

# GR 3 Module 08 (Imagine! Invent!)

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Marking Period 4**  
Length: **3 weeks**  
Status: **Published**

## Unit Overview

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Module Title: Imagine! Invent!

Essential Question: What does it take to make a successful invention?

## Standards

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## Materials/Activities/Resources

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### Core materials:

- HMH Into Reading
- Schoolwide Writing

### Supplemental Resources:

- Foundations
- Brainspring
- Leveled Readers

### Web Site Resources:

- Ed Your Friend in Learning
- Schoolwide Writing
- Newsela
- Lexia
- Amira (K-3)
- Raz-Kids/Reading A-Z

## Technology

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- **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**

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### **Formative Assessments**

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

### **Summative Assessments**

- Module Tests

### **Benchmark Assessments**

- NWEA MAPs

### **Alternative Assessments**

- Weekly Tests
- Comprehension Quizzes
- Dibels
- F & P Assessments
- Phonics Skill Assessments

## **Accommodations & Modifications**

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### **Special Education**

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z 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
- Newsela/Readworks/Reading A-Z 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
- Newsela/Readworks/Reading A-Z 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
- Newsela/Readworks/Reading A-Z 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**

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### **NJSLS Theater and Social Studies Standards Covered in ELA Curriculum:**

TH.3-5.1.4.5.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.
TH.3-5.1.4.5.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.
TH.3-5.1.4.5.Cr2b	Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.
TH.3-5.1.4.5.Pr5a	Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.
TH.3-5.1.4.5.Pr6a	Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.
SOC.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.

### **Social and Emotional Learning Connections**

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Learning Mindset: Problem Solving

### **Career Readiness, Life Literacies, and Key Skills NJSLS**

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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

## **Career Ready Practices**

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- 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.