MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

Mary E. Roberts Elementary School
Multilingual Learners Program

English as a Second Language
3rd Grade

Date : August 31st, 2023
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Course Description and Fundamental Concepts

The Multilingual Learners curriculum is a developmental English language program designed for students whose first language is not English. The New Jersey Student Learning Standards as well as the WIDA English Language Proficiency Standards, provide the context of the ESL curriculum in grades K-12. The curriculum emphasizes 21st century world content of social studies, science and mathematics through a literacy lens.

Emphasis is placed on the development of English language proficiency in the **four language domains**: *listening, speaking, reading and writing* and across the **five levels of language proficiency**: *Entering, Developing, Emerging, Expanding and Bridging.* For learning to occur, language must be comprehensible and just beyond the current ability level (i+1) (Krashen, 1982).

English language development takes place over multiple years, is variable and is dependent on many factors including age, maturation, classroom experiences, motivation and attitude.

New Jersey Student Learning Standards (NJSLS)

Subject/Content Standards
Include grade appropriate subject/content standards that will be addressed

Standard #	Standard Description
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.
NJSLSA.R2	. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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
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.
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.
RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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.

RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
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).
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).
RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
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.
RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea
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.
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.
RI.3.5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6.	Distinguish their own point of view from that of the author of a text.
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).
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.
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.
RI.3.10.	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.

RF.3.4.	**Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**
NJSLSA.W1.	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
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.**
NJSLSA.W3.	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
NJSLSA.W4.	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience**
NJSLSA.W5.	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
NJSLSA.W6.	**Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
NJSLSA.W7.	**Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.**
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.**
NJSLSA.W9.	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
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.3.1.	**Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion.**
W.3.2.	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.**

W.3.3.	**Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.**
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.)**
W.3.5.	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**
W.3.6.	**With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.**
W.3.7.	**Conduct short research projects that build knowledge about a topic.**
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.**
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.**
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.**
NJSLSA.SL2.	**Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**
NJSLSA.SL3.	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**
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.**
NJSLSA.SL5.	**Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**
NJSLSA.SL6.	**Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

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. 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.3.2.	**Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**
SL.3.3.	**Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.**
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.**
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.**
SL.3.6.	**Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**
NJSLSA.L1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
NJSLSA.L2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
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.**
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.**
NJSLSA.L5.	**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.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. C. Use abstract nouns (e.g., childhood). D. Form and use regular and irregular verbs. E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. F. Ensure subject-verb and pronoun-antecedent agreement. G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. H. Use coordinating and subordinating conjunctions. I. Produce simple, compound, and complex sentences.
L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize appropriate words in titles. B. Use commas in addresses. C. Use commas and quotation marks in dialogue. D. Form and use possessives. E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases for effect. B. Recognize and observe differences between the conventions of spoken and written standard English.
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. A. Use sentence-level context as a clue to the meaning of a word or phrase. B. 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). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
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).

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))
List appropriate units below for which standards will be addressed

By Grade 5

Unit Addressed	Core Idea	Standard / Description
1, 4, 6, 8	An individual's passions, aptitude and skills can affect his/her employment and earning potential.	*9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.* *9.2.5.CAP.2: Identify how you might like to earn an income.* *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.*
1, 4, 8	Income and benefits can vary depending on the employer and type of job or career.	*9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.*
4, 6	There are a variety of factors to consider before starting a business.	*9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. •* *9.2.5.CAP.7: Identify factors to consider before starting a business.*
1, 4, 5, 6, 7, 8	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	*9.2.5.CAP.8: Identify risks that individuals and households face.* *9.2.5.CAP.9: Justify reasons to have insurance.*

WIDA Standards

Standard #	Standard Description
1	*English language learners communicate for Social and Instructional Purposes within the school setting.*
2	*English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.*

3	*English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.*
4	*English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.*
5	*English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.*

Life Literacies and Key Skills ([Standard 9.4](#))
List appropriate units below for which standards will be addressed

By Grade 5

Unit Addressed	Core Idea	Standard / Description
1, 2, 4, 7	**Creativity and Innovation**: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	**9.4.5.CI.1**: *Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).* **9.4.5.CI.2**: *Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).*
4, 6, 8	**Creativity and Innovation**: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	**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.CI.4:** *Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).*

2, 4, 5, 6, 7	**Critical Thinking and Problem-solving:** The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	*9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).* *9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).* *9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.* *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).*
6, 8	**Digital Citizenship:** Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.	*9.4.5.DC.1: Explain the need for and use of copyrights.* *9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.* *9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.*
4	**Digital Citizenship:** Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.	*9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).*
1, 4, 6	**Digital Citizenship:** Digital identities must be managed in order to create a positive digital footprint.	*9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity*
4, 6, 8	**Digital Citizenship:** Digital tools have positively and negatively changed the way people interact socially.	*9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).* *9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.*
2, 5, 6, 8	**Digital Citizenship:** Digital engagement can improve the planning and delivery of climate change actions.	*9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).*

1, 4, 5, 6, 8	**Global and Cultural Awareness:** Culture and geography can shape an individual's experiences and perspectives.	*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).*
6, 8	**Information and Media Literacy:** Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	*9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).*
5, 7, 8	**Information and Media Literacy:** Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.	*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.3: Represent the same data in multiple visual formats in order to tell a story about the data.*
1, 4, 6	**Information and Media Literacy:** Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.	*9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.* *9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).*
6, 8	**Information and Media Literacy:** Specific situations require the use of relevant sources of information.	*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).*
5, 6, 8	**Technology Literacy:** Different digital tools have different purposes.	*9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.* *9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.* *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.*

4, 6	**Technology Literacy:** Collaborating digitally as a team can often develop a better artifact than an individual working alone.	*9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).* *9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).*

Interdisciplinary Connections ([2020 NJSLS](#))
List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#)) *Crosswalk with old VPA Integration Chart*
List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
1, 4, 6, 8	**Creating**	*Anchor Standard 1: Generating and conceptualizing ideas.* *Anchor Standard 2: Organizing and developing ideas.* *Anchor Standard 3: Refining and completing products.*
1, 4, 6, 8	**Connecting**	*Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.* *Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.*
2, 3, 5, 7	**Performing/ Presenting/ Producing**	*Anchor Standard 4: Selecting, analyzing, and interpreting work.* *Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.* *Anchor Standard 6: Conveying meaning through art.*
5, 7, 8	**Responding**	*Anchor Standard 7: Perceiving and analyzing products.* *Anchor Standard 8: Applying criteria to evaluate products.* *Anchor Standard 9: Interpreting intent and meaning.*

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Unit 1: Happy To Help: Helping Others	**September** (~19 days)
Unit 2: Nature's Balance: Ecosystems	**October** (~19 days)
Unit 3: Life in the Soil: Plants	**November** (~16 days)
Unit 4: Let's Work Together: Cooperation	**December** (~15 days)
Unit 5: Mysteries of Matter: Matter/Habitats	**January** (~18 days)
Unit 6: From Past to Present: Culture and Traditions	**February** (~18 days)
Unit 7: Blast! Crash! Splash!: Forces of Nature	**March/April** (~15-20 days)
Unit 8: Getting There: Goals	**May/June** (~15-20 days)

Unit Name: Happy to Help - Helping Others
Learning Goals: What do I want my students to learn?
Standards
NJSLS - RL.3.1; RL.3.2; RL.3.3; RL.3.4; RL.3.5; RL.3.6; RL.3.7; RL.3.9; RL.3.10; RI.3.4; RF.3.3a; RF.3.3c; RF.3.3d; RF.3.4a; RF.3.4b; RF.3.4c; W.3.2a; W.3.2b; W.3.2c; W.3.2d; W.3.4; W.3.5; W.3.6; W.3.10; SL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.2; SL.3.3; L.3.1a; L.3.2f; L.3.4a; L.3.4b; L.3.5a; L.3.5b; L.3.6   *NJSLS - Career Awareness, Exploration, Preparation, and Training*   *NJSLS - Life Literacies and Key Skills*   *NJSLS - Interdisciplinary Standards*
Fundamental Concepts / Big Ideas
● How do people help each other?   ● Who can use help around me?   ● How do I plan and monitor while reading?   ● How do I retell a story?   ● How do I compare two things?
Learning Objectives
Students will be able to…   ● Sort concrete and abstract nouns by using their senses   ● Retell a story using transition words   ● Apply newly learned vocabulary in context in writing and speaking   ● Discuss the different ways people help each other   ● Explain a time when they helped others   ● Explain a time when they were helped by another person   ● Express similarities and differences between two things   ● Ask/answer questions about characters in a story

Unit Name: Nature's Balance: Ecosystems

Learning Goals: What do I want my students to learn?

Standards

NJSLS - RL.3.1; RL.3.2; RL.3.3; RL.3.5; RL.3.6; RL.3.7; RI.3.1; RI.3.4; RI.3.5; RI.3.7; RI.3.9; RI.3.10; RF.3.3a; RF.3.3c; RF.3.3d; RF.3.4a; RF.3.4b; W.3.1a; W.3.1b; W.3.1c; W.3.1d; W.3.4; W.3.5; W.3.7; W.3.10; SL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.2; SL.3.4; SL.3.5; SL.3.6; L.3.2f; L.3.3b; L.3.4a; L.3.4b; L.3.5a; L.3.5b; L.3.5c; L.3.6

NJSLS - Career Awareness, Exploration, Preparation, and Training
NJSLS - Life Literacies and Key Skills
NJSLS - Interdisciplinary Standards

Fundamental Concepts / Big Ideas

- What happens when nature loses its balance?
- How do ecosystems rely on each other?
- How do humans play a part in the ecosystem?

Learning Objectives

Students will be able to…
- Apply conjunctions to connect cause and effect statements
- Sequence related consequential events using 'if, then' and 'first, so'
- Explain what happens when a piece of a food chain is removed
- Apply vocabulary in context in speaking and writing
- Analyze how plants and animals are all connected within an ecosystem by drawing and labeling

Unit Name: Life in the Soil: Plants

Learning Goals: What do I want my students to learn?

Standards

NJSLS - *RI.3.1; RI.3.2; RI.3.3; RI.3.4; RI.3.5; RI.3.7; RI.3.8; RI.3.9; RI.3.10; RF.3.3a; RF.3.3b; RF.3.3c; RF.3.3d; RF.3.4a; RF.3.4b; W.3.2a; W.3.2b; W.3.2c; W.3.2d; W.3.4; W.3.5; W.3.10; SL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.2; SL.3.3; SL.3.4; SL.3.6; L.3.2f; L.3.3b; L.3.4a; L.3.4b; L.3.5c; L.3.6*
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Fundamental Concepts / Big Ideas

- What is so amazing about plants?
- What are the steps to growing a plant?
- How do text features help a reader?
- What kind of information do text features give readers?

Learning Objectives

Students will be able to…
- Identify parts of a plant
- Use sequence words to explain the lifecycle of a plant
- Count syllables to write a haiku poem
- Identify and use text features to answer questions in nonfiction text
- Apply vocabulary in context in speaking and writing

Unit Name: Let's Work Together: Cooperation

Learning Goals: What do I want my students to learn?

Standards

NJSLS - *RL.3.1; RL.3.2; RL.3.3; RL.3.4; RL.3.5; RI.3.1; RI.3.4; RI.3.6; RI.3.8; RF.3.3a; RF.3.3b; RF.3.3c; RF.3.3d; RF.3.4a; RF.3.4b; RF.3.4c; W.3.1a; W.3.1b; W.3.1c; W.3.1d; W.3.4; W.3.5; W.3.6; W.3.7; W.3.10; SL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.2; L.3.2f; L.3.3b; L.3.4a; L.3.4b; L.3.4c; L.3.5a; L.3.5c; L.3.6*
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Fundamental Concepts / Big Ideas

- What's the best way to get things done?
- How do I work in a team?
- How do I express needs, wants and feelings?
- How do I give my opinion and support it with evidence?

Learning Objectives

Students will be able to…
- Offer opinions and support them with evidence or reasons
- Differentiate wants and needs
- Determine a lesson or moral after reading a text
- Apply vocabulary in context in speaking and writing
- Determine meaning of new words when adding prefixes or suffixes

Unit Name: Mysteries of Matter

Learning Goals: What do I want my students to learn?

Standards

NJSLS - RL.3.1; RL.3.2; RL.3.3; RL.3.5; RL.3.7; RL.3.9; RL.3.10; RI.3.1; RI.3.3; RI.3.4; RI.3.6; RI.3.7; RI.3.8; RI.3.9; RI.3.10; RF.3.3a; RF.3.3b; RF.3.3c; RF.3.3d; RF.3.4a; RF.3.4b; RF.3.4c; W.3.2a; W.3.2b; W.3.2c; W.3.2d; W.3.4; W.3.5; W.3.10; SL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.2; SL.3.3; L.3.2e; L.3.2f; L.3.3a; L.3.4a; L.3.4b; L.3.4c; L.3.5a; L.3.5c; L.3.6
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Fundamental Concepts / Big Ideas

- How does matter change physically?
- In what ways does the weather change?
- How do we measure weather?
- What causes matter to change?
- Why should we care about weather?

Learning Objectives

Students will be able to…
- Describe the weather in the four seasons
- Tell what people wear in the different seasons/weather
- State their favorite season and support their answer with a reason
- Organize weather events and seasons using details

Unit Name: From Past to Present

Learning Goals: What do I want my students to learn?

Standards

NJSLS - *RI.3.1; RI.3.2; RI.3.3; RI.3.4; RI.3.5; RI.3.7; RI.3.8; RI.3.10; RF.3.3a; RF.3.3b; RF.3.3c; RF.3.3d; RF.3.4a; RF.3.4b; RF.3.4c; W.3.2a; W.3.2b; W.3.2c; W.3.2d; W.3.4; W.3.5; W.3.10; SL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.2; SL.3.3; SL.3.4; SL.3.6; L.3.2e; L.3.2f; L.3.3a; L.3.3b; L.3.4a; L.3.4b; L.3.5a; L.3.6*
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Fundamental Concepts / Big Ideas

- How can we preserve our traditions?
- Why are traditions important?
- What is my heritage? / What is known about my heritage?
- How is my culture similar or dissimilar from other cultures?
- What makes up a culture?

Learning Objectives

Students will be able to…
- Discuss parts of traditions students experience and participate in
- Identify different narrative points of view using pronouns
- Differentiate homophones in meaning using context
- Analyze character emotions and reasons behind them

Unit Name: Blast! Crash! Splash! : Forces of Nature

Learning Goals: What do I want my students to learn?

Standards

NJSLS - *RL.3.1; RL.3.3; RL.3.4; RL.3.5; RL.3.7; RL.3.10; RI.3.3; RI.3.4; RI.3.5; RI.3.6; RI.3.7; RI.3.8; RI.3.9; RI.3.10; RF.3.3a; RF.3.3c; RF.3.3d; RF.3.4a; RF.3.4b; RF.3.4c; W.3.2a; W.3.2b; W.3.2c; W.3.2d; W.3.4; W.3.5; W.3.6; W.3.7; W.3.10; SL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.2; L.3.1b; L.3.4a; L.3.4b; L.3.4c; L.3.5a; L.3.5c; L.3.6*

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Fundamental Concepts / Big Ideas

- What forces can change Earth?
- What is the process of volcano erupting?
- How does figurative language enhance my writing?
- How do I add detail to my writing to make it more exciting?
- How does my understanding of the world help me understand text?

Learning Objectives

Students will be able to…
- Explain the process of volcano eruption
- Identify and differentiate types of figurative language
- Express ideas and opinions in speaking and writing
- Create inferences using mental imagery and photos
- Predict effects of natural disasters after reading a text

Unit Name: Getting There: Goals

Learning Goals: What do I want my students to learn?

Standards

NJSLS - RL.3.1; RL.3.3; RL.3.4; RL.3.5; RL.3.10; RI.3.1; RI.3.2; RI.3.3; RI.3.5; RI.3.6; RI.3.7; RI.3.8; RI.3.9; RI.3.10; RF.3.3a; RF.3.3b; RF.3.3c; RF.3.3d; RF.3.4a; RF.3.4b; RF.3.4c; W.3.1a; W.3.1b; W.3.1c; W.3.1d; W.3.4; W.3.5; W.3.10; SL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.2; SL.3.4; SL.3.6; L.3.2e; L.3.2f; L.3.3a; L.3.3b; L.3.4b; L.3.4c; L.3.4d; L.3.5c; L.3.6

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Fundamental Concepts / Big Ideas

- What tools can we use to achieve our goals?
- What do I want to achieve?
- How do I ask for advice and make a plan?
- Who are my heroes and why do I admire them?

Learning Objectives

Students will be able to…
- Infer character traits based on actions, feelings, dialogue, and thoughts
- Identify steps characters use to achieve goals
- Express ideas and opinions in speaking and writing
- Apply descriptive detail using multiple adjectives in order
- Discuss character traits needed to achieve goals