

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



Trimester	Unit Title	Recommended Instructional Days
1 & 2	Unit 2: Interactions	Approximately 30 Days

<p align="center">Grade NJSLS - ELA</p>	<p align="center">Core Ideas and Practices Interdisciplinary Standards</p>
<p align="center">Language Domain</p>	<p>Essential Question/s:</p> <p>Reading</p> <ul style="list-style-type: none"> ● How do patterns in nature help plants & animals? ● How do we identify the main idea of a text? ● How do we identify text evidence to support a main idea? ● How do living things in a habitat support one another? ● How do we analyze text structure? ● How can a chain of events affect plants and animals? ● How do illustrations help us understand the text? ● How do we analyze illustrations in realistic fiction? ● How does the reintroduction of a species affect plants and animals in a habitat? ● How do we analyze text features? ● How do we identify features of a persuasive text? ● Why is it important for plants and animals to depend on each other? ● How do we identify features of informational text? ● How do we explain the author's purpose?
<p>Foundational Reading</p> <p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>C. Decode multisyllabic words D. Read grade-appropriate irregularly spelled words E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.</p> <p>L.RF.3.4. 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>Foundational Writing</p>	

<p>L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.</p> <p>E. Change y to i (cried) in words with suffixes, when required.</p> <p>F. Spell regular two- and three-syllable words that:</p> <ul style="list-style-type: none">i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le. <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific word 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>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>Language</p> <ul style="list-style-type: none">● How can I develop knowledge about language to make connections between reading and writing? <p>Activity Description:</p> <p>Week 1 - Anchor Text: <i>Patterns in Nature</i></p> <p>Reading Target Skill: Identify Main Idea & Details</p> <ul style="list-style-type: none">● Informational Text Anchor Chart● Distance Learning Support - Skill Videos: Analyze Main Idea & Details● Literacy Stations - Table of Contents - Read for Meaning<ul style="list-style-type: none">- Main Idea & Details: Page 38● iReady Aligned Lessons <p>Word Study: Syllable Patterns VC/V and V/CV</p> <p>Language and Conventions: Singular and Plural Nouns</p> <ul style="list-style-type: none">● Reading-Writing Bridge<ul style="list-style-type: none">- Word Study Page 260- -Spelling Page 263- Language and Conventions Page 264● Resource Download Center<ul style="list-style-type: none">- Word Study Page 45- Spelling Page 50- Language and Conventions Page 55● Literacy Stations-Table of Contents<ul style="list-style-type: none">- Word Work/Word Wise- Words with V/VC and VC/V Pages 11, 103● iReady Aligned Lessons
Reading Domain	
<p>Reading Literature</p> <p>RL.MF.3.6. 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>Reading Informational</p>	

RI.CI.3.2. Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.

RI.MF.3.6. 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).

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

Writing Domain

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

A. Introduce a topic clearly

B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore).

E. Provide a conclusion related to the information or explanation presented.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Week 2 - Anchor Text: *Weird Friends*

Reading Target Skill: Analyze Text Structure

- Informational Text Structures Anchor Chart
- Distance Learning Support - Skill Videos: Analyze Text Structures

Word Study: r-Controlled Vowels

Language and Conventions: Irregular Plural Nouns

- Reading-Writing Bridge
 - Word Study Page 296
 - Spelling Page 299
 - Language and Conventions Page 300
- Resource Download Center
 - Word Study Page 46
 - Spelling Page 51
 - Language and Conventions Page 56
- Literacy Stations-Table of Contents
 - Word Work/Word Wise
 - r-Controlled Vowels Page 22, 114

Week 3 - Anchor Text: *Wolf Island*


Reading Target Skill: Analyze Illustrations

- Realistic Fiction Anchor Chart
- IXL Aligned Lessons
 - Read Realistic Fiction with Illustrations: QTL

Word Study: Compound Words

Language and Conventions: Singular Possessive Nouns

- Reading-Writing Bridge

<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>W.RW.3.7. 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"> - Word Study Page 330 - Spelling Page 333 - Language and Conventions Page 334 ● Resource Download Center <ul style="list-style-type: none"> - Word Study Page 47 - -Spelling Page 52 - Language and Conventions Page 57 ● Literacy Stations-Table of Contents <ul style="list-style-type: none"> - Word Work/Word Wise - Compound Words Page 13, 82, 86, 105
<p>Speaking and Listening Domain</p>	
<p>SL.PE.3.1. 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> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. 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). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion. <p>SL.PI.3.4. 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>Week 4 - Anchor Text: <i>Welcome Back, Wolves! & Wolves Don't Belong in Yellowstone</i></p> <p>Reading Target Skill: Analyze Text Features</p> <ul style="list-style-type: none"> ● Persuasive Text Anchor Chart ● Distance Learning Support - Skill Videos: Analyze Text Features ● iReady Aligned Lessons ● Literacy Stations - Table of Contents - Read for Meaning <ul style="list-style-type: none"> - Graphic Sources: Page 43 <p>Word Study: Words with Syllable Patterns Language and Conventions: Plural Possessive Nouns</p> <ul style="list-style-type: none"> ● Reading-Writing Bridge <ul style="list-style-type: none"> - Word Study Page 366 - Spelling Page 369 - Language and Conventions Page 370
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p> <ul style="list-style-type: none"> ● Resource Download Center

<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">- Word Study Page 48- Spelling Page 53- Language and Conventions Page 58 <ul style="list-style-type: none">● Literacy Stations-Table of Contents<ul style="list-style-type: none">- Word Work/Word Wise- Words with Syllable Patterns Pages 25, 118 <p>Week 5 - Anchor Text: <i>Nature's Patchwork Quilt</i></p> <p>Reading Target Skill: Explain the Author's Purpose</p> <ul style="list-style-type: none">● Features of Informational Text Anchor Chart● Distance Learning Support - Skill Videos: Explain the Author's Purpose● iReady Aligned Lessons● Literacy Stations - Table of Contents - Read for Meaning<ul style="list-style-type: none">- Author's Purpose: Page 48 <p>Word Study: Contractions</p> <p>Language and Conventions: Main Verbs and Helping Verbs</p> <ul style="list-style-type: none">● Reading-Writing Bridge<ul style="list-style-type: none">- Word Study Page 402- Spelling Page 405- Language and Conventions Page 406● Resource Download Center<ul style="list-style-type: none">- Word Study Page 49- Spelling Page 54- Language and Conventions Page 59● iReady Aligned Lessons● Literacy Stations-Table of Contents
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- Word Work/Word Wise
- Contractions Pages 16, 108

Writer's Workshop

Essential Question/s:

- How do I use elements of an informational text to write a how-to article?
- How can we use information from different sources to write an informative essay?
- How do I use language to make connections between reading and writing informational text?

Activity Description:

Informational Writing: How-To-Article

Week 1 Introduce & Immerse

- Introduce genre of writing
- Read & analyze a how-to-article
- Brainstorm and set a purpose
- Plan how-to-article

My View Resources - Student Interactive/Teacher's Edition

- How-to Article Page 265 /T332
- Compose Facts and Details Page 267 /T340
- Brainstorm and Set a Purpose Page 268 /T344
- Plan Your How-to Article Page 269 /T348
- Develop an Engaging Main Idea Page 301 /T356
- Add Facts and Definitions Page 303 /T364
- Literacy Stations-Table of Contents: Let's Write
 - Directions Page 61
 - News Article Page 65

		<p>Week 2 - Write How-To-Article</p> <ul style="list-style-type: none">● Develop a strong introduction● Organized steps in a process● Add illustrations to writing● Compose a conclusion● Edit for specific skills● Publish, celebrate, & assess <p>My View Resources - Student Interactive/Teacher's Edition</p> <ul style="list-style-type: none">● Develop an Introduction Page 335 /T380● Organize Ideas into Steps Page 336 /T384● Organize Steps into Sequence Page 337 /T388● Add Illustrations Page 338 /T392● Compose a Conclusion Page 339/T396● Edit for Prepositions & Prepositional Phrases Pg 371 /T404● Revising for Coherence and Clarity Page 372 /T408● Edit for Nouns Page 373 /T412● Edit for Adverbs Page 374 /T416● Edit for Coordinating Conjunctions Page 375 /T420● Edit for Complete Sentences (Subject-Verb Agreement) Pg.408 /T432● Assessment Page 411 /T444● Literacy Stations-Table of Contents: Let's Write<ul style="list-style-type: none">- Biography Page 69 <p>Week 3</p> <ul style="list-style-type: none">● Complete text dependent questions with a focus on informational texts <p>Week 4 & 5 - Research Simulation Task</p> <ul style="list-style-type: none">● "Life in the Arctic" - Following the guidelines implemented for text dependent writing responses, complete a shared writing RST
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		<p>Week 6 - Research Simulation Task</p> <ul style="list-style-type: none">• Independent RST - Refer to writing folder for suggestions <p>Interdisciplinary Connections:</p> <p>Social Studies</p> <ul style="list-style-type: none">• History, Culture, and Perspectives SOC.6.1.4.D• Geography, People, and the Environment SOC.6.1.4.B <p>Science</p> <ul style="list-style-type: none">• Organisms and Traits SCI.3-4.5.3.4.C; SCI.3-4.5.3.4.D• Environments and Ecosystems SCI.3-4.5.3.4.E <p>Week 1 Social Studies/Science</p> <ul style="list-style-type: none">• Student Interactive <i>Amazing Interactions</i> - Pages 234-235• Cross-Curricular Perspectives - Science<ul style="list-style-type: none">- TE: T34- TE: T36- TE: T39- TE: T43• Background Building Videos<ul style="list-style-type: none">- Patterns in Nature Read Aloud- Camouflage - Animal Hide & Seek <p>Week 2 Social Studies/Science</p> <ul style="list-style-type: none">• Student Interactive <i>On the African Savanna</i>- Pages 270-271• Cross-Curricular Perspectives - Science<ul style="list-style-type: none">- TE: T96- TE: T98- TE: T102- TE: T104- TE: T108
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- Background Building Videos
 - Animals of the Savanna
- Background Building Articles
 - Why Do Zebras Have Stripes?
 - Facts About Clownfish - Live Science

Week 3 Social Studies/Science

- Student Interactive *The Food Chain*- Pages 306 - 307
- Cross-Curricular Perspectives - Science
 - TE: T162
 - TE: T163
 - TE: T166
 - TE: T169
- Background Building Videos
 - HomeSchool Pop: The Food Chain for Kids

Week 4 Social Studies/Science

- Student Interactive *Bringing Animals Back*- Pages 340-341
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Week 5 Social Studies/Science

- Student Interactive *Plant and Animals Need Each Other*- Pages 376-377

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><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Small Group - Verbal Discussions ● Lesson/Skill Quiz ● Exit Tickets ● Test Banks ● Journal Writing ● Whiteboard/Communicator ● Peer/Self Assessment ● Reading Response Log ● Think/Write-Pair-Share - Teacher ToolKit ● Graphic Organizers ● Four Corners Strategy ● 3-2-1 Strategy ● Teacher Observation ● Writing Conferences ● Peer/Self-Assessment ● Pre-Writing and Published Works ● Anecdotal Records ● Lists, Charts, Graphic Organizers ● Quick Write ● Writing Center 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● District Approved Assessments - iReady & LinkIt! <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Weekly Comprehension Quiz ● Weekly Progress Check-Up ● Cold Reads ● Published Writing Pieces ● Unit 2 Assessment 	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core Resources

<ul style="list-style-type: none"> ● Savvas Learning Platform - Easy Bridge ● Literacy Stations ● Journals ● Leveled Readers ● Read Aloud Trade Books ● Reading Anchor Charts/Editable Anchor Charts ● Listening Comprehension Read Aloud ● Student Interactive ● Mentor Stack ● Writing Notebook ● Centers/Stations ● Journals ● Student Portfolios ● District-Approved Resources 	<ul style="list-style-type: none"> ● Below Level Readers ● Choice Boards ● Differentiated Literacy Stations ● Choice Boards ● Differentiated Literacy Stations ● Small Group Guide ● Graphic organizers ● Collaborative activities 	<ul style="list-style-type: none"> ● WIDA Can Do Descriptors ● Online Thesaurus ● Below Level Readers ● Language Awareness Handbook ● StoryBoard Graphic Organizer <p style="color: red; text-align: center;">Refer to TE for ML Targeted Minilesson Support</p>	<ul style="list-style-type: none"> ● Enrichment Readers ● Enrichment Activities ● Tiered Content/Activities ● Provide a variety of rigorous material ● Writing Club ● Enrichment Activities ● Tiered Content/Activities ● Provide a variety of rigorous material
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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

<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>	ML 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 the 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 	<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 <p style="color: red; text-align: center;">Refer to TE for ML 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 ● Create an enhanced set of introductory activities ● Intensive accelerated instruction ● Real-world investigators and problem solvers

	<ul style="list-style-type: none"> • seating as needed • Scaffolding • 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. Money Management 2. Creativity and Innovation 3. Global and Cultural Awareness 4. Critical Thinking and Problem-Solving 5. Information and Media Literacy 6. Technology Literacy 		
	<p>Core Ideas:</p>	<ul style="list-style-type: none"> • To be fiscally responsible, an individual’s finances should align with his or her values and goals. • Brainstorming can create new, innovative ideas. • Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. • Individuals from different cultures may have different points of view and experiences. • Digital tools and media resources provide access to vast stores of information that can be searched. • Digital tools can be used to display data in various ways. • Digital tools have a purpose. 	
	<p>Performance Expectation/s:</p>	<ul style="list-style-type: none"> • 9.1.12.FP.2 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. • 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2). 	

		<ul style="list-style-type: none"> ● 9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). ● 9.4.2.CT.1 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). ● 9.4.2.CT.2 Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). ● 9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive). ● 9.4.2.GCA:1 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). ● 9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource. ● 9.4.2.IML.2 Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). ● 9.4.2.TL.4 Navigate a virtual space to build context and describe the visual content. ● 9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	
	<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. ● Attend to financial well-being. ● 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. 	

Content Area: English Language Arts (NJSLS-ELA) Grades 3-5
Grade: 3

Dev. Date:
April 2024

	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>	X	Standards in Action: <i>Climate Change</i>
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