

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> RL.3.10; RL.3.5; RL.3.7; RL.3.3; RL.3.2; RL.3.9; RL.3.4 Grade 3 ELA NJSLs	<i>Progress Indicator:</i> RI.3.10; RI.3.3; RI.3.2		
Foundational Skills Strand:	Writing Strand:	Essential Question/s: <ul style="list-style-type: none"> ● What makes a hero? ● What is historical fiction? ● What qualities do we see in heroes? ● How do we analyze plot and setting? ● How do we correct or confirm predictions? ● How can a hero's actions affect other people? ● How do we analyze characters? ● How do we infer the theme of a text? ● How do challenges turn ordinary people into heroes? ● How do we compare and contrast texts? ● How do we analyze text structure? ● Why do people need heroes? ● How do we effectively summarize informational text? ● How do we monitor our comprehension? ● What kinds of actions can be heroic? ● What are poetic characteristics? 	
<i>Progress Indicator:</i> RF.3.3.a; RF.3.3	<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> 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	<p><u>Activity Description:</u></p> <p>1. Week 1 - Anchor Text: <i>Below Deck: A Titanic Story</i></p> <p>Analyze Plot and Setting</p> <ul style="list-style-type: none">● Historical Fiction Anchor Chart● Distance Learning Support - Skill Videos: Analyze Plot and Setting● IXL Aligned Lessons<ul style="list-style-type: none">- Identify Story Elements CXN- Make predictions about a story FWT● Literacy Stations - Table of Contents - Read for Meaning<ul style="list-style-type: none">- Characters, Setting, & Theme Pages 34 - 35- Characters, Setting, & Plot Page 42 <p>2. Week 2 - Anchor Text: <i>Granddaddy's Turn: A Journey to the Ballet Box</i></p> <p>Analyze Characters</p> <ul style="list-style-type: none">● Historical Fiction Anchor Chart● Distance Learning Support - Skill Videos: Analyze Characters● IXL Aligned Lessons<ul style="list-style-type: none">- Read historical fiction with illustrations JC7- Use actions and dialogue to understand characters PQQ● Literacy Stations - Table of Contents - Read for Meaning<ul style="list-style-type: none">- Characters, Setting, Theme Pages 34 - 35- Characters, Setting, & Plot Page 42 <p>3. Week 3 - Anchor Text: from <i>Little House on the Prairie</i> and <i>By the Shores of Silver Lake</i></p>
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Infer Theme

- Historical Fiction Anchor Chart
- Distance Learning Support - Skill Videos: Infer Theme
- IXL Aligned Lessons
 - Read realistic fiction: set 1 YQD
 - Draw inferences from text GFW
 - Determine the themes of myths, fables, and folktales 7T9
- Literacy Stations - Table of Contents - Read for Meaning
 - Plot and Theme Page 50

4. Week 4 - Anchor Text: *Mama Miti: Wangari Maathai and the Trees of Kenya*

Analyze Text Structure

- Biography Anchor Chart
- Distance Learning Support - Skill Videos: Analyze Text Structure (*Each type of text structure has its own video*)
- IXL Aligned Lessons
 - Read about famous people ZZE
 - Identify text structures UYA
 - Use time order words V2M
- Literacy Stations - Table of Contents - Read for Meaning
 - Cause & Effect Pages 47, 49

5. Week 5 - Anchor Text: *Poems About Heroes*

Explain Poetic Characteristics

- Poetry Anchor Chart
- Distance Learning Support - Skill Videos: Explain Poetic Characteristics

- IXL Aligned Lessons
 - Read poetry YYJ
 - Spell rhyming words to answer riddles UPL
 - Label the rhyme scheme QMK

Interdisciplinary Connections:

Social Studies

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

Science

- Earth's Systems 3-ESS2-1
- Earth's Systems 3-ESS2-2

Week 1 Social Studies/Science

- Student Interactive *Steps on the Moon* - Pages 16-17
- Cross-Curricular Perspectives - Science
 - TE: T45
 - TE: T46
- Cross-Curricular Perspectives - Social Studies
 - TE: T35
 - TE: T47
 - TE: T5
- Background Building Videos
 - YouTube Search: "Titanic Background Building Videos for Kids"

		<p>Week 2 Social Studies/Science</p> <ul style="list-style-type: none">• Student Interactive <i>You Are My Hero</i> - Pages 60 - 61• Cross-Curricular Perspectives - Social Studies<ul style="list-style-type: none">- TE: T110- TE: T112 <p>Week 3 Social Studies/Science</p> <ul style="list-style-type: none">• Student Interactive <i>American Heroes</i> - Pages 94 - 95• Cross-Curricular Perspectives - Social Studies<ul style="list-style-type: none">- TE: T166• Background Building Videos<ul style="list-style-type: none">- Search - Natural Disasters for Kids <p>Week 4 Social Studies/Science</p> <ul style="list-style-type: none">• Student Interactive <i>Needing Heroes</i> - Pages 130 - 131• Cross-Curricular Perspectives - Social Studies<ul style="list-style-type: none">- TE: T226- TE: T229- TE: T232- TE: T234- TE: T237 <p>Week 5 Social Studies/Science</p> <ul style="list-style-type: none">• Student Interactive <i>Acting Heroically</i> - Pages 164 - 165• Cross-Curricular Perspectives - Social Studies
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		- TE: T286 - TE: T294	
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>	
<u>Formative Assessments:</u> <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 ● Think/Write-Pair-Share ● Graphic Organizers ● Four Corners Strategy Discussions ● 3-2-1 Strategy 		<u>Benchmarks:</u> <ul style="list-style-type: none"> ● On-going mini assessments based on standards addressed ● District Diagnostic Assessment <u>Summative Assessments:</u> <ul style="list-style-type: none"> ● District Assessments ● Standardized Tests ● Published Writing Pieces ● Selection /Unit Tests 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	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
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Supplemental Resources

Technology:

- 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

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 multi-sensory (VAKT) approach during instruction ● Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, 	<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

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

		<p>innovation skills.</p> <ul style="list-style-type: none"> ● 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. ● 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).

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