GR 3 Module 07 (Make a Difference)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **3 weeks**
Status: **Published**

Unit Overview

Module Title: Make a Difference

Essential Question: How can one person make a meaningful diffeence in their local and global community?

Standards

Materials/Activities/Resources

Core materials:

- HMH Into Reading
- HMH Writing

Supplemental Resources:

- UFLI
- Decodable Readers
- Leveled Readers

Web Site Resources:

- Ed Your Friend in Learning
- Lexia

Technology

- EdHMH
- Lexia
- **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.
- **8.2.5.ITH.3:** Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences

resulting from its use.

- **8.2.5.ITH.4:** Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Assessment

Formative Assessments

- Teacher Observation
- Anecdotal Notes
- Exit Tickets
- Student Practice Pages

Summative Assessments

- Module Tests

Alternative Assessments

- Weekly Tests
- Comprehension Quizzes
- Dibels
- F & P Assessments (special education)
- Phonics Skill Assessments

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Readworks level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Readworks level reading passages
- Additional time during intervention time

- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Readworks level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

At-Risk of Failure

- Additional time during intervention time
- Readworks level reading passages
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

Gifted & Talented

- Independent projects
- PEP/GEM class
- Above-Level Reading Materials

Interdisciplinary Connections

NJCurriculum Mandates: Galloway Teacher Resource Crosswalk

NJSLS Theater, Science & Social Studies Standards Covered in ELA Curriculum:

1.4.5.Cr1a	Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.
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/theatre work.
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.
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/theatre work.
1.4.5.Pr6a	Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.

Social and Emotional Learning Connections

Learning Mindset: Purpose

Career Readiness, Life Literacies, and Key Skills NJSLS

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.