

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 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>	<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.3.7	Essential Question/s: <ul style="list-style-type: none"> • How do I write an Opinion Essay? • How do I use language to make connections between reading and writing opinion essays? 	
Speaking and Listening Strand:	Language Strand:	Activity Description: <ol style="list-style-type: none"> Week 1 Introduce and Immerse (Introduce Opinion Essays, Discuss Topics, Develop Point of View with Reasons, Brainstorm Topics, Plan Your Essay) <ul style="list-style-type: none"> • Student Interactive/Teacher's Edition Opinion Essay Page 253 /T340 Plan Your Opinion Essay Page 257 /T356 • IXL Aligned Lessons <ul style="list-style-type: none"> - Identify the adjective that describes the noun 6SQ - Choose topic sentences for expository paragraphs GHA - Complete the opinion passage with a reason LJX • Literacy Stations-Table of Contents Let's Write <ul style="list-style-type: none"> - Persuasive Advertisement Page 59 - News Article Page 65 	
<i>Progress Indicator:</i>	<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>	
<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 	<ul style="list-style-type: none"> - Persuasive Text Page 67 - Book Review Page 76 <p>2. Week 2 Develop Elements (Develop the Topic; Develop an Opinion; Distinguish Between Fact and Opinion; Develop Reasons; Develop Supporting Facts)</p> <ul style="list-style-type: none"> ● Student Interactive/Teacher’s Edition <ul style="list-style-type: none"> Develop the Topic Page 287 /T364 Develop an Opinion Page 288 /T368 Distinguish Between Fact and Opinion Page 289 /T372 Develop Reasons Page 290/T376 Develop Supporting Facts Page 291/T380 ● IXL Aligned Lessons <ul style="list-style-type: none"> -Select the detail that does not support the topic sentence 3X2 -Distinguish facts from opinions XJV -Complete the opinion-reason-example table MJN ● Literacy Stations-Table of Contents <ul style="list-style-type: none"> Let’s Write <ul style="list-style-type: none"> - Persuasive Advertisement Page 59 - News Article Page 65 - Persuasive Text Page 67 - Book Review Page 76 <p>3. Week 3 Develop Structure (Compose an Introduction; Organize Supporting Reasons; Organize Supporting Facts; Compose a Conclusion; Use Technology)</p> <ul style="list-style-type: none"> ● Student Interactive/Teacher’s Edition <ul style="list-style-type: none"> Compose an Introduction Page 325 /T388 Organize Supporting Reasons Page 326 /T392 Organize Supporting Facts Page 327 /T396 Compose a Conclusion Page 328 /T400 Use Technology Page 329 /T404 ● IXL Aligned Lessons <ul style="list-style-type: none"> -Positive and negative connotation NLB -Order items from most general to most specific 35V

		<ul style="list-style-type: none">-Organize information by main idea U2Q-Choose topic sentences for narrative paragraphs SJM● Literacy Stations-Table of Contents Let's Write<ul style="list-style-type: none">- Persuasive Advertisement Page 59- News Article Page 65- Persuasive Text Page 67- Book Review Page 76 <p>4. Week 4 Writer's Craft (Apply writer's craft and conventions of language to edit opinion essays.)</p> <ul style="list-style-type: none">● Student Interactive/Teacher's Edition Add Linking Words Page 365 /T412 Edit for Capitalization Page 367/T420 Peer Edit Page 368/T424 Use Peer and Teacher Suggestions Page 369/T428● IXL Aligned Lessons<ul style="list-style-type: none">-Use time order words V2M-Add descriptive details to sentences TM8-Capitalizing days, months, and holidays NJJ-Capitalizing names of people, pets, and titles CJJ-Capitalizing names of places XNK● Literacy Stations-Table of Contents Let's Write<ul style="list-style-type: none">- Persuasive Advertisement Page 59- News Article Page 65- Persuasive Text Page 67- Book Review Page 76 <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 Use Technology to Publish Page 401/T436 Edit for Spelling Page 402/T440 Assessment Page 405/T452
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		<p>Interdisciplinary Connections:</p> <p><i>Writing is a foundational skill with cross-curricular ties across all content areas.</i></p> <p>Social Studies</p> <p>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.</p>
<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"> ● 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 4 Opinion Essay Writing Rubric ● Writing Center 		<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 ● Unit 4 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 ● Camera & Microphone ● Document Camera ● LMS (Schoology) ● Learn 360 ● BrainPop ● LearnZillion ● Edcite ● ReadWorks ● Better Lesson ● IXL BBOED 			

<p>Other:</p> <ul style="list-style-type: none"> ● Writing Graphic Organizers ● 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 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 content and/or format ● Allow students to retake test for 	<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 ● Differentiated Writing Stations ● Extended Conferences ● Sentence Stems <p style="color: red; text-align: center;">Refer to TE for ELL Targeted Minilesson Support</p>	<ul style="list-style-type: none"> ● Compacting ● Inquiry Based Instruction ● Higher-Order Thinking Questions ● Interest Based Content ● Student-Driven Instruction ● Tiered Content/Activities

	<p>additional credit</p> <ul style="list-style-type: none"> ● Provide additional times and preferential seating as needed ● Highlight key vocabulary ● Text-to-Speech ● Use of anchor charts ● Sentence Stems ● Graphic Organizers 		
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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 data, seeking resources, and applying critical thinking skills. ● Individuals from different cultures may have different points of view and experiences.

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

		<ul style="list-style-type: none"> ● 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>	Standards in Action: <i>Climate Change</i>