

Trimester		Unit Title	Recommended Instructional Days
2		Heroes	25
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> Grade 3 ELA NJSLs	<i>Progress Indicator:</i>		
Foundational Skills Strand:	Writing Strand:	Essential Question/s: <ul style="list-style-type: none"> • How do I write historical fiction? • How do I use language to make connections between reading and writing historical fiction? Activity Description: <ol style="list-style-type: none"> Week 1 Introduce and Immerse (Introduce Historical Fiction, Identify Characters and Setting, Develop Plot, Brainstorm Ideas, Plan Your Story) <ul style="list-style-type: none"> • Student Interactive/Teacher's Edition Historical Fiction Page 55 /T334 Brainstorm Ideas Page 58 /T346 Plan Your Historical Fiction Page 59 /T350 • IXL Aligned Lessons -Show character emotions and traits SCZ -Put the sentences in order KWL • Literacy Stations-Table of Contents Let's Write <ul style="list-style-type: none"> - Fiction Story - Page 62 - Imaginative Story - Page 68 	
<i>Progress Indicator:</i>	<i>Progress Indicator:</i> W.3.3; W.3.5; W.3.10; W.3.3.a; W.3.4; W.3.1; W.3.3.c; W.3.3.b		
Speaking and Listening Strand:	Language Strand:		
<i>Progress Indicator:</i>	<i>Progress Indicator:</i> L.3.6; L.3.4.d; L.3.2.f; L.3.1.f; L.3.2.e; L.3.4.a; L.3.1.e; L.3.3.a; L.3.2; L.3.1.a; L.3.1.d. L.3.1.b; L.3.1		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies		

<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 (Compose Characters, Compose a Setting, Plot: Establish a Problem, Plot: Plan a Resolution, Select a Genre)</p> <ul style="list-style-type: none">● Student Interactive/Teacher's Edition Compose Characters Page 89 /T358 Plot: Establish a Problem Page 91 /T366 Plot: Plan a Resolution Page 92 /T370● IXL Aligned Lessons -Choose the text that matches the writer's purpose MGP● Literacy Stations-Table of Contents Let's Write<ul style="list-style-type: none">- Fiction Story - Page 62- Imaginative Story - Page 68 <p>3. Week 3 Develop Structure (Develop an Introduction, Draft an Event Sequence, Create an Audio Recording of a Story, Compose Dialogue, Describe Events with Details)</p> <ul style="list-style-type: none">● Student Interactive/Teacher's Edition Develop an Introduction Page 125 /T382 Draft an Event Sequence Page 126 /T386 Create an Audio Recording of a Story Page 127 /T390 Compose Dialogue Page 128 /T394 Describe Events with Details Page 129 /T398● IXL Aligned Lessons -Add descriptive details to sentences TM8 -Punctuating dialogue SYD● Literacy Stations-Table of Contents Let's Write<ul style="list-style-type: none">- Fiction Story - Page 62- Imaginative Story - Page 68 <p>4. Week 4 Writer's Craft (Apply writer's craft and conventions of language to edit historical fiction.)</p> <ul style="list-style-type: none">● Student Interactive/Teacher's Edition Edit for Capitalization Page 159 /T406
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		<p>Edit for verbs Page 162 /T418 Edit for subjective, objective, and possessive pronouns Page 163/T422</p> <ul style="list-style-type: none">● IXL Aligned Lessons<ul style="list-style-type: none">-Capitalization review NFE-Change the sentence to future tense CSP-Choose between subject and object personal pronouns KQJ-Identify possessive pronouns DL5● Literacy Stations-Table of Contents Let's Write<ul style="list-style-type: none">- Fiction Story - Page 62- Imaginative Story - Page 68 <p>5. Week 5 Publish, Celebrate, Assess (Publish, celebrate, and assess historical fiction writing)</p> <ul style="list-style-type: none">● Student Interactive/Teacher's Edition Edit for Punctuation Marks Page191/T430 Publish and Celebrate Page 193/T438 Assessment Page 195/T446● IXL Aligned Lessons<ul style="list-style-type: none">-Identify sensory details 8TG-Commas: Review UA2-Prepositions: Review PXR● Literacy Stations-Table of Contents Let's Write<ul style="list-style-type: none">- Fiction Story - Page 62- Imaginative Story - Page 68 <p>Mentor Stack - My View Literacy</p> <ul style="list-style-type: none">● "Island Boy" by Barbara Cooney<ul style="list-style-type: none">- Shows how food, technology, & families changed over time in American history
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- “Ox-Cart Man” by Donald Hall
 - Tells of life and work of an early 10th Century farming family
- “She’s Wearing a Dead Bird on Her Head!” by Patricia C. McKissack
- “Goin’ Someplace Special” by Patricia C. McKissack
 - Explains how historical events affect a story
- “The Wheat Doll” by Alison L. Randall

Interdisciplinary Connections:

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

Social Studies

NJ.6.1. Social Studies Skills: All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

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>Formative Assessments:</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 3 Historical Fiction Writing Rubric ● Writing Center 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● On-going mini assessments based on standards addressed ● District Diagnostic Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● District Assessments ● Unit 3 Writing Workshop Assessment ● Published Writing Pieces 	
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"> ● Mentor Stack ● 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
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Student Technology Device (chromebook; computer; ipad; etc.) ● SmartBoard ● Meeting Application (Google Meets; Conferences; Zoom; etc.) 			

- Camera & Microphone
- Document Camera
- LMS (Schoology)
- Learn 360
- BrainPop
- 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 	<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 	<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"> ● Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) ● Modify content and/or format ● 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 	<ul style="list-style-type: none"> ● Differentiated Writing Stations ● Extended Conferences ● Sentence Stems <p>Refer to TE for ELL Targeted Minilesson Support</p>	
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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
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	<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● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change

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

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