

## Background: Two-Weeks at a Glance (TWAG) Outlines

Beginning in the 2016-17 school year the ELA K-5 SCS curriculum maps will include six or more “TWAG outlines” throughout the year in each grade. *ESL has opted to develop TWAGs for the entire year, digging deeply into a high-quality, complex anchor text from the Journeys series in order to build student knowledge around the topic of the story.* By studying a high-leverage topic over two weeks, students will have more opportunities to grow their knowledge and vocabulary, while simultaneously building their literacy skills. It is important to note that while the map will skip some texts in *Journeys* to build in time for the TWAG outlines, teachers should **continue with the foundational skills strand** as outlined in the text and the maps. The foundational skills strand follows a systematic, research based progression, and it is highly recommended that teachers use that progression to guide their instruction. TWAG outlines were developed by SCS teachers and coaches in partnership with [Student Achievement Partners](#) and other districts across the country.

### How to Use the Literacy Curriculum Maps

Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, students must receive literacy instruction aligned to each of the elements of effective literacy program seen in the figure to the right.

This curriculum map is designed to help teachers make effective decisions about what literacy content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

- (1) Regular practice with complex text and its academic language.**
- (2) Reading, writing, and speaking grounded in evidence from text, both literary and informational.**
- (3) Building knowledge through content-rich nonfiction.**



## Complex Text

- Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers.
- The standards build a staircase of text complexity so that all students are ready for the demands of college and career-level reading no later than the end of the high school.

## Evidence from Text

- The standards place a premium on students writing to sources. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care.
- The standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence will be essential for effective argumentative and informational writing.

## Building Knowledge

- Building knowledge through content rich non-fiction plays an essential role in literacy and in the standards. In K-5, fulfilling the standards requires a 50-50 balance between informational and literacy reading.
- Informational reading primarily includes content rich non-fiction in history/ social studies, sciences and the arts.
- The K-5 standards strongly recommend that students build coherent general knowledge both within each year and across years.

**Elements of Lesson Planning with Attention to Language:**

Effective lesson planning for ELLs begins with, and includes all 6 of the following components (in no particular order):

- Identify student's language strengths and other assets using WIDA's CAN DO philosophy.
- Attend to sociocultural contexts of language use.
- Create contexts for meaningful use of language.
- Recognize language development processes (current proficiency level within a domain and context).
- Identify language embedded in content standards (Features of Academic Language).
- Use language supports (e.g., word banks, sentence frames, and/or paragraph models).
- Incorporate all 4 language domains (listening, reading, speaking, writing).

**Using the WIDA MPIs**

- WIDA English Language Development (ELD) standards and links to Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. By referencing the provided MPIs and those MPIs within the given links, teachers can **craft "I can" statements** that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.
- Used in conjunction with a WIDA Can Do Name Chart and *WIDA Can Do Key Uses* booklet found within the ESL Teacher notebook, the ESL teacher can also discuss reasonable expectations for each ELL with classroom teachers for mainstream classroom instruction.

*Sample MPI or grade 1 Reading for Information*[Model Performance Indicators \(MPIs\)](#)

Reading for Information #1 Ask and answer questions about key details in a text.					
	<b>Level 1: Entering</b>	<b>Level 2: Emerging</b>	<b>Level 3: Developing</b>	<b>Level 4: Expanding</b>	<b>Level 5: Bridging</b>
Reading	<i>Identify answers to yes/no or WH- questions about informational text with labeled visual support.</i>	<i>Answer questions about key details from illustrated informational texts written in repetitive sentence patterns with labeled visual support.</i>	<i>Ask and answer questions about key details in illustrated texts written in simple and compound sentence structures while working with a partner.</i>	<i>Ask and answer questions about key details in illustrated/non-illustrated texts written in compound sentence structures while working with a partner.</i>	<i>Ask and answer questions about key details in a text written in compound and complex sentence structures while working with a partner.</i>

**Using the Curriculum Maps, Grade K-5 ESL TWAG**

- Begin by examining the selected text(s).** Read the text carefully and consider what topic or content students should learn from reading the text. Then, review the **aligned essential question** and **culminating task** your topic focus for the week. Review the target Reading Foundational Skills resources to internalize the weekly outcomes for students. At this grade band, **foundational skills and language comprehension are of equal importance** and need to be addressed fully every day.

\*Locate the **TDOE Standards and related MPIs** at the end of each week. Analyze the language of the standards and consider how the text supports the listed reading standards. Note that Reading Anchor Standard 1 and Reading Anchor Standard 10 should be addressed every week, as students should consistently be reading rigorous grade-level texts and citing evidence when writing or speaking about the text:

  - CCR Reading Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - CCR Reading Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
- Consult your **Journeys Teachers' Edition (TE)** and other **cited references** to map out your week(s) of instruction.
- Plan your weekly and daily objectives, using the **Model Performance Indicators (MPIs)** as a guide. Be sure to plan your own objectives to meet the needs of your students. As a reminder, while lesson and unit objectives should be aligned to grade-level standards, standards and objectives are not synonymous and standards mastery develops over time (not in a single lesson).

Consistent with Teach 1-4 of the TEM, teachers/teams are expected to carefully develop literacy learning objectives that carefully consider the text, target (standard, objective), task, and learner (including assessment of/for learning).

4. Study the suggested **culminating activity** at the end of each week, and match them to your objectives. Consider how tasks best target the essential question and content for the week, as well as alignment to standards. **Develop a writing rubric**, which encompasses weekly skills students are required to display within their writing (vocabulary, grammar, syntax, etc.)
5. When planning for the reading of a text, **plan the questions** you will ask each day using these three types of questions: those that derive general understanding, those that address craft and structure, and those that elicit an overall meaning of the text. Be sure that the questions you ask will lead students to better understand the text and lead to success on your selected performance assessments. They should also build toward your essential question. Remember at this grade band, complex texts need to be addressed through a **read aloud or shared reading**, as students have not fully mastered decoding skills well enough to tackle complex text on their own.
6. Examine the other standards and skills you will need to address—writing, language skills, and speaking and listening skills. Review the suggested vocabulary for explicit instruction as listed in the map *in addition* to the words you choose for your ELLs.
7. Consider how you will support building student knowledge through supplemental reading, content, research, and/or writing around the topic for the week. Review how the two weeks work together to build knowledge by previewing suggested (linked) resources.
8. Remember to include differentiated activities for small group instruction and literacy stations- based on **MPs** and student English Language Proficiency. Reference **“SWAG” documents** for resources within literacy work stations.

*During weeks 1 and 2 of quarter 1, the identification and placement of English Language Learners is of utmost importance, as mandated by TDOE Policy 3.207.*

#### **FOR RETURNING STUDENTS:**

- ✓ Prepare Parent Notification and Response Letters – double-sided
- ✓ Send PNL, PRL, and *WIDA Report* home & file returned PRL document (with signature) in your 16-17 ESL file
- ✓ Provide a copy of the student’s *WIDA Individual Student Report* to classroom teachers if you wish- but you will be providing the CAN DO Name Chart with similar information.

#### **FOR NEW STUDENTS:**

- ✓ Access PHLS via Infosnap (follow instructions on form in Appendix). For students whose PHLS reflects anything other than English on it:
  - ✓ Write the student name and required info on the school composite
  - ✓ Administer the W-APT. (IF you are certified to do so.) Keep a copy of the test result sheet in your ESL file.
    - ✓ If student qualifies for ESL, place W-APT scores on composite AND mark X in the ELL box

- ✓ K & 1 will be raw scores/ 2-12 use online W-APT calculator: <https://www.wida.us/assessment/w-apt/ScoreCalculator.aspx>
- ✓ If student does not qualify, place scores on composite
- ✓ \*Send an updated composite to Cyndi Purnell at the ESL office by August 19.
  - ✓ To: Cyndi Purnell/ NE Regional Office/ Route 1/ Attn: ESL
- ✓ CONTINUE to send in information on new students to Cyndi each time a new child is tested (whether they qualify or not).

### FOR YOURSELF, the ESL TEACHER:

- ✓ Become W-APT Certified. Visit [wida.us](http://wida.us) and log in. Complete the W-APT Administrator Checklist and fax a copy of your Training Certificate to (901) 416-7628 by Aug. 12.
- ✓ Use the *WIDA Summative School Roster Report* for scheduling purposes & to identify student strengths and domain/ áreas for focus. Use WIDA CAN DO Name Charts (See forms in appendix) for grouping students by areas of strength and weakness within each domain.
  - ✓ Per grade level(s) taught
  - ✓ Within mixed grade levels if serving more than 1 school
  - ✓ Be sure to add new students who qualified for ESL this year
  - ✓ Gather teacher schedules so you may know lunch & support times for each grade level
  - ✓ Design a preliminary ESL Schedule and present this to your admin &/or classroom teachers.
    - ✓ Remain flexible. More than likely, this may need to change.
    - ✓ Check to make sure that you have ALL of your 3.6 & below students scheduled for one hour (or one class period in grades 6-12)
  - ✓ Send *ESL Teacher Schedule* template to [purnellmc@scsk12.org](mailto:purnellmc@scsk12.org) by Sept. 1
- ✓ Review the ESL curriculum & resources. Be prepared to show evidence of planning for instruction for week 3, as weeks 1 & 2 are almost always dedicated to locating students, testing students, and completing LSPs.

### FOR CLASSROOM TEACHERS:

- ✓ Begin working on Language Support Plans. *Each ELL should have an LSP (Not T1-T4).*
- ✓ Provide the LSP along with the WIDA Can Do Name Chart (with ALL ELLs in that teacher's class) to mainstream teachers no later than September 1 (or closest Monday).
  - ✓ Provide via email or paper versión
  - ✓ We encourage you to hold a meeting with all of your classroom teachers to provide the LSP & WIDA Can Do Charts (and possibly copies of student score reports if you wish).  
 Explain how teachers can use this information to better support their students.  
 Stress the importance of adhering to the state mandate which requires one hour of ESL service per day for those students who scored a 3.6 & below. *Review the ESL curriculum* with teachers and be able to explain how you would plan for a week of instruction in your classroom. (Show them the curriculum & the resources you will use. Discuss the standards you will address

and how you will also focus on English Language Development through the integration of listening, speaking, Reading, and writing.

### FOR SCHOOL PRINCIPALS AND BUILDING TEST COORDINATORS:

- ✓ Provide the most updated school composite (continually).
- ✓ Provide a copy of your ESL Teacher Schedule (as sent to Cyndi Purnell, Principal only)

### Additional WIDA Certification Requirements and Deadlines:

Note: W-APT Certification is mentioned within the BOY Checklist above.

- ✓ **WIDA ACCESS Online Certification** may begin as early as October 1. ESL Teachers must be certified by one month prior to the test window (For 2017, this is February 6) so they may be prepared to administer this spring assessment. Go to [wida.us](http://wida.us) and login. Go to the My Account & Secure Portal. Click on the Grades 1-12 Online ACCESS icon. Complete the checklist up until & including the “one month prior” list. Fax WIDA training certificate to the ESL office at 416-7628.

**WIDA ACCESS Placement Test (W-APT)** The W-APT (short for the WIDA-ACCESS Placement Test) is an English language proficiency screener test given to incoming students who may be designated as English language learners (those students who have been identified as NELB). It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is an adaptive test that can gauge students' proficiency up to and beyond Level 5 of the WIDA English Language Proficiency (ELP) levels.

For grade 1, first semester, the **W-APT will initially assess Listening & Speaking**, along with the following skills:

Reading	Writing
<ul style="list-style-type: none"> <li>▪ Can match simple pictures to each other</li> <li>▪ Can recognize letters</li> <li>▪ Can recognize words</li> <li>▪ Can read simple phrases</li> <li>▪ Can read simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can copy letters</li> <li>▪ Can complete simple words with initial letter</li> <li>▪ Can write simple words</li> <li>▪ Can write simple phrases</li> <li>▪ Can write simple sentences</li> </ul>

### Additional Resources for Q1 weeks 1-2:

#### Read Alouds:

As weeks 1 and 2 vary according to ELL numbers within each school, obtaining outside resources for **read aloud opportunities** assist teachers in maintaining a flexible schedule while assessing new NELB students. For returning ELL students, the following resource, along

with a trip to the school or local public library allow for the introductory time which is essential to set newcomers at ease. Teachers may also wish to peruse the [epic website](#) to find books mentioned within the (grades 2-3) [CCR ELA Exemplar Resource: Instruction with Performance Assessment](#) resource provided via *Journeys*. Academic vocabulary may be found on page 185, and each story includes instructional recommendations for English Language Learners.

### Initial Assessments:

The (grades 1-6) [Emerging Literacy Survey](#) from *Journeys* provides opportunities for initial assessment within phonemic awareness and concepts of print and decoding. *General Guidelines* for administering the survey are found on page 2. The *Summary form* for Beginning Skills is found on page 34 of this resource should be printed off and kept for reassessing students in week 9 of Q1. The following areas are assessed for grades K-1: rhyme, beginning sounds, blending onsets and rimes, segmenting onsets and rimes, phoneme blending, phoneme segmentation, concepts of print, letter naming, word recognition, word writing, and sentence dictation.

Grade 3 Weeks 3-4	Week 1
<b>Unit Topic:</b> Education	
<b>Essential Questions:</b> What does Mr. Keene learn about the value of education at home and at school?	
<b>Standards</b>	<a href="#">RI 3.3, 3.4, 3.10; W.3.2 SL 3.1</a> <a href="#">Livebinder for MPI</a>
<b>Anchor Text (Text type, Lexile)</b> <ul style="list-style-type: none"> <li>Text based comprehension</li> <li>Text based discussion</li> </ul> (Whole and Small Group)	<b>Journeys: <a href="#">A Fine, Fine School</a></b> *** Hyperlink connects to Journeys Teacher's Edition. Teachers must scroll to the story. Students will respond to questions orally or in writing in whole group or with a partner from the Guided Reading <a href="#">Oral Language Cards</a> Text Specific Questions from the text
<b>Building Knowledge</b> <ul style="list-style-type: none"> <li>Leveled readers</li> <li>Paired Text</li> <li>Supplemental Materials</li> </ul> (Whole and Small Group)	<b>Option 1:</b> <a href="#">Language Support Cards</a> Refer to the discussion questions on the back of the card to build student knowledge about school. <b>Option 2:</b> <a href="#">School flashcards</a> <b>Option 3:</b> <a href="#">RAZ: So Much to Learn</a>

Vocabulary	Fine, principal, education, certainly, worried, skipping, proud, announce Teacher chosen Tier 2 words: _____, _____, _____
Language/ Syntax <ul style="list-style-type: none"> <li>Spelling and Grammar</li> </ul>	Follow the daily <b>Grammar</b> and <b>Spelling</b> sequence of activities Short vowels VCCV patterns Students will work with a partner to reread a portion of the text. Students will identify words with the vccv pattern (person, enjoy, Monday, Sunday...) Simple sentences Students will work with a partner to identify short vowels in school related vocabulary. (Flashcards can be used for support) Students will write simple sentences using short vowel words that describe what they do and see in school.  <a href="http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf">http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf</a> Section G:
Writing <ul style="list-style-type: none"> <li>Response to text</li> <li>Writing Process</li> <li>Culminating task</li> </ul> <p>Aligned with the EQ and topic for the week</p>	Choose one of the following based upon your students' language proficiency. <ol style="list-style-type: none"> <li>Describe why Mr. Keene feels he has a fine school. Use evidence for fine and to support your description.</li> <li>Tillie and Mr. Keene have different ideas about what makes a fine education. Describe the differences between Tillie's and Mr. Keene's points of view.</li> <li>At the end of the story Mr. Keene says "this is a fine school, but not everyone is learning." Explain what it means to learn. Based upon the story, what can you learn at home that you might not learn at school.</li> <li>Imagine you were Mr. Keene and you wanted to convince your teachers and students to come to school during the summer. Write a letter to letter to your teachers and students describing all the things they will learn.</li> </ol>
Foundational Skills <ul style="list-style-type: none"> <li>Fluency</li> <li>Decoding</li> <li>Word Work</li> </ul>	Follow the daily <b>Phonics</b> and <b>Fluency</b> sequence of activities Short vowels VCCV patterns  Accuracy

## Grades 3 weeks 3-4

## Week 2

Essential Question:	What can we learn at home and at school
Standards	<a href="#">RI 3.3, 3.4, 3.10; W.3.2 SL 3.1</a> <a href="#">Livebinder for MPI</a>



<p>Anchor Text</p> <ul style="list-style-type: none"> <li>Rereading for fluency practice, additional comprehension support or independent reading practice</li> <li>Writing Support</li> </ul>	<p>See resources below. Text Dependent Question Stems: <a href="http://1.usa.gov/23pFZAE">http://1.usa.gov/23pFZAE</a></p>
<p>Building Knowledge</p> <ul style="list-style-type: none"> <li>Leveled readers</li> <li>Paired Text</li> <li>Supplemental Materials</li> </ul> <p>(Whole/Small Group, and Independent work) <b>All students experience all texts and resources regardless of level</b></p>	<p>From the Journeys Leveled Readers:</p> <ul style="list-style-type: none"> <li><a href="#">My Dad My Teacher</a></li> <li><a href="#">We Love You Mrs. Pinkerville</a></li> <li><a href="#">Mrs. Pinkerville You're Our Star</a></li> <li><a href="#">Mrs. F Goes Back to School</a></li> </ul> <p>Other Resources: Shopkins Go Back to School -video <a href="https://www.youtube.com/watch?v=d80ghDGwtmg">https://www.youtube.com/watch?v=d80ghDGwtmg</a> <a href="#">A Helper at the School Library</a></p>
<p>Vocabulary <i>Drawn from the texts</i></p>	<p>Fine, principal, education, certainly, worried, skipping, proud, announce Teacher chosen Tier 2 words: _____, _____, _____</p>
<p>Language/ Syntax</p> <ul style="list-style-type: none"> <li>Spelling and Grammar</li> </ul>	<p>Follow the daily <b>Grammar</b> and <b>Spelling</b> sequence of activities-</p> <p>Short vowels VCCV patterns Simple sentences</p> <p>Students will work with a partner to identify short vowels in school related vocabulary. (Flashcards can be used for support)</p> <p>Students will write simple sentences using short vowel words that describe what they do and see in school.</p> <p><a href="http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf">http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf</a> Section G:</p>

Writing <ul style="list-style-type: none"> <li>• Response to text</li> <li>• Writing Process</li> <li>• Culminating task</li> </ul> Aligned with EQ and topic for the week	Students will complete the writing process (edit, revise, publish) with the culminating task from the previous week.
Foundational Skills <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Decoding</li> <li>• Word Work</li> </ul>	Follow the daily <b>Phonics</b> and <b>Fluency</b> sequence of activities Short vowels VCCV patterns Accuracy

### ESL Supplemental Work Station and Gradual Release Template Grade 3 Quarter Weeks 3-4

<b>STORY INFORMATION :</b>	<b>Topic: Education</b>
<i>A Fine, Fine School</i>	
Essential Question:	What does Mr. Keene learn about the value of education at home and at school?
Gradual Release of Responsibility	*See <i>Gradual Release of Responsibility Example Behaviors</i> at end of document.
Culminating Task <a href="#">W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</a>	<ul style="list-style-type: none"> <li>▪ Describe why Mr. Keene feels he has a fine school. Use evidence for fine and to support your description.</li> <li>▪ Tillie and Mr. Keene have different ideas about what makes a fine education. Describe the differences between Tillie's and Mr. Keene's points of view.</li> <li>▪ At the end of the story Mr. Keene says "this is a fine school, but not everyone is learning." Explain what it means to learn. Based upon the story, what can you learn at home that you might not learn at school.</li> <li>▪ Imagine you were Mr. Keene and you wanted to convince your teachers and students to come to school during the summer. Write a letter to letter to your teachers and students describing all the things they will learn.</li> </ul>
Stations Activities : <a href="#">FS. 3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</a>	<b>1): Phonics:</b> <b>Short vowels</b> <a href="#">Word Study Cards</a> <a href="#">Journey's Literacy and Language Guide p. 56</a> Word Sort Word Hunt: chose an excerpt from <i>A Fine, Fine School</i> have students hunt for words with short vowel sounds and

[L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words](#)

[RL 3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.](#)

[RL 3.1 Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.](#)

[RL 3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.](#)

[L. 3.6: Acquire and use accurately a range of](#)

write them on a 5-column chart. Students will work with a partner to hunt and peer-check.

**VCCV patterns:**

[A Readers Notebook p.6](#)

[Journey's Literacy and Language Guide \(p.106\)](#)

## 2)Comprehension/Building Knowledge:

[Mes-english](#) flashcards: school vocabulary Students will write simple sentences using the vocabulary words to describe life at school.

[Oral Language Cards : students will work with a partner to answer the question located on the cards. Students will use the cards to say/write a summary of \*A Fine, Fine School\*.](#)

- From the Journeys Leveled Readers: For each reader: Students will use the illustrations to help them understand what they are reading. Students will partner read to summarize how education in school is different than at home.
- [My Dad My Teacher](#)
- [We Love You Mrs. Pinkerville](#)
- [Mrs. Pinkerville You're Our Star](#)
- [Mrs. F Goes Back to School](#)

**Think and Write:** follow guidelines for beginning, on-level, and reach higher.

## 3) Vocabulary:

[Journey's Vocabulary Cards](#)

[Journey's Literacy Station Word Work: Clue Me In](#)

[Mes-english](#) flashcards: **For beginners/newcomers:** using the website, teachers can create a "school places/items die". In the station, students will roll the die, name the place/item and then say or write a sentence with the item.

**For intermediate/advanced:** after rolling the die: students can describe how Tillie would use the item for education. Students can describe what activities they do/learn in the school location.

**Fine, principal, education, certainly, worried, skipping, proud, announce:** Students will work in a group to

<a href="#">general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening</a>	complete a write around, using the targeted vocabulary to write a summary of the story.
Other notes	4.) Fluency: <a href="#">Journey's Listen and Read</a>  For scaffolding: Language frames: <a href="#">Academic Language Functions</a> <a href="#">Very simple frames</a> <a href="#">More frames</a> <a href="#">Links to leveled standards</a> - for every standard, this resource provides additional support to teachers for creating scaffolded activities.

Grade 3 Weeks 5-6	Week 1
<b>Unit Topic:</b> Engineering	
<b>Essential Questions:</b> What did it take to make the Golden Gate Bridge a beautiful bridge?	
<b>Standards</b>	<a href="#">RI 3.3, 3.4, 3.10; W.3.1 SL 3.1</a> <a href="#">Livebinder for MPI</a>
<b>Anchor Text (Text type, Lexile)</b> <ul style="list-style-type: none"> <li>Text based comprehension</li> <li>Text based discussion (Whole and Small Group)</li> </ul>	Journeys: <a href="#">Pop's Bridge</a> <b>Hyperlink connects to Unit 1 Teacher's Edition. You must scroll to get to the text</b> Students will respond to questions orally or in writing in whole group or with a partner from the Guided Reading <a href="#">Oral Language Cards</a> Text Specific Questions from the text
<b>Building Knowledge</b> <ul style="list-style-type: none"> <li>Leveled readers</li> <li>Paired Text</li> <li>Supplemental Materials (Whole and Small Group)</li> </ul>	<b>Option 1: <a href="#">Google Images</a></b> <b>Teachers should choose several images of great monuments or architectural works</b> <ol style="list-style-type: none"> <li>What do you notice about these monuments?</li> <li>What do you think people had to do in order to create them?</li> <li>Look at the image of _____. What kinds of tools or inventions might have been used to create the monument?</li> </ol> <b>Option 2: <a href="#">Pop's Bridge Journey's Language Support Cards</a>:</b> The same questions will apply to the Language Support Card <a href="#">The Bixby Bridge Teacher Read Aloud</a>

	<p><b>Hyperlink connects to Unit 1 Teacher's Edition. You must scroll to get to the text</b></p> <p><b>Option 3: <a href="#">Building Bridges -video</a></b></p>
<p>Vocabulary <i>Drawn from the texts</i></p>	<p>Foggy, tide, stretch, crew, balance, cling excitement, cable, <a href="#">Vocabulary in Context Cards</a> Teacher chosen Tier 2 words: _____, _____, _____</p>
<p>Language/ Syntax • Spelling and Grammar</p>	<p>Follow the daily <b>Grammar</b> and <b>Spelling</b> sequence of activities Long /o/ Common Proper Nouns Students will write sentences describing monuments and how they were built. Students will identify the proper noun in each sentence. <a href="http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf">http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf</a> Section G:</p>
<p>Writing • Response to text • Writing Process • Culminating task <i>Aligned with topic for the week</i></p>	<p>Choose one of the following based upon your students' language proficiency.</p> <ol style="list-style-type: none"> <li>Describe why Robert thinks that the Skywalker have the most important job. Use evidence from the text to support your answer.</li> <li>Charlie and Robert's dads have different jobs on the bridge. What can you learn about how bridges are built from what their jobs require?</li> <li>At the beginning of the story Robert reveals that people call the Golden Gate Bridge "the impossible bridge". Write a paragraph explaining why people thought it was impossible to make the bridge and how the builders succeeded.</li> </ol> <p>Sentence Starters for explaining, describing, and supporting: <a href="http://moodle.asw.waw.pl/mod/page/view.php?id=135345">http://moodle.asw.waw.pl/mod/page/view.php?id=135345</a> <a href="#">ACE graphic organizer</a> for using evidence to explain</p>
<p>Foundational Skills • Fluency • Decoding • Word Work</p>	<p>Follow the daily <b>Phonics</b> and <b>Fluency</b> sequence of activities /oa/ /ow/ <a href="#">RAZ Joan's Oats and Moe's Crows</a> Students will work with a partner to read the story out loud and highlight the targeted phonics skill of the story.</p>

## Grades 3 Weeks 5-6

## Week 2

Essential Question:	What did it take to make some of the world's most famous monuments?
Standards	<a href="#">RI 3.3, 3.4, 3.10; W.3.1 SL 3.1</a> <a href="#">Livebinder for MPI</a>
Anchor Text <ul style="list-style-type: none"> <li>Rereading for fluency practice, additional comprehension support or independent reading practice</li> <li>Writing Support</li> </ul>	<p>From Journeys</p> <ul style="list-style-type: none"> <li><a href="#">The Tallest Tower</a></li> <li><a href="#">Sky High Dreams</a></li> </ul> <p><a href="#">Building a New Barn- Journey's Write-In reader</a></p>
Building Knowledge <ul style="list-style-type: none"> <li>Leveled readers</li> <li>Paired Text</li> <li>Supplemental Materials</li> </ul> <p>(Whole/Small Group, and Independent work)  <b>All students experience all texts and resources regardless of level</b></p>	<p>Other Resources:  <a href="#">Reading A-Z: Close Reading Pack- making something grand</a>  <a href="#">Building a Bridge</a>  <a href="#">Seven Wonders of the Modern World</a></p> <p>Text Dependent Question Stems:  <a href="http://1.usa.gov/23pFZAE">http://1.usa.gov/23pFZAE</a></p>
Vocabulary <b>Drawn from the texts</b>	<p>Foggy, tide, stretch, crew, balance, cling excitement, cable,  <a href="#">Vocabulary in Context Cards</a>  Teacher chosen Tier 2 words: _____, _____, _____</p>
Language/ Syntax <ul style="list-style-type: none"> <li>Spelling and Grammar</li> </ul>	<p>Follow the daily <b>Grammar</b> and <b>Spelling</b> sequence of activities</p> <p>Long /o/  Common Proper Nouns  Students will write sentences describing monuments and how they were built. Students will identify the proper noun in each sentence.</p> <p><a href="http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf">http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf</a> Section G:</p>

<p>Writing</p> <ul style="list-style-type: none"> <li>• Response to text</li> <li>• Writing Process</li> <li>• Culminating task</li> </ul> <p>Aligned with topic for the week</p>	<p>Students will complete the writing process (edit, revise, publish) with the culminating task from the previous week.</p>
<p>Foundational Skills</p> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Decoding</li> <li>• Word Work</li> </ul>	<p>Follow the daily <b>Phonics</b> and <b>Fluency</b> sequence of activities</p> <p>/oa/ /ow/  <a href="#">RAZ Joan's Oats and Moe's Crows</a></p> <p>Students will work with a partner to read the story out loud and highlight the targeted phonics skill of the story.</p>

### ESL Supplemental Work Station and Gradual Release Template Grade 3 Quarter 1 Weeks 5-6

STORY INFORMATION:	Topic: Engineering
<i>Pop's Bridge</i>	
Essential Question:	What did it take to make the Golden Gate Bridge a beautiful bridge?
Gradual Release of Responsibility	*See <i>Gradual Release of Responsibility Example Behaviors</i> at end of document.
<p>Culminating Task</p> <p><a href="#">W.3.2</a>  <a href="#">Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</a></p>	<p>Choose one of the following based upon your students' language proficiency.</p> <ol style="list-style-type: none"> <li>8. Describe why Robert thinks that the Skywalker have the most important job. Use evidence from the text to support your answer.</li> <li>9. Charlie and Robert's dads have different jobs on the bridge. What can you learn about how bridges are built from what their jobs require?</li> <li>10. At the beginning of the story Robert reveals that people call the Golden Gate Bridge "the impossible bridge". Write a paragraph explaining why people thought it was impossible to make the bridge and how the builders succeeded.</li> </ol> <p>Sentence Starters for explaining, describing, and supporting: <a href="http://moodle.asw.waw.pl/mod/page/view.php?id=135345">http://moodle.asw.waw.pl/mod/page/view.php?id=135345</a>  <a href="#">ACE graphic organizer</a> for using evidence to explain</p>
<p>Stations Activities</p> <p><a href="#">FS. 3.3 Know and apply grade-level phonics and word analysis skills in</a></p>	<p><b>1): Phonics:</b>  <a href="#">Word Study Cards (Lesson 4)</a>  <a href="#">Journey's Literacy and Language Guide</a> p. 62          /oa/ /ow/</p>

<p><a href="#">decoding words.</a></p>	<p><a href="#">RAZ Joan's Oats and Moe's Crows</a> Students will work with a partner to read the story out loud and highlight the targeted phonics skill of the story.</p>
<p><a href="#">RL 3.1 Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</a></p>	<p><b>2): Comprehension/Building Knowledge:</b> <a href="#">Pop's Bridge Journey's Language Support Cards:</a></p> <ol style="list-style-type: none"> <li>4. What do you notice about these monuments?</li> <li>5. What do you think people had to do in order to create them?</li> <li>6. Look at the image of _____. What kinds of tools or inventions might have been used to create the monument?</li> </ol> <p><a href="#">Oral Language Cards</a> Text Specific Questions from the text</p> <p>From the Journeys Leveled Readers: For each reader: Students will use the illustrations to help them understand what they are reading. Students will partner read to summarize the innovations used to create the monuments.</p>
<p><a href="#">RL 3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</a></p>	<ul style="list-style-type: none"> <li>• <a href="#">The Tallest Tower</a></li> <li>• <a href="#">Sky High Dreams</a></li> <li>• <a href="#">Building a New Barn- Journey's Write-In reader</a></li> </ul> <p><a href="#">Pop's Bridge: Comprehension Listen and Read</a></p>
<p><a href="#">L. 3.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening</a></p>	<p><b>3): Vocabulary:</b> <a href="#">Journey's Vocabulary Cards Lesson 4</a> Foggy, tide, stretch, crew, balance, cling excitement, cable, <a href="#">Vocabulary in Context Cards</a> Students will work in a group to complete a write around, using the targeted vocabulary to write a summary of the story.</p> <p><b>Common Proper Nouns</b> Students will write sentences describing monuments and how they were built. Students will identify the proper noun in each sentence.</p>



Other notes:

For scaffolding:  
 Language frames: [Academic Language Functions](#)  
[Very simple frames](#)  
[More frames](#)

[Links to leveled standards](#)- for every standard, this resource provides additional support to teachers for creating scaffolded activities.

Grade 3 Weeks 7-8	Week 1
<p><b>Unit Topic:</b> SPORTS/ TEAMS</p>	
<p><b>Essential Questions:</b> What makes Roberto Clemente a hero?</p>	
<p><b>Standards</b></p>	<p><a href="#">RI 3.3, 3.4, 3.10; W.3.2 SL 3.1</a>  <a href="#">Livebinder for MPI</a></p>
<p><b>Anchor Text (Text type, Lexile)</b></p> <ul style="list-style-type: none"> <li>Text based comprehension</li> <li>Text based discussion</li> </ul> <p>(Whole and Small Group)</p>	<p>Journeys: <a href="#">Robert Clemente: Pride of the Pittsburgh Pirates</a>  <b>***Hyperlink connects to Unit 1 Teacher's Edition. You must scroll to get to the text.</b>                      Students will respond to questions orally or in writing in whole group or with a partner from the Guided Reading Summary- <a href="#">Oral Language Cards</a>                      Text Specific Questions</p>

<p>Building Knowledge</p> <ul style="list-style-type: none"> <li>• Leveled readers</li> <li>• Paired Text</li> <li>• Supplemental Materials</li> </ul> <p>(Whole and Small Group)</p>	<p><b>Option 1: <a href="#">Language Support Cards</a></b>  Refer to the discussion questions on the back of the card to build student knowledge about baseball.</p> <p><b>Option 2:</b> Reading A-Z: <a href="#">Baseball</a> (multi-level text)  Refer to the baseball and baseball field posters to build knowledge and vocabulary  <a href="#">Spectacular Sports</a> provides additional resources for build knowledge</p>
<p>Vocabulary  <a href="#">Drawn from the texts</a></p>	<p>Stands, fans, score, league, slammed, polish, enthusiastic, style, Pronounced, established, astounding, impressed, walloped  <a href="#">Target Vocabulary Cards</a>  ***<i>Hyperlink connects to Unit 1 Teacher's Edition. You must scroll to get to the text.</i></p>
<p>Language/ Syntax</p> <ul style="list-style-type: none"> <li>• Spelling and Grammar</li> </ul>	<p>Follow the daily <b>Grammar</b> and <b>Spelling</b> sequence of activities  Plurals ending in -s- es  Long /i/  <a href="#">The Kind Knight</a></p>
<p>Writing</p> <ul style="list-style-type: none"> <li>• Response to text</li> <li>• Writing Process</li> <li>• Culminating task</li> </ul> <p><a href="#">Aligned with topic for the week</a></p>	<p>Choose one of the following based upon your students' language proficiency.</p> <ol style="list-style-type: none"> <li>11. Describe how Roberto Clemente always had a "fever to play and win at baseball." Provide evidence for both play and win</li> <li>12. Roberto Clemente wanted to become the greatest all-around baseball player there ever was. Describe how he worked toward his goal throughout his life.</li> <li>13. The author said "... his spirit lives on in the hearts of all he touched." Explain how Clemente's spirit lives on through both his professional and personal accomplishments.</li> <li>14. Imagine you were Roberto Clemente and you were asked to give a speech to inspire young baseball players. Write a speech about what you might say about your life.</li> </ol> <p>Sentence Starters for explaining, describing, and supporting:  <a href="http://moodle.asw.waw.pl/mod/page/view.php?id=135345">http://moodle.asw.waw.pl/mod/page/view.php?id=135345</a>  <b><a href="#">ACE graphic organizer for using evidence to explain</a></b></p>

<b>Foundational Skills</b> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Decoding</li> <li>• Word Work</li> </ul>	Follow the daily <b>Phonics</b> and <b>Fluency</b> sequence of activities Long /i/ spelled i, ie, igh Intonation
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<b>Grades 3 Weeks 7-8</b>	<b>Week 2</b>
<b>Essential Question:</b>	What makes certain athletes heroes to so many?
<b>Standards</b>	<a href="#">RI 3.3, 3.4, 3.10; W.3.2 SL 3.1</a> <a href="#">Livebinder for MPI</a>
<b>Anchor Text</b> <ul style="list-style-type: none"> <li>• Rereading for fluency practice, additional comprehension support or independent reading practice</li> <li>• Writing Support</li> </ul>	Students should read a variety of leveled texts on sports and team work. Text Dependent Question Stems: <a href="http://1.usa.gov/23pFZAE">http://1.usa.gov/23pFZAE</a>  See resources below.
<b>Building Knowledge</b> <ul style="list-style-type: none"> <li>• Leveled readers</li> <li>• Paired Text</li> <li>• Supplemental Materials</li> </ul> (Whole/Small Group, and Independent work) <b>All students experience all texts and resources regardless of level</b>	From the Journeys Leveled Readers: <ul style="list-style-type: none"> <li>• <a href="#">Willie Mays</a></li> <li>• <a href="#">The Home-Run King</a></li> <li>• <a href="#">Babe Ruth</a></li> <li>• <a href="#">Hank Aaron</a></li> </ul> Other Resources: <ul style="list-style-type: none"> <li>• <a href="#">The Basics of Baseball</a></li> <li>• <a href="#">"The Story of Roberto Clemente"</a> -video</li> </ul>
<b>Vocabulary</b> Drawn from the texts	Determination; sportsmanship, Teacher chosen Tier 2 words: _____, _____, _____
<b>Language/ Syntax</b> <ul style="list-style-type: none"> <li>• Spelling and Grammar</li> </ul>	Follow the daily <b>Grammar</b> and <b>Spelling</b> sequence of activities- Plurals ending in -s- es Long /i/ <a href="#">The Kind Knight</a>

<b>Writing</b> <ul style="list-style-type: none"> <li>• Response to text</li> <li>• Writing Process</li> <li>• Culminating task</li> </ul> <p>Aligned with topic for the week</p>	Students will complete the writing process (edit, revise, publish) with the culminating task from the previous week.
<b>Foundational Skills</b> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Decoding</li> <li>• Word Work</li> </ul>	<b>Follow the daily <b>Phonics</b> and <b>Fluency</b> sequence of activities</b> Long /i/ spelled i, ie, igh Intonation

### ESL Supplemental Work Station and Gradual Release Template Grade 3 Quarter 1 Weeks 7-8

<b>STORY INFORMATION:</b>	<b>Topic: SPORTS/ TEAMS</b>
<a href="#">Robert Clemente: Pride of the Pittsburgh Pirates</a>	
Essential Question:	What makes Roberto Clemente a hero?
Gradual Release:	See: <i>Gradual Release of Responsibility Example Behaviors</i> at end of document
Culminating Task	Choose one of the following based upon your students' language proficiency. <ol style="list-style-type: none"> <li>15. Describe how Roberto Clemente always had a "fever to play and win at baseball." Provide evidence for both play and win</li> <li>16. Roberto Clemente wanted to become the greatest all-around baseball player there ever was. Describe how he worked toward his goal throughout his life.</li> <li>17. The author said "... his spirit lives on in the hearts of all he touched." Explain how Clemente's spirit lives on through both his professional and personal accomplishments.</li> </ol>
Stations Activities:  <a href="#">FS. 3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</a>	<b>1): Phonics:</b> Long /i/  <a href="#">The Kind Knight</a>  <a href="#">Word Study Cards (Lesson 5)</a> <a href="#">Journey's Literacy and Language Guide p. 64</a> Word Sort Word Hunt: chose an excerpt from <i>Roberto Clemente</i> have students hunt for words with short vowel sounds and

	<p>write them on a chart. Students will work with a partner to hunt and peer-check.</p> <p><a href="#">A Readers Notebook p.57</a>  <a href="#">Journey's Literacy and Language Guide (p.106)</a></p>
<p><a href="#">RL 3.1 Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</a></p>	<p><b>2Comprehension/Building Knowledge:</b>  <a href="#">Oral Language Cards: students will work with a partner to answer the question located on the cards. Students will use the cards to say/write a summary of Roberto Clemente..</a></p> <ul style="list-style-type: none"> <li>• From the Journeys Leveled Readers: For each reader: Students will use the illustrations to help them understand what they are reading. Students will partner read to summarize how some baseball players are considered heroes.</li> </ul> <p>From the Journeys Leveled Readers:</p> <ul style="list-style-type: none"> <li>• <a href="#">Willie Mays</a></li> <li>• <a href="#">The Home-Run King</a></li> <li>• <a href="#">Babe Ruth</a></li> <li>• <a href="#">Hank Aaron</a></li> </ul> <p><b>Think and Write:</b> follow guidelines for beginning, on-level, and reach higher.</p>
<p><a href="#">RL 3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</a></p> <p><a href="#">L. 3.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening</a></p>	<p><b>3)Vocabulary:</b>  <a href="#">Journey's Vocabulary Cards (Lesson 5)</a>  <a href="#">Journey's Literacy Station Word Work: I Like Pie</a>  <a href="#">Teachers should follow directions from the work station.</a></p> <p>Stands, fans, score, league, slammed, polish, enthusiastic, style, Pronounced, established, astounding, impressed, walloped  <a href="#">Target Vocabulary Cards</a>  Students will work in a group to complete a write around, using the targeted vocabulary to write a summary of the story.</p>
	<p><b>***Hyperlink connects to Unit 1 Teacher's Edition. You must scroll to get to the text</b></p>

	<b>4.) Fluency:</b> <a href="#">Journey's Listen and Read (lesson 5)</a>
Other notes	For scaffolding: Language frames: <a href="#">Academic Language Functions</a> <a href="#">Very simple frames</a> <a href="#">More frames</a> <a href="#">Links to leveled standards</a> - for every standard, this resource provides additional support to teachers for creating scaffolded activities.

# Draft

## Gradual Release of Responsibility Example Behaviors

Teacher		Student
<p>I do it Modeled Instruction</p>	<ul style="list-style-type: none"> <li>• Provides direct instruction</li> <li>• Establishes goals and purpose</li> <li>• Models the expectation</li> <li>• Think aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Actively listens</li> <li>• Takes notes</li> <li>• Asks for clarification</li> </ul>
<p>We do it Guided Instruction / Guided Practice</p>	<ul style="list-style-type: none"> <li>• Interactive instruction</li> <li>• Works with students</li> <li>• Checks, prompts, clues</li> <li>• Provides additional modeling</li> <li>• Meets with needs-based groups</li> </ul>	<ul style="list-style-type: none"> <li>• Asks and responds to questions</li> <li>• Works with teacher and classmates</li> <li>• Completes process alongside others</li> </ul>
<p>They do it together Collaborative Practice</p>	<ul style="list-style-type: none"> <li>• Provides feedback</li> <li>• Moves among groups</li> <li>• Clarifies confusion</li> <li>• Provides support</li> </ul>	<ul style="list-style-type: none"> <li>• Works with classmates, shares outcome</li> <li>• Collaborates on authentic task</li> <li>• Consolidates learning</li> <li>• Completes process in small group</li> <li>• Looks to peers for clarification</li> </ul>
<p>You do it Independently Independent Practice</p>	<ul style="list-style-type: none"> <li>• Provides feedback</li> <li>• Evaluates progress toward the learning expectation</li> </ul>	<ul style="list-style-type: none"> <li>• Works alone</li> <li>• Relies on notes, activities, classroom learning to complete assignment</li> <li>• Takes full responsibility for outcome</li> </ul>

**Week 9:**

Week 9 affords the opportunity to assess decodable words, high-frequency words, reading sentences, fluency, and comprehension. Skills may be assessed via the use of the *Journeys Progress Monitoring Assessment* and by using the Reading A-Z and ReadWorks documents listed below. **Keeping a portfolio of student progress can assist in helping school personnel to determine if intervention or additional English Language Development scheduling is needed.**

During week 9, writing should remain an area of focus. For grade 3, it is important to note the 3 types of writing students are responsible for as they are listed within [TDOE's ELA Writing Standards](#). A review of past writing experiences and assessment of student need should lead teachers to focus on one type of writing to teach further.

**Grade 3 Writing Standards**

## Standard Text Types and Purposes

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 the 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 concluding statement or section.
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 illustrations when useful to aiding 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 concluding statement or section.
3. Write narratives to develop real or imagined experiences or events using effective 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.

**Journeys Progress Monitoring Assessments:** The test should take three to five minutes per lesson set. Prepare a test form for children (pages 1-8) and a teacher's test form (page xiv) for each child being tested. Use the teacher's test form to record the child's responses and scores *Assess students through lessons 7-8. See pages xi-xii for Scoring and Interpretation of assessment results.*



**Purpose:**

- To check on a child's growth or problems in learning skills and high- frequency words
- To target learning gaps by using these test results combined with test results from the core instructional program

**Sections on the Test**

- **A: Decodable Words** This section measures a child's ability to read decodable words independently. The words target phonics and structural elements taught in the last two lessons. Words in each row target skills from a single week's lesson.
- **B: Lessons 1–4, B: Reading Sentences** measures a student's ability to read sentences accurately. The sentences include decodable and high- frequency words taught in previous grades.
- **B: Lessons 5–30, B: Oral Reading of paragraphs** measures a student's reading fluency, which is a combination of accuracy and rate. Comprehension and vocabulary questions are also included to evaluate the student's understanding of what is read. Fluency goals are based on below grade-level norms in order to measure progress with intervention instruction. Use grade-level fluency norms, along with observation and program assessment, to determine whether or not a student can transition out of intervention.
- **Lessons 1–14, C: Reading Sentences** measures a child's ability to read sentences accurately. The sentences are a combination of decodable and familiar high-frequency words and become more complex as the year progresses.

**Please note:** Grade 3 students may need to be assessed via the [Journey's Kindergarten Progress Monitoring Assessment](#), or a *combination of K, [grades 1](#) & [grade 2](#)*. Please review grade K-2 week 9 Quarter 1 curriculum for specific areas to be assessed.

**Administering the Grade 3 Tests**

To administer **Decodable Words** (Section A) and **Reading Sentences** (Section B, Lessons 1–4):

- Ask the student to read each word or sentence aloud.
- Treat each word as a separate item.
- If a word is misread, write what the student said above the word.
- Draw a line through any words that are skipped, and insert words that the student adds. Mark self-corrections with an SC above the word.

**To administer Oral Reading (Section B, Lessons 5–30):**

- Have a clock or watch with a second hand or a stopwatch available to time the student’s reading.
- Explain that the test has two parts. First, you’ll listen as the student reads the passage aloud. Then you’ll ask a question about it. If the student does not know a word, remind him or her to use the Phonics- Decoding Strategy.
- Time the student’s reading for 30 seconds.
- If the student reads fewer than two of the first ten words, ask the student to stop. Write discontinue on the test form and a zero as the score.
- Draw a line through any mispronounced or omitted words. Write in words that the student inserts. Mark self-corrections with an SC above the word. (Self-corrections and repetitions will not be counted as errors.)
- Mark an X on the last word the student reads at the 30-second point.
- Allow the student to read to the end of the passage.
- Ask the comprehension and vocabulary questions. Use the rubric on the teacher’s test form to evaluate the response. Record a number

**Additional resources for week 9 assessment:**

**Fluency:** [Reading A-Z fluency passages](#) ([Reading A-Z Grade level correlation chart](#))

See: [The Desert Monster](#) Level R

**Comprehension:** ReadWorks: [A Bigger Pond](#) Lexile Level 740L

Additional reading passages may be found: [ReadWorks Reading Passages](#)