

Trimester		Unit Title	Recommended Instructional Days
3		Events	30
<b>Reading Literature Text Strand:</b>	<b>Reading Informational Text Strand:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-ELA within Unit</b>	
<i>Progress Indicator:</i>  <a href="#">Grade 3 ELA NJSLs</a>	<i>Progress Indicator:</i>		
<b>Foundational Skills Strand:</b>	<b>Writing Strand:</b>		
<i>Progress Indicator:</i> RF.3.3; RF.3.3.b; RF.3.3.d	<i>Progress Indicator:</i>	<b>Essential Question/s:</b> <ul style="list-style-type: none"> <li>How can I develop knowledge about language to make connections between reading and writing?</li> </ul> <b>Activity Description:</b> <ol style="list-style-type: none"> <li><b>Week 1</b>  <b>Spelling:</b> r-Controlled Vowels ir, er, ur, ear  <b>Language and Conventions:</b> Possessive Pronouns           <ul style="list-style-type: none"> <li>Reading-Writing Bridge               <ul style="list-style-type: none"> <li>-Word Study Page 248</li> <li>-Spelling Page 251</li> <li>-Language and Conventions Page 252</li> </ul> </li> <li>Resource Download Center               <ul style="list-style-type: none"> <li>-Word Study Page 133</li> <li>-Spelling Page 138</li> <li>-Language and Conventions Page 143</li> </ul> </li> <li>IXL Aligned Lessons               <ul style="list-style-type: none"> <li>- Sort words with shared suffixes NND</li> <li>- Complete the word with the correct r-Controlled vowel N7Q</li> <li>- Complete the word with the correct r-Controlled vowel QNK</li> <li>- Use possessive pronouns F6X</li> </ul> </li> <li>Literacy Stations - Table of Contents - Words to Know and Word Wise</li> </ul> </li> </ol>	
<b>Speaking and Listening Strand:</b>	<b>Language Strand:</b>		
<i>Progress Indicator:</i> SL.3.1.b; SL.3.1.c; SL.3.1.a; SL.3.5	<i>Progress Indicator:</i> L.3.6; L.3.4.c; L.3.3.a; L.3.2.f; L.3.1.a; L.3.5; L.3.1; L.3.4.a; L.3.2.e; L.3.5.b; L.3.2; L.3.1.g		
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>		
<ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Self-Management</li> <li>Social Awareness</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the importance of self-confidence in</li> </ul>		

<ul style="list-style-type: none"><li>● Responsible Decision-Making</li><li>● Relationship Skills</li></ul>	<p>handling daily tasks and challenges</p> <ul style="list-style-type: none"><li>● Recognize the skills needed to establish and achieve personal and educational goals</li><li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li><li>● Develop, implement, and model effective problem-solving and critical thinking skills</li><li>● Utilize positive communication and social skills to interact effectively with others</li></ul>	<p>- r-Controlled vowels Page 22, 114</p> <p>2. <b><u>Week 2</u></b> <b>Spelling:</b> Words with VCCCV Pattern <b>Language and Conventions:</b> Contractions</p> <ul style="list-style-type: none"><li>● Reading-Writing Bridge<ul style="list-style-type: none"><li>-Word Study Page 282</li><li>-Spelling Page 285</li><li>-Language and Conventions Page 286</li></ul></li><li>● Resource Download Center<ul style="list-style-type: none"><li>-Word Study Page 134</li><li>-Spelling Page 139</li><li>-Language and Conventions Page 144</li></ul></li><li>● IXL Aligned Lessons<ul style="list-style-type: none"><li>- Choose the antonym N2M</li><li>- Choose the synonym 6Y4</li><li>- Pronoun-verb contractions AFE</li></ul></li><li>● Literacy Stations - Table of Contents - Word Work, Word Wise, and Words to Know<ul style="list-style-type: none"><li>-Contractions Page 16, 108</li><li>-VCCCV Spelling Pattern Page 24, 117</li><li>-Synonyms Page 85, 94</li><li>-Antonyms Page 87, 96</li></ul></li></ul> <p>3. <b><u>Week 3</u></b> <b>Spelling:</b> Words with -able; -ible; -ation <b>Language and Conventions:</b> Prepositions and Prepositional Phrases</p> <ul style="list-style-type: none"><li>● Reading-Writing Bridge<ul style="list-style-type: none"><li>-Word Study Page 320</li><li>-Spelling Page 323</li><li>-Language and Conventions Page 324</li></ul></li><li>● Resource Download Center<ul style="list-style-type: none"><li>-Word Study Page 135</li><li>-Spelling Page 140</li><li>-Language and Conventions Page 145</li></ul></li></ul>
---	---	--

- IXL Aligned Lessons
  - Find antonyms in context 2TH
  - Find synonyms in context 5HG
  - Determine the meaning of a word with -able or -ment 8L8
  - Identify prepositions and their objects CTW
  - Identify prepositional phrases NHK
- Literacy Stations - Table of Contents - Word Work, Words to Know, and Word Wise
  - Suffixes Page 19, 111
  - -Synonyms Page 85, 94
  - -Antonyms Page 87, 96

4. **Week 4**

**Spelling:** Homographs

**Language and Conventions:** Comparing with Adjectives

- Reading-Writing Bridge
  - Word Study Page 360
  - Spelling Page 363
  - Language and Conventions Page 364
- Resource Download Center
  - Word Study Page 136
  - Spelling Page 141
  - Language and Conventions Page 146
- IXL Aligned Lessons
  - Which definition matches the sentence? GGV
  - Spell adjectives that compare 5LM
- Literacy Stations-Table of Contents - Word Work, Word Wise, and Words to Know
  - Homophones Page 26, 89, 119

5. **Week 5**

**Spelling:** Homophones

**Language and Conventions:** Adverbs

- Reading-Writing Bridge
  - Word Study Page 396

		<ul style="list-style-type: none"> <li>-Spelling Page 399</li> <li>-Language and Conventions Page 400</li> <li>● Resource Download Center</li> <li>-Word Study Page 137</li> <li>-Spelling Page 142</li> <li>-Language and Conventions Page 147</li> <li>● IXL Aligned Lessons</li> <li>-Which sentence uses an antonym? XZ7</li> <li>-Homophones with pictures 84T</li> <li>-Use the correct homophone VNC</li> <li>-Identify adverbs HQY</li> <li>● Literacy Stations - Table of Contents - Word Wise, Word Work, and Words to Know <ul style="list-style-type: none"> <li>- Homophones Page 26, 89, 119</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Small Group - Verbal Discussions</li> <li>● Lesson/Skill Quiz</li> <li>● Exit Tickets</li> <li>● Progress Check-Ups</li> <li>● Test Banks</li> <li>● Journal Writing</li> <li>● Whiteboard/Communicator</li> <li>● Peer/Self Assessment</li> <li>● Reading Response Log</li> <li>● Think/Write-Pair-Share</li> <li>● Graphic Organizers</li> <li>● 3-2-1 Strategy</li> <li>● Homework Assignments</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● On-going mini assessments based on standards addressed</li> <li>● District Diagnostic Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● District Assessments</li> <li>● Standardized Tests</li> <li>● Published Writing Pieces</li> </ul>

<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>● Digital and Print Version of Texts</li> <li>● Centers/Stations</li> <li>● Journals</li> <li>● Leveled Readers</li> <li>● Anchor Charts</li> <li>● Student Interactive</li> <li>● LMS</li> <li>● MyView Literacy</li> </ul>	<ul style="list-style-type: none"> <li>● Below Level Readers</li> <li>● Choice Boards</li> <li>● Differentiated Literacy Stations</li> </ul>	<ul style="list-style-type: none"> <li>● WIDA Can Do Descriptors</li> <li>● Online Thesaurus</li> <li>● Below Level Readers</li> <li>● Language Awareness Handbook</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment Readers</li> <li>● Enrichment Activities</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of rigorous material</li> </ul>
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Student Technology Device (chromebook; computer; ipad; etc.)</li> <li>● SmartBoard</li> <li>● Meeting Application (Google Meets; Zoom; etc.)</li> <li>● Camera &amp; Microphone</li> <li>● Document Camera</li> <li>● IXL BBOED</li> <li>● Interactive Whiteboard</li> <li>● CommonLit</li> <li>● Readworks</li> <li>● Better Lesson - Lesson Resources &amp; Plans</li> <li>● Third Grade Skill Based Resources</li> <li>● Flipgrid</li> <li>● Quizizz</li> <li>● Kahoot</li> </ul>			

<p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● Whiteboard</li> <li>● Chart Paper</li> <li>● Markers</li> </ul>			
<p><b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b></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"> <li>● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>● Provide individual instruction as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce skills/vocabulary before lesson</li> <li>● Teacher modeling</li> <li>● Use of visual &amp; multi-sensory formats</li> <li>● Pair with higher level students</li> <li>● Utilize a multi-sensory (VAKT) approach during instruction</li> <li>● Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <li>● Modify test content</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Learning</li> <li>● Pre-Teaching Skills/Vocabulary</li> <li>● Teacher Modeling</li> <li>● Pair students with advanced language skills</li> <li>● Scaffolding</li> <li>● Choice Boards</li> <li>● Differentiated Literacy Centers</li> <li>● Sentence Stems</li> </ul>	<ul style="list-style-type: none"> <li>● Compacting</li> <li>● Inquiry Based Instruction</li> <li>● Higher-Order Thinking Questions</li> <li>● Interest Based Content</li> <li>● Student-Driven Instruction</li> <li>● Tiered Content/Activities</li> <li>● Create an enhanced set of introductory activities</li> <li>● Intensive accelerated instruction</li> <li>● Real world investigators and problem solvers</li> </ul>

	<p>and/or format</p> <ul style="list-style-type: none"> <li>● Allow students to retake test for additional credit</li> <li>● Provide additional times and preferential seating as needed</li> <li>● Scaffolding</li> <li>● Highlight key vocabulary</li> <li>● Text-to-Speech</li> <li>● Use of anchor charts</li> <li>● Sentence Stems</li> </ul>		
<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p> <ol style="list-style-type: none"> <li>1. Career Awareness &amp; Planning</li> <li>2. Creativity and Innovation</li> <li>3. Critical Thinking &amp; Problem-Solving</li> <li>4. Global &amp; Cultural Awareness</li> <li>5. Information and Media Literacy</li> <li>6. Technology Literacy</li> </ol>		
	<p><b>Core Ideas:</b></p>	<ul style="list-style-type: none"> <li>● An individual's passions, aptitude and skills can affect his/her employment and earning potential.</li> <li>● Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions</li> <li>● Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.</li> </ul>	

		<ul style="list-style-type: none"> <li>● The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</li> <li>● Individuals from different cultures may have different points of view and experiences.</li> <li>● Culture and geography can shape an individual's experiences and perspectives.</li> <li>● Specific situations require the use of relevant sources of information.</li> <li>● Different digital tools have different purposes.</li> <li>● Collaborating digitally as a team can often develop a better artifact than an individual working alone.</li> </ul>
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> <li>● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</li> <li>● 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</li> <li>● 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</li> <li>● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change</li> <li>● 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).</li> <li>● 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).</li> <li>● 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).</li> </ul>



		<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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.</li> <li>● 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management.</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>	

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>
--	---	--	---	--	---	--	--	--	---