

Trimester		Unit Title	Recommended Instructional Days
3		Solutions	30 Days
<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.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> Vowel Patterns au, aw, al, augh, ough  <b>Language and Conventions:</b> Comparing with Adjectives           <ul style="list-style-type: none"> <li>Reading-Writing Bridge               <ul style="list-style-type: none"> <li>-Word Study Page 460</li> <li>-Spelling Page 463</li> <li>-Language and Conventions Page 464</li> </ul> </li> <li>Resource Download Center               <ul style="list-style-type: none"> <li>-Word Study Page 177</li> <li>-Spelling Page 182</li> <li>-Language and Conventions Page 187</li> </ul> </li> <li>IXL Aligned Lessons               <ul style="list-style-type: none"> <li>- Identify base words, prefixes, and suffixes KTZ</li> <li>- Use adjectives to compare AED</li> </ul> </li> <li>Literacy Stations - Table of Contents - Words to Know, Word Work, Word Wise               <ul style="list-style-type: none"> <li>- Vowel Patterns a, au, aw, al, augh, ough Page 27, 120</li> </ul> </li> </ul> </li> </ol>	
<b>Speaking and Listening Strand:</b>	<b>Language Strand:</b>		
<i>Progress Indicator:</i> SL.3.1.b; SL.3.5	<i>Progress Indicator:</i> L.3.6; L.3.4.d; L.3.2.f; L.3.1.g; L.3.3.a; L.3.4.a; L.3.5.c; L.3.2.e; L.3.1.i; L.3.1.c; L.3.2.b; L.3.1.f; L.3.1.a; L.3.2.c		
<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>2. <b><u>Week 2</u></b> <b>Spelling:</b> Words with Vowel Patterns ei and eigh <b>Language and Conventions:</b> Comparing with Adverbs</p> <ul style="list-style-type: none"><li>● Reading-Writing Bridge<ul style="list-style-type: none"><li>-Word Study Page 492</li><li>-Spelling Page 495</li><li>-Language and Conventions Page 496</li></ul></li><li>● Resource Download Center<ul style="list-style-type: none"><li>-Word Study Page 178</li><li>-Spelling Page 183</li><li>-Language and Conventions Page 188</li></ul></li><li>● IXL Aligned Lessons<ul style="list-style-type: none"><li>- Determine the meaning of domain specific words with pictures 8FA</li><li>- Choose the antonym N2M</li><li>- Choose the synonym 6Y4</li><li>- Use adverbs to compare 36M</li></ul></li><li>● Literacy Stations - Table of Contents - Word Work, Word Wise, and Words to Know<ul style="list-style-type: none"><li>-Vowel Patterns ei, eigh Page 28, 121</li></ul></li></ul> <p>3. <b><u>Week 3</u></b> <b>Spelling:</b> Words with suffix -en <b>Language and Conventions:</b> Complex Sentences</p> <ul style="list-style-type: none"><li>● Reading-Writing Bridge<ul style="list-style-type: none"><li>-Word Study Page 526</li><li>-Spelling Page 529</li><li>-Language and Conventions Page 530</li></ul></li><li>● Resource Download Center<ul style="list-style-type: none"><li>-Word Study Page 179</li><li>-Spelling Page 184</li><li>-Language and Conventions Page 189</li></ul></li><li>● IXL Aligned Lessons<ul style="list-style-type: none"><li>- Which sentence has the same meaning? Q6W</li><li>- Which sentence uses an antonym? XZ7</li></ul></li></ul>
---	---	--

- Use context to identify the meaning of a word 5A8
- Determine the meaning of a word with a suffix CYD
- Identify dependent and independent clauses CD6

4. **Week 4**

**Spelling:** Words with the Schwa Sound

**Language and Conventions:** Pronoun Antecedent Agreement

- Reading-Writing Bridge
  - Word Study Page 568
  - Spelling Page 571
  - Language and Conventions Page 572
- Resource Download Center
  - Word Study Page 180
  - Spelling Page 185
  - Language and Conventions Page 190
- IXL Aligned Lessons
  - Which sentence matches the definition? WGP
  - Determine the meaning of similes Z59
  - Pronoun Verb agreement DBY
  - Organize information by main idea U2Q
- Literacy Stations-Table of Contents - Word Work, Word Wise, and Words to Know
  - Schwa Sound Page 31, 124

5. **Week 5**

**Spelling:** Final Stable Syllables -le, -ture, -ive, -ize

**Language and Conventions:** Edit for Commas

- Reading-Writing Bridge
  - Word Study Page 604
  - Spelling Page 607
  - Language and Conventions Page 608
- Resource Download Center
  - Word Study Page 181
  - Spelling Page 186
  - Language and Conventions Page 191
- IXL Aligned Lessons

		<ul style="list-style-type: none"> <li>- Identify action verbs YLU</li> <li>- Identify nouns ZT2</li> <li>-Commas: Review UA2</li> <li>• Literacy Stations - Table of Contents - Word Wise, Word Work, and Words to Know             <ul style="list-style-type: none"> <li>- Final Syllables Page 12, 32, 104, 125</li> </ul> </li> </ul>	
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p 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>	
<p align="center"><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p align="center"><b>Core Resources</b></p>	<p align="center"><b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i></p>	<p align="center"><b>ELL Core Resources</b></p>	<p align="center"><b>Gifted &amp; Talented Core Resources</b></p>

<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>
---	--	---	--

**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

<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></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</b>
<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 and/or format</li> <li>● Allow students to retake test for additional credit</li> <li>● Provide additional</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>times and preferential seating as needed</p> <ul style="list-style-type: none"> <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><i>Core Ideas:</i></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> <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</li> </ul>	

		<p>and perspectives.</p> <ul style="list-style-type: none"> <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> <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> </ul>



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