

Trimester		Unit Title	Recommended Instructional Days
1		Environments	50
<b>Reading Literature Text Strand:</b>	<b>Reading Informational Text Strand:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit</b>	
<i>Progress Indicator:</i>  <a href="#">Grade 3 ELA NJSL</a>	<i>Progress Indicator:</i>		
<b>Foundational Skills Strand:</b>	<b>Writing Strand:</b>	<b>Essential Question/s:</b> How can I develop knowledge about language to make connections between reading and writing? <b>Activity Description:</b> 1. <b>Week 1</b> <b>Spelling:</b> VC/CV Pattern <b>Language and Conventions:</b> Simple Sentences <ul style="list-style-type: none"> <li>● Reading-Writing Bridge</li> <li>-Word Study Page 48</li> <li>-Spelling Page 51</li> <li>-Language and Conventions Page 52</li> <li>● Resource Download Center</li> <li>-Word Study Page 1</li> <li>-Spelling Page 6</li> <li>-Language and Conventions Page 11</li> <li>● IXL Aligned Lessons</li> <li>-Is the sentence Simple or Compound? R6M</li> <li>-Identify Personal Pronouns K8V</li> <li>● Literacy Stations-Table of Contents</li> <li>Word Work/Word Wise</li> <li>Short Vowel Sounds: Syllables VC/CV Pages 5, 6, 98</li> </ul>	
<i>Progress Indicator:</i>	<i>Progress Indicator:</i>		
<b>Speaking and Listening Strand:</b>	<b>Language Strand:</b>	2. <b>Week 2</b> <b>Spelling:</b> Inflected Endings	
<i>Progress Indicator:</i>	<i>Progress Indicator:</i> L.3.1; L.3.1.a; L.3.1.h; L.3.1.i; L.3.2.e; L.3.2.f		
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>		
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Social Awareness</li> <li>● Responsible Decision-Making</li> <li>● Relationship Skills</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>		

	<ul style="list-style-type: none"><li>● Recognize the skills needed to establish and achieve personal and educational goals</li><li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li><li>● Develop, implement, and model effective problem-solving and critical thinking skills</li><li>● Utilize positive communication and social skills to interact effectively with others</li></ul>	<p><b>Language and Conventions:</b> Subjects and Predicates</p> <ul style="list-style-type: none"><li>● Reading-Writing Bridge<ul style="list-style-type: none"><li>-Word Study Page 84</li><li>-Spelling Page 87</li><li>-Language and Conventions Page 88</li></ul></li><li>● Resource Download Center<ul style="list-style-type: none"><li>-Word Study Page 2</li><li>-Spelling Page 7</li><li>-Language and Conventions Page 12</li></ul></li><li>● IXL Aligned Lessons<ul style="list-style-type: none"><li>-Use Regular Plurals with -s, -es, and -ies VNA</li><li>-Identify the Complete Subject of a Sentence JXU</li><li>-Identify the Complete Predicate of a Sentence 5QJ</li></ul></li><li>● Literacy Stations-Table of Contents<ul style="list-style-type: none"><li>Word Work/Word Wise</li><li>Plurals with -s, -es, -ies Pages 7, 99</li></ul></li></ul> <p>3. <b>Week 3</b> <b>Spelling:</b> Base Words and Endings <b>Language and Conventions:</b> Compound Sentences</p> <ul style="list-style-type: none"><li>● Reading-Writing Bridge<ul style="list-style-type: none"><li>-Word Study Page 120</li><li>-Spelling Page 123</li><li>-Language and Conventions Page 124</li></ul></li><li>● Resource Download Center<ul style="list-style-type: none"><li>-Word Study Page 3</li><li>-Spelling Page 8</li><li>-Language and Conventions Page 13</li></ul></li><li>● IXL Aligned Lessons<ul style="list-style-type: none"><li>-Identify base words, prefixes, and suffixes KTZ</li><li>-Identify Verbs in the Regular Past Tense ZW7</li></ul></li><li>● Literacy Stations-Table of Contents<ul style="list-style-type: none"><li>Word Work/Word Wise</li><li>Endings -ed, -ing, -er, and -est Pages 8, 100</li></ul></li></ul> <p>4. <b>Week 4</b> <b>Spelling:</b> Vowels Digraphs <b>Language and Conventions:</b> Compound Subjects and Predicates</p> <ul style="list-style-type: none"><li>● Reading-Writing Bridge</li></ul>
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<p style="text-align: center;"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Small Group - Verbal Discussions</li><li>● Lesson/Skill Quiz</li><li>● Exit Tickets - <a href="#">Exit Ticket Ideas</a></li><li>● Progress Check-Ups</li><li>● Test Banks</li><li>● Journal Writing</li><li>● Whiteboard/Communicator</li><li>● Peer/Self Assessment</li><li>● Reading Response Log</li><li>● <a href="#">Think/Write-Pair-Share</a></li><li>● Graphic Organizers</li><li>● <a href="#">3-2-1 Strategy</a></li><li>● Homework Assignments</li></ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"><li>● On-going mini assessments based on standards addressed</li><li>● District Diagnostic Assessment</li></ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"><li>● District Assessments</li><li>● Standardized Tests</li><li>● Published Writing Pieces</li></ul>

<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>● Digital and Print Version of Texts</li> <li>● Centers/Stations</li> <li>● Journals</li> <li>● Leveled Readers</li> <li>● Anchor Charts</li> <li>● Student Interactive</li> <li>● LMS</li> <li>● MyView Literacy</li> </ul>	<ul style="list-style-type: none"> <li>● Below Level Readers</li> <li>● Choice Boards</li> <li>● Differentiated Literacy Stations</li> </ul>	<ul style="list-style-type: none"> <li>● WIDA Can Do Descriptors</li> <li>● Online Thesaurus</li> <li>● Below Level Readers</li> <li>● Language Awareness Handbook</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment Readers</li> <li>● Enrichment Activities</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of rigorous material</li> </ul>
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Student Technology Device (chromebook; computer; ipad; etc.)</li> <li>● SmartBoard</li> <li>● Meeting Application (Google Meets; Zoom; etc.)</li> <li>● Camera &amp; Microphone</li> <li>● Document Camera</li> <li>● IXL BBOED</li> <li>● CommonLit</li> <li>● Readworks</li> <li>● Better Lesson - Lesson Resources &amp; Plans</li> <li>● Third Grade Skill Based Resources</li> <li>● Kahoot</li> </ul>			

<b>Other:</b> <ul style="list-style-type: none"> <li>● Whiteboard</li> <li>● Chart Paper</li> <li>● Markers</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>● Provide individual instruction as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce skills/vocabulary before lesson</li> <li>● Teacher modeling</li> <li>● Use of visual &amp; multi-sensory formats</li> <li>● Pair with higher level students</li> <li>● Utilize a multi-sensory (VAKT) approach during instruction</li> <li>● Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <li>● Modify test content and/or format</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Learning</li> <li>● Pre-Teaching Skills/Vocabulary</li> <li>● Teacher Modeling</li> <li>● Pair students with advanced language skills</li> <li>● Scaffolding</li> <li>● Choice Boards</li> <li>● Differentiated Literacy Centers</li> <li>● Sentence Stems</li> </ul>	<ul style="list-style-type: none"> <li>● Compacting</li> <li>● Inquiry Based Instruction</li> <li>● Higher-Order Thinking Questions</li> <li>● Interest Based Content</li> <li>● Student-Driven Instruction</li> <li>● Tiered Content/Activities</li> <li>● Create an enhanced set of introductory activities</li> <li>● Intensive accelerated instruction</li> <li>● Real world investigators and problem solvers</li> </ul>

	<ul style="list-style-type: none"> <li>● Allow students to retake test for additional credit</li> <li>● Provide additional times and preferential seating as needed</li> <li>● Scaffolding</li> <li>● Highlight key vocabulary</li> <li>● Text-to-Speech</li> <li>● Use of anchor charts</li> <li>● Sentence Stems</li> </ul>		
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<p><b>NJSLS CAREER READINESS,          LIFE LITERACIES &amp; KEY          SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p> <ol style="list-style-type: none"> <li>1. Career Awareness &amp; Planning</li> <li>2. Creativity and Innovation</li> <li>3. Critical Thinking &amp; Problem-Solving</li> <li>4. Global &amp; Cultural Awareness</li> <li>5. Information and Media Literacy</li> <li>6. Technology Literacy</li> </ol>	
	<p><b>Core Ideas:</b></p>	<ul style="list-style-type: none"> <li>● An individual's passions, aptitude and skills can affect his/her employment and earning potential.</li> <li>● Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions</li> <li>● Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.</li> <li>● The ability to solve problems effectively begins with gathering</li> </ul>

		<p>data, seeking resources, and applying critical thinking skills.</p> <ul style="list-style-type: none"> <li>● Individuals from different cultures may have different points of view and experiences.</li> <li>● Culture and geography can shape an individual's experiences and perspectives.</li> <li>● Specific situations require the use of relevant sources of information.</li> <li>● Different digital tools have different purposes.</li> <li>● Collaborating digitally as a team can often develop a better artifact than an individual working alone.</li> </ul>
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> <li>● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</li> <li>● 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</li> <li>● 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements</li> <li>● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change</li> <li>● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</li> <li>● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> <li>● 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).</li> </ul>



		<ul style="list-style-type: none"> <li>● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</li> <li>● 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</li> <li>● 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management.</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>	

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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