by the speaker reflecting on a topic. ● Demonstrate an understanding of the central theme through a summarization of	**Informational, Research-based Project** ● Ask and answer questions about fiction and non-fiction that can be supported with evidence both written and orally, offering elaboration and detail. ● Identify the main idea of a text and recount key details. ● With guidance and support, write a piece demonstrating development and organization appropriate to task and purpose. ● Describe the relationship between a series of historical events or scientific ideas or

	between literal and non-literal language. ● Distinguish reader's point of view from that of the narrator or those of the characters. ● Identify how specific text illustrations contribute to what is conveyed by words in a story.	the poem offered through discussion and/or written reading responses. ● Use context clues and grade appropriate Greek and Latin affixes and roots clues to determine the meaning of words or phrases (including figurative language: metaphors and similes) to aid in the comprehension of the text. ● Analyze poets' devices such as, but not limited to, rhyme, rhythm, repetition, line breaks, and stanzas to explain the overall structure of a poem. ● Analyze and describe how visual and multimedia elements contribute to the meaning, tone, or beauty of a poem. ● Compare and contrast poems on a similar topic or theme, with a similar style, etc. ● Demonstrate the ability to summarize a poem and the point a speaker makes using the support of reasoning/inferring and textual evidence.	concepts, using language that pertains to cause/effect. ● Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. ● Use facts, definitions, and details to help develop a topic within a piece of writing. ● Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences. ● Recount key details and explain how they support the main idea in an informational Grade 3 text. ● Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. ● Compare and contrast the most important points and key details presented in two texts on the same topic. ● Read increasingly complex texts, including informational, history/social studies, science, and technical texts, at the high end of the grades 3–4 text complexity band independently and proficiently. ● Use facts, definitions, and details to help develop a topic within a piece of writing. ● Use technology using keyboarding skills to produce and publish an informational writing (ei. posters, oral presentations, powerpoints) ● Produce a research informative piece that builds knowledge about a topic.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	● What are the origins of fables and folktales and how are they unique? ● What can fables, folktales, fantasy, and myths teach us and how can we apply it to real life?	● How does poetry create mental/visual and sensory images that engage the reader in thinking beyond the literal/superficial? ● How do I make sense of and respond to a variety of poems?	● Why do writers conduct research? ● How do writers use a research process to find and share information? ● How do readers compare, contrast, and synthesize information to summarize a topic?

	• What story elements differ in realistic fiction versus fantasy? • Folktales, fables, fantasy, and myths from different cultures have common themes which reflect the shared needs and desires of people around the world. • Each genre contains common literary elements that tie them together (ie. folktales reflect oral traditions and cultures of the countries represented; fairy tales contain magic, fantasy, and royalty; fantasy contains elements of magic and unrealistic settings). • Writers can convey morals and lessons through writing of traditional literature.	• Poets use poetic devices such as rhyme, rhythm, repetition, line breaks, and figurative language to convey meaning. • Poetry can be crafted in many different styles and has no set boundary.	• Research writing is based on information gathered from sources other than the writer's own imagination or experience. • Researchers use a variety of sources and strategies to gather and record information. • Researchers organize notes to allow them to categorize information.
STANDARDS	**Reading (R)** NJSLSA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative	**Reading (R)** NJSLSA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. **Reading Literature (RL)** NJSLSA.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. NJSLSA.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. **Reading Foundational Skills (RF)**	**Reading Informational Text (RI)** **NJSLSA.RI.3.9** **Compare and 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.** **NJSLSA.RI.3.10** **By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding, as needed.** **Writing (W)** NJSLSA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R.5
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R.6
Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R.9
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R.10
Read and comprehend complex literary and informational texts independently and proficiently.

Reading Literature (RL)

NJSLSA.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.

NJSLSA.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.

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

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

NJSLSA.RF.3.4a
Read on-level text with purpose and understanding.

NJSLSA.RF.3.4.B
Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

NJSLSA.RF.3.4.C
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing (W)

NJSLSA.W.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.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.

Speaking and Listening (SL)

NJSLSA.SL6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.SL.3.5

NJSLSA.W.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W.3.2.A
Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to so support comprehension.

NJSLSA.W.3.2.C
Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

NJSLSA.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.

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

NJSLSA.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.

NJSLSA.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.

	NJSLSA.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. NJSLSA.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. NJSLSA.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. NJSLSA.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). **NJSLSA.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).** **NJSLSA.RL.3.10** **By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.** **Reading Foundational Skills (RF)** NJSLSA.RF.3.3.A	**Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.** **Language (L)** NJSLSA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. NJSLSA.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. NJSLSA.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.L.3.2.A Capitalize appropriate words in titles. NJSLSA.L.3.3.A Choose words and phrases for effect. NJSLSA.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	**Speaking and Listening (SL)** NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.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. NJSLSA.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. NJSLSA.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. NJSLSA.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **Language (L)** NJSLSA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Identify and know the meaning of the most common prefixes and derivational suffixes. NJSLSA.RF.3.3.D Read grade-appropriate irregularly spelled words. **Writing (W)** NJSLSA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **NJSLSA.W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.** **NJSLSA.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.** **Speaking and Listening (SL)** NJSLSA.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. **NJSLSA.SL.3.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.**		NJSLSA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. NJSLSA.L.3.1.C Use abstract nouns (e.g., childhood). LA.3.CCSS.ELA-Literacy.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). NJSLSA.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).

	NJSLSA.SL.3.1.D Explain their own ideas and understanding in light of the discussion. **Language (L)** NJSLSA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. NJSLSA.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. NJSLSA.L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. NJSLSA.L.3.2.A Capitalize appropriate words in titles. NJSLSA.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. NJSLSA.L.3.3.A Choose words and phrases for effect. NJSLSA.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). NJSLSA.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.		

	NJSLSA.L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). NJSLSA.L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). NJSLSA.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).		
INSTRUCTIONAL PROCEDURES	**Whole Group** Readers' Theater Reading Journal Story Retelling Pen Pal Writing Shared Reading Anchor Charts Mentor Texts & Read Alouds Reading Comprehension Nonfiction Writing Pieces **Individual** Independent Reading Independent Writing Independent Practice **Small Groups** Readers' Theater Reader Journals Centers Reading Comprehension Writing Prompts Guided Reading	**Whole Group** Shared Reading Mentor Texts and Read Alouds Reading Comprehension Poetry Book Figurative Language Anchor Charts Songs Readers' Theater Writing Prompts **Individual** Independent Reading Independent Writing Independent Practice **Small Groups** Centers Reading Comprehension Writing Prompts Guided Reading Reader Journals	**Whole Group** Shared Reading Mentor Texts & Read alouds Reading Comprehension Anchor Charts Writing Prompts Technology Integration Teacher Guided Note Taking Synthesize and record on note cards Conferences Paraphrasing Think-Pair-Share Circle of Voices **Individual** Independent Reading Independent Writing Independent Practice **Small Groups** Centers Reading Comprehension Writing Prompts Guided Reading Peer Editing Reader Journals
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	**Materials** Belvidere Fundations Phonics Quill Grammar Frontier Writing	**Materials** Belvidere Fundations Phonics Quill Grammar Frontier Writing	**Materials** Belvidere Fundations Phonics Quill Grammar Frontier Writing

	Journeys Reading Series & Tradebooks White Twp Being a Writer Making Meaning Zaner-Bloser Spelling Exemplar Texts Trade Books http://www.readwritethink.org/ https://www.scholastic.com/teachers/lessons-and-ideas/ Hope Reading Streets Leveled Texts Various Novels chosen by Teacher	Journeys Reading Series & Tradebooks White Twp Being a Writer Making Meaning Zaner-Bloser Spelling Exemplar Texts Trade Books http://www.readwritethink.org/ https://www.scholastic.com/teachers/lessons-and-ideas/ Hope Reading Streets Leveled Texts Various Novels chosen by Teacher Dictionaries, Thesauruses	Journeys Reading Series & Tradebooks White Twp Being a Writer Making Meaning Zaner-Bloser Spelling Exemplar Texts Trade Books Anchor Charts Graphic Organizers http://www.readwritethink.org/ https://www.scholastic.com/teachers/lessons-and-ideas/ Hope Reading Streets Leveled Texts Various Novels chosen by Teacher
ASSESSMENTS	**Formative** Group Discussions Teacher Observation Written responses Opinion Writing Prompts **Summative** Spelling Tests Vocabulary Test Reading Tests Final Writing Piece **Benchmark** DRA Writing response Dibels BAS MAPP Testing NWEA MAP Testing **Alternative** Book Reports Poster Projects Google Slides We video Readers' Theatre	**Formative** Group Discussions Teacher Observations Written Responses Writing Prompts **Summative** Poetry Book Spelling Tests Vocabulary Tests Reading Tests **Benchmark** **Alternative** Poetry Book Poetry Anthology Google Slides Book Report We video	**Formative** Group Discussions Teacher Observations Written Responses Writing Prompts **Summative** Spelling Tests Vocabulary Tests Reading Tests Research Project **Benchmark** DRAs Writing response Dibels BAS MAPP Testing Dibels NWEA MAP Testing **Alternative** We video Podcasts KidBlog Prezi Presentation

| ACCOMMODATIONS | **Special Education**
– Additional time for skill mastery
– Extended time on tests/ quizzes
– Modified assignment/test format
– Modified test content
– Multi-sensory presentation
– Shortened assignments
– Exploration by interest
– Flexible grouping
– Goal setting with students
– Varied journal prompts

ELL
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
– allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing the use of note cards or open-book during testing
– Modifying tests to reflect selected objectives
– Providing study guides
– Reducing or omitting lengthy outside reading assignments
– Reducing the number of answer choices on a multiple choice test
– Using computer word processing spell check and grammar check features

At Risk
– Allowing students to correct errors (looking for understanding)
– Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test | **Special Education**
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– Marking students' correct and acceptable work, not the mistakes |

	– Marking students' correct and acceptable work, not the mistakes – Using authentic assessments with real-life problem-solving – Using true/false, matching, or fill in the blank tests in lieu of essay tests – using videos, illustrations, pictures, and drawings to explain or clarify – Exploration by interest – Flexible grouping – Goal setting with students – Varied journal prompts **Gifted and Talented** – Alternative formative and summative assessments – Choice boards – Independent research and projects Interest groups – Multiple intelligence options – Project-based learning – Problem-based learning – Tiered activities/assignments – Tiered products **504** – Additional time for skill mastery – Extended time on tests/ quizzes – Modified assignment/test format – Modified test content – Multi-sensory presentation – Shortened assignments – Exploration by interest – Flexible grouping – Goal setting with students – Varied journal prompts	– Using authentic assessments with real-life problem-solving – Using true/false, matching, or fill in the blank tests in lieu of essay tests – using videos, illustrations, pictures, and drawings to explain or clarify – Exploration by interest – Flexible grouping – Goal setting with students – Varied journal prompts **Gifted and Talented** – Alternative formative and summative assessments – Choice boards – Independent research and projects Interest groups – Multiple intelligence options – Project-based learning – Problem-based learning – Tiered activities/assignments – Tiered products **504** – Additional time for skill mastery – Extended time on tests/ quizzes – Modified assignment/test format – Modified test content – Multi-sensory presentation – Shortened assignments – Exploration by interest – Flexible grouping – Goal setting with students – Varied journal prompts	– Using authentic assessments with real-life problem-solving – Using true/false, matching, or fill in the blank tests in lieu of essay tests – using videos, illustrations, pictures, and drawings to explain or clarify – Exploration by interest – Flexible grouping – Goal setting with students – Varied journal prompts **Gifted and Talented** – Alternative formative and summative assessments – Choice boards – Independent research and projects Interest groups – Multiple intelligence options – Project-based learning – Problem-based learning – Tiered activities/assignments – Tiered products **504** – Additional time for skill mastery – Extended time on tests/ quizzes – Modified assignment/test format – Modified test content – Multi-sensory presentation – Shortened assignments – Exploration by interest – Flexible grouping – Goal setting with students – Varied journal prompts
INTERDISCIPLINARY CONNECTIONS **21ST CENTURY SKILLS/THEMES (P21.ORG)** **TECHNOLOGY INTEGRATION**	**Interdisciplinary Connections** – English Language Arts – Science and Scientific Inquiry (Next Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics – Technology – Visual and Performing Arts **21st Century Skills/ Themes**	**Interdisciplinary Connections** – English Language Arts – Science and Scientific Inquiry (Next Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics – Technology – Visual and Performing Arts **21st Century Skills/ Themes**	**Interdisciplinary Connections** – English Language Arts – Science and Scientific Inquiry (Next Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics – Technology – Visual and Performing Arts **21st Century Skills/ Themes**

CAREER EDUCATION (NJDOE CTE Clusters)			
	– Global Awareness – Civic Literacy – Health Literacy – Environmental Literacy – Creativity and Innovation – Critical Thinking – Problem Solving – Communication – Collaboration – Information Literacy – Media Literacy – ICT (Information, Communication and Technology) Literacy **Technology Integration** – Media Literacy – Use of Ipads – Use of Google Classroom – Use of chromebooks – Wevideo – Podcasts – Smartboard – Kidsblog – Skyping – Quill **Career Education** – Agriculture, Food & Natural Resources – Architecture & Construction – Arts, A/V Technology & Communications – Business Management & Administration – Education & Training – Finance – Government & Public Administration – Health Science – Hospitality & Tourism – Human Services – Information Technology – Law, Public Safety, Corrections & Security – Manufacturing – Marketing – Science, Technology, Engineering & Mathematics (STEM) – Transportation, Distribution & Logistics	– Global Awareness – Civic Literacy – Health Literacy – Environmental Literacy – Creativity and Innovation – Critical Thinking – Problem Solving – Communication – Collaboration – Information Literacy – Media Literacy – ICT (Information, Communication and Technology) Literacy **Technology Integration** – Media Literacy – Use of Ipads – Use of Google Classroom – Use of chromebooks – Wevideo – Podcasts – Smartboard – Kidsblog – Skyping – Quill **Career Education** – Agriculture, Food & Natural Resources – Architecture & Construction – Arts, A/V Technology & Communications – Business Management & Administration – Education & Training – Finance – Government & Public Administration – Health Science – Hospitality & Tourism – Human Services – Information Technology – Law, Public Safety, Corrections & Security – Manufacturing – Marketing – Science, Technology, Engineering & Mathematics (STEM) – Transportation, Distribution & Logistics	– Global Awareness – Civic Literacy – Health Literacy – Environmental Literacy – Creativity and Innovation – Critical Thinking – Problem Solving – Communication – Collaboration – Information Literacy – Media Literacy – ICT (Information, Communication and Technology) Literacy **Technology Integration** – Media Literacy – Use of Ipads – Use of Google Classroom – Use of chromebooks – Wevideo – Podcasts – Smartboard – Kidsblog – Skyping – Quill **Career Education** – Agriculture, Food & Natural Resources – Architecture & Construction – Arts, A/V Technology & Communications – Business Management & Administration – Education & Training – Finance – Government & Public Administration – Health Science – Hospitality & Tourism – Human Services – Information Technology – Law, Public Safety, Corrections & Security – Manufacturing – Marketing – Science, Technology, Engineering & Mathematics (STEM) – Transportation, Distribution & Logistics