**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](http://achievethecore.org/) 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.**

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

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, fullfilling 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.

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 for grade 1 Reading for Information* [Model Performance Indicators (MPIs](http://www.livebinders.com/play/play?id=1089921))

|  |
| --- |
| Reading for Information #1Ask and answer questions about key details in a text. |
| Reading |  **Level 1: Entering** | **Level 2: Emerging** | **Level 3: Developing** | **Level 4: Expanding** | **Level 5: Bridging** |
|

|  |
| --- |
|  *Identify answers to yes/no or WH- questions about informational text with labeled visual support.*  |

 |

|  |
| --- |
|  *Answer questions about key details from illustrated informational texts written in repetitive sentence patterns with labeled visual support.*  |

 |

|  |
| --- |
|  *Ask and answer questions about key details in illustrated texts written in simple and compound sentence structures while working with a partner.*  |

 |

|  |
| --- |
|  *Ask and answer questions about key details in illustrated/non-illustrated texts written in compound sentence structures while working with a partner.*  |

 |

|  |
| --- |
|  *Ask and answer questions about key details in a text written in compound and complex sentence structures while working with a partner.*  |

 |

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

1. **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.
1. Consult your **Journeys Teachers’ Edition (TE)** and other **cited references** to map out your week(s) of instruction.
2. 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).
3. 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.)
4. 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.
5. 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.
6. 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.

Remember to include differentiated activities for small group instruction and literacy stations- based on **MPIs** and student English Language Proficiency. Reference “**SWAG” documents** for resources within literacy work stations.

Please reference the ESL K-5 Lesson Plan template for assistance in arranging Literacy Stations during week 1 and Text Stations during week 2 for each TWAG.

The following cross-reference to SCS ELA curriculum is provided to assist in making decisions about how best to use this ESL curriculum document in conjunction with ELA. Realizing that ESL students benefit from more time to develop knowledge of vocabulary and concept development within a particular topic, ESL teachers are advised to use the TWAG format to assist in doing so.

Quarter 3 ELA      Quarter 3 ESL TWAGs

|  |  |  |  |
| --- | --- | --- | --- |
| Weeks 1 & 2 | Ramona Quimby Age 8 (TWAG) | Weeks 1 & 2 | Ramona Quimby Age 8 |
| Week 3 | Judy Moody Saves the World |  |  |
| Week 4 | The Albertosauraus Mystery | Weeks 3 & 4 | The Albertosauraus Mystery |
| Weeks 5 & 6 | Boy, We Were Wrong About Dinosaurs (Building Knowledge) | Weeks 5 & 6 | Boy, We Were Wrong About Dinosaurs (Building Knowledge) |
| Weeks 7-9 | The Stories Julian Tells (Novel Study) | Weeks 7 & 8 | Life on the Ice |
|  |  | Week 9 | Formative Assessment |

**2- Week version:** Unit 3: Quarter 3 Weeks 1-2

|  |  |
| --- | --- |
| **Grade 3** |  WEEK 1 |
| **Unit Topic: Safety** |
| Essential Questions: Why are safety rules important in cooking? |
| StandardsWIDA: LOLA; SIL, LOS | READING LITERATURERL.3.1 Ask and answer questions 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, lesson, or moral and explain how it is conveyed through key details in the text.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of eventsRL.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 and contrast the themes, 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 poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.READING FOUNDATIONRF.3.3c Decode multisyllable words.RF.3.4a Read grade-level text with purpose and understanding.RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.WRITINGW.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.W.3.1b Provide reasons that support the opinion.W.3.1d Provide a concluding statement or section.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.W.3.2b Develop the topic with facts, definitions, and details.W.3.2d Provide a concluding statement or section.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.3.8 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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.SPEAKING AND LISTENINGSL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.SL.3.1d Explain their own ideas and understanding in light of the discussion.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.LANGUAGEL.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.L.3.1e Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.L.3.5b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).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*).[Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text (Text type, Lexile)* Text based comprehension
* Text based discussion

(Whole and Small Group) |  RL.3.1; RL.3.2; RL.3.3; RL.3.6; RL.3.7; RL.3.9; RL.3.10; RF.3.3c; RF.3.4a; RF.3.4b Read Aloud: Give Yourself a GiftAnchor Text: [Ramona Quimby Age 8: The Extra-good Sunday](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume3/launch.html)\*\*\* Hyperlink connects to Journeys Teacher’s Edition. Teachers must scroll to the story.Respond to text questions orally and in writing, questions from [Guided Summary Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896625_/launch.html?page=57A), or Closer Look |
| Building Knowledge* Leveled readers
* Paired Text
* Supplemental Materials

(Whole and Small Group) | **Option 1: Background knowledge for Vocabulary: Vocabulary Reader, Vocabulary in Context Cards****Option 2: ELL Readers: Carlo Watches the Boys****Option 3: Paired Selection: Imagine a Recipe** |
| VocabularyDrawn from the texts | Target vocabulary: festive, ingredients, degrees, recommended, anxiously, cross, remarked, tenseDomain specific vocabulary:recipe, chef, teaspoon, tablespoon, measurements |
| Language/ Syntax* Spelling and Grammar
 | L.3.1; L.3.1e; L.3.2e; L.3.3b; L.3.5b; L.3.6 Follow the daily **Grammar** and **Spelling** sequence of activitiesGrammar: Verb Tenses* [Verbs in the Past](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=216)
* [Verbs in the Present](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=217)
* [Verbs in the Future](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=223)
* [Grammar Snap Video](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/teacher_gateway_9780547934518_/txgs_g2_top_pos_vt_003.html)

Spelling* [Vowel +/r/ sound](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=218)
* [Vowel +/r/ sound](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=224)
* [Proofread for Spelling](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=227)
* Nurse, work, shirt, hurt, first, word, serve, curly, dirt, third, worry, turn, stir, firm
* Students will identify Vowel + /r/ sounds in the story “Give Yourself a Gift”
 |
| Writing* Response to text
* Writing Process
* Culminating task
 | W.3.1a; W.3.1b; W.3.1d; W.3.2a; W.3.2b; W.3.2d; W.3.4; W.3.8; W.3.10Complete the Writing Process (edit, revise, and publish) to answer the following prompt:Essential Question: Why are safety rules important in cooking? Using the texts from building knowledge as a reference, have students respond with a think/pair/share. Each student should write responses on a graphic organizer.Informative Writing: In an explanatory essay, good writers focus on giving information to explain a topic. Write an explanatory essay answering the essential question “What does Ramona learn about why are safety rules important?” Reference the anchor text [Ramona Quimby Age 8: The Extra-good Sunday](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume3/launch.html). |
| Foundational Skills* Fluency
* Decoding
* Word Work
 | L.3.1; L.3.2e; L.3.6; RF.3.3c; RF.3.4a; RF.3.4b;Follow the daily **Phonics** and **Fluency** sequence of activitiesPhonics* [*Er, ir, ur, or*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=215)

Fluency* Expression- Remind students that good readers add interest and enjoyment to their reading by reading with expression. Explain that when good readers read with expression, they use their voice to communicate the characters’ or the author’s thoughts and feelings
 |

|  |  |
| --- | --- |
| **Grades 3** | WEEK 2 |
| Essential Question: Why are safety rules important? |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | READING LITERATURERL.3.1 Ask and answer questions 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, lesson, or moral and explain how it is conveyed through key details in the text.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of eventsRL.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 and contrast the themes, 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 poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.READING FOUNDATIONRF.3.3c Decode multisyllable words.RF.3.4a Read grade-level text with purpose and understanding.RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.WRITINGW.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.W.3.1b Provide reasons that support the opinion.W.3.1d Provide a concluding statement or section.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.W.3.2b Develop the topic with facts, definitions, and details.W.3.2d Provide a concluding statement or section.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.3.8 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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.SPEAKING AND LISTENINGSL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.SL.3.1d Explain their own ideas and understanding in light of the discussion.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.LANGUAGEL.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.L.3.1e Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.L.3.5b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).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*).[Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text* Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 | [Ramona Quimby, Age 8- The Extra-good Sunday](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume3/launch.html)Students should read a variety of leveled texts on the importance of safety rules. See resources below.  |
| Building Knowledge* Leveled readers
* Paired Text
* Supplemental Materials

(Whole/Small Group, and Independent work) | Paired Selection: Imagine a RecipeELL Leveled Reader: Carlo Watches the BoysOther ResourcesGetEpic* [Safety at the Playground](https://www.getepic.com/app/read/7710)
* [Safety at School](https://www.getepic.com/app/read/7709)
* [Safety at Home](https://www.getepic.com/app/read/7708)
* [Be Aware! My Tips for Personal Safety](https://www.getepic.com/app/read/8984) (fiction)
* [Yes, No, Little Hippo: A Book about Safety](https://www.getepic.com/app/read/34259) (fiction)

Readinga-z* [Playing it Safe](https://www.readinga-z.com/books/leveled-books/book/?id=705)
* [Laws for Kids](https://www.readinga-z.com/books/leveled-books/book/?id=1699)
 |
| VocabularyDrawn from the texts | Target vocabulary: festive, ingredients, degrees, recommended, anxiously, cross, remarked, tenseDomain specific vocabulary:recipe, chef, teaspoon, tablespoon, measurements |
| Language/ Syntax* Spelling and Grammar
 | L.3.1; L.3.1e; L.3.2e; L.3.3b; L.3.5b; L.3.6 Follow the daily **Grammar** and **Spelling** sequence of activitiesGrammar: Verb Tenses* [Verbs in the Past](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=216)
* [Verbs in the Present](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=217)
* [Verbs in the Future](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=223)
* [Grammar Snap Video](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/teacher_gateway_9780547934518_/txgs_g2_top_pos_vt_003.html)

Spelling* [Vowel +/r/ sound](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=218)
* [Vowel +/r/ sound](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=224)
* [Proofread for Spelling](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=227)
* Nurse, work, shirt, hurt, first, word, serve, curly, dirt, third, worry, turn, stir, firm
* Students will identify Vowel + /r/ sounds in the story “Give Yourself a Gift”
 |
| Writing* Response to text
* Writing Process
* Culminating task

  | W.3.1a; W.3.1b; W.3.1d; W.3.2a; W.3.2b; W.3.2d; W.3.4; W.3.8; W.3.10Complete the Writing Process (edit, revise, and publish) to answer the following prompt:Essential Question: Why are safety rules important? Using the texts from building knowledge as a reference, have students respond with a think/pair/share. Each student should write responses on a graphic organizer.Informative Writing: In an explanatory essay, good writers focus on giving information to explain a topic. Write an explanatory essay answering the essential question “Why are safety rules important?” Reference the anchor text [Ramona Quimby Age 8: The Extra-good Sunday](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume3/launch.html). |
| Foundational Skills* Fluency
* Decoding
* Word Work
 | L.3.1; L.3.2e; L.3.6; RF.3.3c; RF.3.4a; RF.3.4bFollow the daily **Phonics** and **Fluency** sequence of activitiesPhonics* [*Er, ir, ur, or*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=215)

Fluency* Expression- Remind students that good readers add interest and enjoyment to their reading by reading with expression. Explain that when good readers read with expression, they use their voice to communicate the characters’ or the author’s thoughts and feelings
 |

**ESL Supplemental Work Station and Gradual Release Template**

|  |
| --- |
| **STORY INFORMATION: Topic: Cooking**  |
| Anchor text: [Ramona Quimby Age 8: The Extra-good Sunday](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume3/launch.html) | **Grade 3 Q3 Weeks 1-2** |
| Essential Question:  | Why are safety rules important? |
| Culminating Task | W.3.1a; W.3.1b; W.3.1d; W.3.2a; W.3.2b; W.3.2d; W.3.4; W.3.8; W.3.10Complete the Writing Process (edit, revise, and publish) to answer the following prompt:Essential Question: Why are safety rules important? Using the texts from building knowledge as a reference, have students respond with a think/pair/share. Each student should write responses on a graphic organizer.Informative Writing: In an explanatory essay, good writers focus on giving information to explain a topic. Write an explanatory essay answering the essential question “Why are safety rules important?” Reference the anchor text [Ramona Quimby Age 8: The Extra-good Sunday](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume3/launch.html). |
| Stations Activities: L.3.1; L.3.2e; L.3.6RL.3.1; RL.3.2; RL.3.3; RL.3.6; RL.3.7; RL.3.9; RL.3.1L.3.1; L.3.3b; L.3.4d; L.3.5b; L.3.6RF.3.3c; RF.3.4a; RF.3.4b | **1): Phonics:** * [*Er, ir, ur, or*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=215)

**2): Comprehension/Building Knowledge:*** [Oral Language Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896625_/launch.html?page=57A): students will work with a partner to answer the questions located on the cards
* ELL Leveled Reader: Carlo Watches the Boys
* [Think and Write:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume3/launch.html?page=28)follow guidelines for beginning, on-level, and reach higher.

**3): Vocabulary:** * [Context Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896526_/launch.html?page=113A): Show the Context Cards. Present the cards using steps 1-3 of the Introduce Vocabulary routine on Teacher’s Edition
* [Grab and Go](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/teacher_gateway_9780547933412_/pdf/Weekly_Booklets/Lesson_15.pdf)
* Target vocabulary: festive, ingredients, degrees, recommended, anxiously, cross, remarked, tense

**4.) Fluency:*** [Journey’s Listen and Read](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume1/launch.html) (go to pg. 28)
* Expression: Reread “Give Yourself a Gift”
* Explain that when good readers read aloud, they read with expression to make their voices show what the characters say, think, and feel. For example, they speak with sadness or anger in their voice if a character is sad or angry. Reread the sentences together with students, using signals to remind them when to speak with sadness or anger in their voices.
 |
| Other notes  | For scaffolding:* Struggling Readers: FiFi’s Bath
* On Level Readers: Trouble with Triplets
* Advanced Readers: Waiting for Aunt Ro
* English Language Learners: Carlo Watches the Boys
* [Differentiate Vocabulary Strategy](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume3/launch.html) Lesson 15 by T458
* [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- for every standard, this resource provides additional support to teachers for creating scaffolded activities.
 |

**2- Week version:** Unit 3: Quarter 3 Weeks 3-4

|  |  |
| --- | --- |
| **Grade 3** |  WEEK 3 |
| **Unit Topic: Fossils** |
| Essential Questions: What can fossils tell us about the past? |
| StandardsWIDA: SIL; LOLA; LOS | READING LITERATURE RL.3.1 ask and answer questions to demonstrate understanding, referring to the text RL.3.5 refer to parts of stories, dramas, and poems/describe how each part builds on earlier sections RL.3.10 explain how illustrations contribute to the words  READING INFORMATIONAL TEXT RI.3.1 ask and answer questions to demonstrate understanding, referring to the text RI.3.2 determine the main idea/recount details and explain how they support the main idea RI.3.3 describe the relationship between a series of historical events/scientific ideas/steps in technical procedures RI.3.4 determine the meaning of general academic and domain-specific words and phrases RI.3.5 use text features and search tools to locate information RI.3.7 use information gained from illustrations and words to demonstrate understanding RI.3.8 describe the connection between sentences and paragraphs in a text RI.3.9 compare and contrast important points and details in texts on the same topic RI.3.10 read and comprehend informational texts  FOUNDATIONAL SKILLS RF.3.3c decode multisyllable words RF.3.3d read irregularly spelled words RF.3.4a read on-level text with purpose and understanding RF.3.4b read orally with accuracy, appropriate rate, and expression  WRITING W.3.1a introduce the topic, state an opinion, and create an organizational structure W.3.1b provide reasons that support the opinion W.3.1c use linking words and phrases to connect opinion and reasons W.3.1d provide a concluding statement or section W.3.4 produce writing in which development and organization are appropriate to task and purpose W.3.5 develop and strengthen writing by planning, revising, and editing W.3.10 write routinely over extended time frames or short time frames  SPEAKING AND LISTENING SL.3.1a come to discussions prepared/explicitly draw on preparation and other information about the topic SL.3.1b follow rules for discussions SL.3.1c ask questions to check understanding, stay on topic, and link comments to others’ remarks SL.3.1d explain own ideas and understanding in light of the discussion SL.3.3 ask and answer questions about information from a speaker, offering elaboration and detail SL.3.5 create recordings of stories or poems that demonstrate fluid reading at an understanding pace/add visual displays SL.3.6 speak in complete sentences to provide detail or clarification  LANGUAGE L.3.1c use abstract nouns L.3.1d form and use regular and irregular verbs L.3.1e form and use simple verb tenses L.3.1f ensure subject-verb and pronoun-antecedent agreement L.3.1i produce simple, compound, and complex sentences L.3.2f use spelling patterns and generalizations in writing words L.3.3a choose words and phrases for effect L.3.4a use sentence-level context as a clue to the meaning of a word or phrase L.3.4c use a known root word as a clue to the meaning of an unknown word with the same root L.3.4d use glossaries or dictionaries, both print and digital, to determine or clarify meanings of words and phrases L.3.5b identify real-life connections between words and their use L.3.6 acquire and use conversational, general academic, and domain-specific words and phrases[Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text (Text type, Lexile)* Text based comprehension
* Text based discussion

(Whole and Small Group) | Read Aloud: Otzi’s StoryAnchor Text: [The Albertosaurus Mystery: Philip Curie’s Hunt in the Badlands](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html)\*\*\* Hyperlink connects to Journeys Teacher’s Edition. Teachers must scroll to the story.Respond to text questions orally and in writing, questions from Guided Summary Cards, or Closer Look |
| Building Knowledge* Leveled readers
* Paired Text
* Supplemental Materials

(Whole and Small Group) | **Option 1: Background knowledge for Vocabulary: Vocabulary Reader, Vocabulary in Context Cards****Option 2: Finding Fossils for Fun****Option 3: Otzi’s Story****Option 4: ELL Leveled Reader: Learning from Fossils** |
| VocabularyDrawn from the texts | Target vocabulary: fossils, clues, remains, prove, evidence, skeletons, uncovering, buried, fierce, location |
| Language/ Syntax* Spelling and Grammar
 | RF.3.3c; RF.3.3d; RF.3.4aFollow the daily **Grammar** and **Spelling** sequence of activitiesGrammar* [Adjectives that compare](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=23)

What are adjectives and articles? * [Adjectives That Tell What Kind](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=2)
* [Adjectives That Tell How Many](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=3)
* [This, That, and Articles](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=9)

Spelling * Words with /j/ and /s/
* age, space, change, jawbone, jacket, giant, pencil, circle, once, large, dance, jeans, bounce, huge
* Vowel +/r/ sounds in [air and fear](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=1)
* air, wear, chair, stairs, bare, bear, hair, care, pear, pair, share, near, ear, beard
 |
| Writing* Response to text
* Writing Process
* Culminating task
 | W.3.1a; W.3.1b; W.3.1c; W.3.1d; W.3.4; W.3.5; W.3.10 Complete the Writing Process (edit, revise, and publish) to answer the following prompt:Reread aloud “[Otzi’s Story](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html)”. “What did Otzi teach scientists about what fossils can tell us about the past? Have students respond with a think/pair/share and have each student write responses on graphic organizer.Opinion Writing: Have students use their graphic organizer from the think/pair/share and write a paragraph giving their opinion: Should scientists use fossils to learn more about the past? Have them use evidence from the text “[Otzi’s Story](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html)”. Include target vocabulary words in their writing (fossils, clues, remains, prove, evidence, skeletons, uncovering, buried, fierce, location). Scaffold amount for student level  |
| Foundational Skills* Fluency
* Decoding
* Word Work
 | RF.3.3c; RF.3.4a; RF.3.4b Follow the daily **Phonics** and **Fluency** sequence of activities[Phonics:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=15) /j/ and /s/ [Phonics](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=1) *air, ear, are*Fluency: stress, expression |

|  |  |
| --- | --- |
| **Grades 3** |  WEEK 4 |
| Essential Question: What can fossils tell us about the past? |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | READING LITERATURE RL.3.1 ask and answer questions to demonstrate understanding, referring to the text RL.3.5 refer to parts of stories, dramas, and poems/describe how each part builds on earlier sections RL.3.10 explain how illustrations contribute to the words  READING INFORMATIONAL TEXT RI.3.1 ask and answer questions to demonstrate understanding, referring to the text RI.3.2 determine the main idea/recount details and explain how they support the main idea RI.3.3 describe the relationship between a series of historical events/scientific ideas/steps in technical procedures RI.3.4 determine the meaning of general academic and domain-specific words and phrases RI.3.5 use text features and search tools to locate information RI.3.7 use information gained from illustrations and words to demonstrate understanding RI.3.8 describe the connection between sentences and paragraphs in a text RI.3.9 compare and contrast important points and details in texts on the same topic RI.3.10 read and comprehend informational texts  FOUNDATIONAL SKILLS RF.3.3c decode multisyllable words RF.3.3d read irregularly spelled words RF.3.4a read on-level text with purpose and understanding RF.3.4b read orally with accuracy, appropriate rate, and expression  WRITING W.3.1a introduce the topic, state an opinion, and create an organizational structure W.3.1b provide reasons that support the opinion W.3.1c use linking words and phrases to connect opinion and reasons W.3.1d provide a concluding statement or section W.3.4 produce writing in which development and organization are appropriate to task and purpose W.3.5 develop and strengthen writing by planning, revising, and editing W.3.10 write routinely over extended time frames or short time frames  SPEAKING AND LISTENING SL.3.1a come to discussions prepared/explicitly draw on preparation and other information about the topic SL.3.1b follow rules for discussions SL.3.1c ask questions to check understanding, stay on topic, and link comments to others’ remarks SL.3.1d explain own ideas and understanding in light of the discussion SL.3.3 ask and answer questions about information from a speaker, offering elaboration and detail SL.3.5 create recordings of stories or poems that demonstrate fluid reading at an understanding pace/add visual displays SL.3.6 speak in complete sentences to provide detail or clarification  LANGUAGE L.3.1c use abstract nouns L.3.1d form and use regular and irregular verbs L.3.1e form and use simple verb tenses L.3.1f ensure subject-verb and pronoun-antecedent agreement L.3.1i produce simple, compound, and complex sentences L.3.2f use spelling patterns and generalizations in writing words L.3.3a choose words and phrases for effect L.3.4a use sentence-level context as a clue to the meaning of a word or phrase L.3.4c use a known root word as a clue to the meaning of an unknown word with the same root L.3.4d use glossaries or dictionaries, both print and digital, to determine or clarify meanings of words and phrases L.3.5b identify real-life connections between words and their use L.3.6 acquire and use conversational, general academic, and domain-specific words and phrases[Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text* Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 | [The Albertosaurus Mystery: Philip Curie’s Hunt in the Badlands](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html)Students should read a variety of leveled texts on Fossils. See resources below.  |
| Building Knowledge* Leveled readers
* Paired Text
* Supplemental Materials

(Whole/Small Group, and Independent work)**All students experience all texts and resources regardless of level** | Paired Selection: Finding Fossils for FunELL Leveled Reader: Learning from FossilsOther ResourcesGet Epic* [National Geographic Reader: Dinosaurs](https://www.getepic.com/app/read/15133)
* [Earth Science Rocks! Fossils](https://www.getepic.com/app/read/15297)

Video* [Bill Nye Fossils](http://www.schooltube.com/video/139562feb9e84ab1811a/Bill%20Nye%20Fossils)

NewsELA* [Chile’s fossils show us what Earth looked like when dinosaurs were here](https://newsela.com/articles/chile-fossils/id/16542/)
 |
| VocabularyDrawn from the texts | Target vocabulary: fossils, clues, remains, prove, evidence, skeletons, uncovering, buried, fierce, location |
| Language/ Syntax* Spelling and Grammar
 | RF.3.3c; RF.3.3d; RF.3.4aFollow the daily **Grammar** and **Spelling** sequence of activitiesGrammar* [Adjectives that compare](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=23)

What are adjectives and articles? * [Adjectives That Tell What Kind](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=2)
* [Adjectives That Tell How Many](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=3)
* [This, That, and Articles](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=9)

Spelling * [Words with /j/ and /s/](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=15)
* [Spelling Practice](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=18)
* Identify sounds from the story “Finding Fossils for Fun”
* age, space, change, jawbone, jacket, giant, pencil, circle, once, large, dance, jeans, bounce, huge
* Vowel +/r/ sounds in air and fear
* [Air, fear, are](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=1)
* [Word Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=4)
* air, wear, chair, stairs, bare, bear, hair, care, pear, pair, share, near, ear, beard
 |
| Writing* Response to text
* Writing Process
* Culminating task

  | W.3.1a; W.3.1b; W.3.1c; W.3.1d; W.3.4; W.3.5; W.3.10 Complete the Writing Process (edit, revise, and publish) to answer the following prompt:Reread aloud “[Otzi’s Story](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html)”. “What did Otzi teach scientists about what fossils can tell us about the past? Have students respond with a think/pair/share and have each student write responses on graphic organizer.Opinion Writing: * [Writing Handbook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ancillary_9780547896380_/launch.html?page=46)
* Include target vocabulary words in their writing (fossils, clues, remains, prove, evidence, skeletons, uncovering, buried, fierce, location). Scaffold amount for student level.
 |
| Foundational Skills* Fluency
* Decoding
* Word Work
 | RF.3.3c; RF.3.4a; RF.3.4bFollow the daily **Phonics** and **Fluency** sequence of activities[Phonics:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=15) /j/ and /s/ [Phonics](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=1) *air, ear, are*Fluency: stress, expession |

**ESL Supplemental Work Station and Gradual Release Template**

|  |
| --- |
| **STORY INFORMATION: Topic: Fossils** |
| Anchor text:  | **Grade 3 Q3 Weeks 3-4** |
| Essential Question:  | What can fossils tell us about the past? |
| Culminating Task | Complete the Writing Process (edit, revise, and publish) to answer the following prompt:Reread aloud “[Otzi’s Story](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html)”. “What can fossils tell us about the past? Who was Otzi? What did Otzi teach scientists?” Have students respond with a think/pair/share and have each student write responses on graphic organizer.Opinion Writing: Have students use their graphic organizer from the think/pair/share and write a paragraph giving their opinion: should scientists use fossils to learn about the past? Have them use evidence from the text “[Otzi’s Story](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html)”. Include target vocabulary words in their writing (fossils, clues, remains, prove, evidence, skeletons, uncovering, buried, fierce, location). Scaffold amount for student level  |
| Stations Activities:RF.3.3c; RF.3.4aSL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.3; SL.3.5; SL.3.6L.3.3a; L.3.4a; L.3.4c; L.3.6RF.3.4b | **1): Phonics:** * [Phonics:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=15) /j/ and /s/
* [Phonics](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=1) *air, ear, are*

**2): Comprehension/Building Knowledge:*** [Oral Language Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896625_/launch.html?page=65A): students will work with a partner to answer the questions located on the cards
* ELL Leveled Reader: Learning from Fossils. Students will use the illustrations to help them understand what they are reading. Students will partner read to discuss what scientists can learn from fossils
* [Think and Write:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume3/launch.html?page=32)follow guidelines for beginning, on-level, and reach higher.
* [Sea Monsters: Virtual Dig](http://www.nationalgeographic.com/seamonsters/virtualdig/index.html)

**3): Vocabulary:** * [Vocabulary in Context Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896526_/launch.html?page=131A): Present the cards using steps 1-3 of the Introduce Vocabulary routine on Teacher’s Edition
* fossils, clues, remains, prove, evidence, skeletons, uncovering, buried, fierce, location

**4.) Fluency:*** [Journey’s Listen and Read](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume1/launch.html) (go to pg. 32)
* Stress: Have students practice re-reading their favorite parts of The Albertosaurus Mystery: Philip Currie’s Hunt in the badlands, focusing on stress as they read. Question: What did you do to make the dialogue expressive? What words or phrases did you stress in your reading? Model as needed
 |
| Other notes  | For scaffolding:* Struggling Readers: Uncovering the Past
* On Level Readers: Mysteries from Long Ago
* Advanced Readers: The Man Who Digs Dinosaurs
* English Language Learners: Learning from Fossils
* [Differentiate Vocabulary Strategy](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html) Lesson 17 pg. T184
* [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- for every standard, this resource provides additional support to teachers for creating scaffolded activities.
 |

**2- Week version:** Unit 3: Quarter 3 Weeks 5-6

|  |  |
| --- | --- |
| **Grade 3** |  WEEK 5 |
| **Unit Topic: Dinosaurs** |
| Essential Questions: How do new discoveries help scientists change their ideas? |
| StandardsWIDA: SIL; LOLA; LOS | READING INFORMATIONAL TEXTRI.3.1 ask and answer questions to demonstrate understanding, referring to the textRI.3.2 determine the main idea/recount details and explain how they support the main ideaRI.3.3 describe the connection between a series of historical events/scientific ideas/steps in technical proceduresRI.3.4 determine the meaning of general academic and domain-specific words and phrasesRI.3.7 use information gained from illustrations and words to demonstrate understandingRI.3.10 read and comprehend informational textsREADING FOUNDATIONAL RF.23.3c Decode multisyllable words.RF.3.3d Read grade-appropriate irregularly spelled wordsRF.3.4a Read with sufficient accuracy and fluency to support comprehension.SPEAKING AND LISTENINGSL.3.1b follow rules for discussionsSL.3.1d explain own ideas and understanding in light of the discussionSL.3.4 report on a topic or text, tell a story, or recount an experience/speak clearly at an understandable paceSL.3.6 Speak in complete sentences to provide details or clarificationWRITINGW.3.1a introduce the topic, state an opinion, and create an organizational structureW3.1b provide reasons that support the opinionW.3.1c use linking words and phrases to connect opinion and reasonsW.3.5 focus on a topic and strengthen writing by planning, revising, and editingW.3.10 write routinely over extended time frames or short time frames[Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text (Text type, Lexile)* Text based comprehension
* Text based discussion

(Whole and Small Group) | RI.3.1; RI.3.2; RI.3.3; RI.3.4; RI.3.7; RI.3.10Anchor Text: [Boy, Were We Wrong About Dinosaurs!](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html)\*\*\* Hyperlink connects to Journeys Teacher’s Edition. Respond to text questions orally and in writing, questions from Guided Summary Cards, Closer Look, or Reader’s Guide. |
| Building Knowledge* Leveled readers
* Paired Text
* Supplemental Materials

(Whole and Small Group) | **Option 1: Background knowledge for Vocabulary: Vocabulary Reader, Vocabulary in Context Cards****Option 2:** [**The Five-Second Rule**](https://newsela.com/articles/fivesecond-rule/id/6318/)**Option 3:** [**National Geographic Kids: Myths Busted!**](https://www.getepic.com/app/read/8142)**Option 4:** [**National Geographic Kids: Myths Busted! 2**](https://www.getepic.com/app/read/15158) |
| VocabularyDrawn from the texts | Fossil, waddle, tendons, bask, microscope, blood vessels, scaly, x-rays, herd, comet, asteroid, acid rain, paleontologist |
| Language/ Syntax* Spelling and Grammar
 | RF.3.3c; RF.3.3d; RF.3.4aReview **Grammar** and **Spelling** from Weeks 3-4Grammar* [Adjectives that compare](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=23)

What are adjectives and articles? * [Adjectives That Tell What Kind](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=2)
* [Adjectives That Tell How Many](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=3)
* [This, That, and Articles](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=9)

Spelling * Words with /j/ and /s/
* age, space, change, jawbone, jacket, giant, pencil, circle, once, large, dance, jeans, bounce, huge
* Vowel +/r/ sounds in [air and fear](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=1)
* air, wear, chair, stairs, bare, bear, hair, care, pear, pair, share, near, ear, beard
 |
| Writing* Response to text
* Writing Process
* Culminating task
 | W.3.1a; W3.1b; W.3.1c; W.3.5; W.3.10 Complete the Writing Process (edit, revise, and publish) to answer the following prompt:Reread aloud “[Boy, Were We Wrong About Dinosaurs!](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html)“How do new discoveries help scientists change their ideas? Have students respond with a think/pair/share and have each student write responses on graphic organizer.Opinion Paragraph* Response to the text: Have students think about the ideas scientists have today about dinosaurs. Tell them to write a paragraph that tells whether they think these ideas will change. As needed, prompt students to consider questions such as the following: Did dinosaurs really have colorful patterns on their skin? Did mother dinosaurs feed their young? Remind students to give reasons that support their opinions.
* WRITING TIP Tell students to use linking words to connect their opinions and reasons. Explain that this will help them organize their writing and clearly state their ideas
 |
| Foundational Skills* Fluency
* Decoding
* Word Work
 | RF.3.3c; RF.3.4a; RF.3.4b Review the daily **Phonics** and **Fluency** sequence of activities from Weeks 3-4[Phonics:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=15) /j/ and /s/ [Phonics](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=1) *air, ear, are*Fluency: stress, expression |

|  |  |
| --- | --- |
| **Grades 3** | WEEK 6 |
| Essential Question: How do new discoveries help scientists change their ideas? |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | READING INFORMATIONAL TEXTRI.3.1 ask and answer questions to demonstrate understanding, referring to the textRI.3.2 determine the main idea/recount details and explain how they support the main ideaRI.3.3 describe the connection between a series of historical events/scientific ideas/steps in technical proceduresRI.3.4 determine the meaning of general academic and domain-specific words and phrasesRI.3.7 use information gained from illustrations and words to demonstrate understandingRI.3.10 read and comprehend informational textsREADING FOUNDATIONAL RF.23.3c Decode multisyllable words.RF.3.3d Read grade-appropriate irregularly spelled wordsRF.3.4a Read with sufficient accuracy and fluency to support comprehension.SPEAKING AND LISTENINGSL.3.1b follow rules for discussionsSL.3.1d explain own ideas and understanding in light of the discussionSL.3.4 report on a topic or text, tell a story, or recount an experience/speak clearly at an understandable paceSL.3.6 Speak in complete sentences to provide details or clarificationWRITINGW.3.1a introduce the topic, state an opinion, and create an organizational structureW3.1b provide reasons that support the opinionW.3.1c use linking words and phrases to connect opinion and reasonsW.3.5 focus on a topic and strengthen writing by planning, revising, and editingW.3.10 write routinely over extended time frames or short time frames[Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text* Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 | [Boy, Were We Wrong About Dinosaurs!](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html)Students should read a variety of leveled texts on Fossils. See resources below.  |
| Building Knowledge* Leveled readers
* Paired Text
* Supplemental Materials

(Whole/Small Group, and Independent work) | Other ResourcesGet Epic* [National Geographic Kids: Myths Busted!](https://www.getepic.com/app/read/8142)
* [National Geographic Kids: Myths Busted! 2](https://www.getepic.com/app/read/15158)

News ELA* [The Five-Second Rule](https://newsela.com/articles/fivesecond-rule/id/6318/)

Video * [Extinction of Dinosaurs](http://www.sciencechannel.com/tv-shows/greatest-discoveries/videos/100-greatest-discoveries-extinction-of-the-dinosaurs/)
* [Germ Theory](http://www.sciencechannel.com/tv-shows/greatest-discoveries/videos/100-greatest-discoveries-germ-theory-origins/)
 |
| VocabularyDrawn from the texts | Target vocabulary: fossils, clues, remains, prove, evidence, skeletons, uncovering, buried, fierce, locationDomain specific vocabulary: |
| Language/ Syntax* Spelling and Grammar
 | RF.3.3c; RF.3.3d; RF.3.4aReview **Grammar** and **Spelling** from Weeks 3-4Grammar* [Adjectives that compare](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=23)

What are adjectives and articles? * [Adjectives That Tell What Kind](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=2)
* [Adjectives That Tell How Many](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=3)
* [This, That, and Articles](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=9)

Spelling * Words with /j/ and /s/
* age, space, change, jawbone, jacket, giant, pencil, circle, once, large, dance, jeans, bounce, huge
* Vowel +/r/ sounds in [air and fear](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=1)
* air, wear, chair, stairs, bare, bear, hair, care, pear, pair, share, near, ear, beard
 |
| Writing* Response to text
* Writing Process
* Culminating task

  | W.3.1a; W3.1b; W.3.1c; W.3.5; W.3.10 Complete the Writing Process (edit, revise, and publish) to answer the following prompt:Reread aloud “[Boy, Were We Wrong About Dinosaurs!](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html)“How do new discoveries help scientists change their ideas? Have students respond with a think/pair/share and have each student write responses on graphic organizer.Opinion Paragraph* Response to the text: Have students think about the ideas scientists have today about dinosaurs. Tell them to write a paragraph that tells whether they think these ideas will change. As needed, prompt students to consider questions such as the following: Did dinosaurs really have colorful patterns on their skin? Did mother dinosaurs feed their young? Remind students to give reasons that support their opinions.
* WRITING TIP Tell students to use linking words to connect their opinions and reasons. Explain that this will help them organize their writing and clearly state their ideas
 |
| Foundational Skills* Fluency
* Decoding
* Word Work
 | RF.3.3c; RF.3.4a; RF.3.4b Review the daily **Phonics** and **Fluency** sequence of activities from Weeks 3-4[Phonics:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=15) /j/ and /s/ [Phonics](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=1) *air, ear, are*Fluency: stress, expression |

**ESL Supplemental Work Station and Gradual Release Template**

|  |
| --- |
| **STORY INFORMATION: Topic: Dinosaurs** |
| Anchor text:  | **Grade 3 Q3 Weeks 5-6** |
| Essential Question:  | How do new discoveries help scientists change their ideas? |
| Culminating Task | Complete the Writing Process (edit, revise, and publish) to answer the following prompt:Reread aloud “[Boy, Were We Wrong About Dinosaurs!](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html)“How do new discoveries help scientists change their ideas? Have students respond with a think/pair/share and have each student write responses on graphic organizer.Opinion Paragraph* Response to the text: Have students think about the ideas scientists have today about dinosaurs. Tell them to write a paragraph that tells whether they think these ideas will change. As needed, prompt students to consider questions such as the following: Did dinosaurs really have colorful patterns on their skin? Did mother dinosaurs feed their young? Remind students to give reasons that support their opinions.
* WRITING TIP Tell students to use linking words to connect their opinions and reasons. Explain that this will help them organize their writing and clearly state their ideas
 |
| Stations Activities:RF.3.3cRI.3.7; RI.3.10RI.3.4RF.3.4a | **1): Phonics:** * [Phonics:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=15) /j/ and /s/
* [Phonics](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=1) *air, ear, are*

**2): Comprehension/Building Knowledge:*** [Oral Language Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896625_/launch.html?page=65A): students will work with a partner to answer the questions located on the cards
* ELL Leveled Reader: Dogs that Help People. Students will use the illustrations to help them understand what they are reading. Students will partner read to discuss the benefit of dogs in people’s lives.
* [Think and Write:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume3/launch.html?page=32)follow guidelines for beginning, on-level, and reach higher.
* [Sea Monsters: Virtual Dig](http://www.nationalgeographic.com/seamonsters/virtualdig/index.html)

**3): Vocabulary:** * Vocabulary in Context Cards
* Fossil, waddle, tendons, bask, microscope, blood vessels, scaly, x-rays, herd, comet, asteroid, acid rain, paleontologist

**4.) Fluency:*** Stress and Expression
 |
| Other notes  | For scaffolding:* [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- for every standard, this resource provides additional support to teachers for creating scaffolded activities.
 |

**2 Week version:** Unit 3: Quarter 3 Weeks 7-8

|  |  |
| --- | --- |
| **Grade 3** | WEEK 7 |
| **Unit Topic: Climate** |
| Essential Questions: What are the coldest places on Earth like? |
| StandardsWIDA: SIL; LOLA; LOS; LOSS | READING LITERATURERL.3.2 recount stories and determine the message, lesson, or moralRL.3.4 determine the meaning of words and phrases, distinguishing literal from nonliteral languageRL.3.6 distinguish own point of view from the narrator or characters’ point of viewRL.3.10 read and comprehend literatureREADING INFORMATIONAL TEXTRI.3.1 ask and answer questions to demonstrate understanding, referring to the textRI.3.2 determine the main idea/recount details and explain how they support the main ideaRI.3.3 describe the relationship between a series of historical events/scientific ideas/steps in technical proceduresRI.3.4 determine the meaning of general academic and domain-specific words and phrasesRI.3.8 describe the connection between sentences and paragraphs in a textRI.3.10 read and comprehend informational textsREADING FOUNDATIONRF.3.3c decode multisyllable wordsRF.3.4a read on-level text with purpose and understanding RF.3.4b read orally with accuracy, appropriate rate, and expression; RF.3.4c use context to confirm or self-correct word recognition and understanding LANGUAGEL.3.1a explain the function of nouns, pronouns, verbs, adjectives, and adverbs L.3.4a use sentence-level context as a clue to the meaning of a word or phraseL.3.4d use glossaries or dictionaries, both print and digital, to determine or clarify meanings of words and phrasesL.3.5a distinguish the literal and nonliteral meanings of words and phrases in context L.3.5b identify real-life connections between words and their useL.3.6 acquire and use conversational, general academic, and domain-specific words and phrases SPEAKING AND LISTENINGSL.3.1a come to discussions prepared/explicitly draw on preparation and other information about the topicSL.3.1b follow rules for discussionsSL.3.1c ask questions to check understanding, stay on topic, and link comments to others’ remarksSL.3.1d explain own ideas and understanding in light of the discussion SL.3.2 determine main ideas and details of a text read aloud or information presented in diverse media and formats SL.3.3 ask and answer questions about information from a speaker, offering elaboration and details WRITINGW.3.1a introduce the topic, state an opinion, and create an organizational structureW.3.1b provide reasons that support the opinionW.3.1c use linking words and phrases to connect opinion and reasonsW.3.1d provide a concluding statement or sectionW.3.4 produce writing in which development and organization are appropriate to task and purposeW.3.10 write routinely over extended time frames or short time frames[Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text (Text type, Lexile)* Text based comprehension
* Text based discussion

(Whole and Small Group) | RI.3.2; RF.3.4; RI.3.1; RI.3.2; RI.3.3; RI.3.4; RI.3.8; RI.3.10 Anchor Text: [Life on the Ice](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html)\*\*\* Hyperlink connects to Journeys Teacher’s Edition. Respond to text questions orally and in writing, questions from [Guided Summary Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896625_/launch.html?page=77A), or Closer Look |
| Building Knowledge* Leveled readers
* Paired Text
* Supplemental Materials

(Whole and Small Group) | **Option 1: Background knowledge for Vocabulary: Vocabulary Reader (Emperor Penguins),** [**Vocabulary in Context Cards**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896526_/launch.html?page=161A)**Option 2: Read aloud: Clever Colonies****Option 3: The Raven: An Inuit Myth****Option 4: ELL Reader: Staying Cool in the Heat** |
| VocabularyDrawn from the texts | Target/Academic Vocabulary: shelter, layer, constant, climate, wilderness, region, unexpected, gliding, overheated, colonyDomain-Specific Vocabulary: equator, Fahrenheit, Celsius, precipitation |
| Language/ Syntax* Spelling and Grammar
 | L.3.1a; RF.3.3cFollow the daily **Grammar** and **Spelling** sequence of activitiesGrammar: What is an adverb?* [Adverbs That Tell How](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=58)
* [Adverbs That Tell Where and When](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=59)
* [Adverbs That Tell How, Where, and When](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=65)

[More Irregular Verbs](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=65)* [Come, Do, Go, Run, and See](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=44)
* [Eat, Give, Grow, Take, and Write](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=45)
* [More Irregular Verbs](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=51)

Spelling: Compound Words* [Spelling Word Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=60)
* [Spelling Compound Words](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=66)
* birthday, anyone, sometimes, everything, homework, afternoon, airplane, grandmother, something, without, himself, faraway, sunburned, daylight
 |
| Writing* Response to text
* Writing Process
* Culminating task
 | W.3.1a; W.3.1b; W.3.1c; W.3.1d; W.3.4; W.3.5; W.3.6; W.3.10[Draft a Persuasive Essay](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ancillary_9780547896380_/launch.html?page=52)Complete the Writing Process (edit, revise, and publish) to answer the following prompt:Opinion Writing: Have students investigate and define desert. Ask them to compare the Poles to deserts in the United States and Mexico. After reading the anchor text ([Life on the Ice](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html)) and the ELL Reader (Staying Cool in the Heat) have students write an opinion essay, “If you could live in one of the extreme climates of the Earth, which would you choose: the Poles or the hot deserts of the United States and Mexico?” |
| Foundational Skills* Fluency
* Decoding
* Word Work
 | RF.3.4b; RF.3.4cFollow the daily **Phonics** and **Fluency** sequence of activitiesPhonics* [Compound Words](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=57)
* [Vowel Sounds in spoon and wood](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=43)
* [Word Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=46)

Fluency* Accuracy: Explain that good readers think about whether the words they read make sense. When a sentence doesn’t sound right, they can self-correct by looking back to see if they misread any words and correct their mistakes.
 |

|  |  |
| --- | --- |
| **Grades 3** |  WEEK 8 |
| Essential Question: What are the coldest places on Earth like? |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | READING LITERATURERL.3.2 recount stories and determine the message, lesson, or moralRL.3.4 determine the meaning of words and phrases, distinguishing literal from nonliteral languageRL.3.6 distinguish own point of view from the narrator or characters’ point of viewRL.3.10 read and comprehend literatureREADING INFORMATIONAL TEXTRI.3.1 ask and answer questions to demonstrate understanding, referring to the textRI.3.2 determine the main idea/recount details and explain how they support the main ideaRI.3.3 describe the relationship between a series of historical events/scientific ideas/steps in technical proceduresRI.3.4 determine the meaning of general academic and domain-specific words and phrasesRI.3.8 describe the connection between sentences and paragraphs in a textRI.3.10 read and comprehend informational textsREADING FOUNDATIONRF.3.3c decode multisyllable wordsRF.3.4a read on-level text with purpose and understanding RF.3.4b read orally with accuracy, appropriate rate, and expression; RF.3.4c use context to confirm or self-correct word recognition and understanding LANGUAGEL.3.1a explain the function of nouns, pronouns, verbs, adjectives, and adverbs L.3.4a use sentence-level context as a clue to the meaning of a word or phraseL.3.4d use glossaries or dictionaries, both print and digital, to determine or clarify meanings of words and phrasesL.3.5a distinguish the literal and nonliteral meanings of words and phrases in context L.3.5b identify real-life connections between words and their useL.3.6 acquire and use conversational, general academic, and domain-specific words and phrases SPEAKING AND LISTENINGSL.3.1a come to discussions prepared/explicitly draw on preparation and other information about the topicSL.3.1b follow rules for discussionsSL.3.1c ask questions to check understanding, stay on topic, and link comments to others’ remarksSL.3.1d explain own ideas and understanding in light of the discussion SL.3.2 determine main ideas and details of a text read aloud or information presented in diverse media and formats SL.3.3 ask and answer questions about information from a speaker, offering elaboration and details WRITINGW.3.1a introduce the topic, state an opinion, and create an organizational structureW.3.1b provide reasons that support the opinionW.3.1c use linking words and phrases to connect opinion and reasonsW.3.1d provide a concluding statement or sectionW.3.4 produce writing in which development and organization are appropriate to task and purposeW.3.10 write routinely over extended time frames or short time frames[Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text* Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 | [Life on the Ice](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html)Students should read a variety of leveled texts on Climate. See resources below.  |
| Building Knowledge* Leveled readers
* Paired Text
* Supplemental Materials

(Whole/Small Group, and Independent work)**All students experience all texts and resources regardless of level** | Teacher Read Aloud: Clever ColoniesPaired Text: The Raven: an Inuit MythLeveled Readers* Struggling Readers: Watch out! Polar Bears!
* On Level: Beating the Heat
* Advanced: Living in Trees
* ELL: Staying Cool in the Heat

Other Resources[Discovering Antarctica](http://discoveringantarctica.org.uk/introducing-antarctica/what-where-why/)[Sound of Silence (Antarctica)](http://discoveringantarctica.org.uk/introducing-antarctica/imagining-antarctica/the-sound-of-silence/)[Discovering the Arctic](http://www.discoveringthearctic.org.uk/)Video * [Tour of the Arctic Base](http://viewpure.com/QVN8I_vivBU?ref=bkmk)
* [5 Hottest Places on Earth](http://viewpure.com/eJuConEMh5c?ref=bkmk)
* [Spy on the Ice: Polar Bear Hunts a Seal](http://www.animalplanet.com/tv-shows/animal-planet-presents/videos/spy-on-the-ice-polar-bear-hunts-a-seal/)
* [Penguins Launch Like Rockets](http://www.discovery.com/tv-shows/frozen-planet/videos/penguins-launch-like-rockets/) (Vocabulary Reader- Emperor Penguins)

Activity* Understanding how animals in the arctic can withstand the extremely cold environment. Fill a ziplock bag about half full with shortening (this will act as an animal’s fat). Give each student a ziplock bag filled with shortening (or Crisco). Take a second ziplock bag and turn it inside out. With the second bag turned inside out and place it inside the bag with the shortening, because the bag is inside out, it will zip into the other bag. With a cooler full of ice water ready, place your hand without the shortening glove in the cooler. (After a few seconds the children will want to remove their hand because of the cold.) Next, have them place the Crisco glove in the water. The students should notice how warm it remains. They should hardly notice any cold. Have students place both hands in the water and ask them to compare the difference. Have the students discuss why they think this might help polar bears and other arctic animals adapt to their environment.
 |
| VocabularyDrawn from the texts | Target/Academic Vocabulary: shelter, layer, constant, climate, wilderness, region, unexpected, gliding, overheated, colonyDomain-Specific Vocabulary: equator, Fahrenheit, Celsius, precipitation |
| Language/ Syntax* Spelling and Grammar
 | L.3.1a; RF.3.3cFollow the daily **Grammar** and **Spelling** sequence of activitiesGrammar: What is an adverb?* [Adverbs That Tell How](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=58)
* [Adverbs That Tell Where and When](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=59)
* [Adverbs That Tell How, Where, and When](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=65)

Spelling: Compound Words* [Spelling Word Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=60)
* [Spelling Compound Words](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=66)
* birthday, anyone, sometimes, everything, homework, afternoon, airplane, grandmother, something, without, himself, faraway, sunburned, daylight
 |
| Writing* Response to text
* Writing Process
* Culminating task

  | W.3.1a; W.3.1b; W.3.1c; W.3.1d; W.3.4; W.3.5; W.3.6; W.3.10[Draft a Persuasive Essay](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ancillary_9780547896380_/launch.html?page=52)Complete the Writing Process (edit, revise, and publish) to answer the following prompt:Opinion Writing: Have students investigate and define desert. Ask them to compare the Poles to deserts in the United States and Mexico. After reading the anchor text ([Life on the Ice](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html)) and the ELL Reader (Staying Cool in the Heat) have students write an opinion essay, “If you could live in one of the extreme climates of the Earth, which would you choose: the Poles or the hot deserts of the United States and Mexico?” |
| Foundational Skills* Fluency
* Decoding
* Word Work
 | RF.3.3c; RF.3.4a; RF.3.4b; RF.3.4cFollow the daily **Phonics** and **Fluency** sequence of activitiesPhonics* [Compound Words](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=57)

Fluency* Accuracy
 |

**ESL Supplemental Work Station and Gradual Release Template**

|  |
| --- |
| **STORY INFORMATION: Topic: Climate** |
| Anchor text: [Life on the Ice](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html) | **Grade 3 Q3 Weeks 7-8** |
| Essential Question:  | What are the coldest places on Earth like? |
| Culminating Task | W.3.1a; W.3.1b; W.3.1c; W.3.1d; W.3.4; W.3.5; W.3.6; W.3.10[Draft a Persuasive Essay](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ancillary_9780547896380_/launch.html?page=52)Complete the Writing Process (edit, revise, and publish) to answer the following prompt:Opinion Writing: Have students investigate and define desert. Ask them to compare the Poles to deserts in the United States and Mexico. After reading the anchor text ([Life on the Ice](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html)) and the ELL Reader (Staying Cool in the Heat) have students write an opinion essay, “If you could live in one of the extreme climates of the Earth, which would you choose: the Poles or the hot deserts of the United States and Mexico?” |
| Stations Activities:RF.3.3c; RF.3.4a; RF.3.4b;SL.3.1a; SL.3.1b; SL.3.1c; SL.3.1d; SL.3.2; SL.3.3RI.3.4; RF.3.4a; RF.3.4c; L.3.4a; L.3.4d; L.3.5b; L.3.6RF.3.4b; RF.3.4c | **1): Phonics:** * [Word Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=94)
* [Cumulative Review](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=62)
* [Compound Words](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=57)

**2): Comprehension/Building Knowledge:*** [Oral Language Cards:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896625_/launch.html?page=77A) students will work with a partner to answer the questions located on the cards
* ELL Leveled Reader: Staying Cool in the Heat.
* [Think and Write:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume3/launch.html?page=38)follow guidelines for beginning, on-level, and reach higher.

**3): Vocabulary:** * [Vocabulary in Context Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896526_/launch.html?page=161A)
* Fossil, waddle, tendons, bask, microscope, blood vessels, scaly, x-rays, herd, comet, asteroid, acid rain, paleontologist

**4.) Fluency:*** Accuracy: Explain that good readers think about whether the words they read make sense. When a sentence doesn’t sound right, they can self-correct by looking back to see if they misread any words and correct their mistakes.
 |
| Other notes  | For scaffolding:* Struggling Readers: Watch out! Polar Bears!
* On Level: Beating the Heat
* Advanced: Living in Trees
* ELL: Staying Cool in the Heat
* [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- for every standard, this resource provides additional support to teachers for creating scaffolded activities.
 |

|  |
| --- |
| **Gradual Release of Responsibility Example Behaviors** |
| **Teacher** | **Student** |
| **I do it****Modeled Instruction**  | * **Provides direct instruction**
* **Establishes goals and purpose**
* **Models the expectation**
* **Think aloud**
 | * **Actively listens**
* **Takes notes**
* **Asks for clarification**
 |
| **We do it****Guided Instruction /**  **Guided Practice** | * **Interactive instruction**
* **Works with students**
* **Checks, prompts, clues**
* **Provides additional modeling**
* **Meets with needs-based groups**
 | * **Asks and responds to questions**
* **Works with teacher and classmates**
* **Completes process alongside others**
 |
| **They do it** **together****Collaborative Practice** | * **Provides feedback**
* **Moves among groups**
* **Clarifies confusion**
* **Provides support**
 | * **Works with classmates, shares outcome**
* **Collaborates on authentic task**
* **Consolidates learning**
* **Completes process in small group**
* **Looks to peers for clarification**
 |
|  **You do it****Independently****Independent Practice** | * **Provides feedback**
* **Evaluates progress toward the learning expectation**
 | * **Works alone**
* **Relies on notes, activities, classroom learning to complete assignment**
* **Takes full responsibility for outcome**
 |

**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](http://www.tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf). 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 and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

d. Provide a concluding statement or section related to the opinion presented.

2. Write **informative/explanatory texts** to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

3. Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words and phrases to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events

.

[**Journeys Progress Monitoring Assessments:**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/assessment_guide_te_9780547953090_/launch.html) The test should take three to five minutes per lesson set. Prepare a test form for children (pages 1-12) and return to the teacher’s test form from the beginning of the year (pages xi, xii) for each child being tested. Use the teacher’s test form to record the child’s responses and scores *Assess students through lessons 15-16 (pages 13-24).*

 *See pages viii-ix 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[*grades 1*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/assessment_guide_te_9780547953052_/launch.html)*, [grade 2](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/assessment_guide_te_9780547953069_/launch.html) ,* [*grade 3*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/assessment_guide_te_9780547953076_/launch.html) *, or* [*grade 4*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/assessment_guide_te_9780547953090_/launch.html) *Progress Monitoring Assessments (or a combination thereof).* Please review grades 1-4 week 9 Quarter 2 curriculum for specific areas to be assessed.

**Administering the Grade 3 Tests**

To administer the **oral reading** section:

•  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 to the student read a passage aloud. Then you’ll ask questions about it. If a student has trouble decoding a word, remind him or her to use the Decoding Strategy.

•  Time the student’s reading for 30 seconds.

•  Record errors by drawing a line through mispronounced or omitted words. Write in words that the student inserts. Mark self-corrections with SC above the word.

•  Mark an X on the last word that the student reads at 30 seconds.

•  Allow the student to finish reading the entire passage.

To administer the **comprehension** and **vocabulary** questions:

•  At the end of the reading ask the questions provided, and have the student respond orally.

•  Give the student a reasonable time to respond. 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](https://www.readinga-z.com/fluency/fluency-practice-passages/) (Reading A-Z [Grade level correlation chart](https://www.readinga-z.com/learninga-z-levels/level-correlation-chart/))

**Additional Comprehension Passages:**  [ReadWorks Reading Passages](http://www.readworks.org/books/passages)