

Trimester		Unit Title	Recommended Instructional Days
3		Events	30
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit	
<i>Progress Indicator:</i> RL.3.10; RL.3.5 Grade 3 ELA NJSL	<i>Progress Indicator:</i> RI.3.10; RI.3.3; RI.3.2; RI.3.7; RI.3.6; RI.3.1; RI.3.5		
Foundational Skills Strand:	Writing Strand:		
<i>Progress Indicator:</i> RF.3.3; RF.3.3.b; RF.3.3.d	<i>Progress Indicator:</i> W.3.1; W.3.1.b; W.3.10; W.3.2; W.3.1.a; W.3.1.d; W.3.6; W.3.3.c; W.3.1.c; W.3.5; W.3.3; W.3.2; W.3.7		
Speaking and Listening Strand:	Language Strand:	<u>Essential Question/s:</u> <ul style="list-style-type: none"> ● How do communities change over time? ● What is a biography? ● How can one person improve a community? ● How do we analyze text structure? ● How do we correct or confirm predictions? ● How can personal stories change society? ● How do we identify the main idea and key details? ● How do we make inferences? ● How do big ideas change communities? ● How do we explain the author's purpose? ● How do we effectively ask and answer questions? ● How can a leader's experiences inspire change? ● How do we distinguish viewpoints? ● How do we make connections? ● How do people support each other in difficult times? ● What are the elements of a play? ● How do we monitor comprehension? 	
<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		

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	<u>Activity Description:</u>
<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>1. Week 1 - Anchor Text: <i>The House That Jane Built</i></p> <p>Analyze Text Structure</p> <ul style="list-style-type: none"> ● Narrative Nonfiction Anchor Chart ● Distance Learning Support - Skill Videos: Analyze Text Structure (<i>Each type of text structure has its own video</i>) ● IXL Aligned Lessons <ul style="list-style-type: none"> -Make predictions about a story FWT -Identify text structures UYA ● Literacy Stations - Table of Contents - Read for Meaning <ul style="list-style-type: none"> - Sequence Page 36 - Compare and Contrast Page 37, 39 - Cause and Effect Page 47, 49 <p>2. Week 2 - Anchor Text: <i>from Frederick Douglass</i></p> <p>Identify Main Idea and Key Details</p> <ul style="list-style-type: none"> ● Biography Anchor Chart ● Distance Learning Support - Skill Videos: Identify Main Idea and Key Details; Make Inferences ● IXL Aligned Lessons <ul style="list-style-type: none"> - Draw inferences from a text GFW - Use key details to determine main idea NHQ - Identify the narrative point of view H6P - Select and use text features 39J ● Literacy Stations - Table of Contents - Read for Meaning <ul style="list-style-type: none"> -Main Idea and Details Page 38 -Draw Conclusions Page 40, 41 -Plot and Theme Page 50

3. Week 3 - Anchor Text: from *Milton Hershey*

Explain Author's Purpose

- Elements of Biography Anchor Chart
- Distance Learning Support - Skill Videos: Author's Purpose
- IXL Aligned Lessons
 - Read about famous people ZZE
 - Choose the text that matches the writer's purpose MGP
 - Identify supporting details in informational texts V93
- Literacy Stations - Table of Contents - Read for Meaning
 - Generalize Informational Page 45
 - Author's Purpose Page 48

4. Week 4 - Anchor Text: *Green City*

Distinguish Viewpoint

- Elements of Narrative Nonfiction Anchor Chart
- Distance Learning Support - Skill Videos: Analyze Text Structure (*Each type of text structure has its own video*)
- IXL Aligned Lessons
 - Read about business and technology G5Y
 - Distinguish characters point of view N7R
- Literacy Stations - Table of Contents - Read for Meaning
 - Sequence Page 36
 - Compare and Contrast Page 37, 39
 - Cause and Effect Page 47, 49

5. Week 5 - Anchor Text: *Grace and Grandma*

Identify Play Elements

- Drama Anchor Chart
- Distance Learning Support - Skill Videos: Play Elements
- IXL Aligned Lessons
 - Read drama MZC
 - Choose the picture that matches the idiomatic expression L7C
- Literacy Stations - Table of Contents - Let's Write
 - Play Page 63

Interdisciplinary Connections:

Social Studies

- 6.1 U.S. History: America in the World
 - B. Geography, People, and the Environment

Science

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

Week 1 Social Studies/Science

- Student Interactive *Daniel Burnham* - Pages 220-221
- Cross-Curricular Perspectives - Social Studies
 - TE: T39
 - TE: T47
- Background Building:
 - Britannica Kids Search: Jane Addams
 - YouTube Search: "Communities For Kids"

Week 2 Social Studies/Science

- Student Interactive *Sojourner TRUTH* - Pages 259 - 260
- Cross-Curricular Perspectives - Social Studies
 - TE: T100
 - TE: T102
 - TE: T108
- Background Building:
 - Ducksters Search: Frederick Douglass
 - YouTube Search: HomeSchool Pop “Frederick Douglass for Kids”
 - TE: T97 - Background Knowledge - Civil War map of the United States

Week 3 Social Studies/Science

- Student Interactive *Think Big* - Pages 293 - 294
- Cross-Curricular Perspectives - Social Studies
 - TE: T160
 - TE: 169
 - TE: 172
 - TE: 173
- Background Building:
 - Ducksters Search: Milton Hershey
 - YouTube Search: “Milton Hershey: The Chocolate King”

Week 4 Social Studies/Science

- Student Interactive *Changing the World with One Idea* - Pages 330 - 331

		<ul style="list-style-type: none"> ● Cross-Curricular Perspectives - Social Studies <ul style="list-style-type: none"> - TE: T223 - TE: T227 - TE: T233 - TE: T237 ● Background Building: <ul style="list-style-type: none"> - YouTube Search: "Recycling for Kids" - YouTube Search: "Going Green at Home & School" <p>Week 5 Social Studies/Science</p> <ul style="list-style-type: none"> ● Student Interactive <i>Thank You for Understanding</i> - Pages 370 - 371 ● Cross-Curricular Perspectives - Social Studies <ul style="list-style-type: none"> - TE: T288 - TE: T295 ● Cross-Curricular Perspectives - Science <ul style="list-style-type: none"> - TE: 290
<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 		<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

<ul style="list-style-type: none"> ● Journal Writing ● Whiteboard/Communicator ● Peer/Self Assessment ● Reading Response Log ● Think/Write-Pair-Share ● Graphic Organizers ● Four Corners Strategy Discussions ● 3-2-1 Strategy 	<ul style="list-style-type: none"> ● Standardized Tests ● Published Writing Pieces ● Selection /Unit Tests
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**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 	<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

<ul style="list-style-type: none"> ● MyView Literacy 			
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 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
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● Allow students to retake test for additional credit● Provide additional times and preferential seating as needed● Scaffolding● Highlight key	<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
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	<p>vocabulary</p> <ul style="list-style-type: none"> ● Text-to-Speech ● Use of anchor charts ● Sentence Stems 		
<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><i>Core Ideas:</i></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 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 ● 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., 1.2.5.CR1d).
	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. 	

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