

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:		
<i>Progress Indicator:</i> RF.3.3.a; RF.3.3	<i>Progress Indicator:</i>	Essential Question/s: How can I develop knowledge about language to make connections between reading and writing? Activity Description: 1. Week 1 Spelling: Prefixes pre-, dis-, in-, im-, non- Language and Conventions: Subject-Verb Agreement <ul style="list-style-type: none"> ● Reading-Writing Bridge <ul style="list-style-type: none"> -Word Study Page 50 -Spelling Page 53 -Language and Conventions Page 54 ● Resource Download Center <ul style="list-style-type: none"> -Word Study Page 89 -Spelling Page 94 -Language and Conventions Page 99 ● IXL Aligned Lessons <ul style="list-style-type: none"> -Describe the difference between related words 95E -Word pattern sentences ME6 -Determine the meaning of a word with pre-, re-, mis-QR5 -Use the prefixes pre-, re-, mis- ZAK ● Literacy Stations - Table of Contents - Words to Know <ul style="list-style-type: none"> - Prefixes and Suffixes Page 93 - Words with Prefixes <i>un-, dis-</i> Page 97 	
Speaking and Listening Strand:	Language Strand:		
<i>Progress Indicator:</i> SL.3.1.c; SL.3.4; SL.3.1.b	<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 	<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	<ul style="list-style-type: none">● Literacy Stations - Table of Contents - Words Wise<ul style="list-style-type: none">- Prefixes un-, re-, mis-, dis-,and non- Page 109- Prefixes im- and in- - Page 126 <p>2. <u>Week 2</u> Spelling: Abbreviations Language and Conventions: Edit for Subject-Verb Agreement</p> <ul style="list-style-type: none">● Reading-Writing Bridge<ul style="list-style-type: none">-Word Study Page 84-Spelling Page 87-Language and Conventions Page 88● Resource Download Center<ul style="list-style-type: none">-Word Study Page 90-Spelling Page 95-Language and Conventions Page 100● IXL Aligned Lessons<ul style="list-style-type: none">-Determine the meaning of words using synonyms in context WZZ-Use dictionary definitions M8H-Abbreviate people’s titles UFJ-Abbreviate street names Y8G-Is the subject singular or plural? EH8 <p>3. <u>Week 3</u> Spelling: Suffixes -ful, -y, -ness Language and Conventions: Simple Verb Tenses</p> <ul style="list-style-type: none">● Reading-Writing Bridge<ul style="list-style-type: none">-Word Study Page 120-Spelling Page 123-Language and Conventions Page 124● Resource Download Center<ul style="list-style-type: none">-Word Study Page 91-Spelling Page 96-Language and Conventions Page 101● IXL Aligned Lessons<ul style="list-style-type: none">-Determine the meaning of a word with -ly or -ness XPG-Determine the meaning of a word with -ful or -less SVF
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		<ul style="list-style-type: none">-Is the sentence past, present, or future tense? RQ5-Form and use the regular past tense Z6T-Form and use the irregular past tense: set 1 8YP● Literacy Stations - Table of Contents - Words to Know<ul style="list-style-type: none">- Prefixes and Suffixes Page 93- Words with Prefixes <i>un-</i>, <i>dis-</i> & <i>Suffix -ful</i> Page 97- Suffixes <i>-ly</i>, <i>-ful</i>, <i>-ness</i>, <i>-less</i>, <i>-able</i>, and <i>-ible</i> Page 111- Suffixes <i>-y</i>, <i>-ish</i>, <i>-hood</i>, <i>-ment</i> Page 122 <p>4. <u>Week 4</u> Spelling: Vowel Teams oo, ew, ue, ui, eu Language and Conventions: Irregular Verbs</p> <ul style="list-style-type: none">● Reading-Writing Bridge<ul style="list-style-type: none">-Word Study Page 154-Spelling Page 157-Language and Conventions Page 158● Resource Download Center<ul style="list-style-type: none">-Word Study Page 92-Spelling Page 97-Language and Conventions Page 102● IXL Aligned Lessons<ul style="list-style-type: none">-Determine the meaning of similes Z59-Long vowel digraphs words and sentences A5N-Identify the irregular past tense I XFG-Identify the irregular past tense II YHV <p>5. <u>Week 5</u> Spelling: Irregular Plural Nouns Language and Conventions: Pronouns</p> <ul style="list-style-type: none">● Reading-Writing Bridge<ul style="list-style-type: none">-Word Study Page 186-Spelling Page 189-Language and Conventions Page 190● Resource Download Center
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		<ul style="list-style-type: none"> -Word Study Page 93 -Spelling Page 98 -Language and Conventions Page 103 ● IXL Aligned Lessons -Which word is a noun SPZ -Form and use irregular plurals PFL -Replace the nouns with a personal pronoun ESB -Use possessive pronouns F6X ● Literacy Stations - Table of Contents - Word Wise <ul style="list-style-type: none"> - Irregular Plurals Page 113
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p 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 ● 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

Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
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 ● 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			
<p>Technology:</p> <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 ● Third Grade Skill Based Resources ● Flipgrid ● Quizizz ● Kahoot 			

<p>Other:</p> <ul style="list-style-type: none"> ● Whiteboard ● Chart Paper ● Markers 			
<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
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 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 	<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 ● Sentence Stems 	<ul style="list-style-type: none"> ● Compacting ● Inquiry Based Instruction ● Higher-Order Thinking Questions ● 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

	<ul style="list-style-type: none"> ● 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 		
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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>Core Ideas:</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

		<p>data, seeking resources, and applying critical thinking skills.</p> <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.
	<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. ● 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)

	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>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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