**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:**

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 #1  Ask 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.

**English Language Arts: Quarter 4** **ESL Quarter 4 TWAGS:**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1 | A Tree is Growing | Weeks 1 & 2 | A Tree is Growing |
| Week 2 | Life on the Ice |  |  |
| Weeks 3 & 4 | Stories of Migration (TWAG) | Weeks 3 & 4 | Stories of Migration (TWAG) |
| Week 5 | Sarah Plain and Tall |  |  |
| Week 6 | Oliver K. Woodman | Weeks 5 & 6 | Oliver K. Woodman |
| Week 7 | Mountains, Surviving Mt. Everest | Weeks 7 & 8 | The Power of Magnets |
| Weeks 8-9 | The Power of Magnets |  | Formative & Summative Assessment- including WIDA ACCESS 2.0 (March 6- April 21, 2017)\* |

\*The WIDA ACCESS 2.0 test window ranges from March 6-April 21, 2017. Students will be tested within the domains of listening, reading, writing, and speaking. Please be certain to expose students to practice test items via https://www. wida-ams.us (scroll down, no need to log in).

Additionally, please **begin collecting writing samples** so that at the end of this quarter you have 2 samples to place in your ESL file. These samples will be provided to next year’s ESL and General Education teachers to continue monitoring progress. (Please scroll to end of document for more details.)

**2- Week version:** Unit 3: Quarter 4 Weeks 1-2

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| **Grade 3** | DAYS: WEEK 1 |
| **Unit Topic: Trees** | |
| Essential Questions: How are the parts of a tree important to its growth? | |
| Standards  WIDA: 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: [The World Tree](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tc_te_9780547979656_/launch.html?page=35)  Anchor Text: [A Tree is Growing](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html?page=T210)  \*\*\* 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=69A), or Closer Look |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole and Small Group) | **Option 1:** Background knowledge for Vocabulary: [Vocabulary Reader](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/strategic_intervention_9780547896182_/vr/bl/lesson18/index.html), [Vocabulary in Context Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896526_/launch.html?page=141A)  **Option 2:** ELL Leveled Reader: All about Pines  **Option 3:** Paired text: Stopping by Woods on a Snowy Evening |
| Vocabulary  Drawn from the texts | [Target vocabulary:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/teacher_gateway_9780547933412_/pdf/Weekly_Booklets/Lesson_18.pdf#page=6) pollen, store, clumps, passages, absorb, throughout, coverings, spines, tropical, dissolve  Domain specific vocabulary: roots, growth rings, leaves, precipitation, decay |
| Language/ Syntax   * Spelling and Grammar | RF.3.3c; RF.3.3d; L.3.1d; L.3.2f  Follow the daily **Grammar** and **Spelling** sequence of activities  Grammar: Verb *be* and helping verbs   * [The verb be](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=30) * [Helping Verbs](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=31) * [Using Verbs](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=37)   Spelling: /k/ and /kw/ sounds   * [Spelling Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=32) * [Spelling the Sounds](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=38) * [Picture Match](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/teacher_gateway_9780547933412_/pdf/Weekly_Booklets/Lesson_18.pdf#page=17) * [Online Games](http://www.spellingcity.com) * [Word Search](http://tools.atozteacherstuff.com/word-search-maker/wordsearch.php) * [Word Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=90)- students sort word cards by sound (/k/ and /kw/) * Shark, check, queen, citrus, flake, crack, second, squeeze, quart, squeak, quick, coldest, Africa, Mexico |
| 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:  Using the text features in *A Tree is Growing* explain how the many parts of a tree support its growth and changes. |
| Foundational Skills   * Fluency * Decoding * Word Work | RF.3.3c; RF.3.3d; RF.3.4a; RF.3.4b  Follow the daily **Phonics** and **Fluency** sequence of activities  Phonics: Words with /k/ and /kw/   * [/k/ and /kw/ sounds](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/teacher_gateway_9780547933412_/pdf/Weekly_Booklets/Lesson_18.pdf#page=11)   Fluency: [Expression](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume1/launch.html?page=34) |

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| --- | --- |
| **Grades 3** | DAYS: WEEK 2 |
| Essential Question: What are some differences among types of trees? | |
| Standards  List 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.3.2 recount stories and determine the message, lesson or moral  RL.3.3 describe characters and explain how their actions contribute to the sequence of events  RL.3.4 determine the meaning of words and phrases, distinguishing literal from nonliteral language  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.3.7 use information gained from illustrations and words to demonstrate understanding  RI.3.10 read and comprehend informational texts  FOUNDATIONAL SKILLS  RF.3.3c decode multisyllable 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.3.5 develop and strengthen writing by planning, revising, and editing  W.3.7 conduct short research projects that build knowledge about a topic  W.3.8 recall information from experiences or gather information from print and digital sources/ take brief notes and sort evidence  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.3.4 report on a topic or text, tell a story, or recount an experience/speak clearly at an understandable pace  SL.3.6 speak in complete sentences to provide detail or clarification  LANGUAGE  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.3.2e use conventional spelling for high-frequency and other words and for adding suffixes to base words  L.3.2g consult reference materials to check and correct spellings  L.3.4b determine the meaning of a new word with a known affix and a known word  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 | [A Tree is Growing](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html?page=T210)  Students should read a variety of leveled texts on Trees. 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: Stopping by Woods on a Snowy Evening  ELL Leveled Reader: All about Pines  Other Resources  Get Epic:   * [Sid the Science Kid: Trees (Video)](https://www.getepic.com/app/read/30545) * [Trees by Christine Peterson](https://www.getepic.com/app/read/10796) (nonfiction) * [Trees by Jennifer Colby](https://www.getepic.com/app/read/14743) (nonfiction)   Video Support for Readers   * Below Level Reader: [Daffodil Spring](http://viewpure.com/qv53rOBE01Y?ref=bkmk) * ELL Leveled Reader: [All about Pines](http://viewpure.com/DTGKYAt7wB0?ref=bkmk) |
| Vocabulary  Drawn from the texts | Target vocabulary: shelter, layer, constant, climate, wilderness, region, unexpected, gliding, overheated, colony  Domain specific vocabulary: equator, Fahrenheit, Celsius, precipitation |
| Language/ Syntax   * Spelling and Grammar | RF.3.3c; L.3.1d; L.3.2e; L.3.2g; L.3.4c; L3.4d  Follow the daily **Grammar** and **Spelling** sequence of activities  Grammar: 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   * [Word Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=94)- students will sort compound words based on: number of syllables, initial letter * [Word Study](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=150) * [Spelling Compound Words](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=66) * [Online Games](http://www.spellingcity.com) * [Word Search](http://tools.atozteacherstuff.com/word-search-maker/wordsearch.php) * 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.3.5; W.3.8; W.3.10  Complete the Writing Process (edit, revise, and publish) to answer the following prompt:  Using the text *A Tree is Growing* and one other resource, create a science brochure explaining the importance of each part of a tree (bark, roots, sap, etc) |
| Foundational Skills   * Fluency * Decoding * Word Work | RF.3.3C; RF.3.4B  Follow the daily **Phonics** and **Fluency** sequence of activities  Phonics: Compound Words   * [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**

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| **STORY INFORMATION: Topic: Trees** | |
| Anchor text: | **Grade 3 Q4 Weeks 1-2** |
| Essential Question: | What are some differences among types of trees? |
| Culminating Task | W.3.1A; W.3.1B; W.3.5; W.3.7; W.3.8; W.3.10  **Culminating activity**  Finding different kinds of leaves in our community. Have students look for different leaves around their house and/or school. Students can collect the leaves and will create a tree rub using construction paper and crayons. Students will research and discuss with a peer about what kind of leaf they have found (have students give evidence to support their opinion about what kind of leaf they have found). |
| Stations Activities:  RF.3.3d; RF.3.4a  RL.3.1; RL.3.5; RL.3.10; RI.3.1; RI.3.2; RI.3.4; RI.3.5; RI.3.7; RI.3.10  RI.3.4; RI.3.7; L.3.6  RF.3.4b | **1): Phonics:**   * [Cumulative Review](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/teacher_gateway_9780547933412_/pdf/Weekly_Booklets/Lesson_18.pdf#page=12) * Create a [Crossword Puzzle](https://worksheets.theteacherscorner.net/make-your-own/crossword/) using compound words   **2): Comprehension/Building Knowledge:**   * [Oral Language Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896625_/launch.html?page=69A) * [Amazing Nature: Oral Language Dialogue](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/teacher_gateway_9780547933412_/pdf/Weekly_Booklets/Lesson_18.pdf#page=35) * [Think and Write:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume3/launch.html?page=34)follow guidelines for beginning, on-level, and reach higher. * [Skills in Context](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/teacher_gateway_9780547933412_/pdf/Weekly_Booklets/Lesson_18.pdf#page=21)   **3): Vocabulary:**   * [Context Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896526_/launch.html?page=141A) * [Word Study](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=154) * [Language Support Card](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547953151_/volume/launch.html?page=18A) * Create a [Crossword Puzzle](https://worksheets.theteacherscorner.net/make-your-own/crossword/) using the week’s vocabulary words   **4.) Fluency:**   * [Journey’s Listen and Read](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume1/launch.html) (pg. 34) |
| Other notes | For scaffolding:   * Struggling Readers: Daffodil Spring * On Level Readers: Wind in the Pines * Advanced Readers: The Power of Corn * English Language Learners: All About Pines * [Scaffold Comprehension](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume4/launch.html) Lesson 18 pg. T270 * [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 4 Weeks 3-4

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| **Grade 3** | DAYS: WEEK 1 |
| **Unit Topic: Animal Migration** | |
| Essential Questions: How and why do locusts and gray whales migrate? | |
| Standards  WIDA: SIL; LOLA; LOS | READING LITERATURE  RL.3.1 ask and answer questions to demonstrate understanding, referring to the text  RL.3.2 recount stories and determine the message, lesson or moral  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.3.7 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  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.3.1d provide a concluding statement or section  W.3.3a establish a situation and introduce a narrator or characters/organize an event sequence  W.3.3b use dialogue and descriptions to develop experiences and events or show characters’ responses  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.3.2 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 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.3.1g form and use comparative and superlative adjective and adverbs, and choose between them  L.3.1i produce simple, compound, and complex sentences  L.3.2f use spelling patterns and generalizations in writing words  L.3.2g consult reference materials to check and correct spellings  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.3.5b identify real-life connections between words and their use  L.3.5c distinguish shades of meaning among words that describe states of mind or degrees of certainty  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: [The Taste of Hope](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tc_te_9780547979656_/launch.html?page=43)  Anchor Text: [The Journey: Stories of Migration](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T112)  \*\*\* Hyperlink connects to Journeys Teacher’s Edition.  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**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T168)**,** [**Vocabulary in Context Cards**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T112)  **Option 2: The Grasshopper and the Ant**  **Option 3: Read aloud: Taste of Hope**  **Option 4: ELL Leveled Reader:** [**Fish that Migrate**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T177) |
| Vocabulary  Drawn from the texts | Target vocabulary: survival, migrate, plenty, frightening, accidents, solid, chilly, landscape, thunderous, dramatic  Domain-Specific Vocabulary: adaptation, basic needs, insect, migration |
| Language/ Syntax   * Spelling and Grammar | RF.3.3c; RF.3.3d; RF.3.4a; L.3.1g; L.3.2f; L.3.2g  Follow the daily **Grammar** and **Spelling** sequence of activities  Grammar: Making Comparisons   * [Adjectives that Compare](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=104) * [Adverbs that Compare](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=105) * [Adjectives and Adverbs that Compare](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=111)   Spelling: changing Final *y* to *i*   * Cities, cried, puppies, hurried, stories, flies, parties, tried, pennies, fried, carried, babies, spied, ponies * [Word Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=106) * [Changing final *y* to *i*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=112) * [Proofreading for Spelling](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=115) |
| Writing   * Response to text * Writing Process * Culminating task | W.3.1a; W.3.1b; W.3.1d; W.3.3a; W.3.3b; W.3.4; W.3.5; W.3.10  Complete the Writing Process (edit, revise, and publish) to answer the following prompt:  **Daily Task:** The Readers’ Notebook (independent reading and written response to text) (SE 109-110)  **Daily Task:** The Write-In Reader pages 22 1a-22 1b  **Culminating Task:** Have students respond to the following prompt:  1. Use text evidence to describe the similarities and differences between the migration of locusts and the migration of whales. |
| Foundational Skills   * Fluency * Decoding * Word Work | SL.3.5; L.3.1g; L.3.1i; L.3.2f; L.3.3a; L.3.4a; L.3.4c; L.3.5b; L.3.6  Follow the daily **Phonics** and **Fluency** sequence of activities  Phonics:   * [Spelling Changes: -s, -es, -ed, -ing](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=103) * [Less Common Plurals](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=108) * [Model the Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=98) * [Pattern Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=98) * [Blind Writing Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=99) * [Open Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=99)   Fluency: Phrasing |

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| **Grades 3** | DAYS: WEEK 2 |
| Essential Question: How and why do other animals migrate? | |
| Standards  List 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.3.2 recount stories and determine the message, lesson or moral  RL.3.3 describe characters and explain how their actions contribute to the sequence of events  RL.3.6 distinguish own point of view from the narrator or characters’ point of view  RL.3.7 explain how illustrations contribute to the words  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.3.7 use information gained from illustrations and words to demonstrate understanding  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.3.4a read on-level text with purpose and understanding  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.3.1d provide a concluding statement or section  W.3.3a establish a situation and introduce a narrator or characters/organize an event sequence  W.3.3b use dialogue and descriptions to develop experiences and events or show characters’ responses  W.3.3c use temporal words and phrases to signal event order  W.3.3d provide a sense of closure  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.3.7 conduct short research projects that build knowledge about a topic  W.3.8 recall information from experiences or gather information from print and digital sources/ take brief notes and sort evidence  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.3.6 speak in complete sentences to provide detail or clarification  LANGUAGE  L.3.1e form and use simple verb tenses  L.3.1f ensure subject-verb and pronoun-antecedent agreement  L.3.1g form and use comparative and superlative adjective and adverbs, and choose between them  L.3.1i produce simple, compound, and complex sentences  L.3.2e use conventional spelling for high-frequency and other words and for adding suffixes to base words  L.3.2f use spelling patterns and generalizations in writing words  L.3.2g consult reference materials to check and correct spellings  L.3.4a use sentence-level context as a clue to the meaning of a word or phrase  L.3.4b determine the meaning of a new word with a known affix and a known word  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 | Anchor Text: [The Journey: Stories of Migration](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T112)  Students should read a variety of leveled texts on Migration. 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: [The Grasshopper and the Ant](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T146)  ELL Leveled Reader: [Fish that Migrate](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T177)  Other Resources  Get Epic   * [National Geographic Readers: Great Migrations Butterflies](https://www.getepic.com/app/read/15131) * [The Long, Long Journey: The Godwit’s Amazing Migration](https://www.getepic.com/app/read/6155)   Video   * [The Annual Crustacean Invasion on Christmas Island](http://www.animalplanet.com/tv-shows/other/videos/fooled-by-nature-christmas-island-crab-migration/) * [Baja Gray Whale](http://www.animalplanet.com/tv-shows/animal-planet-presents/videos/planets-best-baja-gray-whale/) * [Monarch Butterfly Migration](https://vimeo.com/41075641)   Online   * [Animal Migration Interactive](http://www.harcourtschool.com/activity/science_up_close/417/deploy/interface.swf) * [Live Camera: Animals reacting to seasonal changes](http://www.learner.org/jnorth/livecam/index.html) |
| Vocabulary  Drawn from the texts | Target vocabulary: prairie, slick, fetch, clattered, sniff, rough, batted, thumped, buzzing, rustle  Domain-Specific Vocabulary: pioneer, expansion, prairie, bonnet |
| Language/ Syntax   * Spelling and Grammar | RF.3.3c; RF.3.3d; RF.3.4a; L.3.1g; L.3.2f; L.3.2g  Follow the daily **Grammar** and **Spelling** sequence of activities  Grammar: Adverbs that Compare   * [Adverbs that Compare](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=90) * [Adverbs that Compare](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=91) * [Kinds of Adjectives](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=100)   Spelling: words with –ed and –ing   * Coming, swimming, dropping, tapping, taping, invited, saving, stared, planned, changing, joking, loved, gripped, tasted * [Online Games](http://www.spellingcity.com) * [Word Search](http://tools.atozteacherstuff.com/word-search-maker/wordsearch.php) * [Spelling Word Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=92) * [Base Words and –ed, -ing](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=89) * [Words with –ed and -ing](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=98) * [Proofreading for Spelling](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=101) |
| Writing   * Response to text * Writing Process * Culminating task | W.3.1a; W.3.1b; W.3.1d; W.3.3a; W.3.3b; W.3.4; W.3.5; W.3.10  Complete the Writing Process (edit, revise, and publish) to answer the following prompt:   * Students will choose two animals that they read about in this unit and explain the similarities and differences between how and why they migrate. |
| Foundational Skills   * Fluency * Decoding * Word Work | SL.3.5; L.3.1g; L.3.1i; L.3.2f; L.3.3a; L.3.4a; L.3.4c; L.3.5b; L.3.6  Follow the daily **Phonics** and **Fluency** sequence of activities  Phonics: base words and –ed, -ing   * [Base words and –ed, -ing](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=89)   Fluency: Intonation   * Listen and Read: [Seal’s Story](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tc_te_9780547979656_/launch.html?page=41) * Explain that the intonation of how you read aloud describes the rising and falling pattern of your speech. Intonation depends on punctuation, such as commas, periods and question marks. For instance, the voice rises when asking or reading a question * Reread the sentences together with students, checking for proper intonation with the text’s punctuation as they read |

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

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| **STORY INFORMATION: Topic: Migration** | |
| Anchor text: [The Journey: Stories of Migration](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T112) | **Grade 3 Q4 Weeks 3-4** |
| Essential Question: | Why do animals migrate to other places? |
| Culminating Task | W.3.1a; W.3.1d; W.3.3a; W.3.3c; W.3.3d; W.3.4; W.3.5; W.3.7; W.3.8; W.3.10  Have students create a visual representation of the migratory patterns of the animals they read about. Using large paper rolls, have students draw a map of the world and label the continents. Students can work independently or with a partner to research an animal from the anchor text ([The Journey: Stories of Migration](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T112)) and the supplemental texts (leveled readers, videos, and getepic.com). Once the research is finished, students will then make the animals using paper or paper plates. Students will then place their animals on the map and plot the animal’s migration.  Links to craft examples:  [Whale](http://krokotak.com/2014/07/a-paper-plate-whale/)  [Crab](http://www.pinkstripeysocks.com/2015/03/10-preschool-ocean-crafts-and.html)  [Butterfly](http://learncreatelove.com/paper-roll-butterfly-craft/)  [Locusts](http://www.homeeducatormom.com/2013/01/25/john-the-baptist-craft-ideas/) |
| Stations Activities:  RF.3.3c; RF.3.4a; SL.3.5; L.3.1g; L.3.1i; L.3.2f; L.3.3a; L.3.4a; L.3.4c; L.3.5b; L.3.6  RF.3.4a; SL.3.1b; SL.3.1c SL.3.1d; SL.3.3; SL.3.6  L.3.4a; L.3.4b; L.3.4c; L.3.4d; L.3.5b; L.3.6  SL.3.6; L.3.3a | **1): Phonics:**   * Create a [Crossword Puzzle](https://worksheets.theteacherscorner.net/make-your-own/crossword/) using spelling words * [Cumulative Review](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=94) * [Online Games](http://www.spellingcity.com) * [Word Search](http://tools.atozteacherstuff.com/word-search-maker/wordsearch.php)   **2): Comprehension/Building Knowledge:**   * [Oral Language Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896625_/launch.html?page=85A): students will work with a partner to answer the questions located on the cards * ELL Leveled Reader: Fish that Migrate. Students will use the illustrations to help them understand what they are reading.   **3): Vocabulary:**   * [Vocabulary in Context Cards:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896526_/launch.html?page=171A)  Present the cards using steps 1-3 of the Introduce Vocabulary routine on Teacher’s Edition * Concenration: One card has vocabulary word and the second card has the definition. All cards are turned face down. Students turn cards over to match the vocabulary word with the definition. * [Word Study](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=156) * [Language Support Card](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547953151_/volume/launch.html?page=18A) * Create a [Crossword Puzzle](https://worksheets.theteacherscorner.net/make-your-own/crossword/) using the week’s vocabulary words   **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: Monarchs on the Move * On Level Readers: Fish on the Move * Advanced Readers: Rescuing the Whopping Crane * English Language Learners: Fish that Migrate * [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 4 Weeks 5-6

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| **Grade 3** | DAYS: WEEK 1 |
| **Unit Topic: Sending Messages** | |
| Essential Questions: How did the people in  *Oliver K. Woodman* use the letters to communicate? | |
| Standards  WIDA: SIL; LOLA; LOSS | READING LITERATURE  RL.3.1 ask and answer questions to demonstrate understanding, referring to the text  RL.3.2 recount stories and determine the message, lesson or moral  RL.3.3 describe characters and explain how their actions contribute to the sequence of events  RL.3.5 refer to parts of stories, dramas, and poems/describe how each part builds on earlier sections  RL.3.7 explain how illustrations contribute to the words  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.3.5 use text features and search tools to locate information  RI.3.7 use information gained from illustrations and words to demonstrate understanding  RI.3.9 compare and contrast important points and details in texts on the same topic  RI.3.10 read and comprehend informational texts  FOUNDATIONAL SKILLS  RF.3.3a identify and know the meaning of common prefixes and derivational suffixes  RF.3.3b decode words with common Latin suffixes  RF.3.3c decode multisyllable 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.3.3b use dialogue and descriptions to develop experiences and events or show characters’ responses  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.3.4 report on a topic or text, tell a story, or recount an experience/speak clearly at an understandable pace  SL.3.6 speak in complete sentences to provide detail or clarification  LANGUAGE  L.3.1d form and use regular and irregular verbs  L.3.1i produce simple, compound, and complex sentences  L.3.2c use commas and quotation marks in dialogue  L.3.2d form and use possessives  L.3.2e use conventional spelling for high-frequency and other words and for adding suffixes to base words  L.3.2f use spelling patterns and generalizations in writing words  L.3.2g consult reference materials to check and correct spellings  L.3.3b recognize and observe differences between conventions of spoken and written standard English  L.3.4b determine the meaning of a new word with a known affix and a known word  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**: [Piggy Goes to Town](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T196)  **Anchor Text**: [The Journey of Oliver K. Woodman](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T204)  \*\*\* Hyperlink connects to Journeys Teacher’s Edition.  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**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T262)**,** [**Vocabulary in Context Cards**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T200)  **Option 2: Paired Text:** [**Moving the U.S. Mail**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T240)  **Option 3: Read aloud:** [**Piggy Goes to Town**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T196)  **Option 4: ELL Leveled Reader:** [**Ursus Travels**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T271) |
| Vocabulary  Drawn from the texts | Target vocabulary: sincere, conversations, managed, inspired, loaded, reunion, loveliest, currently, terror, pleasure  Domain-Specific Vocabulary: postage stamp, correspondent, e-mail, return address  [Vocabulary Context Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896526_/launch.html?page=191A) |
| Language/ Syntax   * Spelling and Grammar | L.3.1d; L.3.1i; L.3.2c; L.3.2d; L.3.2e; L.3.2f; L.3.2g; RF.3.3a; RF.3.3b; RF.3.3c  Follow the daily **Grammar** and **Spelling** sequence of activities  **Grammar**: Possessive Nouns and Pronouns   * Grammar Snap Video: [Possessive Pronouns](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/teacher_gateway_9780547934518_/txgs_g3_top_pos_pprn_002.html) * Grammar Snap Video: [Apostrophes to Show Possession](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/teacher_gateway_9780547934518_/txgs_g3_top_mech_ap_014.html) * Reader’s Notebook * [Singular Possessive Nouns](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=118) * [Plural Possessive Nouns](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=119) * [Possessive Pronouns](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=125) * [Review: The Special Verb be](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=128) * [Connect to Writing](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=130)   **Spelling:** Suffixes: -ful, -ly, and –er   * singer, loudly, joyful, teacher, fighter, closely, powerful, farmer, quickly, careful, friendly, speaker, wonderful, truly * [Online Games](http://www.spellingcity.com) * [Word Search](http://tools.atozteacherstuff.com/word-search-maker/wordsearch.php) * [Word Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=100) * Reader’s Notebook * [Spelling Word Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=120) * [Suffixes -ful, -ly, and -er](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=126) * [Suffixes –er -est](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=127) * [Proofreading for Spelling](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=129) |
| Writing   * Response to text * Writing Process * Culminating task | W.3.3b; W.3.5; W.3.10  Complete the Writing Process (edit, revise, and publish) to answer the following prompt:  **Narrative Writing: Dialogue**  **Daily Task:** Have students practice writing dialogue using [cartoons](http://boiseachraf.weebly.com/uploads/2/6/0/7/26070590/6000968_orig.jpg).  **Daily Task:** Once students have shown they understand how dialogue shows feelings and the personality of the characters, have them compete [Writing Handbook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ancillary_9780547896380_/launch.html?page=58)  **Culminating Task:** Reread the letter from the Claremont Sisters on page 288. Write a letter from Oliver’s point of view about his time with the sisters. Be sure to use dialogue and descriptive words to convey how Oliver feels about his stay. |
| Foundational Skills   * Fluency * Decoding * Word Work | SL.3.4; SL.3.6; L.3.1d; L.3.1i; L.3.2c; L.3.2d; L.3.3b Follow the daily **Phonics** and **Fluency** sequence of activities  **Phonics**: suffixes: -ful, -y, -ours, -ly, -er   * Reader’s Notebook * [Suffixes](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=117) * [Cumulative Review](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=122)   **Fluency**: Reading Rate   * Listen and Read: [Piggy Goes to Town](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T196) * Remind students that reading rate is the speed at which a person reads. A good reader does not read too slowly or too quickly. Reread the passage together with students, using an appropriate reading rate |

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| **Grades 3** | DAYS: WEEK 2 |
| Essential Question: How can people communicate over long distances? | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | READING LITERATURE  RL.3.2 recount stories and determine the message, lesson or moral  RL.3.3 describe characters and explain how their actions contribute to the sequence of events  RL.3.5 refer to parts of stories, dramas, and poems/describe how each part builds on earlier sections  RL.3.7 explain how illustrations contribute to the words  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.3.9 compare and contrast important points and details in texts on the same topic  RI.3.10 read and comprehend informational texts  FOUNDATIONAL SKILLS  RF.3.3a identify and know the meaning of common prefixes and derivational suffixes  RF.3.3b decode words with common Latin suffixes  RF.3.3c decode multisyllable 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.3.3a establish a situation and introduce a narrator or characters/organize an event sequence  W.3.3b use dialogue and descriptions to develop experiences and events or show characters’ responses  W.3.3c use temporal words and phrases to signal event order  W.3.3d provide a sense of closure  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.3.6 use technology to produce and publish writing as well as to interact and collaborate with others  W.3.8 recall information from experiences or gather information from print and digital sources/ take brief notes and sort evidence  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.3.2 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 detail  SL.3.4 report on a topic or text, tell a story, or recount an experience/speak clearly at an understandable pace  SL.3.6 speak in complete sentences to provide detail or clarification  LANGUAGE  L.3.1g form and use comparative and superlative adjective and adverbs, and choose between them  L.3.1h use coordinating and subordinating conjunctions  L.3.1i produce simple, compound, and complex sentences  L.3.2e use conventional spelling for high-frequency and other words and for adding suffixes to base words  L.3.2f use spelling patterns and generalizations in writing words  L.3.2g consult reference materials to check and correct spellings  L.3.3a choose words and phrases for effect  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.3.5a distinguish the literal and nonliteral meanings of words and phrases in context  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 | Anchor Text: [The Journey of Oliver K. Woodman](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T204)  Students should read a variety of leveled texts on Sending Messages. 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: [Moving the U.S. Mail](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T240)  ELL Leveled Reader: [Ursus Travels](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T271)  Other Resources  Get Epic   * [How Did That Get to My House? Mail](https://www.getepic.com/app/read/11230) * [First Year Letters](https://www.getepic.com/app/read/10036)   Video   * [Homeward Bound](http://video.disney.com/watch/homeward-bound-the-incredible-journey-trailer-4be1030a70ad049519ec4e85)- Binxie Gets Lost- Below Level Reader * [Route 66](http://viewpure.com/Jl7f0STb5Ds?start=0&end=0)- Vocabulary Reader * [How the US Postal System Works](http://viewpure.com/KYFtalTNzKk?start=0&end=0)- Moving the US Mail   [Adventures of Flat Stanley](http://viewpure.com/8k4fy7GsSSE?start=0&end=0)  Online   * [Flat Stanley](https://www.flatstanley.com/) |
| Vocabulary  Drawn from the texts | Target vocabulary: approached, section, avalanches, increases, equipment, tanks, slopes, altitude, succeed, halt  Domain-Specific Vocabulary: peak, summit, range, ridge, landform |
| Language/ Syntax   * Spelling and Grammar | L.3.1g; L.3.2e; L.3.2f; L.3.2g; L.3.3a; L.3.4c  Follow the daily **Grammar** and **Spelling** sequence of activities  **Grammar**: More, Most, -er, -est   * Reader’s Notebook * [Adjectives that Compare](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=146) * [Adverbs that Compare](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=147) * [Adjectives and Adverbs that Compare](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=153) * [Forming Complex Sentences](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=156)   **Spelling**: Suffixes: -less and -ness   * [Online Games](http://www.spellingcity.com) * [Word Search](http://tools.atozteacherstuff.com/word-search-maker/wordsearch.php) * [Model the Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=104) * [Speed Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=104) * [Blind Writing Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=105) * [Open Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=105) * Reader’s Notebook * [Suffixes –less, -ness, -able](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=145) * [Spelling Word Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=148) * [Suffixes –less and -ness](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=154) * [Proofreading for Spelling](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=157) |
| Writing   * Response to text * Writing Process * Culminating task | W.3.1a; W.3.1b; W.3.3a; W.3.3b; W.3.3c; W.3.3d; W.3.4; W.3.5; W.3.6; W.3.8; W.3.10  Complete the Writing Process (edit, revise, and publish) to answer the following prompt:  **Narrative Writing: Draft a Fictional Narrative**   * Choose one of the stories you have read this week. Imagine that you are a character from one of the stories. Write a letter to someone describing a trip that you took. Use examples from the text to add descriptions and narration. |
| Foundational Skills   * Fluency * Decoding * Word Work | RF.3.3a; RF.3.3b; RF.3.3c; RF.3.4b; L.3.5a; SL.3.3; SL.3.4; SL.3.6  Follow the daily **Phonics** and **Fluency** sequence of activities  **Phonics:** Suffixes: -less, -ness, -able   * Reader’s Notebook * [Cumulative Review](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=150) * [Word Study Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895956_/WordStudy_WordCards_BLM_SpellingPhonics_gr3.pdf#page=25)   **Fluency**: Expression   * Explain that good readers think about what a sentence means as they read aloud, so they can read it with the right kind of feeling or expression. * [Projectable 25.1](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/projectables_9780547862187_/launch.html?page=25.1) Have students identify the clues in the first paragraph that tell them the skier is excited: *pounding heart, deep breath, the exclamation point*.Review that they should use word choice and punctuation to determine how to read with expression. * Reread the sentences together with students, reading with expression |

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

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| **STORY INFORMATION: Topic: Sending Messages** | |
| Anchor text: | **Grade 3 Q4 Weeks 5-6** |
| Essential Question: | How can people communicate over long distances? |
| Culminating Task | W.3.1a; W.3.3b; W.3.3c; W.3.3d; W.3.4; W.3.5; W.3.6; W.3.8; W.3.10  **Writing a Personal Letter**  Pen Pals   * Students- Pen Pals are people who write each other, usually through postal mail. Have students talk about what it would be like to have a relationship with someone via mail. What kinds of things would they tell this friend? Would this friend live far away or nearby? * Have students write a personal letter introducing themself to their Pen Pal. Teachers can either trade letters with students from their school or they can try online Pen Pal accounts (check out [epals](http://www.epals.com/#/connections)) |
| Stations Activities:  RF.3.3a; RF.3.3b; RF.3.3c; RF.3.4b; L.3.5a; SL.3.3; SL.3.4; SL.3.6  RL.3.2; RL.3.3; RL.3.5; RL.3.7; RL.3.10; RF.3.3a; RF.3.3b; RF.3.3c; RF.3.4a; RF.3.4b  L.3.4d; L.3.6  RF.3.4b | **1): Phonics:**   * Create a [Crossword Puzzle](https://worksheets.theteacherscorner.net/make-your-own/crossword/) using spelling words * [Online Games](http://www.spellingcity.com) * [Word Search](http://tools.atozteacherstuff.com/word-search-maker/wordsearch.php)   **2): Comprehension/Building Knowledge:**   * [Oral Language Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896625_/launch.html?page=89A): students will work with a partner to answer the questions located on the cards * ELL Leveled Reader: [Ursus Travels](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T271). Students will use the illustrations to help them understand what they are reading.   **3): Vocabulary:**   * [Vocabulary in Context Cards:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896526_/launch.html?page=171A)  Present the cards using steps 1-3 of the Introduce Vocabulary routine on Teacher’s Edition * [Target Vocabulary- Lesson 23](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/teacher_gateway_9780547933412_/pdf/Weekly_Booklets/Lesson_23.pdf#page=6) * Concenration: One card has vocabulary word and the second card has the definition. All cards are turned face down. Students turn cards over to match the vocabulary word with the definition. * [Word Study](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=156) * [Language Support Card](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547953151_/volume/launch.html?page=23A) * Create a [Crossword Puzzle](https://worksheets.theteacherscorner.net/make-your-own/crossword/) using the week’s vocabulary words   **4.) Fluency:**   * [Journey’s Listen and Read](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume1/launch.html) * Stress: Have students practice re-reading their favorite parts of [The Journey of Oliver K. Woodman](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T204), focusing on expression 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: [Binxie Gets Lost](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T268) * On Level Readers: [Ursus, the Traveling Bear](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T269) * Advanced Readers: [Hopping Henry](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T270) * English Language Learners: [Ursus Travels](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume5/launch.html?page=T271) * [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

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| **Grade 3** | DAYS: WEEK 1 |
| **Unit Topic: Magnets** | |
| Essential Questions: Why are magnets essential to our everyday lives, and how do they work? | |
| Standards  WIDA: SIL; LOLA; LOS | READING LITERATURE  RL.3.1 ask and answer questions to demonstrate understanding, referring to the text  READING INFORMATIONAL TEXT  RI.3.3 describe the relationship between a series of historical events/scientific ideas/ steps in technical procedures  RI.3.7 use information gained from illustrations and words to demonstrate understanding  FOUNDATIONAL SKILLS  RF.3.3c decode multisyllable words  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  WRITING  W.3.2a introduce a topic and group related information/include illustrations  W.3.2b develop the topic with facts, definitions, and details  W.3.2d 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  SPEAKING AND LISTENING  SL.3.2 determine main ideas and details of a text read aloud or information presented in diverse media and formats  SL.3.4 report on a topic or text, tell a story, or recount an experience/speak clearly at an understandable pace  LANGUAGE  L.3.2a capitalize appropriate words in titles  L.3.2f use spelling patterns and generalizations in writing words  L.3.4a use sentence-level context as a clue to the meaning of a word or phrase  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) | Anchor Text: [The Power of Magnets](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume6/launch.html?page=T62)  \*\*\* Hyperlink connects to Journeys Teacher’s Edition.  Respond to text questions orally and in writing |
| 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: Maglev Trains**  **Option 3: Struggling Readers: Donavan’s Word Jar (Trade Book)** |
| Vocabulary  Drawn from the texts | **Target/Academic Vocabulary:** research, tools, familiar, gadget, invention, experiment, electric, power, prove, improve  **Domain-Specific Vocabulary:** attract, repel, poles, electromagnet |
| Language/ Syntax   * Spelling and Grammar | RF.3.3c; W.3.5; L.3.2a; L.3.2f  Follow the daily **Grammar** and **Spelling** sequence of activities  **Grammar:** Contractions   * [GrammarSnap Video](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/teacher_gateway_9780547934518_/txgs_g4_top_mech_ctcwhn_013.html) * [Contractions with not](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=177) * [Contractions with Pronouns](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=178) * [Contractions](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=179) * [Writing Proper Nouns](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=180) * [Conventions: Proofreading](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=181)   **Spelling:** Words with Double Consonants   * [Spelling/Phonics Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895956_/WordStudy_WordCards_BLM_SpellingPhonics_gr3.pdf#page=27) * [Spelling Word Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=60) * [Words with Double Consonants](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=174) * [Word Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=175) * [Proofreading for Spelling](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=176) * jelly, bottom, pillow, happen, butter, lesson, cherry, sudden, arrow, dollar, hello, rabbit, letter, button |
| Writing   * Response to text * Writing Process * Culminating task | W.3.2a; W.3.2b; W.3.2d; W.3.4; W.3.5; SL.3.4; L.3.2a; L.3.2f; L.3.4a; L.3.6  Complete the Writing Process (edit, revise, and publish) to answer the following prompt:  **Informative Writing: Problem and Solution Paragraph**   * Discuss with students Problem/Solution paragraph You’ve Got the Power in the [Writing Handbook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ancillary_9780547896380_/launch.html?page=66). * Have students complete the sentence frames.   Writing:   * Using key vocabulary: Explain what you know about how magnets work. * What are some things that would be easier to do if you had magnets to help? Use sentence frames for differentiation. For example: It would be easier to \_\_\_\_\_ with a magnet because \_\_\_\_\_. Have students include vocabulary in their responses. |
| Foundational Skills   * Fluency * Decoding * Word Work | RF.3.3c; RF.3.4b; RF.3.4c; L.3.2f Follow the daily **Phonics** and **Fluency** sequence of activities  **Phonics:** Double Consonants   * [Double Consonants](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=171) * [Model the Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=108) * [Pattern Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=108) * [Guess My Category](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=109) * [Open Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=109) * [Assess](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=109) * Create a [Crossword Puzzle](https://worksheets.theteacherscorner.net/make-your-own/crossword/) using spelling words * [Online Games](http://www.spellingcity.com) * [Word Search](http://tools.atozteacherstuff.com/word-search-maker/wordsearch.php)   **Fluency**: Intonation   * Explain that good readers change the pitch of their voices: their voices go up and down, depending on the kind of sentence they are reading. For example, their voices go down when they are reading a statement, but go up when they are asking a question. * Point out that end punctuation will help show when to make one’s voice go up or down. * Reread the sentences together. * Reinforce intonation with students by having them exaggerate the changing pitch of their voices |

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| **Grades 3** | DAYS: WEEK 2 |
| Essential Question: Why are magnets essential to our everyday lives, and how do they work? | |
| Standards  List 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.3.4 determine the meaning of words and phrases, distinguishing literal from nonliteral language  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.3.6 distinguish own point of view from that of the author  FOUNDATIONAL SKILLS  RF.3.3b decode words with common Latin suffixes  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.3.2a introduce a topic and group related information/include illustrations  W.3.2b develop the topic with facts, definitions, and details  W.3.2c use linking words and phrases to connect ideas within categories of information  W.3.2d 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  SPEAKING AND LISTENING  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 detail  SL.3.4 report on a topic or text, tell a story, or recount an experience/speak clearly at an understandable pace  LANGUAGE  L.3.2f use spelling patterns and generalizations in writing words  L.3.4c use a known root word as a clue to the meaning of an unknown word with the same root  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 Power of Magnets](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume6/launch.html?page=T62)  Students should read a variety of leveled texts on Magnets. 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:** [Maglev Trains](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume6/launch.html?page=T58)  **Paired Text:** [Electromagnets and You](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume6/launch.html?page=T70)  Other Resources  Video   * [Bill Nye Magnetism](http://www.teachertube.com/video/bill-nye-magnetism-edited-312554) * [iScience- Super Magnet](http://www.teachertube.com/video/iscience-super-magnet-experiment-228099?utm_source=video-google&utm_medium=video-view&utm_term=video&utm_content=video-page&utm_campaign=video-view-page)   News ELA   * [Magnets (informational text)](https://newsela.com/articles/magnet-toys/id/2127/)   Get Epic   * [Magnets (Video)](https://www.getepic.com/app/read/33441) * [Magnets](https://www.getepic.com/app/read/12924) * [Push and Pull! Learn about Magnets](https://www.getepic.com/app/read/31101) * [Step-by-Step Experiments with Magnets](https://www.getepic.com/app/read/31913) * [Discover Magnets](https://www.getepic.com/app/read/34997) * [Magnetism: First Science](https://www.getepic.com/app/read/6712) |
| Vocabulary  Drawn from the texts | Target/Academic Vocabulary: throughout, textures, peak, steep, tropical, landscape, slopes, altitude, survival, equipment |
| Language/ Syntax   * Spelling and Grammar | RF.3.3b; RF.3.3d; W.3.5; L.3.2f; L.3.4c; L.3.6  Follow the daily **Grammar** and **Spelling** sequence of activities  **Grammar:** Commas in Sentences   * [Commas in a Series](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=189) * [Commas with Introductory Words](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=190) * [Commas in Sentences](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=191) * [Writing Abbreviations](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=192) * [Sentence Fluency](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=193) * [Blackline Master](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/teacher_gateway_9780547933412_/pdf/Weekly_Booklets/Lesson_28.pdf)   **Spelling:** Words with *ough* and *augh*   * [Model the Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=110) * [Pattern Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=110) * [Open Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=111) * [Blind Writing Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=111) * [Assess](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=111) * [Words with ough and augh](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=186) * [Word Sort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=187) * [Proofreading for Spelling](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=188) * [Blackline Master](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/teacher_gateway_9780547933412_/pdf/Weekly_Booklets/Lesson_28.pdf) |
| Writing   * Response to text * Writing Process * Culminating task | W.3.2a; W.3.2b; W.3.2c; W.3.2d; W.3.4; W.3.5; L.3.2f; L.3.6  Complete the Writing Process (edit, revise, and publish) to answer the following prompt:  **Informative Writing:**   * Use the text features in *The Power of Magnets* create a brochure explaining the different kinds of magnets and how they work. Be sure to use examples and quotes from the text to support your information. |
| Foundational Skills   * Fluency * Decoding * Word Work | RF.3.3b; RF.3.3d; RF.3.4a; RF.3.4b; SL.3.4; L.3.2f  Follow the daily **Phonics** and **Fluency** sequence of activities  **Phonics:** Words with *ough* and *augh*   * [Words with ough, augh](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume2/launch.html?page=183) * [Word Study Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895956_/WordStudy_WordCards_BLM_SpellingPhonics_gr3.pdf#page=28) * [Blackline Master](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/teacher_gateway_9780547933412_/pdf/Weekly_Booklets/Lesson_28.pdf)   **Fluency:** Phrasing   * Explain that when good readers read aloud, they pause after each group of words that are related in some way. A good reader pauses at commas and periods but may also pause at places with no punctuation * Display [Projectable 28.1](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/projectables_9780547862187_/launch.html?page=28.1). As you read each sentence, model how to use natural pauses to group the words into meaningful phrases * Point out that pausing helps readers make sense of groups of words on a page. Model the difference between reading a sentence with no pauses and with pauses. * Reread the sentences together with students, grouping the words together in phrases and pausing at the end of each phrase |

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

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| **STORY INFORMATION: Topic:** | |
| Anchor text: | **Grade 3 Q4 Weeks 7-8** |
| Essential Question: | How would your life be different without magnets? |
| Culminating Task | **Magnet Race**   * Review: how magnets attract and repel * Students will have a Magnet Race- they will put a sticker on the poles of their magnets. Using the stickers, students will be able to identify which magnet is north and which is south.  Have a determined starting and finish line. Students will then use one magnet to repel the other magnet towards the finish line. |
| Stations Activities:  RF.3.3b; RF.3.3d  RL.3.1 RL.3.; RI.3.6; RF.3.3b; RF.3.3d; RF.3.4a; RF.3.4b;  L.3.6; RL.3.4  RF.3.4b | **1): Phonics:**   * Create a [Crossword Puzzle](https://worksheets.theteacherscorner.net/make-your-own/crossword/) using spelling words * [Online Games](http://www.spellingcity.com) * [Word Search](http://tools.atozteacherstuff.com/word-search-maker/wordsearch.php)   **2): Comprehension/Building Knowledge:**   * Struggling Readers: Donavan’s Word Jar * On Level: Jake Drake, Know-It-All * Advanced: Capoeira   **3): Vocabulary:**   * Concentration: One card has vocabulary word and the second card has the definition. All cards are turned face down. Students turn cards over to match the vocabulary word with the definition. * [Word Study](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=168) * [Language Support Card](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547953151_/volume/launch.html?page=27A) * Create a [Crossword Puzzle](https://worksheets.theteacherscorner.net/make-your-own/crossword/) using the week’s vocabulary words   **4.) Fluency:**   * Intonation * Phrasing |
| Other notes | For scaffolding:   * Struggling Readers: Donavan’s Word Jar * On Level: Jake Drake, Know-It-All * Advanced: Capoeira * [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. |

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| **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** |

End of Year/ Week 9 of quarter 4:

The WIDA ACCESS 2.0 test window ranges from March 6-April 21, 2017. Students will be tested within the domains of listening, reading, writing, and speaking. Please be certain to expose students to practice test items via https://www. wida-ams.us (scroll down, no need to log in). Please make sure your school composite is updated as well and that the latest version is submitted to the ESL office (purnellmc@scsk12.org).

To prepare for next year, during week 9, please compile the following items and place in your ESL file or ESL student files so that data may be passed on to next year’s ESL teacher and/or General Education teacher:

· Two writing samples taken from this last quarter. The writing should come from any two of the culminating writing tasks outlined in this curriculum guide. If accommodations were made during this writing task, please attach a brief note stating what those accommodations were. For example, did a partner assist or was a sentence or paragraph frame provided?

▪ Reading A-Z fluency passages levels S and T. Teachers should include these level passages, along with any other fluency check they feel may be more indicative of what a student “can do” (WIDA). 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/))

● WIDA Student Profile. Ask students to help you create a set of information specific to them. This information will be passed on to next year’s teacher (at beginning of next school year). Place these completed student profiles in your ESL files for future use. Ask students to draw a picture of self in the middle (of bubble map, for example, with interest items all around) or have students bring in a picture.

o Topics may include:

● favorite sports teams /sports the student participates in

● country of origin/ how long in the U.S.

● favorite school subject

● how many in my family

● my summer plans

● favorite books

● who helps me study

o After students have filled in their portion of their profile, take a moment to write in the following information within a “teacher” bubble portion of this map. Topics you may wish to address are:

● accommodations made on a regular basis are:

● this student works best when:

● student has grown the most in the area of:

● student is still struggling with:

● any other information you want to inform next year’s teacher(s) about which is relevant to this child’s education