Units of Study & Pacing Guide

Unit of Study	Timeline	Notes
Environments	8 Weeks	Lesson satisfy Climate Change, DEI, AAPI
Interactions	6 Weeks	Lessons satisfy Climate Change Law
Heroes	8 Weeks	Lessons in this unit satisfy Amistad Law, Holocaust
Events	6 Weeks	Lessons in this unit satisfy AAPI, DEI and Amistad Laws
Solutions	8 Weeks	
		Curricular Mandate List

Unit Title	Environments
Unit Duration	8 Weeks
Unit Summary & Rationale	*In this unit students will determine how the environment affects people, understand different types of traditional tales and understand their elements. Students will use language to make connections between reading fiction and writing personal narrative. Lessons in this unit satisfy Climate Change mandate.*
Unit Goals	
Essential Questions	- Determine how the environment affects people - Know about different types of traditional tales and understand their elements
Enduring Understandings	- How does our environment affect us? - How can an environment affect lives and relationships? - How do different cultures relate to their environment? - How do people travel in different environments? - What creative solutions do people come up with to survive in their environment? - Why should we appreciate our environment?

Learning Outcomes	- Use elements of a narrative text to write a personal narrative - Examine traditional tales and read a text to learn to analyze plot and setting in a folktale - Use language to make connections between reading fiction and writing personal narrative - Understand folktales better by reading a text and inferring theme in a folktale - Explore environments while reading a text that helps analyze characters in realistic fiction - Describe characters and their actions - Convey information about characters and events - Describe characters and how they change - Use domain-specific words - Use descriptive words to provide sensory details. *Grandma and the Great Gourd (**AAPI**)* *Why the Sky Is Far Away (**DEI**)* *Living in Deserts (**Climate Change**)* **<u>Climate Change – Why is it important to appreciate our environment? How can environments change?</u>** Explore and plan: Argumentative Writing - Analyze text features - Analyze descriptive language - Analyze plot and setting - Infer theme - Analyze characters - Use text evidence - Ask and answer questions - Make inferences Writing

- Identify a setting sequence of events.
- Describe and use figurative language
- Analyze and use graphic features
- Analyze and use imagery
- Compose a setting
- Develop a dialogue
- Edit and publish writing

Assessment Evidence	
Formative	Class discussions, "my student interactive" workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources: Digital and Print	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform

	Readings: *Grandma and the Great Gourd (AAPI), Why the Sky Is Far Away (DEI), Cocoliso, Living in Deserts (Climate Change), The Golden Flower* [Approved Class Resource List](#)

Content & Interdisciplinary Standards

2016 New Jersey Student Learning Standards for English Language Arts

Reading: Literature
Key Ideas and Details
NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Craft and Structure
NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Integration of Knowledge and Ideas
NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.3.7. 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).

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

*RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

Reading: Informational Text

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.3.7. 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).

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- *RI.3.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Reading: Foundational Skills

Phonics and Word Recognition

- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- c. Decode multisyllable words.

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences

- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3d. Provide a sense of closure.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.3.7. Conduct short research projects that build knowledge about a topic.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Language
Conventions of Standard English
NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1c. Use abstract nouns (e.g., childhood).
- L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.*
- L.3.1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1h. Use coordinating and subordinating conjunctions.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Knowledge of Language
NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.3.3b. Recognize and observe differences between the conventions of spoken and written standard English.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.
- L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.
- L.3.5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

2020 SLS: Computer Science & Design Thinking
• 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills
• 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).

Interdisciplinary / 21st Century Connections	
Connections and Skills	• Critical thinking & Problem Solving • Global and Cultural Awareness • Collaboration and Team Work • Problem Solving • Technology Literacy
Social Studies	• 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions. • 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
Science	• 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.
SEL	• Self-Awareness • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior

| | • Recognize one's personal traits, strengths, and limitations |
| | [New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx](#) |

Unit Title	Interactions
Unit Duration	6 Weeks
Unit Summary & Rationale	*In this unit students will Learn more about informational texts by identifying main ideas and details. Learn more about informational texts by analyzing text structure and learn more about themes concerning interactions by analyzing illustrations in realistic fiction.*
Unit Goals	
Essential Questions	• How do plants and animals live together? • How can a chain of events affect plants and animals? • How do living things in a habitat support one another? • How do patterns in nature help plants and animals? • How does reintroduction of a species affect plants and animals in a habitat? • Why is it important for plants and animals to depend on each other?
Enduring Understandings	• Self-select text and read independently for a sustained period of time. • Describe personal connections to a variety of sources, including self-selected texts.

	• Recognize characteristics of digital texts.
Learning Outcomes	• Determine how plants and animals live together • Know about different types of informational text and understand their elements • Use language to make connections between reading and writing informational text Writing • Use elements of an informational text to write a how-to article • Compose a headline and a lead • Brainstorm and set a purpose • Develop a main idea and supporting details • Develop an introduction • Organize ideas into steps • Organize into sequence and develop a conclusion. • Engage in the editing, revision, and publishing process.

Assessment Evidence	
Formative	Class discussions, "my student interactive" workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.

Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.
	Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA
	Formative, Summative, Alternative and Benchmark Assessments

Resources to Promote Learning

Resources: Digital and Print	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform Readings: *Patterns in Nature, Weird Friends, Wolf Island, Welcome Back, Wolves! and Wolves Don't Belong in Yellowstone, Nature's Patchwork Quilt* Approved Class Resource List

Content & Interdisciplinary Standards

2016 New Jersey Student Learning Standards for English Language Arts

Reading: Literature
Craft and Structure
NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Integration of Knowledge and Ideas
NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.3.7. 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).

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- *RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

Reading: Informational Text

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.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.

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.3.7. 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).

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- *RI.3.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Reading: Foundational Skills
Phonics and Word Recognition

- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- c. Decode multisyllable words.

Writing
Text Types and Purposes
NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b. Provide reasons that support the opinion.
- W.3.1d. Provide a conclusion.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2a. Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
- W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

Production and Distribution of Writing
NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge
NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- W.3.7. Conduct short research projects that build knowledge about a topic.

Range of Writing
NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Speaking and Listening
Comprehension and Collaboration
NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Language
Conventions of Standard English
NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1b. Form and use regular and irregular plural nouns.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Knowledge of Language
NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.3a. Choose words and phrases for effect.*

Vocabulary Acquisition and Use
NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- L.3.4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- L.3.4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

2020 SLS: Computer Science & Design Thinking

- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills
• 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.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., • 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Interdisciplinary / 21st Century Connections	
Connections and Skills	• Critical thinking & Problem Solving • Global and Cultural Awareness • Digital Citizenship • Collaboration and Teamwork • Problem Solving
Science	• 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.
SEL	**Social Awareness** • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx

Unit Title	Heroes
Unit Duration	8 Weeks
Unit Summary & Rationale	*In this unit students will learn more about historical fiction and analyze plot and setting in historical fiction.*
Unit Goals	
Essential Questions	• What makes a hero? • How do challenges turn ordinary people into heroes? • How can a hero's actions affect other people? • What qualities do we see in heroes? • Why do people need heroes? • What kinds of actions can be heroic?
Enduring Understandings	• Learn more about historical fiction and analyze characters in historical fiction. • Explain how these characters relate to ordinary community people who do extraordinary things.
Learning Outcomes	• Learn more about themes concerning heroes and analyze text structure in a biography • Learn more about historical fiction and analyze plot and setting in historical fiction • Learn more about historical fiction and analyze characters in historical fiction • Collaborate with others to determine what makes a hero • Understand historical fiction and its elements

	- Use language to make connections between reading and writing historical fiction - Use elements of narrative text to write a historical fiction story - Not all heroes wear capes. **Historical Fiction: Granddaddy's Turn: A journey to the Ballot Box** (*Amistad*) - Research Project – Prominent African American Figures (*Amistad*) - The Jelly Donut Experience (*Holocaust*) - Jars of Hope: How One Woman Helped Save 2,500 Children During the Holocaust (*Holocaust*) - My Life with Blindness (*DEI PPw/D*) - We are All Wonders! (excerpts) - (*DEI PPw/D*) **Writing** - Identify characters in a story - Develop plot - Brainstorm and plan ideas - Compose characters and a setting - Establish a plot and plan a resolution - Develop an introduction - Develop an event sequence - Engage in the editing process
Assessment Evidence	
Formative	Class discussions, "my student interactive" workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.

Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA Formative, Summative, Alternative and Benchmark Assessments

Resources to Promote Learning

Resources: Digital and Print	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform *Readings: Below Deck,* **Granddaddy's Turn: Ajourney to the Ballot Box (Amistad)** *, from Little House on the Prairie, By the Shores of Silver Lake, Mama Miti, Poems About Heroes, Jars of Hope: How One Woman Helped Save 2,500 Children During the Holocaust (Holocaust), My Life with Blindness (DEI PPw/D), We are All Wonders! (excerpts), The Jelly Donut Experience* Approved Class Resource List

Content & Interdisciplinary Standards

2016 New Jersey Student Learning Standards for English Language Arts

Reading: Literature NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.3.7. 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).

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- *RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

Reading: Informational Text

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.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.

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- *RI.3.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Reading: Foundational Skills

Phonics and Word Recognition

- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Identify and know the meaning of the most common prefixes and derivational suffixes.

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences

- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3c. Use temporal words and phrases to signal event order.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Range of Writing

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.3.1b. 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).
- SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Presentation of Knowledge and Ideas
NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.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.

Language
Conventions of Standard English
NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1b. Form and use regular and irregular plural nouns.
- L.3.1e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Knowledge of Language
NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.3a. Choose words and phrases for effect.*

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

2020 SLS: Computer Science & Design Thinking

- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

- 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.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 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.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Interdisciplinary / 21st Century Connections

Connections and Skills	• Creativity and Innovation • Information and Media Literacy • Critical Thinking and Problem Solving
Social Studies	• 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). • 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SEL	**Self-Awareness** • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior **Self-Management** • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors **Social Awareness** • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx

Unit Title	Events

Unit Duration	6 Weeks
Unit Summary & Rationale	*In this unit students will learn more about biography and analyze text structure in a biography.*

Unit Goals	
Essential Questions	- How do communities change over time? - How do big ideas change communities? - How can personal stories change society? - How can one person improve a community? - How can a leader's experiences inspire change? - How do people support each other in difficult times?
Enduring Understandings	Understand the major themes concerning events by distinguishing diverse viewpoints in narratives.
Learning Outcomes	- Identify and explain themes concerning events by distinguishing viewpoint in narrative nonfiction - Identify and explain themes concerning events by reading a text that helps me identify elements in a drama - Collaborate with others to determine how communities change over time - Read a biography and understand its elements - Use language to make connections between reading and writing narrative nonfiction - Use elements of opinion writing to write an opinion essay Readings *Grace and Grandma (**AAPI**)* *from Frederick Douglass (**Amistad**)*

- *Primary Source – Sojourner Truth (**Amistad**)*

Assessment Evidence	
Formative	Class discussions, "my student interactive" workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources: Digital and Print	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform Readings: *The House That Jane Built, from Frederick Douglass (Amistad), from Milton Hershey: Chocolate King, Town Builder, Green City, and Grace and Grandma (AAPI), Primary Source – Sojourner Truth (Amistad), Primary Source – Daniel Burnham* Approved Class Resource List

Content & Interdisciplinary Standards

2016 New Jersey Student Learning Standards for English Language Arts

Reading: Literature
NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Range of Reading and Level of Text Complexity
NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- *RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

Reading: Informational Text
Key Ideas and Details
NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.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.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

- RI.3.6. Distinguish their own point of view from that of the author of a text.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- *RI.3.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Reading: Foundational Skills

Phonics and Word Recognition

- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- d. Read grade-appropriate irregularly spelled words.

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b. Provide reasons that support the opinion.
- W.3.1d. Provide a conclusion.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2a. Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences

- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3c. Use temporal words and phrases to signal event order.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge
NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.3.7. Conduct short research projects that build knowledge about a topic.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking and Listening
NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.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.

Language
NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

2020 SLS: Computer Science & Design Thinking

- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

- 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.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.

Interdisciplinary / 21st Century Connections

Connections and Skills	
	• Critical thinking & Problem Solving • Global and Cultural Awareness • Digital Citizenship • Collaboration and Teamwork

Social Studies	• 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. • 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. • 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SEL	**Self-Management** • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors **Social Awareness** • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx

Unit Title	Solutions
Unit Duration	8 Weeks
Unit Summary & Rationale	*In this unit students will, learn more about informational texts and analyze text features in an informational text. Students will also learn more about informational texts and analyze the text structure in a procedural text.*

Unit Goals	
Essential Questions	• What are some ways to prepare for an emergency? • How do changes on Earth affect the environment? • How can nature change people's lives? • How should people respond during a disaster? • What can nature teach us about ourselves?
Enduring Understandings	• How does the world challenge us?
Learning Outcomes	• Determine how the environment challenges us • Know about different types of informational text and their elements • Use language to make connections between reading and writing informational text • Use knowledge of the sound and shape of poetry to write a poem • Read and analyze: Time Line: Nature Rocks, Map: When Earth Changes..., Infographic: Emergency!, Poem: "Lesson From the Forest Writing • Career Exploration – Students will conduct a mini-research project/presentation on a career of their choice.
Assessment Evidence	
Formative	Class discussions, "my student interactive" workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.

Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA Formative, Summative, Alternative and Benchmark Assessments

Resources to Promote Learning

Resources: Digital and Print	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform Readings: *Deep Down and Other Extreme Places to Live, Earthquakes, Eruptions, and Other Events that Change Earth, A Safety Plan: In Case of Emergency, Nora's Ark, from Aesop's Fox, Primary Source – The Dust Bowl, Poem: "Lesson From the Forest* Approved Class Resource List

Content & Interdisciplinary Standards

2016 New Jersey Student Learning Standards for English Language Arts

Reading: Literature
NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- *RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

Reading: Informational Text

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.3.7. 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).

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.3.8. 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.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- *RI.3.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Reading: Foundational Skills
Phonics and Word Recognition
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- d. Read grade-appropriate irregularly spelled words.

Writing
Text Types and Purposes
NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Production and Distribution of Writing
NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Range of Writing
NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Speaking and Listening
Comprehension and Collaboration
NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.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.
- SL.3.1b. 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).
NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.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.

Language
Vocabulary Acquisition and Use
NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

2020 SLS: Computer Science & Design Thinking
• 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills
• 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance. • 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data. • 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Interdisciplinary / 21st Century Connections	
Connections and Skills	• Critical thinking & Problem Solving • Global and Cultural Awareness • Digital Citizenship • Collaboration and Teamwork
Science	• 3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.
Social Studies	• 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
SEL	**Responsible Decision-Making** • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one's actions in order to make constructive choices

	• Evaluate personal, ethical, safety, and civic impact of decisions New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx

Accommodations & Modifications		
Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs		
Time/General	**Processing**	**Comprehension**
• Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects	• Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work	• Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
Tests/Quizzes/Grading	**Behavior/Attention**	**Organization**
• Provide extended time • Provide study guides • Limit number of responses	• Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task	• Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary

- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.

- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.