Unit 1: 3rd -5th Grade ELA T&G

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Unit 1: T&G ELA Curriculum

3rd-5th Grade

Belleville Board of Education

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Unit Overview

CCSS/NJCCCS

Please link all standards that apply in this section within the curriculum of the unit being written. Please include all Common Core and New Jersey Core Curriculum Standards.

LA.3.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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LA.3.CCSS.ELA-Literacy.CCRA.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.
LA.3.CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.3.CCSS.ELA-Literacy.CCRA.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.
LA.3.CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
LA.3.CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.3.CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.3.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SCI.3-4.5.1.4	All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.
SCI.3-4.5.3.4	All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics.
SCI.3-4.5.4.4	All students will understand that Earth operates as a set of complex, dynamic, and interconnected systems, and is a part of the all-encompassing system of the universe.
CCSS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.

Exit Skills

By the end of this unit students will be independent thinkers and problem solvers utilizing the skills taught within the Enrichment Program.

Enduring Understanding

1. Students will understand the importance of becoming independent thinkers and problem solvers.

2. Students will understand that many solutions exist when solving a problem.

3. Students will understand that it is vital to use multiple resources when completing research.

4. Students will understand the importance of respect and collaboration when working with team members to solve problems.

Essential Questions

1. Why is it important to become an independent thinker?

2. How would the world be different if there weren't any problem solvers?

3. Why isn't there just one approach to solving a problem?

4. When completing research, why is it important to cross-reference different materials?

5. Why is collaboration necessary for effective problem solving?

Learning Objectives

Students will be able to refine and broaden

l. Divergent thinking (Core Standards: Reading: Informational Text; Reading Literature; Writing; Speaking and Listening; Language)

a. Creative thinking

b. Inventive thinking

2. Convergent thinking (Core Standards: Reading: Informational Text; Speaking and Listening)

a. Deductive thinking

b. Analytical thinking

c. Evaluative thinking

3. Interpretive thinking (Core Standards: Reading: Informational Text; Reading Literature; Writing; Speaking and Listening; Language, NJCCCS 5.2)

4. Problem solving (NJ CCCS 5.12, 6.6; Core Standards: Reading: Informational Text; Writing; Speaking and Listening)

5. Research Skills (Core Standards: Reading: Informational Text; Reading Literature; Writing; Speaking and Listening; Language)

In the area of divergent thinking students will:

a. use creative thinking to:

l. use fluent and flexible thinking to brainstorm ideas/solutions.

2. develop, produce, and dramatize.

3. adapt story versions.

4. illustrate interpretations.

5. use the five-step writing process to write original pieces.

6. create and construct original designs with a variety of manipulatives and aft supplies.

b. use inventive thinking to:

l. use fluent and flexible thinking to brainstorm ideas/solutions.

2. invent to solve a problem.

3. adapt items to be used for an alternate purpose.

In the area of convergent thinking students will:

a. use deductive thinking to:

l. formulate predictions/hypothesis.

2. determine varied ways to reach the same solution.

3. solve a variety of visual and geometric puzzles.

4. determine constructions of tangrams, polyhedrons, and tessellations.

5. organize clues and eliminate unrelated clues to determine a solution.

b. use analytical thinking to:

l. analyze story elements.

2. compare and contrast story elements/manipulatives/interpretations.

3. interpret visual representations.

4. determine constructions of tangrams, polyhedrons, and tessellations.

5. use a variety of manipulatives and calculators to solve mathematical functions.

6. conclude results through the scientific method process.

c. use evaluative thinking to:

1. judge character traits and motivation.
2. compare, rate, rank, revise, and eliminate information.
3. determine cause and effect.
4. make conclusions about given information.
5. defend and validate perspectives.
6. exercise metacognition through KWL charts and reflective writing.
7. decide assessment criteria in rubric form.
8. self-assess using set criteria.

In the area of interpretive thinking students will:

a. use shared inquiry to:

l. build awareness of interpretive issues in a story.
2. analyze character motivation and development.
3. find and use supporting evidence for opinions.
4. present clear, persuasive arguments.

In the area of problem solving students will:

a. use the creative problem solving process to:

1. Fact Find - sort out what facts are relevant to the problem and what information is lacking.
2. Determine Problem - analyze the situation and define the "real problem."
3. Find Solutions - think of creative ways to solve the problem.
4. Select Criteria - generate criteria to help decide the best solution.
5. Judging Ideas - use criteria to select the best idea.
6. Determine Plan of Action - plan how to implement the selected solution.

In the area of research skills students will:

a. determine purpose, goals, and activities of self-selected independent study projects

b. access and select meaningful information using the Internet, books, videos, and other media.

c. use the five-step writing process of prewriting, drafting, editing, conferencing, and publishing for a variety of audiences and purposes.

d use a variety of computer software to record research.

e. synthesize knowledge of a topic into self-selected culminating activities.

f. cite references.

g. present/share research to others

Interdisciplinary Connections

The T&G Curriculum areas of divergent thinking, convergent thinking, visual/spatial perceptions, interpretive thinking, and problem solving are integrated with Language Arts, Math, Science, and other content areas.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Global Awareness
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

- SMARTboards
- computers
- Microsoft 365 applications
- multimedia pressentations
- online resources

Differentiation

T&G students will be identified through multiple measurable assessments (DRA, Envision, teacher recommendation, etc.).

Tier 1- At this tier, ALL students are serviced. Enrichment opportunities will be offered through various classroom experiences.

Tier 2 - At this tier, flexible groups are formed based on concept mastery. Extended learning opportunities will

be offered in order for students to transfer complex thinking processess to a higher level.

Tier 3- At this tier, identified students in Language Arts and/or Mathmatics will be engaged in culminating activities in an after school enrichment program. This guide addresses identified T&G students enrolled in this program.

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- secure attention before giving instruction/directions
- student working with an assigned partner

ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- reducing or omitting lengthy outside reading assignments
- tutoring by peers
- using computer word processing spell check and grammar check features

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- 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.
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- 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 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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart

- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

Please refer to the T&G resources provided for the enrichment program.

Ancillary Resources

readtheory.org

discoveryeducation.com

readinga-z.com

Sample Lesson

One Lesson per Curriculum must bein this lesson plan template. I.e. one lesson in one unit

Unit Name:

CCSS/NJCCCS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: