

Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
<b>CR:</b> Close Reading of Text	<b>AW:</b> Argumentative Writing	<b>PE:</b> Participate Effectively	<b>RF:</b> Foundational Skills: <b>Reading</b> Language
<b>CI:</b> Central Ideas and Themes	<b>IW:</b> Informative and Explanatory Writing	<b>II:</b> Integrate Information	<b>WF:</b> Foundational Skills: <b>Written</b> Language
<b>IT:</b> Interactions Among Text Elements	<b>NW:</b> Narrative Writing	<b>ES:</b> Evaluate Speakers	<b>SS:</b> System and Structure of Language
<b>TS:</b> Text Structure	<b>WP:</b> Writing Process	<b>PI:</b> Present Information	<b>KL:</b> Knowledge of Language
<b>PP:</b> Perspective and Purpose in Texts	<b>WR:</b> Writing Research	<b>UM:</b> Use Media	<b>VL:</b> Vocabulary Acquisition, Use, and <b>Literal</b> Meaning
<b>MF:</b> Diverse Media and Formats	<b>SE:</b> Sources of Evidence	<b>AS:</b> Adapt Speech	<b>VI:</b> Vocabulary Acquisition, Use and <b>Interpretative</b> Meaning
<b>AA:</b> Analysis of an Argument	<b>RW:</b> Range of Writing		
<b>CT:</b> Comparison of Texts			




Trimester	Unit	Recommended Instructional Days
1	Unit 1 - Environments	Approximately 40 Days
<b>Language Domain</b>		<b>Core Ideas and Practices Interdisciplinary Standards</b>
<p><b>Foundational Reading</b></p> <p><b>L.RF.3.3.</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>C. Decode multisyllabic words.</p> <p><b>L.RF.3.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.            B. Read grade-level text orally with accuracy, appropriate rate, and expression.            C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p><b>Foundational Writing</b></p> <p>L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.            B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.            E. Change y to i (cried) in words with suffixes, when required.            F. Spell regular two- and three-syllable words that:                i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.</p> <p><b>L.WF.3.3.</b> Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p>		

<p><b>L.KL.3.1</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</b></p> <p>C. Recognize and observe differences between the conventions of spoken and written English.</p> <p><b>L.VL.3.2.</b> Determine or clarify the meaning of unknown and multiple-meaning academic <b>and domain-specific</b> words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.VI.3.3.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	
<b>Reading Domain</b>	
<p><b>Reading Literature:</b></p> <p><b>RL.CR.3.1.</b> Ask and answer questions and make relevant connections to demonstrate understanding of a <b>literary</b> text, referring explicitly to <b>textual evidence</b> as the basis for the answers.</p> <p><b>RL.CI.3.2.</b> Recount in <b>oral and written form key details from a text and explain how they support the theme in literary texts (e.g. fables, folktales and myths from diverse cultures).</b></p> <p><b>RL.IT.3.3.</b> Describe the <b>development of</b> individual characters' traits, motivations, or feelings and explain how their actions contribute to the plot <b>within a text.</b></p>	<p><b><u>Essential Question/s:</u></b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>● How does our environment affect us?</li><li>● What are the characteristics of fables, folktales, and myths?</li><li>● How do we analyze the plot and setting of a text?</li><li>● How do we infer a theme?</li><li>● How do we analyze characters in realistic fiction?</li><li>● How do text features help us analyze information in an informational text?</li><li>● How do people travel in different environments?</li><li>● How do different cultures relate to their environment?</li><li>● How can an environment affect lives and relationships?</li></ul>

<p><b>RL.MF.3.6.</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><b>Reading Informational</b></p> <p><b>RI.TS.3.4.</b> Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., keywords, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.</p> <p><b>RI.MF.3.6.</b> Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<ul style="list-style-type: none"><li>• What creative solutions do people come up with to survive in their environment?</li><li>• Why should we appreciate our environment?</li><li>• How can I develop knowledge about language to make connections between reading and writing?</li></ul> <p><b>Language</b></p> <ul style="list-style-type: none"><li>• How can I develop knowledge about language to make connections between reading and writing?</li></ul> <p><b>Activity Description:</b></p> <p><b>Week 1 - Anchor Text:</b> <i>Grandma &amp; the Great Gourd</i></p> <p><b>Close Reading Target Skill:</b> Analyze Plot and Setting of Traditional Tales</p> <ul style="list-style-type: none"><li>• Traditional Tales Anchor Chart</li><li>• iReady Aligned Lessons</li><li>• Literacy Stations-Table of Contents Read for Meaning<ul style="list-style-type: none"><li>- Character, Setting, Theme, Plot Pages 34, 42</li></ul></li></ul> <p><b>Word Study:</b> VC/CV Pattern</p> <p><b>Language and Conventions:</b> Simple Sentences</p> <ul style="list-style-type: none"><li>• Reading-Writing Bridge<ul style="list-style-type: none"><li>- Word Study Page 48</li><li>- Spelling Page 51</li><li>- Language and Conventions Page 52</li></ul></li><li>• Resource Download Center<ul style="list-style-type: none"><li>- Word Study Page 1</li><li>- Spelling Page 6</li><li>- Language and Conventions Page 11</li></ul></li><li>• iReady Aligned Lessons</li></ul>
<p><b>Writing Domain</b></p>	
<p><b>W.NW.3.3.</b> Write narratives to develop real or imagined experiences or events with basic story elements.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; clearly organize an event sequence</p> <p>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations</p> <p>C. Use transitional words and phrases to manage the sequence of events</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events</p> <p>E. Provide a conclusion or sense of closure that follows the narrated experiences or events</p>	

<p><b>W.WP.3.4.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>A. Identify audience, purpose, and intended length of composition before writing.</p> <p>B. Consider writing as a process, including self-evaluation, revision, and editing.</p> <p>C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.</p> <p><b>W.RW.3.7.</b> Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.</p>	<ul style="list-style-type: none"><li>● Literacy Stations-Table of Contents<ul style="list-style-type: none"><li>- Word Work/Word Wise</li><li>- Short Vowel Sounds: Syllables VC/CV Pages 5, 6, 98</li></ul></li></ul> <p><b>Week 2 - Anchor Text:</b> <i>Why is the Sky Far Away?</i></p> <p><b>Close Reading Target Skill:</b> Infer Theme Using Folktales</p> <ul style="list-style-type: none"><li>● Folktale Anchor Chart</li><li>● iReady Aligned Lessons</li><li>● Literacy Stations-Table of Contents<ul style="list-style-type: none"><li>- Read for Meaning</li><li>- Plot and Theme Page 50</li></ul></li></ul> <p><b>Word Study:</b> Inflected Endings <b>Language and Conventions:</b> Subjects and Predicates</p> <ul style="list-style-type: none"><li>● Reading-Writing Bridge<ul style="list-style-type: none"><li>- Word Study Page 84</li><li>- Spelling Page 87</li><li>-Language and Conventions Page 88</li></ul></li><li>● Resource Download Center<ul style="list-style-type: none"><li>-Word Study Page 2</li><li>-Spelling Page 7</li><li>-Language and Conventions Page 12</li></ul></li><li>● iReady Aligned Lessons</li><li>● Literacy Stations-Table of Contents<ul style="list-style-type: none"><li>- Word Work/Word Wise</li><li>- Plurals with -s, -es, -ies Pages 7, 99</li></ul></li></ul> <p><b>Week 3 - Anchor Text:</b> <i>Cocoliso</i></p> <p><b>Reading Target Skill:</b> Analyze Characters in Realistic Fiction</p>
<p><b>Speaking and Listening Domain</b></p>	
<p><b>SL.PE.3.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p>	

<p><b>SL.II.3.2.</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.ES.3.3.</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>SL.PI.3.4.</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. </p> <p><b>SL.UM.3.5.</b> Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details</p> <p><b>SL.AS.3.6.</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		<ul style="list-style-type: none"> <li>● Realistic Fiction Anchor Chart</li> <li>● iReady Aligned Lessons</li> <li>● Literacy Stations-Table of Contents <ul style="list-style-type: none"> <li>- Read for Meaning</li> <li>- Characters, Setting, Theme Page 35</li> </ul> </li> </ul> <p><b>Word Study:</b> Base Words and Endings <b>Language and Conventions:</b> Compound Sentences</p> <ul style="list-style-type: none"> <li>● Reading-Writing Bridge <ul style="list-style-type: none"> <li>- Word Study Page 120</li> <li>- Spelling Page 123</li> <li>- Language and Conventions Page 124</li> </ul> </li> <li>● Resource Download Center <ul style="list-style-type: none"> <li>-Word Study Page 3</li> <li>-Spelling Page 8</li> <li>-Language and Conventions Page 13</li> </ul> </li> <li>● iReady Aligned Lessons</li> <li>● Literacy Stations-Table of Contents <ul style="list-style-type: none"> <li>- Word Work/Word Wise</li> <li>- Endings -ed, -ing, -er, and -est Pages 8, 100</li> </ul> </li> </ul> <p><b>Week 4 - Anchor Text:</b> <i>Living in Deserts</i></p> <p><b>Close Reading Target Skill:</b> Analyze Text Features in Informational Text</p> <ul style="list-style-type: none"> <li>● Informational Text Anchor Chart: Text Structure and Text Features</li> <li>● iReady Aligned Lessons</li> <li>● Literacy Stations-Table of Contents <ul style="list-style-type: none"> <li>- Read for Meaning</li> <li>- Graphic Sources Page 43</li> </ul> </li> </ul> <p><b>Word Study:</b> Vowels Digraphs <b>Language and Conventions:</b> Compound Subjects and Predicates</p>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<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>	

- Reading-Writing Bridge
  - Word Study Page 164
  - Spelling Page 167
  - Language and Conventions Page 168
- Resource Download Center
  - Word Study Page 4
  - Spelling Page 9
  - Language and Conventions Page 14
- iReady Aligned Lessons
- Literacy Stations-Table of Contents
  - Word Work/Word Wise
  - Vowel Digraphs ee, ea, ai, ay, oa, and ow Pages 9, 101

**Week 5 - Anchor Text:** *The Golden Flower*

**Close Reading Target Skill:** Analyze Descriptive Language in a Myth

- Origin Myth Anchor Chart
- iReady Aligned Lessons
- Literacy Stations-Table of Contents
  - Let's Write
  - Description Page 55

**Word Study:** Diphthongs

**Language and Conventions:** Common and Proper Nouns

- Reading-Writing Bridge
  - Word Study Page 200
  - Spelling Page 203
  - Language and Conventions Page 204
- Resource Download Center
  - Word Study Page 5

- Spelling Page 10
- Language and Conventions Page 15

- iReady Aligned Lessons
- Literacy Stations-Table of Contents
  - Word Work/Word Wise
  - Vowel Diphthongs /ou/ and /oi/ Pages 10, 102

**Writer's Workshop**

**Essential Question/s:**

- How do I use elements of a narrative text to write a personal narrative?
- How do I use language to make connections between reading fiction and writing personal narratives?

**Activity Description:**

**Personal Narratives**

**Week 1 Introduce & Immerse**

- Explore personal narratives & first person point of view
- Read & analyze examples of personal narratives
- Complete a "heart map" to develop ideas
- Brainstorm and set a purpose
- Choose a topic and complete a cold write
- Mini Lesson - Transition words - edit cold write to include lesson

**My View Resources - Student Interactive/Teacher's Edition**

- Personal Narrative Page 53/T350
- Brainstorm and Set a Purpose Page 56/T362
- Plan Your Narrative Page 57/T366

- Develop an Event Sequence Page 126 /T402
- Literacy Stations-Table of Contents
  - Let's Write
  - Personal Narrative Page 73

**Week 2 Develop and Describe Elements**

**Suggested Mini Lessons**

- Use concrete words, phrases and sensory details to convey experiences, events and describe the setting and characters
- Show, don't tell
- Word choices
- Edit cold write to reflect above mentioned skills

**My View Resources - Student Interactive/Teacher's Edition**

- Develop an Engaging Idea Page 89 /T374
- Describe Actions, Thoughts and Feelings Pg. 128 /T410
- Compose a Setting Page 91 /T382
- Problem Page 92 /T386
- Resolution Page 93 /T390
- Literacy Stations-Table of Contents
  - Let's Write
  - Narrative Poem Page 52

**Week 3 Dialogue**

**Suggested Mini Lessons**

- Introduce proper use of dialogue
- Edit cold write to include at least 2 lines of dialogue written correctly

**My View Resources - Student Interactive/Teacher's Edition**

- Develop Dialogue Page 127 /T406

**Week 4 Construct Strong Opening & Conclusion**

**Suggested Mini Lessons**

- Provide students with examples of strong beginnings (hooks/leads)
- Discuss incorporating a line of dialogue, figurative language, asking a question, or providing action
- Edit cold write to reflect a strong opening
- Provide students with examples of strong conclusions
- Edit cold write to reflect a strong conclusion

**My View Resources - Student Interactive/Teacher's Edition**

- Compose an Introduction Page 125 /T398
- Compose a Conclusion Page 129 /T414
- Literacy Stations-Table of Contents
  - Let's Write
  - Realistic Story Page 56

**Fictional Narratives**

**Week 5**

**Suggested Mini Lessons**

- Show differences between personal/fictional - discuss point of view (3rd person, etc.)
- Cold Write - Fictional narrative with previous lessons in mind
- Writing Conferences & edit cold write to ensure necessary components from above

**My View Resources - Student Interactive/Teacher's Edition**

- Coordinating Conjunctions Page 169 /T422
- Comparative and Superlative Adjectives Page 170 /426
- Pronouns Page 171 /T430
- Adverbs Page 172/T434
- Literacy Stations-Table of Contents
  - Let's Write
  - Fable (Teaching a Lesson) Page 53

**Week 6 NJSLS Narrative Writing Tasks**

- [NJSLS Narrative Writing Tasks](#)
- Select a writing prompt & analyze the prompt and story together
- Students will complete the writing prompt independently
- Writing Conferences

**My View Resources Student Interactive/Teacher's Edition**

- Edit for Verbs Page 206 /T450
- Assessment Page 209 /T462

**Mentor Stack - My View Literacy**

- "Happy Like Soccer" by Maribeth Boelts
  - What do good readers and writers do?
- "Dancing in the Wings" by Debbie Allen
  - Lead, Ending, Dialogue, Problem Worsens
- "All the Places to Love" - by Patricia Maclachlan
  - Power of Word Choice
  - Sentence Structure
  - Rhythm
- "Jabari Jumps" by Gaia Cornwall
  - Plot ( Easily Identifiable BME)

**Additional Suggested Mentor Texts:**

- “New Shoes” by Chris Raschka
  - Narrowing a Topic
- “The Relatives Came” by Cynthia Rylant
  - Sequence of Events
  - They, We, Us (no I)
- “Grandma’s Purse” by Vanessa Brantley-Newton
  - Character Description
- “Thank You Mr. Falker” by Patricia Polacco
  - Moment that Shows Change
- “My Rotten Redheaded Older Brother” by Patricia Polacco
  - Moment that Shows Change

**Interdisciplinary Connections:**

*Writing is a foundational skill with cross-curricular ties across all content areas.*

**Social Studies**

*Using story to connect to history:*

- “Show Way” by Jacqueline Woodson
- “This is the Rope” by Jacqueline Woodson

*Special Places & Traditions*

- “When I Was Young in the Mountains” by Cynthia Rylant

**Interdisciplinary Connections:**

**Social Studies**

- History, Culture, and Perspectives SOC.6.1.4.D
- Geography, People, and the Environment SOC.6.1.4.B

		<p><b>Science</b></p> <ul style="list-style-type: none"><li>● Organisms and Traits SCI.3-4.5.3.4.C; SCI.3-4.5.3.4.D</li><li>● Environments and Ecosystems SCI.3-4.5.3.4.E</li></ul> <p><b>Week 1 Social Studies/Science</b></p> <ul style="list-style-type: none"><li>● Student Interactive <i>Going from Here to There</i> Infographic - Pgs 14-15</li><li>● Background Building Videos<ul style="list-style-type: none"><li>- YouTube Search: “Explore India”</li><li>- YouTube Search: “Sufi Whirling Dervish Performance”</li><li>- YouTube Search: Khichuri (One-pot Staple Food across South Asia)</li><li>- YouTube Search: “Facts About Foxes”</li><li>- YouTube Search: “National Geographic - Tigers 101”</li></ul></li></ul> <p><b>Week 2 Social Studies/Science</b></p> <ul style="list-style-type: none"><li>● Background Building Videos<ul style="list-style-type: none"><li>- YouTube Search: “Coral Reefs 101”</li></ul></li></ul> <p><b>Week 3 Social Studies/Science</b></p> <ul style="list-style-type: none"><li>● Student Interactive <i>Exploring a Rainforest Environment</i> Diagram Pgs 94-95</li><li>● Prior Knowledge Video<ul style="list-style-type: none"><li>- YouTube Search: “Conservation of Cuban Crocodiles”</li></ul></li></ul> <p><b>Week 4 Social Studies/Science</b></p> <ul style="list-style-type: none"><li>● Background Building Videos<ul style="list-style-type: none"><li>- YouTube Search: “National Geographic - Deserts 101”</li><li>- YouTube Search: “The Sahara Desert”</li><li>- YouTube Search: “Amazing Ways to Live in the Desert”</li></ul></li></ul> <p><b>Week 5 Social Studies/Science</b></p> <ul style="list-style-type: none"><li>● Student Interactive <i>The World Around Us</i> Weekly Opener Pgs 174-175</li></ul>
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<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<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>● 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 - Teacher ToolKit</li> <li>● Graphic Organizers</li> <li>● Four Corners Strategy</li> <li>● 3-2-1 Strategy</li> <li>● Teacher Observation</li> <li>● Writing Conferences</li> <li>● Peer/Self-Assessment</li> <li>● Pre-Writing and Published Works</li> <li>● Anecdotal Records</li> <li>● Lists, Charts, Graphic Organizers</li> <li>● Quick Write</li> <li>● Writing Center</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● District Approved Assessments - LinkIt! &amp; iReady</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Weekly Comprehension Quiz</li> <li>● Weekly Progress Check-Up</li> <li>● Cold Reads</li> <li>● Published Writing Pieces</li> <li>● Unit 1 Assessment</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>ML Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>● Savvas Learning Platform - Easy Bridge</li> <li>● Literacy Stations</li> </ul>	<ul style="list-style-type: none"> <li>● Below Level Readers</li> <li>● Choice Boards</li> </ul>	<ul style="list-style-type: none"> <li>● WIDA Can Do Descriptors</li> <li>● Online Thesaurus</li> <li>● Below Level Readers</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment Readers</li> <li>● Enrichment Activities</li> <li>● Tiered Content/Activities</li> </ul>

<ul style="list-style-type: none"> <li>• Journals</li> <li>• Leveled Readers</li> <li>• Read Aloud Trade Books</li> <li>• Reading Anchor Charts/Editable Anchor Charts</li> <li>• Listening Comprehension Read Aloud</li> <li>• Student Interactive</li> <li>• Mentor Stack</li> <li>• Writing Notebook</li> <li>• Centers/Stations</li> <li>• Journals</li> <li>• Student Portfolios</li> <li>• District Approved Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated Literacy Stations</li> <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>• Language Awareness Handbook</li> <li>• StoryBoard Graphic Organizer</li> </ul> <p>Refer to TE for ML Targeted Minilesson Support</p>	<ul style="list-style-type: none"> <li>• Provide a variety of rigorous material</li> <li>• Writing Club</li> <li>• Enrichment Activities</li> <li>• Tiered Content/Activities</li> <li>• Provide a variety of rigorous material</li> </ul>
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**Supplemental Resources**

**Technology:**

- Student Technology Device (chromebook; computer; ipad; etc.)
- SmartBoard/ Promethean Board
- Document Camera
- LMS (Schoology)
- iReady
- CommonLit
- Learning A-Z (RazKids)
- ReadWorks
- District-Approved Resources

**Other:**

- Writing Graphic Organizers
- 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/ML</i></b>	<b>ML 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 the 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 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, sentence stems, &amp; graphic organizers</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> <p style="color: red; text-align: center;">Refer to TE for ML Targeted Minilesson Support</p>	<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><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. Money Management</li> <li>2. Creativity and Innovation</li> <li>3. Global and Cultural Awareness</li> <li>4. Critical Thinking and Problem-Solving</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>● To be fiscally responsible, an individual’s finances should align with his or her values and goals.</li> <li>● Brainstorming can create new, innovative ideas.</li> <li>● Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</li> <li>● Individuals from different cultures may have different points of view and experiences.</li> <li>● Digital tools and media resources provide access to vast stores of information that can be searched.</li> <li>● Digital tools can be used to display data in various ways.</li> <li>● Digital tools have a purpose.</li> </ul>
	<p><b>Performance Expectation/s:</b></p>	<ul style="list-style-type: none"> <li>● <b>9.1.12.FP.2</b> Explain how an individual’s financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.</li> <li>● <b>9.4.2.CI.1</b> Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> <li>● <b>9.4.2.CI.2</b> Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</li> <li>● <b>9.4.2.CT.1</b> Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).</li> <li>● <b>9.4.2.CT.2</b> Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</li> <li>● <b>9.4.2.CT.3</b> Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</li> <li>● <b>9.4.2.GCA:1</b> Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5,7.1.NL.IPERS.6).</li> </ul>

		<ul style="list-style-type: none"> <li>● <b>9.4.2.IML.1</b> Identify a simple search term to find information in a search engine or digital resource.</li> <li>● <b>9.4.2.IML.2</b> Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).</li> <li>● <b>9.4.2.TL.4</b> Navigate a virtual space to build context and describe the visual content.</li> <li>● <b>9.4.2.TL.6</b> Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</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>● Attend to financial well-being.</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 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>	<b>X</b>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	<b>X</b>	Standards in Action: <i>Climate Change</i>
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