

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 NJSLs-ELA within Unit	
<i>Progress Indicator:</i> RL. 3.4; RL. 3.7; RL. 3.10 Grade 3 ELA NJSLs	<i>Progress Indicator:</i> RI. 3.2; RI. 3.3; RI. 3.4; RI.3.7; RI.3.9; RI. 3.10		
Foundational Skills Strand:	Writing Strand:		
<i>Progress Indicator:</i> RF.3.3.; RF.3.3.c	<i>Progress Indicator:</i> W.3.1; W.3.2; W.3.2.a; W.3.3; W.3.10;	Essential Question/s: <ul style="list-style-type: none"> ● How do patterns in nature help plants & animals? ● How do we identify the main idea of a text? ● How do we identify text evidence to support a main idea? ● How do living things in a habitat support one another? ● How do we analyze text structure? ● How can a chain of events affect plants and animals? ● How do illustrations help us understand the text? ● How do we analyze illustrations in realistic fiction? ● How does reintroduction of a species affect plants and animals in a habitat? ● How do we analyze text features? ● How do we identify features of a persuasive text? ● Why is it important for plants and animals to depend on each other? ● How do we identify features of informational text? ● How do we explain the author's purpose? 	
Speaking and Listening Strand:	Language Strand:		
<i>Progress Indicator:</i> SL.3.1.c; SL3.4	<i>Progress Indicator:</i> L.3.1.a; L.3.3.a; L.3.4.a; L.3.4.b; L.3.4.d; L.3.5; L.3.5.a; L.3.5.b; L.3.5.c; L.3.6		
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 	<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><u>Activity Description:</u></p> <p>1. Week 1 - Anchor Text: <i>Patterns in Nature</i></p> <p>Identify Main Idea & Details</p> <ul style="list-style-type: none">● Informational Text Anchor Chart● Distance Learning Support - Skill Videos: Analyze Main Idea & Details● IXL Aligned Lessons<ul style="list-style-type: none">- Read about Science & Nature: WSP- Use key details to determine main idea: NHQ● Literacy Stations - Table of Contents - Read for Meaning<ul style="list-style-type: none">- Main Idea & Details: Page 38 <p>2. Week 2 - Anchor Text: <i>Weird Friends</i></p> <p>Analyze Text Structure</p> <ul style="list-style-type: none">● Informational Text Structures Anchor Chart● Distance Learning Support - Skill Videos: Analyze Text Structures● IXL Aligned Lessons<ul style="list-style-type: none">- Read about Science & Nature: WSP- Match Problems with Solutions: T8Y- Match Causes & Effects: PN7 <p>3. Week 3 - Anchor Text: <i>Wolf Island</i></p> <p>Analyze Illustrations</p> <ul style="list-style-type: none">● Realistic Fiction Anchor Chart● IXL Aligned Lessons<ul style="list-style-type: none">- Read Realistic Fiction with Illustrations: QTL
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4. Week 4 - Anchor Text: *Welcome Back, Wolves! & Wolves Don't Belong in Yellowstone*

Analyze Text Features

- Persuasive Text Anchor Chart
- Distance Learning Support - Skill Videos: Analyze Text Features
- IXL Aligned Lessons
 - Compare Information from Two Informational Texts: DNH
 - Identify an Author's State of Opinion: GC2
- Literacy Stations - Table of Contents - Read for Meaning
 - Graphic Sources: Page 43

5. Week 5 - Anchor Text: *Nature's Patchwork Quilt*

Explain Author's Purpose

- Features of Informational Text Anchor Chart
- Distance Learning Support - Skill Videos: Explain Author's Purpose
- IXL Aligned Lessons
 - Use Text Features: FZ7
 - Identify the Author's Purpose - Passages: A5Q
- Literacy Stations - Table of Contents - Read for Meaning
 - Author's Purpose: Page 48

Interdisciplinary Connections:

Social Studies

- History, Culture, and Perspectives SOC.6.1.4.D
- Geography, People, and the Environment SOC.6.1.4.B

Science

- Organisms and Traits SCI.3-4.5.3.4.C; SCI.3-4.5.3.4.D
- Environments and Ecosystems SCI.3-4.5.3.4.E

Week 1 Social Studies/Science

- Student Interactive *Amazing Interactions* - Pages 234-235
- Cross-Curricular Perspectives - Science
 - TE: T34
 - TE: T36
 - TE: T39
 - TE: T43
- Background Building Videos
 - Patterns in Nature Read Aloud
 - Camouflage - Animal Hide & Seek

Week 2 Social Studies/Science

- Student Interactive *On the African Savanna*- Pages 270-271
- Cross-Curricular Perspectives - Science
 - TE: T96
 - TE: T98
 - TE: T102
 - TE: T104
 - TE: T108
- Background Building Videos
 - Animals of the Savanna
- Background Building Articles
 - Why Do Zebras Have Stripes?
 - Facts About Clownfish - Live Science

Week 3 Social Studies/Science

- Student Interactive *The Food Chain*- Pages 306 - 307
- Cross-Curricular Perspectives - Science
 - TE: T162

		<ul style="list-style-type: none"> - TE: T163 - TE: T166 - TE: T169 <ul style="list-style-type: none"> ● Background Building Videos <ul style="list-style-type: none"> - HomeSchool Pop: The Food Chain for Kids <p>Week 4 Social Studies/Science</p> <ul style="list-style-type: none"> ● Student Interactive <i>Bringing Animals Back</i>- Pages 340-341 - <p>Week 5 Social Studies/Science</p> <ul style="list-style-type: none"> ● Student Interactive <i>Plant and Animals Need Each Other</i>- Pages 376-377
<p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;">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"> ● Small Group - Verbal Discussions ● Lesson/Skill Quiz ● Exit Tickets ● Progress Check-Ups ● Cold Reads ● Practice Tests ● Test Banks ● Journal Writing ● Whiteboard/Communicator ● Peer/Self Assessment ● Reading Response Log 		<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 ● Selection /Unit Tests

<ul style="list-style-type: none"> ● Think/Write-Pair-Share ● Graphic Organizers ● Four Corners Strategy Discussions ● 3-2-1 Strategy 			
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
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 ● Literacy Stations ● Journals ● Leveled Readers ● Reading Anchor Charts/Editable Anchor Charts ● Listening Comprehension Read Aloud ● Read Aloud Trade Books ● Student Interactive ● LMS ● MyView Literacy 	<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
Supplemental Resources			
Technology: <ul style="list-style-type: none"> ● Student Technology Device (chromebook; computer; ipad; etc.) ● SmartBoard 			

- Meeting Application (Google Meets; Zoom; etc.)
- Camera & Microphone
- Document Camera
- IXL BBOED
- Interactive Whiteboard
- CommonLit
- Readworks
- Better Lesson - Lesson Resources & Plans
- Character Traits Resources
- Third Grade Skill Based Resources
- Kahoot

Other:

- Whiteboard
- 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/vocabulary before lesson ● Teacher modeling ● Use of visual & multi-sensory formats ● Pair with higher level students ● Utilize a 	<ul style="list-style-type: none"> ● Visual Learning ● Pre-Teaching Skills/Vocabulary ● Teacher Modeling ● Pair students with advanced language skills ● Scaffolding ● Choice Boards ● Differentiated Literacy Centers 	<ul style="list-style-type: none"> ● Compacting ● Inquiry Based Instruction ● Higher-Order Thinking Questions ● Interest Based Content ● Student-Driven Instruction

	<p>multi-sensory (VAKT) approach during instruction</p> <ul style="list-style-type: none"> ● 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"> ● Sentence Stems 	<ul style="list-style-type: none"> ● 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</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
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SKILLS	5. Information and Media Literacy 6. Technology Literacy	
	<i>Core Ideas:</i>	<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.
	<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

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