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

Module Title: Imagine! Invent!

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

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
- 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 and 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.
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.
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.

Social and Emotional Learning Connections

Learning Mindset: Problem Solving

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.