

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>	<i>Progress Indicator:</i> W.3.1; W.3.2; W.3.10; W.3.4; W.3.3; W.3.5; W.3.6; W.3.7; W.3.8	<b>Essential Question/s:</b> <ul style="list-style-type: none"> <li>• How do I write a Poem?</li> <li>• How do I use language to make connections between reading and writing poetry?</li> </ul> <b>Activity Description:</b> <ol style="list-style-type: none"> <li>1. <b>Week 1 Introduce and Immerse</b> (Introduce Poetry, Poetry Sounds Like, Poetry Looks Like, Brainstorm Ideas, Plan Your Potery) <ul style="list-style-type: none"> <li>• Student Interactive/Teacher’s Edition Poetry Page 465/T338 Plan Your Poetry Page 469/T354</li> <li>• IXL Aligned Lessons <ul style="list-style-type: none"> <li>- UPL Spell rhyming words to answer riddles</li> <li>- QMK Label the rhyme scheme</li> </ul> </li> <li>• Literacy Stations-Table of Contents Let’s Write <ul style="list-style-type: none"> <li>- Narrative Poem 51, 52</li> <li>- Poem 57</li> <li>- Free Verse Poem 74</li> </ul> </li> </ul> </li> </ol>	
<b>Speaking and Listening Strand:</b>	<b>Language Strand:</b>		
<i>Progress Indicator:</i>	<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:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Social Awareness</li> <li>● Responsible Decision-Making</li> <li>● Relationship Skills</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> <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><b>2. Week 2 Develop Elements</b> (Composing Like a Poet, Compose with Imagery, Compose with Rhythm and Rhyme, Compose with Alliteration, Compose with Figurative Language)</p> <ul style="list-style-type: none"> <li>● Student Interactive/Teacher’s Edition Composing Like a Poet Page 497/T362 Compose with Imagery Page 498/T366 Compose with Rhythm and Rhyme Page 499/T370 Compose with Alliteration Page 500/T374 Compose with Figurative Language Page 501/T378</li> <li>● IXL Aligned Lessons <ul style="list-style-type: none"> <li>- Sort sensory details 8RS</li> <li>- Add imagery to stories BGH</li> <li>- Identify similes and metaphors S6P</li> </ul> </li> <li>● Literacy Stations-Table of Contents Let’s Write <ul style="list-style-type: none"> <li>- Narrative Poem 51, 52</li> <li>- Poem 57</li> <li>- Free Verse Poem 74</li> </ul> </li> </ul> <p><b>3. Week 3 Develop Structure</b> (Use Line Breaks and Stanzas, Select a Genre, Revise for Word Choice:Verbs, Create an Audio Recording, Create a Visual Display)</p> <ul style="list-style-type: none"> <li>● Student Interactive/Teacher’s Edition Revise for Word Choice:Verbs Page 533/T394 Create an Audio Recording Page 534/T398 Create a Visual Display Page 535/T402</li> <li>● IXL Aligned Lessons -Revise the sentence using a stronger verb 2K7</li> <li>● Literacy Stations-Table of Contents Let’s Write <ul style="list-style-type: none"> <li>- Narrative Poem 51, 52</li> <li>- Poem 57</li> <li>- Free Verse Poem 74</li> </ul> </li> </ul>

		<p><b>4. Week 4 Writer's Craft</b> (Apply writer's craft and conventions of language to edit poetry.)</p> <ul style="list-style-type: none"><li>• Student Interactive/Teacher's Edition Edit for Nouns Page 575/T418 Edit for Comparative and Superlative Adjectives Page 576/T422 Edit for Punctuation Marks Page 577/T426</li><li>• IXL Aligned Lessons -Show character emotions and traits SCZ -Is the noun singular or plural 85D -Form regular plurals with -s, -es, and -ies CZZ -Does the adjective tell you what kind or how many? ZQU -Is the sentence a statement, question, command, or exclamation NRP</li><li>• Literacy Stations-Table of Contents Let's Write<ul style="list-style-type: none"><li>- Narrative Poem 51, 52</li><li>- Poem 57</li><li>- Free Verse Poem 74</li></ul></li></ul> <p><b>5. Week 5 Publish, Celebrate, Assess</b> (Publish, celebrate, and assess poetry)</p> <ul style="list-style-type: none"><li>• Student Interactive/Teacher's Edition Edit for Adjectives and Adverbs Page 610/T438 Assessment Page 613/T450</li><li>• IXL Aligned Lessons -Choose between adjectives and adverbs 62X -Is the word an adjective or adverb? PSM</li><li>• Literacy Stations-Table of Contents Let's Write<ul style="list-style-type: none"><li>- Narrative Poem 51, 52</li><li>- Poem 57</li><li>- Free Verse Poem 74</li></ul></li></ul>
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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>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Conferencing - Conference prompts</li> <li>● Peer/Self-Assessment</li> <li>● Pre-Writing and Published Works</li> <li>● Anecdotal Records</li> <li>● Think, Pair, Share</li> <li>● Response Logs/Journals</li> <li>● Lists, Charts, Graphic Organizers</li> <li>● Quick Write</li> <li>● Unit 4 Opinion Essay Writing Rubric</li> <li>● Writing Center</li> </ul>		<p><b>Benchmarks:</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>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● District Assessments</li> <li>● Unit 5 Writing Workshop Assessment</li> <li>● Published Writing Pieces</li> </ul>	
<p><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
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"> <li>● Mentor Stack</li> <li>● Writing Notebook</li> <li>● Student Interactive</li> <li>● Centers/Stations</li> <li>● Journals</li> <li>● LMS</li> <li>● MyView Literacy</li> <li>● Student Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>● Choice Boards</li> <li>● Differentiated Literacy Stations</li> <li>● Small Group Guide</li> <li>● Graphic organizers</li> <li>● Collaborative activities</li> </ul>	<ul style="list-style-type: none"> <li>● WIDA Can Do Descriptors</li> <li>● Online Thesaurus</li> <li>● StoryBoard Graphic Organizer</li> <li>● Language Awareness Handbook</li> </ul>	<ul style="list-style-type: none"> <li>● Writing Club</li> <li>● Enrichment Activities</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of rigorous material</li> </ul>
<p><b>Supplemental Resources</b></p>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Student Technology Device (chromebook; computer; ipad; etc.)</li> <li>● SmartBoard</li> <li>● Camera &amp; Microphone</li> </ul>			

- Document Camera
- LMS (Schoology)
- Learn 360
- BrainPop
- LearnZillion
- Edcite
- ReadWorks
- Better Lesson
- IXL BBOED

**Other:**

- Writing Graphic Organizers
- 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"> <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 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</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Learning</li> <li>● Pre-Teaching Skills/Language</li> <li>● Teacher Modeling</li> <li>● Personal Experiences/Prior Knowledge</li> <li>● Guided Writing</li> <li>● Pair students with advanced language skills</li> <li>● Scaffolding</li> <li>● Choice Boards</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> </ul>

	<p>presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</p> <ul style="list-style-type: none"> <li>● Modify content and/or format</li> <li>● Allow students to retake test for additional credit</li> <li>● Provide additional times and preferential seating as needed</li> <li>● Highlight key vocabulary</li> <li>● Text-to-Speech</li> <li>● Use of anchor charts</li> <li>● Sentence Stems</li> <li>● Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiated Writing Stations</li> <li>● Extended Conferences</li> <li>● Sentence Stems</li> </ul> <p>Refer to TE for ELL Targeted Minilesson Support</p>	
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<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</li> </ul>

		<p>employment and earning potential.</p> <ul style="list-style-type: none"> <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 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>
	<p><i>Performance Expectation/s:</i></p>	<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> </ul>



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

<b>X</b>	Amistad Law: <i>N.J.S.A. 18A</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A.</i>	<b>X</b>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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Content Area: English Language Arts (NJSL-ELA) Grades K - 5  
Grade: 3

Dev. Date:  
2021-2022

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