



Stafford Township School District

English Language Arts Curriculum Grade 3 Reading

Adopted: 01/07/2015

Updated: 01/09/2019, 01/06/2020, 09/12/2022 (revised 2020 NJSL Interdisciplinary Standards)

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

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| Unit 1: Launching Unit | Duration: 40 Days (September – October) |
| Standards | |
| <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.</p> <p>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.</p> <p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> | |

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.

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.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

RI.3.7. 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).

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Form and use regular and irregular plural nouns.

Use abstract nouns (e.g., *childhood*).

Form and use regular and irregular verbs.

Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

Ensure subject-verb and pronoun-antecedent agreement.

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences.

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.

Use sentence-level context as a clue to the meaning of a word or phrase.

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*).

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

Primary Interdisciplinary Connections

6.3 Active Citizenship in the 21st Century

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Computer Science & Design Thinking Standards (Technology)

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

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

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Essential Understandings

- Students will understand the structures, routines and habits of a richly literate workshop.
- Students will understand the reading comprehension skills of monitoring for sense (giving yourself comprehension checks), figuring out the mind-work appropriate for the text (envisioning vs. collecting information), envisioning, prediction, empathizing with characters, retelling stories, talking back to the text, asking questions and inferring about characters and other story elements
- Students will understand the value of developing reading partnerships.

Essential Questions

- What are the different ways I can create a reading life for myself?
- What strategies can I use to read fluently and understand the story?
- How can reading partners help me grow as a reader?

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

- Using google slides, students will create a commercial advertisement demonstrating how to choose a “just-right” book and how to find one.
- Pretend you’re the teacher, role-play with a partner to demonstrate proper turn and talk procedures in front of the class.

Other Assessments

Formative

- Turn and Talk
- Reading notebook check
- Collection of Stop and Jot
- Teacher Observations
- Individual teacher conferences
- Appendix pages
- Exit Slips
- Reading Log
- Class Discussion
- Running Records
- Think-Pair-Share
- Anecdotal Notes
- Constructive Quizzes
- Graphic Organizers
- Rubrics
- Kinesthetic Assessment
- Portfolio

Summative

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Performance Assessments

Benchmark

- DRA2
- Achieve 3000 Assessment

Alternative

- LLI Reading Records and Comprehension Questions
- LLI Written Comprehension Responses
- LLI Lesson Record Anecdotal Note Pages
- LLI Reading Response Journals
- LLI Conversation Rubric

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| | <ul style="list-style-type: none"> ● Stop & Jot Sentence Starters ● Student Conversation Rubric ● Reader's Response Sentence Starters ● Curriculum Based Assessments (CBMs) for fluency or comprehension ● Achieve3000 with Whole Group Introduction and Higher Lexile Level Read Aloud ● Reading A-Z Guided Level Assessments ● Drawing a Picture to Show Comprehension with Verbal Explanation ● ReadWorks.org Reading Level Appropriate Comprehension Quiz ● Teacher Created/Modified Vocabulary Assessments ● Zing/Fundamentals Unlimited Books and Assessments |
| Knowledge and Skills | |
| Content | Skills |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Routines and structures of reading workshop strategies for reading fluency (expression, phrasing (including punctuation), pace and self-correcting). ● Setting goals and tracking progress (reading logs) ● Finding "just-right" books ● Reading partnership strategies (reading and discussing books in the company of partners and lifting the level of reading through a reading partner). ● Reading strategies: Monitoring for sense (giving yourself comprehension checks), figuring out the mind-work appropriate for the text (envisioning vs. collecting information), envisioning, prediction, empathizing with characters, retelling stories, talking back to the text, asking questions and inferring about character and other story elements. | <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Learn the routines, procedures, expectations of members of a reading community. ● Develop an understanding of their unique identities and think about themselves as readers. ● Use their own identities, as well as, recommendations from their reading community to select well matched texts, read for different purposes and set reading goals. ● Bring what they know or have experiences to all types of reading and ask questions as they continually interact with the text ● Understand their reading and pay attention when meaning breaks down. ● Create a Reading Notebook to notate their thinking about text |

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| <ul style="list-style-type: none"> • Word-solving skills: chunking words, using graph phonic, visual, meaning and/or syntactical clues, using context clues, and thinking back to story • Strategies to analyze figurative language and author's craft. | <ul style="list-style-type: none"> • Discuss a topic by providing specific evidence from a text • Reflect on reading habits and make plans for growth • Exchange ideas with partners to deepen their understanding of the text • Respectfully practice listening and speaking behaviors • Maintain focus and read for understanding during independent reading time • Monitor their understanding of text and reread to make sense • Create mental images based on descriptions of the text • Use schema to make inferences and draw conclusions in a text • Use nonfiction text to identify key ideas |
| <p>Literature</p> <p><i>Launching Reading Unit</i> by Schoolwide Fundamentals, 2013 <i>Balloons Over Broadway</i> by Melissa Sweet <i>The Bee Tree</i> by Patricia Polacco <i>The Girl Who Hated Books</i> by Manjusha Pawagi <i>Henry and the Buccaneer Bunnies</i> by Carolyn Crimi</p> | |
| <p>Instructional Plan</p> | |
| <p>Suggested Activities</p> | <p>Resources</p> |
| <p>Students will create IPICK bookmark to remind students how to choose a “just right” book by illustrating a checklist that includes their Purpose of reading, Interests, Comprehension, and Knowing vocabulary words in the book.</p> | <p>https://www.pinterest.com/pin/283445370270898120/</p> |
| <p>Students will create “Reading Goals” bulletin board where students will identify their strengths as a class, and discuss what they would like to improve on throughout the unit of study.</p> | <p>Chart paper, post-its, <i>My Reading Life Survey</i> (Schoolwide unit)</p> |

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| Post it notes and stickers can be used to track progress throughout the unit. | |
| Students will create “Our Reading Stamina” chart that tracks how many minutes the class actively reads during independent reading time. Students can also track their own progress in their notebooks. | Student Reading Notebooks, timer |
| Students will create a rubric to demonstrate the expectations of speaking and listening partnerships in Reading that can be used as a resource in the unit. | Chart paper, markers, partner/groups |
| Websites | |
| This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text. | www.readworks.org/books/passages/paired-passages |
| Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement. | www.flocabulary.com |
| Achieve 3000 - articles can be used to support the mini-lesson, can be used in nonfiction articles as well as to compare across genres. | www.achieve3000.com |
| Accommodations & Modifications | |
| English Language Learners <ul style="list-style-type: none"> ● Provide extra time ● Pre-Teach vocabulary using visuals and gestures ● Chunk texts ● Summarize as you go ● Preview lessons ● Graphic organizers ● Highlight key words ● Sentence starters | |

- Prompting and cuing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Basic Skills

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
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- Build background knowledge

Economically Disadvantaged

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
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- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge

Students with IEPs

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Students with 504 plans

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

Students at risk of school failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

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| Unit 2: Nonfiction Unit | Duration: 50 Days (November-January) |
| Standards | |
| <p>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.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>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.</p> <p>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.</p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6. Distinguish their own point of view from that of the author of a text</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> | |
| Primary Interdisciplinary Connections | |

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.1.5.CivicsPD.3. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Computer Science & Design Thinking Standards (Technology)

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

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This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies, and Key Skills

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

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

| Essential Understandings | Essential Questions |
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| <ul style="list-style-type: none"> ● Text features (maps, diagrams, charts, glossary, index, table of contents, captions, pronunciation key, bold words, photographs, title, subtitles, headings, appendix and sidebars) and text structures (Description/list, sequence or time order, compare and contrast, cause and effect/ problem and solution) help readers make sense of and learn from the text. ● Nonfiction texts have main ideas and details that support those main ideas. ● Nonfiction can also have narrative text structure. While reading narrative nonfiction, students need to draw on fiction reading strategies to make sense of the text. | <ul style="list-style-type: none"> ● What are text features and text structures? How do they help me learn from my reading? ● How do I find the main idea of the text and the details that support it? ● What is narrative nonfiction? How do I grow ideas while reading narrative nonfiction? |
| Evidence of Student Learning | |
| <p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <ul style="list-style-type: none"> ● Students will create a museum displaying brochures created by students demonstrating their understanding of individual nonfiction topics. ● Students will pretend to be a Schoolwide representative and create a test/answer key using a short, nonfiction | <p align="center">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> ● Turn and Talk ● Reading notebook check ● Collection of Stop and Jot ● Teacher Observations ● Individual teacher conferences |

article of their choosing, for classmates. Questions need to reflect author's purpose, text features, main idea, details, etc.

- Appendix pages
- Exit Slips
- Reading Log
- Class Discussion
- Running Records
- Think-Pair-Share
- Anecdotal Notes
- Graphic Organizers
- Rubrics

Summative

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Performance Assessments
- Kinesthetic Assessment
- Portfolio
- Constructive Quizzes

Benchmark

- DRA2
- Achieve 3000 Assessment

Alternative

- LLI Reading Records and Comprehension Questions
- LLI Written Comprehension Responses
- LLI Lesson Record Anecdotal Note Pages
- LLI Reading Response Journals
- LLI Conversation Rubric
- Stop & Jot Sentence Starters
- Student Conversation Rubric
- Reader's Response Sentence Starters
- Curriculum Based Assessments (CBMs) for fluency or comprehension
- Achieve3000 with Whole Group Introduction and Higher Lexile Level Read Aloud
- Alternative Summative Assessment
- Reading A-Z Guided Level Assessments

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| | <ul style="list-style-type: none"> ● Drawing a Picture to Show Comprehension with Verbal Explanation ● Modified District Benchmark ● ReadWorks.org Reading Level Appropriate Comprehension Quiz ● Teacher Created/Modified Vocabulary Assessments ● Zing/Fundamentals Unlimited Books and Assessments |
| Knowledge and Skills | |
| Content | Skills |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Identify different types of nonfiction and their purposes ● Identify nonfiction text structures in order to find important information. ● Distinguish point of view and author's purpose. ● Identify text features to help summarize information and deepen understanding. ● Define unknown words in nonfiction texts, using a variety of strategies. | <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Recognize nonfiction texts (Biographies, Literary Nonfiction, Reference) ● Identify common nonfiction text features ● Identify text structures in a nonfiction text to help them locate important information ● Distinguish own point of view from that of the author of the story ● Discuss how the purposes of nonfiction can deepen their appreciation and understanding of a text (Biographies, Literary Nonfiction, Reference) ● Use text structures (problem/solution, summarize key ideas, compare/contrast, chronological order) to deepen their understanding ● Summarize the main idea and supporting details to demonstrate understanding ● Identify meaning of unfamiliar words by using various strategies (Context clues, glossary, background knowledge) |
| Literature | |
| <p><i>Nonfiction Unit by Schoolwide Fundamentals, 2013</i> <i>Animal Tongues by Dawn Cusick</i> <i>A Butterfly is Patient by Diana Aston</i></p> | |

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| <i>Look to the North: A Wolf Pup Diary</i> by Jean Craighead George <i>Snowflake Bentley</i> by Jacqueline Briggs Martin | |
| Instructional Plan | |
| Suggested Activities | Resources |
| Students will sort nonfiction books in classroom library by nonfiction and sub-genres, discussing rationale with partners. | Classroom library |
| Students will create a class bulletin board listing the 5 nonfiction text structures and examples of texts from the unit mentor texts. Students may add to the bulletin board throughout the unit. | Bulletin board, printable covers of books |
| Students will create their own timeline using important events in their life and merge it with a buddy biography in a partner activity. | Graphic organizer (timeline), blank paper, markers/crayons |
| With partners, students will create and play a mix and match game with problems and solutions found in previously read nonfiction texts. | Index cards, books from independent reading |
| Students will create KaHoot vocabulary game with class, generating ideas on Google Classroom. | Google classroom, KaHoot |

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| Websites | |
| This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text. | www.readworks.org/books/passages/paired-passages |
| Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement. | www.flocabulary.com |
| Achieve 3000 - articles can be used to support the mini-lesson, can be used in nonfiction articles as well as to compare across genres. | www.achieve3000.com |

Accommodations & Modifications

English Language Learners

- Provide extra time
- Pre-Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Basic Skills

- Pre-Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
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- Activate schema
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Economically Disadvantaged

- Pre-Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go

- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema

Build background knowledge

Students with IEPs

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Students with 504 plans

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary

Students at risk of school failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals

- Be flexible with assignments and time frames
- Provide needed academic resources

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| Unit 3: Fiction Unit | Duration: 55 days (February-April) |
| Standards | |
| <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>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).</p> <p>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).</p> <p>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.</p> <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p style="text-align: center;">Primary Interdisciplinary Connections Visual and Performing Arts Standards</p> | |

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theater work.

1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theater work.

Social Studies Standards

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.1.5.CivicsPD.3. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Computer Science & Design Thinking Standards (Technology)

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLs-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

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

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

| Essential Understandings | Essential Questions |
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| <ul style="list-style-type: none"> ● How events in the story shape a character. ● How character traits affect their actions. ● Comparing and contrasting characters adds to understanding. | <ul style="list-style-type: none"> ● How do the events in the story shape the character traits? ● How do the character traits affect the character's actions? ● How can comparing and contrasting two characters across similar text help me think more deeply about them? |
| Evidence of Student Learning | |
| <p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <ul style="list-style-type: none"> ● On index cards, students will write descriptions of folktale/fable characters to be used in a game show (jeopardy) where their peers guess the name of the characters that match. ● Students will create a book of idioms with their meanings. This book can be used as a resource for reading as well as writing. | <p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> ● Turn and Talk ● Reading notebook check ● Collection of Stop and Jot ● Teacher Observations ● Individual teacher conferences ● Appendix pages ● Exit Slips ● Reading Log |

- Students will create a book review on google docs that shows their understanding of fiction elements including character traits, problem/solution, theme, etc.

- Class Discussion
- Running Records
- Think-Pair-Share
- Anecdotal Notes
- Constructive Quizzes
- Graphic Organizers
- Rubrics
- Kinesthetic Assessment
- Portfolio

Summative

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Performance Assessments

Benchmark

- DRA2
- Achieve 3000 Assessment

Alternative

- LLI Reading Records and Comprehension Questions
- LLI Written Comprehension Responses
- LLI Lesson Record Anecdotal Note Pages
- LLI Reading Response Journals
- LLI Conversation Rubric
- Stop & Jot Sentence Starters
- Student Conversation Rubric
- Reader's Response Sentence Starters
- Curriculum Based Assessments (CBMs) for fluency or comprehension
- Achieve3000 with Whole Group Introduction and Higher Lexile Level Read Aloud
- Alternative Summative Assessment
- Reading A-Z Guided Level Assessments
- Drawing a Picture to Show Comprehension with Verbal Explanation
- Modified District Benchmark

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| | <ul style="list-style-type: none"> • ReadWorks.org Reading Level Appropriate Comprehension Quiz • Teacher Created/Modified Vocabulary Assessments • Zing/Fundamentals Unlimited Books and Assessments |
| Knowledge and Skills | |
| Content | Skills |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Identify different types of fiction and their text structure and features • Reading strategies: Monitoring for sense (giving yourself comprehension checks), figuring out the mind-work appropriate for the text (envisioning vs. collecting information), envisioning, prediction, empathizing with characters, retelling stories, talking back to the text, asking questions and inferring about character and other story elements. • Word-solving skills: chunking words, using graph phonic, visual, meaning and/or syntactical clues, using context clues, and thinking back to story • Use background knowledge and evidence from the text to help understand the central message theme. • Use illustrations to understand the mood and feeling of a story. • Identify character traits, motivations, and feelings, to deepen understanding of fictional texts. | <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Explore several types of fiction genre text (folktales and fables) • Demonstrate understanding of fictional stories by referring to the text explicitly to answer questions • Refer to parts of stories, dramas, and poems, when writing or speaking about a story • Learn the elements of traditional folktales • Use background knowledge and evidence from the text to infer the author's message or theme • Use descriptions and dialogue from the text to understand a character's traits, problems, actions and feelings. • Use text illustrations to convey the mood and feeling of a story • Analyze details in a mystery to draw their own conclusions • Identify character's traits, motivations, and feelings to deepen understanding of fictional text by connecting to the plot of the story • Identify changes in a character over time • Determine the meaning of literal and nonliteral words to enhance understanding of fictional text • Use important information in the text to draw conclusions and identify the central message of stories written by the same author about the same or similar characters |

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| | <ul style="list-style-type: none"> ● Identify who is telling the story and assess how the point of view affects the plot, tone, and mood of the story ● Compare and contrast story elements and themes of similar texts written by the same author ● Learn the elements of drama and how to go about reading a play |
| Literature <i>Fiction Unit</i> by Schoolwide Fundamentals, 2013 <i>Anasi Does the Impossible</i> by Verna Aardema <i>Fables</i> by Arnold Lobel <i>Zen Shorts</i> by Jon J. Muth <i>Mirette on the High Wire</i> by Emily Arnold McCully | |
| Instructional Plan | |
| Suggested Activities | Resources |
| <p>Students will watch the Flocabulary song, “Five Things.” Have students discuss the definition of each element of a story. Show the video again and have students record a few examples of each from the song while they are watching. Hold a discussion on the five elements. Ask students to brainstorm examples of each element from their previous reading and record them in their journals.</p> | <p>Flocabulary song, “Five Things” https://www.flocabulary.com/unit/fivethings/</p> |
| <p>Students will play a game of “What’s the Theme”. Teachers create sentence strips with themes from previously read books and students match the book with the theme while working in groups of 3-4.</p> | <p>Themes from previously read books, sentence strips, markers, partnerships</p> |
| <p>Students will discuss character traits and how we can determine character traits through a character’s thoughts, feelings, and actions. Create a list of favorite characters from books or movies and identify character trait lists. Students describe each character by thinking of character traits based on the character’s thoughts, feelings, and actions.</p> | <p>Sentence strips, markers</p> |
| <p>Students will create a news broadcast sharing the key details from the story to demonstrate understanding of content.</p> | <p>Partnerships, notes from previously read stories</p> |

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| Students will play matching game where students create two sets of index cards, write popular, idiomatic expressions on each, and draw accompanying illustrations on black index cards. Have students share their cards with various groups, having them mix, share, and match. | Index cards, list of idioms |
| Students will identify point of view and differences in the point of view. Read text on the same topic told from different points of view. Students will use a graphic organizer to list supporting details from the narrator, characters, or own point of view. Students highlight signal words or phrases that support the narrator's, characters', or own point of view. | Venn Diagram, Narrative fiction stories based upon student interests |
| Students will compare and contrast two characters in the story, focusing on the way they interacted in the story and responded to events. | Venn Diagram, Narrative fiction stories based upon student interests |
| Students will compare and contrast two events in the story. Have students focus on how characters responded to the events and the way the events contributed to the overall plot and problem in the story. | Venn Diagram, Narrative fiction stories based upon student interests |
| Students will participate in reading reader's theaters scripts of their reading level and choice. Students will work with their small group to evaluate the characteristics of the play. Then, students will practice the script and the stage directions, theatrical elements, and story construction/plot. | https://www.readinga-z.com/fluency/readers-theater-scripts/ http://www.thebestclass.org/rtscripts.html http://www.teachingheart.net/readerstheater.htm http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html |
| Websites | |
| This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text. | www.readworks.org/books/passages/paired-passages |
| Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement. | www.flocabulary.com |

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| Achieve 3000 - articles can be used to support the mini-lesson, can be used in nonfiction articles as well as to compare across genres. | www.achieve3000.com |
| Accommodations & Modifications | |
| <p>English Language Learners</p> <ul style="list-style-type: none"> ● Provide extra time ● Pre-teach vocabulary using visuals and gestures ● Chunk texts ● Summarize as you go ● Preview lessons ● Graphic organizers ● Highlight key words ● Sentence starters ● Prompting and cuing ● Activate schema ● Build background knowledge | |
| <p>Basic Skills</p> <ul style="list-style-type: none"> ● Pre-Teach vocabulary using visuals and gestures ● Chunk texts ● Summarize as you go ● Preview lessons ● Graphic organizers ● Highlight key words ● Sentence starters ● Prompting and cuing ● Activate schema ● Build background knowledge | |
| <p>Economically Disadvantaged</p> <ul style="list-style-type: none"> ● Pre-Teach vocabulary using visuals and gestures | |

- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge

Students with IEPs

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Students with 504 plans

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Interview families for favorite memories of fiction reading and display in classroom
- Create map of world and identify where you have read folktales and fables
- Students will use family traditions to indicate fables and folktales in their culture
- Compare themes of fables

Students at risk of school failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

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| Unit 4: Force and Interaction Science | Duration: 35 Days (May-June) |
| Standards | |
| <p style="text-align: center;">Career Readiness, Life Literacies and Key Skills</p> <p>This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p>https://www.nj.gov/education/standards/clicks/index.shtml</p> <p>9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p>9.4 Life Literacies and Key Skills This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.</p> <p style="text-align: center;"><u>Career Readiness, Life Literacies, and Key Skills</u></p> <p>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</p> | |
| Essential Understandings | Essential Questions |

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| <ul style="list-style-type: none"> • Text features (maps, diagrams, charts, glossary, index, table of contents, captions, pronunciation key, bold words, photographs, title, subtitles, headings, appendix and sidebars) and text structures (Description/list, sequence or time order, compare and contrast, cause and effect/ problem and solution) help readers make sense of and learn from the text. • Nonfiction texts have main ideas and details that support those main ideas. • Nonfiction can also have narrative text structure. While reading narrative nonfiction, students need to draw on fiction reading strategies to make sense of the text. | <ul style="list-style-type: none"> • What are text features and text structures? How do they help me learn from my reading? • How do I find the main idea of the text and the details that support it? • What is narrative nonfiction? How do I grow ideas while reading narrative nonfiction? |
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Evidence of Student Learning

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| <p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <ul style="list-style-type: none"> • Students will create a nonfiction picture book in groups/partners using background knowledge of force in motion. • Students will create a STEM challenge for their classmates using Newton’s Laws of Motion. • Students will create a roller coaster using classroom materials that must be successful. Students can record the speed, distance traveled, and keep track of alterations that made it successful. | <p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> • Turn and Talk • Reading notebook check • Collection of Stop and Jot • Teacher Observations • Individual teacher conferences • Appendix pages • Exit Slips • Reading Log • Class Discussion • Running Records • Think-Pair-Share • Anecdotal Notes • Constructive Quizzes • Graphic Organizers • Rubrics • Kinesthetic Assessment • Portfolio |
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| | <p>Summative</p> <ul style="list-style-type: none"> ● Portfolio Assessment piece ● Unit Test ● Timed Writing Piece ● Performance Assessments <p>Benchmark</p> <ul style="list-style-type: none"> ● DRA2 ● Achieve 3000 Assessment <p>Alternative</p> <ul style="list-style-type: none"> ● LLI Reading Records and Comprehension Questions ● LLI Written Comprehension Responses ● LLI Lesson Record Anecdotal Note Pages ● LLI Reading Response Journals ● LLI Conversation Rubric ● Stop & Jot Sentence Starters ● Student Conversation Rubric ● Reader's Response Sentence Starters ● Curriculum Based Assessments (CBMs) for fluency or comprehension ● Achieve3000 with Whole Group Introduction and Higher Lexile Level Read Aloud ● Alternative Summative Assessment ● Reading A-Z Guided Level Assessments ● Drawing a Picture to Show Comprehension with Verbal Explanation ● Modified District Benchmark ● Science A-Z Assessments ● ReadWorks.org Reading Level Appropriate Comprehension Quiz ● Teacher Created/Modified Vocabulary Assessments ● Zing/Fundamentals Unlimited Books and Assessments |
| Knowledge and Skills | |

| Content | Skills |
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| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to identify nonfiction text structures in order to find important information. ● How to use text features to help summarize information and deepen understanding. ● How to define unknown words in nonfiction texts. ● How to make connections between two texts (cause-and-effect, sequence, comparisons, etc.). ● Use visualization strategies to ensure understanding of motion. | <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Use key questions to guide and focus their science research ● Determine the meaning of general academic and domain-specific words ● Use text features and search tools to locate information relevant information to a given topic ● Use information gained from text features to gain information from text ● Describe the logical connection between particular sentences and paragraphs in a text to support specific points (example: comparison, cause and effect, sequence) ● Conduct experiments and use visualization strategies to ensure understanding of motion ● Determine the main idea of a text, recount the key details and explain how they support the main idea ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking |
| <p>Literature</p> <p><i>Forces and Interaction Science Unit</i> by Schoolwide Fundamentals, 2013 <i>Newton and Me</i> by Lynne Mayer <i>Magnetism</i> by Leon Gray <i>Forces Make Things Move</i> by Kimberly Bradley</p> | |
| <p>Instructional Plan</p> | |
| Suggested Activities | Resources |
| <p>Students will access website about forces and create a KWL chart as a whole group, or in partners.</p> | <p>http://www.exploratorium.edu/skateboarding/trick.html https://sciencebob.com/the-lincoln-high-dive/ http://www.sciencetoy maker.org/balloon/index.html</p> |

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| Students will create a car using classroom materials, and experiment with different forces on various surfaces, with various magnet strengths. | Paper, magnets, carpet, tile floor, Legos, wheels |
| Using examples from the website, students will create their own poems on forces, motion, or magnetism. | http://sciencepoems.net/sciencepoems/force.aspx#.WQoXuogrli http://www.cape.k12.mo.us/blanchard/hicks/news%20pages/scienceforcepoems.htm |
| Students will create a roller coaster based on previous experience or research. Identify pushing and pulling forces throughout the ride. Use the link to create an online roller coaster after sketch is completed. | http://discoverykids.com/games/build-a-coaster/ |

Websites

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| This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text. | www.readworks.org/books/passages/paired-passages |
| Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement. | www.flocabulary.com |
| Achieve 3000 - articles can be used to support the mini-lesson, can be used in nonfiction articles as well as to compare across genres. | www.achieve3000.com |

Accommodations & Modifications

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| <p>English Language Learners</p> <ul style="list-style-type: none"> ● Provide extra time ● Pre-Teach vocabulary using visuals and gestures ● Chunk texts |
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- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Basic Skills

- Pre-Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge

Economically Disadvantaged

- Pre-Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge

Students with IEPs

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Students with 504 plans

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary

Students at risk of school failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals

- Be flexible with assignments and time frames
- Provide needed academic resources