

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
*Dispersed throughout Trimesters 1 & 2	Unit 5	Lessons are dispersed throughout units 1 -4 to reinforce target skills

Grade 3 NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
Language Domain	<p>Essential Question/s:</p> <ul style="list-style-type: none"> ● How does the world challenge us? ● What is poetry? ● How can nature change people’s lives? ● How do we analyze text features? ● How do we correct or confirm predictions? ● How do changes on Earth affect the environment? ● How do we analyze text structure? ● How do we synthesize information? ● What are some ways to prepare for an emergency? ● How do we monitor comprehension? ● How should people respond during a disaster? ● How do we analyze point of view? ● How do we make connections? ● What can nature teach us about ourselves? ● How can we infer the theme? ● How can we evaluate details?
<p>Foundational Reading</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>L.VL.3.2.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>	

C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Foundational Writing

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:

ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.

G. Spell common words in English, including regular and irregular forms.

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.

E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

Activity Description:

Week 1 - Anchor Text: *Deep Down and Other Extreme Places to Live*

Close Reading Target Skill: Analyze Text Features

- Text Features Anchor Chart
- Distance Learning Support - Skill Videos: Analyze Text Features; Correct or Confirm Predictions
- iReady Aligned Lessons
- Literacy Stations - Table of Contents - Read for Meaning
 - Graphic Sources Page 43
 - Generalize: Informational Page 45

Word Study: Vowel Patterns au, aw, al, augh, ough

Language and Conventions: Comparing with Adjectives

- Reading-Writing Bridge
 - Word Study Page 460
 - Spelling Page 463
 - Language and Conventions Page 464
- Resource Download Center
 - Word Study Page 177
 - Spelling Page 182
 - Language and Conventions Page 187
- iReady Aligned Lessons
- Literacy Stations - Table of Contents - Words to Know, Word Work, Word Wise

<p>B. Choose words and phrases for effect. C. Recognize and observe differences between the conventions of spoken and written English.</p>	<p>Week 2 - Anchor Text: <i>Earthquakes, Eruptions, and Other Events that Change the Earth</i></p>
<p>Reading Domain</p>	<p>Close Reading Target Skill: Analyze Text Structure</p>
<p>Reading Literature</p> <p>RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.CI.3.2. Recount in 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).</p> <p>Reading Informational</p> <p>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).</p> <p>RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> <p>RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.</p>	<ul style="list-style-type: none"> ● Informational Text Anchor Chart ● Distance Learning Support - Skill Videos: Analyze Text Structure; Synthesize Information ● iReady Aligned Lessons ● Literacy Stations - Table of Contents - Read for Meaning <ul style="list-style-type: none"> - Compare and Contrast Page 37, 39, 66 - Draw Conclusions Page 40, 41 <p>Word Study: Words with Vowel Patterns ei and eigh Language and Conventions: Comparing with Adverbs</p> <ul style="list-style-type: none"> ● Reading-Writing Bridge <ul style="list-style-type: none"> - Word Study Page 492 - Spelling Page 495 - Language and Conventions Page 496 ● Resource Download Center <ul style="list-style-type: none"> - Word Study Page 178 - Spelling Page 183 - Language and Conventions Page 188 ● iReady Aligned Lessons ● Literacy Stations - Table of Contents - Word Work, Word Wise, and Words to Know <ul style="list-style-type: none"> - Vowel Patterns ei, eigh Page 28, 121
<p>Writing Domain</p>	
<p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</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>	

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

W.AW.3.1. Write opinion texts to present an idea with reasons and information.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

Speaking and Listening Domain

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.

- 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.

SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Week 3 - Anchor Text: *A Safety Plan: In Case of Emergency*

Close Reading Target Skill: Analyze Text Structure

- Procedural Text Anchor Chart
- Distance Learning Support - Skill Videos: Analyze Text Structure; Monitor Comprehension
- iReady Aligned Lessons
- Literacy Stations - Table of Contents - Read for Meaning
 - Generalize: Informational Page 45
 - Sequence Page 36
 - Compare and Contrast Page 37, 39, 66
 - Cause and Effect Page 47, 49
 - Description Page 55, 79
 - Take Notes Page 77

Word Study: Words with suffix -en

Language and Conventions: Complex Sentences

- Reading-Writing Bridge
 - Word Study Page 526
 - Spelling Page 529
 - Language and Conventions Page 530
- Resource Download Center
 - Word Study Page 179
 - Spelling Page 184
 - Language and Conventions Page 189
- iReady Aligned Lessons

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	Week 4 - Anchor Text: <i>Nora's Ark</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	<p>Close Reading Target Skill: Analyze Point of View</p> <ul style="list-style-type: none">● Historical Fiction Anchor Chart● Distance Learning Support - Skill Videos: Analyze Point of View; Make Connections● iReady Aligned Lessons● Literacy Stations - Table of Contents - Read for Meaning <p>Word Study: Words with the Schwa Sound Language and Conventions: Pronoun Antecedent Agreement</p> <ul style="list-style-type: none">● Reading-Writing Bridge<ul style="list-style-type: none">- Word Study Page 568- Spelling Page 571- Language and Conventions Page 572● Resource Download Center<ul style="list-style-type: none">- Word Study Page 180- Spelling Page 185- Language and Conventions Page 190● iReady Aligned Lessons● Literacy Stations-Table of Contents - Word Work, Word Wise, and Words to Know<ul style="list-style-type: none">- Schwa Sound Page 31, 124

Week 5 - Anchor Text: from *Aesop's Fox*

Close Reading Target Skill: Infer Theme

- Fable Anchor Chart
- Distance Learning Support - Skill Videos: Infer Theme; Evaluate Details
- iReady Aligned Lessons
- Literacy Stations - Table of Contents - Let's Write
 - Plot and Theme Page 50
 - Fable Page 53
 - Fairy Tale Page 58

Word Study: 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
- iReady Aligned Lessons
- Literacy Stations - Table of Contents - Word Wise, Word Work, and Words to Know
 - Final Syllables Page 12, 32, 104, 125

Writer's Workshop

Week 1 Introduce and Immerse (Introduce Poetry, Poetry Sounds Like, Poetry Looks Like, Brainstorm Ideas, Plan Your Poetry)

- Student Interactive/Teacher's Edition
 - Poetry Page 465/T338
 - Plan Your Poetry Page 469/T354
- iReady Aligned Lessons
- Literacy Stations-Table of Contents: Let's Write
 - Narrative Poem 51, 52
 - Poem 57
 - Free Verse Poem 74

Week 2 Develop Elements (Composing Like a Poet, Compose with Imagery, Compose with Rhythm and Rhyme, Compose with Alliteration, Compose with Figurative Language)

- 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
- iReady Aligned Lessons
- Literacy Stations-Table of Contents: Let's Write
 - Narrative Poem 51, 52
 - Poem 57
 - Free Verse Poem 74

Week 3 Develop Structure (Use Line Breaks and Stanzas, Select a Genre, Revise for Word Choice: Verbs, Create an Audio Recording, Create a Visual Display)

- 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
- iReady Aligned Lesson
- Literacy Stations-Table of Content: Let's Write
 - Narrative Poem 51, 52
 - Poem 57
 - Free Verse Poem 74

Week 4 Writer's Craft (Apply writer's craft and conventions of language to edit poetry.)

- 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
- iReady Aligned Lessons
- Literacy Stations-Table of Contents: Let's Write
 - Narrative Poem 51, 52
 - Poem 57
 - Free Verse Poem 74

Week 5 Publish, Celebrate, Assess (Publish, celebrate, and assess poetry)

- Student Interactive/Teacher's Edition
 - Edit for Adjectives and Adverbs Page 610/T438
 - Assessment Page 613/T450
- iReady Aligned Lessons
- Literacy Stations-Table of Contents: Let's Write
 - Narrative Poem 51, 52
 - Poem 57

Interdisciplinary Connections:

Social Studies

- 6.1 U.S. History: America in the World
 - B. Geography, People, and the Environment

Science

- Earth's Systems 3-ESS2-1
- Earth's Systems 3-ESS2-2

Week 1 Social Studies/Science

- Student Interactive *Nature Rocks* Pages 430-432
- Cross-Curricular Perspectives - Science
 - TE: T34
 - TE: T36
- Cross-Curricular Perspectives - Social Studies
 - TE: T48
- Background Building:
 - Discuss the topic of inhospitable or extreme environments

- Display a physical map of the world or globe
- Point out and discuss geographic features such as climate,

Week 2 Social Studies/Science

- Student Interactive *When Earth Changes...* - Pages 470 - 471
- Cross-Curricular Perspectives - Science
 - TE: T106
- Background Building:
 - Discuss prior knowledge of earthquakes, volcanoes & tsunamis
 - Search videos to build knowledge before reading on earthquakes, volcanoes & tsunamis

Week 3 Social Studies/Science

- Student Interactive *Emergency* - Pages 502 - 503
- Cross-Curricular Perspectives - Social Studies
 - TE: T169
- Background Building:
 - Have students use newly acquired vocabulary to share personal experiences about preparing for emergencies.

Week 4 Social Studies/Science

- Student Interactive *The Dust Bowl*- Pages 536 - 537
- Cross-Curricular Perspectives - Social Studies
 - TE: T221
 - TE: T224

		<ul style="list-style-type: none">- TE: T229● Cross-Curricular Perspectives - Science<ul style="list-style-type: none">- TE: T236● Background Building:<ul style="list-style-type: none">- Discuss and share videos on the rural New England setting- Research & contrast characteristics of farming areas and cities- View images of both rural & urban areas to discuss characteristics such as population density, use of land, the size of towns/cities, & common structures found in each type of place- Discuss cultural differences such as speech patterns or expressions & levels of familiarity with neighbors. <p>Week 5 Social Studies/Science</p> <ul style="list-style-type: none">● Student Interactive <i>Lesson From THE FOREST</i> - Pages 578 - 579● Cross-Curricular Perspectives - Science<ul style="list-style-type: none">- TE: T291- TE: T293
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<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p>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">● 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 5 Assessment

Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ML</i>	ML Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Digital and Print Versions of Texts ● Literacy Stations ● Journals ● Leveled Readers ● Reading Anchor Charts/Editable Anchor Charts ● Listening Comprehension Read Aloud ● Read Aloud Trade Books ● Student Interactive ● LMS ● MyView Literacy ● District-Approved Resources 	<ul style="list-style-type: none"> ● Below Level Readers ● Choice Boards ● Differentiated Literacy Stations 	<ul style="list-style-type: none"> ● WIDA Can Do Descriptors ● Online Thesaurus ● Below Level Readers ● Language Awareness Handbook <p style="color: red; text-align: center;">Refer to TE for ML Targeted Miniesson Support</p>	<ul style="list-style-type: none"> ● Enrichment Readers ● 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/ Promethean Board ● Document Camera ● LMS (Schoology) ● iReady ● CommonLit ● Learning A-Z (RazKids) ● ReadWorks 			

<ul style="list-style-type: none"> 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/ML</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 	<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;">Refer to TE for ML Targeted Minilesson Support</p>	<ul style="list-style-type: none"> 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

	<p>times and preferential seating as needed</p> <ul style="list-style-type: none"> ● 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. 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. ● 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). ● 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. 	

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

Dev. Date:
April 2024

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