

Trimester		Unit Title	Recommended Instructional Days
2		Interactions	35
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> Grade 3 ELA NJSL	<i>Progress Indicator:</i>		
Foundational Skills Strand:	Writing Strand:	<p>Essential Question/s: How can I develop knowledge about language to make connections between reading and writing?</p> <p>Activity Description:</p> <p>1. Week 1 Spelling: Syllable Patterns VC/V and V/CV Language and Conventions: Singular and Plural Nouns</p> <ul style="list-style-type: none"> ● Reading-Writing Bridge -Word Study Page 260 -Spelling Page 263 -Language and Conventions Page 264 ● Resource Download Center -Word Study Page 45 -Spelling Page 50 -Language and Conventions Page 55 ● IXL Aligned Lessons Is the noun singular or plural? 85D ● Literacy Stations-Table of Contents Word Work/Word Wise Words with V/VC and VC/V Pages 11, 103 <p>2. Week 2 Spelling: r-Controlled Vowels</p>	
<i>Progress Indicator:</i> RF.3.3; RF.3.3c	<i>Progress Indicator:</i>		
Speaking and Listening Strand:	Language Strand:		
<i>Progress Indicator:</i>	<i>Progress Indicator:</i> L.3.4.b; L.3.1.a; L.3.1.b; L.3.2.d; L.3.2.f; L.3.4.d; L.3.5.c; L.3.3.a; L.3.4.a; L.3.5.a; L.3.1; L.3.1.h; L.3.1.f		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies		
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Social Awareness 	<ul style="list-style-type: none"> ● Recognize the importance of self-confidence in 		

<ul style="list-style-type: none">● Responsible Decision-Making● Relationship Skills	<p>handling daily tasks and challenges</p> <ul style="list-style-type: none">● 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>Language and Conventions: Irregular Plural Nouns</p> <ul style="list-style-type: none">● Reading-Writing Bridge<ul style="list-style-type: none">-Word Study Page 296-Spelling Page 299-Language and Conventions Page 300● Resource Download Center<ul style="list-style-type: none">-Word Study Page 46-Spelling Page 51-Language and Conventions Page 56● IXL Aligned Lessons<ul style="list-style-type: none">-Complete the word with the r-controlled vowel N7Q-Form and use irregular plurals PFL● Literacy Stations-Table of Contents<ul style="list-style-type: none">Word Work/Word Wiser-Controlled Vowels Page 22, 114 <p>3. Week 3</p> <p>Spelling: Compound Words</p> <p>Language and Conventions: Singular Possessive Nouns</p> <ul style="list-style-type: none">● Reading-Writing Bridge<ul style="list-style-type: none">-Word Study Page 330-Spelling Page 333-Language and Conventions Page 334● Resource Download Center<ul style="list-style-type: none">-Word Study Page 47-Spelling Page 52-Language and Conventions Page 57● IXL Aligned Lessons<ul style="list-style-type: none">-Form and use compound words FLA-Identify plurals, singular possessives, and plural possessives QAZ● Literacy Stations-Table of Contents<ul style="list-style-type: none">Word Work/Word WiseCompound Words Page 13, 82, 86, 105 <p>4. Week 4</p> <p>Spelling: Words with Syllable Patterns</p> <p>Language and Conventions: Plural Possessive Nouns</p> <ul style="list-style-type: none">● Reading-Writing Bridge<ul style="list-style-type: none">-Word Study Page 366
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		<ul style="list-style-type: none">-Spelling Page 369-Language and Conventions Page 370● Resource Download Center-Word Study Page 48-Spelling Page 53-Language and Conventions Page 58● IXL Aligned Lessons-Form the singular or plural possessive 74E● Literacy Stations-Table of ContentsWord Work/Word WiseWords with Syllable Patterns Pages 25, 118 <p>5. <u>Week 5</u></p> <p>Spelling: Contractions</p> <p>Language and Conventions: Main Verbs and Helping Verbs</p> <ul style="list-style-type: none">● Reading-Writing Bridge-Word Study Page 402-Spelling Page 405-Language and Conventions Page 406● Resource Download Center-Word Study Page 49-Spelling Page 54-Language and Conventions Page 59● IXL Aligned Lessons-Pronoun-verb contractions AFE-Contractions with “not” LDB-Identify main verbs and helping verbs SRA-Use the correct subject or verb FZR● Literacy Stations-Table of ContentsWord Work/Word WiseContractions Pages 16, 108
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Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Small Group - Verbal Discussions ● Lesson/Skill Quiz ● Exit Tickets ● Progress Check-Ups ● Test Banks ● Journal Writing ● Whiteboard/Communicator ● Peer/Self Assessment ● Reading Response Log ● Think/Write-Pair-Share ● Graphic Organizers ● 3-2-1 Strategy ● Homework Assignments 		<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 ● Standardized Tests ● Published Writing Pieces 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Digital and Print Version of Texts ● Centers/Stations ● Journals ● Leveled Readers ● Anchor Charts ● Student Interactive ● LMS 	<ul style="list-style-type: none"> ● Below Level Readers ● Choice Boards ● Differentiated Literacy Stations 	<ul style="list-style-type: none"> ● WIDA Can Do Descriptors ● Online Thesaurus ● Below Level Readers ● Language Awareness Handbook 	<ul style="list-style-type: none"> ● Enrichment Readers ● Enrichment Activities ● Tiered Content/Activities ● Provide a variety of rigorous material

<ul style="list-style-type: none"> ● MyView Literacy 			
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Student Technology Device (chromebook; computer; ipad; etc.) ● SmartBoard ● Camera & Microphone ● Document Camera ● IXL BBOED ● Interactive Whiteboard ● CommonLit ● Readworks ● Better Lesson - Lesson Resources & Plans ● Third Grade Skill Based Resources ● Kahoot <p>Other:</p> <ul style="list-style-type: none"> ● Whiteboard ● Chart Paper ● Markers 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
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 	<ul style="list-style-type: none"> ● Introduce skills/vocabulary before lesson ● Teacher modeling 	<ul style="list-style-type: none"> ● Visual Learning ● Pre-Teaching Skills/Vocabulary ● Teacher Modeling 	<ul style="list-style-type: none"> ● Compacting ● Inquiry Based Instruction ● Higher-Order Thinking Questions

<ul style="list-style-type: none"> tactile/kinesthetic ● Provide individual instruction as needed 	<ul style="list-style-type: none"> ● 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 test content and/or format ● Allow students to retake test for additional credit ● Provide additional times and preferential seating as needed ● Scaffolding ● Highlight key vocabulary ● Text-to-Speech ● Use of anchor charts ● Sentence Stems 	<ul style="list-style-type: none"> ● Pair students with advanced language skills ● Scaffolding ● Choice Boards ● Differentiated Literacy Centers ● Sentence Stems 	<ul style="list-style-type: none"> ● Interest Based Content ● Student-Driven Instruction ● Tiered Content/Activities ● Create an enhanced set of introductory activities ● Intensive accelerated instruction ● Real world investigators and problem solvers
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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. ● 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.
	<p><i>Performance Expectation/s:</i></p>	<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.

		<ul style="list-style-type: none"> ● 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). ● 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).
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	
	<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. 	

	<ul style="list-style-type: none"> ● 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.
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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>