

Trimester		Unit Title	Recommended Instructional Days
1		Personal Narratives	50
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit	
<i>Progress Indicator:</i> RL.3.1 Grade 3 ELA NJSL	<i>Progress Indicator:</i> RI.3.1		
Foundational Skills Strand:	Writing Strand:		
<i>Progress Indicator:</i> RF.3.3; RF.3.4	<i>Progress Indicator:</i> W.3.1; W.3.3; W.3.3.a; W.3.3.b; W.3.3.c; W.3.3.d; W.3.4; W.3.7; W.3.8; W.3.10	Essential Question/s: <ul style="list-style-type: none"> • How do I use elements of a narrative text to write a personal narrative? • How do I use language to make connections between reading fiction and writing personal narratives? 	
Speaking and Listening Strand:	Language Strand:	Activity Description: <ol style="list-style-type: none"> Week 1 Introduce and Immerse (Explore personal narratives, brainstorm and set a purpose, plan your personal narrative) <ul style="list-style-type: none"> • Student Interactive/Teacher’s Edition Personal Narrative Page 53/T350 Brainstorm and Set a Purpose Page 56/T362 Plan Your Personal Narrative Page 57/T366 • IXL Aligned Lessons -Similes with Pictures UVX -Show Character Emotions and Traits SCZ • Literacy Stations-Table of Contents Let’s Write Narrative Poem Page 51 	
<i>Progress Indicator:</i> SL.3.1; SL.3.3; SL.3.4; SL3.5; SL.3.6	<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		

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Social Awareness ● Responsible Decision-Making ● Relationship Skills 	<ul style="list-style-type: none"> ● Recognize the importance of self-confidence in handling daily tasks and challenges ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others 	<p>2. Week 2 Develop Elements (Develop an engaging idea, compose a setting, discuss problem and solution.)</p> <ul style="list-style-type: none"> ● Student Interactive/Teacher’s Edition Develop an Engaging Idea Page 89 /T374 Compose a Setting Page 91 /T382 Problem Page 92 /T386 Resolution Page 93 /T390 ● IXL Aligned Lessons -Add Descriptive Details to Sentences TM8 ● Literacy Stations-Table of Contents Let’s Write Narrative Poem Page 52 <p>3. Week 3 Develop Structure (Compose an introduction, develop an event sequence, develop dialogue, describe actions, thoughts, and feelings.)</p> <ul style="list-style-type: none"> ● Student Interactive/Teacher’s Edition Compose an Introduction Page 125 /T398 Develop an Event Sequence Page 126 /T402 Develop Dialogue Page 127 /T406 Describe Actions, Thoughts and Feelings Pg. 128 /T410 Compose a Conclusion Page 129 /T414 ● IXL Aligned Lessons -Choose Reasons to Support an Opinion CXD -Choose Topic Sentences for Narrative Paragraphs SJM -Identify Time-order Words XRD -Punctuating Dialogue SYD ● Literacy Stations-Table of Contents Let’s Write Realistic Story Page 56 <p>4. Week 4 Writer’s Craft (Address coordinating conjunctions, comparative and superlative adjectives, pronouns, and adverbs.)</p> <ul style="list-style-type: none"> ● Student Interactive/Teacher’s Edition Coordinating Conjunctions Page 169 /T422 Comparative and Superlative Adjectives Page 170 /426 Pronouns Page 171 /T430

		<p>Adverbs Page 172/T434</p> <ul style="list-style-type: none">● IXL Aligned Lessons<ul style="list-style-type: none">-Identify Coordinating Conjunctions UXW-Spell Adjectives that Compare 5LM-Choose between subject and Object Personal Pronouns KQJ-Identify Possessive Pronouns DL5-Use Adverbs to Compare 36M-Use the correct Subject or Verb FZR● Literacy Stations-Table of Contents<ul style="list-style-type: none">Let's WriteFable (Teaching a Lesson) Page 53 <p>5. Week 5 Publish, Celebrate, Assess (Edit, Publish, Independent Writing Prompt)</p> <ul style="list-style-type: none">● Student Interactive/Teacher's Edition<ul style="list-style-type: none">Edit for Verbs Page 206 /T450Assessment Page 209 /T462● IXL Aligned Lessons<ul style="list-style-type: none">-Choose Text that Matches the Writer's Purpose MGP● Literacy Stations-Table of Contents<ul style="list-style-type: none">Let's WritePersonal Narrative Page 73 <p>Mentor Stack - My View Literacy</p> <ul style="list-style-type: none">● "Happy Like Soccer" by Maribeth Boelts<ul style="list-style-type: none">- What do good readers and writers do?● "Dancing in the Wings" by Debbie Allen<ul style="list-style-type: none">- Lead, Ending, Dialogue, Problem Worsens● "All the Places to Love" - by Patricia Maclachlan<ul style="list-style-type: none">- Power of Word Choice- Sentence Structure- Rhythm
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- “Jabari Jumps” by Gaia Cornwall
- Plot (Easily Identifiable BME)

Additional Suggested Mentor Texts:

- “New Shoes” by Chris Raschka
- Narrowing a Topic
- “The Relatives Came” by Cynthia Rylant
- Sequence of Events
- They, We, Us (no I)
- “Grandma's Purse” by Vanessa Brantley-Newton
- Character Description
- “Thank You Mr. Falker” by Patricia Polacco
- Moment that Shows Change
- “My Rotten Redheaded Older Brother” by Patricia Polacco
- Moment that Shows Change

Interdisciplinary Connections:

Writing is a foundational skill with cross curricular ties across all content areas.

		<p>Social Studies</p> <p><i>Using story to connect to history:</i></p> <ul style="list-style-type: none"> - “Show Way” by Jacqueline Woodson - “This is the Rope” by Jacqueline Woodson <p><i>Special Places & Traditions</i></p> <ul style="list-style-type: none"> - “When I Was Young in the Mountains” by Cynthia Rylant 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Conferencing - Conference prompts ● Peer/Self-Assessment ● Pre-Writing and Published Works ● Anecdotal Records ● Think, Pair, Share ● Response Logs/Journals ● Lists, Charts, Graphic Organizers ● Quick Write ● Unit 1 Narrative Writing Rubric ● Writing Center 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● On-going mini assessments based on standards addressed ● District Diagnostic Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● District Assessments ● Unit 1 Writing Workshop Assessment ● Published Writing Pieces 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>

<ul style="list-style-type: none"> ● Mentor Stack - <i>Happy Like Soccer</i> - <i>Dancing in the Wings</i> - <i>All the Places to Love</i> - <i>Jabari Jumps</i> ● Writing Notebook ● Student Interactive ● Centers/Stations ● Journals ● LMS ● MyView Literacy ● Student Portfolios 	<ul style="list-style-type: none"> ● Choice Boards ● Differentiated Literacy Stations ● Small Group Guide ● Graphic organizers ● Collaborative activities 	<ul style="list-style-type: none"> ● WIDA Can Do Descriptors ● Online Thesaurus ● StoryBoard Graphic Organizer ● Language Awareness Handbook 	<ul style="list-style-type: none"> ● Writing Club ● Enrichment Activities ● Tiered Content/Activities ● Provide a variety of rigorous material
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Supplemental Resources

Technology:

- Student Technology Device (chromebook; computer; ipad; etc.)
- SmartBoard
- Meeting Application (Google Meets; Conferences; Zoom; etc.)
- Camera & Microphone
- Document Camera
- LMS (Schoology)
- [Learn 360](#)
- [BrainPop](#)
- [NewsELA](#)
- [LearnZillion](#)
- [Edcite](#)
- [ReadWorks](#)
- [Better Lesson](#)
- [IXL BBOED](#)

Other:

- [Writing Graphic Organizers](#)

- Chart Paper
- Markers

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic ● Provide individual instruction as needed 	<ul style="list-style-type: none"> ● Introduce skills before lesson ● Teacher modeling ● Use of visual & multi-sensory formats ● Pair with higher level students ● Utilize a multi-sensory (VAKT) approach during instruction ● Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) ● Modify content and/or format 	<ul style="list-style-type: none"> ● Visual Learning ● Pre-Teaching Skills/Language ● Teacher Modeling ● Personal Experiences/Prior Knowledge ● Guided Writing ● Pair students with advanced language skills ● Scaffolding ● Choice Boards ● Differentiated Writing Stations ● Extended Conferences ● Sentence Stems <p>Refer to TE for ELL Targeted Minilesson Support</p>	<ul style="list-style-type: none"> ● Compacting ● Inquiry Based Instruction ● Higher-Order Thinking Questions ● Interest Based Content ● Student-Driven Instruction ● Tiered Content/Activities

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

		<ul style="list-style-type: none"> ● Individuals from different cultures may have different points of view and experiences. ● Culture and geography can shape an individual’s experiences and perspectives. ● Specific situations require the use of relevant sources of information. ● Different digital tools have different purposes. ● Collaborating digitally as a team can often develop a better artifact than an individual working alone.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> ● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. ● 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 ● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change ● 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). ● 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). ● 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).

		<ul style="list-style-type: none"> ● 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). ● 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. ● 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

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

X	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>	X	Standards in Action: <i>Climate Change</i>
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