

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

Marking Period 1

(place an “X” before each law/statute if/when present within the curriculum map)										
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>	

Holocaust Law- Next Step, pg 30-70

LGBTQ and Disabilities Law

Diversity & Inclusion

Standards in Action: *Climate Change*
Elementary Globe-

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

	<u>Student Learning Objective (SLO)</u>	<u>Language Objective</u>	Language Needed
	<p><u>Week 1: Beginning of the year review and Diagnostic Assessment</u></p> <p><u>Weeks 2-3 (Story Structure)</u></p> <p><u>Aligned Journeys Selection</u></p> <p><u>Lesson 1: A Fine, Fine School</u></p> <p><u>Focus Wall</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/volume1/assets/pdf/JourneysPrintableTE_G3L1.pdf</p>	<p><u>ELA RESOURCES</u></p> <p>www.readworks.org (Create a Free account)</p> <p>www.commonlit.org (Create a Free account)</p> <p>www.mobymax.com</p> <p>www.hubbardscupboard.org</p> <p>www.englishforeveryone.org (grammar worksheets)</p> <p>https://www.ixl.com/signin/bboed</p> <p>https://www.brainpop.com/</p> <p>www.newsela.com</p> <p>www.spellingcity.com</p> <p>www.quizlet.com</p> <p>www.starfall.com (Phonics)</p>	

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

<p>SLO: 1</p> <p>NJSLS: RL.3.1; RI.3.2</p> <p>SL 3.3</p> <p>W 3.3 A, W 3.10</p> <p>RF 3.3 C</p> <p>L 3.2 F</p> <p>WIDA: 2</p> <p>Reading Speaking Writing</p>	<p><i>RL 3.1: Ask and answer questions, and relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p><i>RL 3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme lesson, or moral and explain how it is revealed through key details in the text.</i></p> <p><i>SL: 3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</i></p> <p><i>W 3.3 A. Establish a situation and introduce a narrative and/or characters ; organize an event sequence that unfolds naturally.</i></p> <p><i>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <p><i>L 3.2 F Use spelling patterns and generalizations (e.g, word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</i></p>	<p><u><i>A Fine, Fine School</i></u></p> <p><u><i>Narrative Writing: Descriptive Paragraph</i></u></p> <p><u><i>Focus Trait: Word Choice</i></u></p> <p><u><i>Build Background:</i></u> <i>Why are schools important in community?</i></p> <p><u><i>Comprehension:</i></u> <i>Story Structure, summarize</i></p> <p><u><i>Target Vocabulary:</i></u> <i>announced, certainly, fine, principal, proud, soared, strolled, worried.</i></p> <p><u><i>High-Utility Words:</i></u> <i>everyone, hallway, holiday, learn, teacher</i></p> <p><u><i>Target Skill/Story Structure</i></u></p> <p><i>Explain to students that a story’s structure includes the setting, characters and a plot. These elements work together to make a story come to life. The setting is where and when the story takes place. The characters are the people in the story. The plot includes the main problem the characters face and how they solve it.</i></p>	<p>VU: Story Structure Analyze Illustrations.</p> <p>Humorous Fiction;</p> <p>LFC: Context clues, simple sentences</p> <p>Short Vowels: a, e, i, o, u</p> <p>Words with the VCCV patterns</p> <p>LC: Varies by ELP level</p>
--	--	---	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

RF 3.3 C Decode multi-syllable words.

Write About Reading

Utilizing sentence frames

- Have students think about things they learn outside school and why each is important.
- Sentence Frames:
- I think _____, _____, and _____ are important things I learn outside of school.
- I think _____ is important because _____.

Objectives

Participate in a discussion about school content.

Say, read, and use Target Vocabulary and high frequency words.

Students list and pronounce words with short vowels: a, e, i, o, u.

Practice analyzing story structure and complete a story map content.

Participate in a daily writing activity to enhance writing skills with the use of story maps,

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

			<p><i>sentence frames, and vocabulary words to help writers organize their more detailed stories.</i></p> <p><i>Listen to and read a dialogue (Language).</i></p> <p><i>Build reading proficiency through peer-supported reading.</i></p> <p><i>Identify subjects and predicates in simple sentences.</i></p> <p><i>Discuss and compare selections about schools and ways of learning.</i></p> <p><i>Make a chart to compare/contrast different schools and ways of learning.</i></p> <p><i>Ask questions about Why schools are important in a community?</i></p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

Language Objectives	Ask and answer questions about informational text and fiction from grade level text in L1 and/or answer “who,” Yes/No or either/or questions about the text with single words, phrases, or chunks of language in order to complete narrative piece by drawing the sequence of events and/or using illustrations (graphic organizer) in proper sequences with corresponding single words. <i>Participate in a discussion (with teacher’s guidance) about school content.</i>	Ask and answer questions about informational text and fiction from grade level text in L1 and/or ask and answer “WH-” questions about the text using simple phrases and simple sentences with key content based vocabulary. Produce a narrative piece using phrases and/or drawings to describe their writing piece. <i>Participate in a discussion (with teacher’s guidance) about school content.</i>	Ask and answer questions about informational text and fiction from adapted text using simple sentences with key content based vocabulary. Produce an organized narrative piece using a graphic organizer to complete the task. <i>Participate in a discussion about school content.</i>	Ask and answer questions about informational text and fiction from approaching grade level text using complex sentences with content -based vocabulary. Produce an organized and detailed one paragraph narrative piece. <i>Participate in a discussion about school content.</i>	Ask and answer questions about informational text and fiction from grade level text using detailed sentences of varying lengths with content based vocabulary. Produce an organized and detailed two paragraph narrative piece. <i>Participate in a discussion about school content.</i>
Learning Supports	<p style="text-align: center;"><u>Digital Journeys Resources</u></p> <p style="text-align: center;"><u>ELL Leveled Reader</u></p> <p style="text-align: center;"><u>Vocabulary Reader</u></p> <p style="text-align: center;"><u>Multimedia Grammar Glossary</u></p> <p style="text-align: center;"><u>Picture Card Bank</u></p> <p style="text-align: center;"><u>Graphic organizers</u></p>	<p style="text-align: center;"><u>Digital Journeys Resources</u></p> <p style="text-align: center;"><u>ELL Leveled Reader</u></p> <p style="text-align: center;"><u>Vocabulary Reader</u></p> <p style="text-align: center;"><u>Multimedia Grammar Glossary</u></p> <p style="text-align: center;"><u>Picture Card Bank</u></p>	<p style="text-align: center;"><u>Digital Journeys Resources</u></p> <p style="text-align: center;"><u>ELL Leveled Reader</u></p> <p style="text-align: center;"><u>Vocabulary Reader</u></p> <p style="text-align: center;"><u>Multimedia Grammar Glossary</u></p> <p style="text-align: center;"><u>Picture Card Bank</u></p>	<p style="text-align: center;"><u>Digital Journeys Resources</u></p> <p style="text-align: center;"><u>ELL Leveled Reader</u></p> <p style="text-align: center;"><u>Vocabulary Reader</u></p> <p style="text-align: center;"><u>Multimedia Grammar Glossary</u></p> <p style="text-align: center;"><u>Picture Card Bank</u></p>	<p style="text-align: center;"><u>Graphic organizers</u></p> <p style="text-align: center;">https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</p> <p style="text-align: center;"><u>Reader’s Notebook PDF student workbook</u></p> <p style="text-align: center;">https://www-k6.thinkcentral.com/content/hsp/common/reading/Jour</p>

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

	<p>https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</p> <p>Context clues worksheet</p> <p>https://www.teacherspayteachers.com/Product/The-Mitten-Vocabulary-Reference-Sheet-and-Context-Clue-Worksheet-2923234</p> <p>Context clues brainpop</p> <p>https://www.brainpop.com/english/studyandreadingskills/contextclues/</p> <p>Think/share/pair with classmates.</p> <p>Teacher will scaffold students throughout the lesson.</p> <p>Reader’s Notebook PDF student workbook</p>	<p>Graphic organizers</p> <p>https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</p> <p>Context clues worksheet</p> <p>https://www.teacherspayteachers.com/Product/The-Mitten-Vocabulary-Reference-Sheet-and-Context-Clue-Worksheet-2923234</p> <p>Context clues brainpop</p> <p>https://www.brainpop.com/english/studyandreadingskills/contextclues/</p> <p>Reader’s Notebook PDF student workbook</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys</p>	<p>Graphic organizers</p> <p>https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</p> <p>Context clues worksheet</p> <p>https://www.teacherspayteachers.com/Product/The-Mitten-Vocabulary-Reference-Sheet-and-Context-Clue-Worksheet-2923234</p> <p>Context clues brainpop</p> <p>https://www.brainpop.com/english/studyandreadingskills/contextclues/</p> <p>Reader’s Notebook PDF student workbook</p> <p>https://www-k6.thinkcentral.com/content/</p>	<p>Graphic organizers</p> <p>https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</p> <p>file:///Users/marisacortes/Downloads/samplepagepdf.pdf</p> <p>Reader’s Notebook PDF student workbook</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p>Journey’s Write In Reader (PDF student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader g3 unit1.pdf</p>
--	--	--	--	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

	<p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p>Journey's Write In Reader (PDF student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader g3 unit1.pdf</p>	<p>Readers Notebook G3 Units1-3 student.pdf</p> <p>Journey's Write In Reader (PDF student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader g3 unit1.pdf</p>	<p>hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p>Journey's Write In Reader (PDF student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader g3 unit1.pdf</p>	<p>on/reading/Journeys Write in Reader/journeys write in reader g3 unit1.pdf</p>	
--	--	--	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
	<u>Weeks 2-3</u>		

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

	<p style="text-align: center;"><u>Aligned Journey’s Selection</u></p> <p style="text-align: center;"><u>Lesson 16: Judy Moody, Saves the World</u></p> <p style="text-align: center;"><u>Focus Wall</u></p> <p style="text-align: center;">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume4/assets/pdf/JourneysPrintableTE_G3L16.pdf</p>		
<p>SLO: 2</p> <p>NJSLS: RL.3.1, RL3.2</p> <p>W 3.4, W 3.10</p> <p>SL 3.3</p> <p>L3.4 A</p> <p>WIDA: 2 Reading</p>	<p><i>RL 3.1 Ask and answer questions, and relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p><i>RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme lesson, or moral and explain how it is revealed through key details in the text.</i></p> <p><i>W 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i></p> <p><i>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and</i></p>	<p style="text-align: center;"><u>Judy Moody, Saves the World</u></p> <p style="text-align: center;"><u>Opinion Writing: Persuasive Letter</u></p> <p style="text-align: center;"><u>Focus Trait: Ideas</u></p> <p><u>Build Background:</u> <i>Why is it important to protect special places?</i></p> <p><u>Comprehension:</u> <i>Story Structure/Monitor/Clarify</i></p> <p><u>Target Vocabulary:</u> <i>carton, complicated, dripping, global, hardly, pollution, project, recycle, rubbish, shade.</i></p>	<p>VU: Story Structure/Theme Humorous fiction</p> <p>LFC: Context clues, Adjectives, Articles. Practice words with vowel /r/ sounds in air, ear, are.</p> <p>LC: Varies by ELP level</p>

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

<p>Speaking Writing Listening</p>	<p><i>shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <p><i>SL: 3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</i></p> <p><i>L 3.4 A Use sentence level context as a clue to the meaning of a word or phrase.</i></p>	<p><u>High-Utility Words:</u> <i>compost, dust, garbage, hurt, reuse,</i></p> <p><u>Target Skill/Story Structure/Theme</u></p> <p><i>Review with students that a story’s characters usually experience and solve a problem. These events are a part of the plot. The setting is where and when the story takes place. Tell students that describing the story’s characters, setting, and sequence of events will help them understand the story. Tell students that a graphic organizer will help them record important information about the story. Remind students that the theme is the message or big idea of a story.</i></p> <p><u>Write About Reading</u></p> <p><i>Students will respond to the story by writing an e-mail (with teacher’s guidance) that gives advice to Judy. They will look back at the details that describe the tone that might be appropriate when giving advice to a friend in an e-mail.</i></p>	
---	---	---	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

		<p><u>Objectives</u></p> <p><i>Participate in a discussion about taking care of the environment.</i></p> <p><i>Say, read, and use Target Vocabulary and spelling words.</i></p> <p><i>Acquire and use conversational and general academic words</i></p> <p><i>Listen to and read aloud a dialogue about recycling and appropriate intonation.</i></p> <p><i>Practice words with air, ear, are.</i></p> <p><i>Understand how parts of the story build on each other and complete a story map.</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p>	
--	--	---	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

			<p><i>Use and explain the function of adjectives and articles.</i></p> <p><i>Discuss and compare selections about ways to take care of the environment.</i></p> <p><i>Make a chart to compare/contrast selections about how people can take care of the environment.</i></p> <p><i>Ask questions about recycling and pollution. (Why is it important to take care of the environment?)</i></p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Ask and answer questions about informational text and fiction from grade level text in L1 and/or answer “who,” Yes/No or either/or questions about the text with single words, phrases, or chunks of language. Produce writing in which the development and organization are appropriate to task and</p>	<p>Ask and answer questions about informational text and fiction from grade level text in L1 and/or ask and answer “WH-” questions about the text using simple phrases and simple sentences with key content based vocabulary. Produce writing in which the development and organization are appropriate to task and</p>	<p>Ask and answer questions about informational text and fiction from adapted text using more complex sentences with key content based vocabulary . Produce writing in which the development and organization are appropriate to task and purpose. <i>Participate in a daily writing activity to enhance writing skills</i></p>	<p>Ask and answer questions about informational text and fiction from approaching grade level text using complex sentences with content -based vocabulary. Produce writing in which the development and organization are appropriate to task and purpose. <i>Use and explain</i></p>	<p>Ask and answer questions about informational text and fiction from grade level text using detailed sentences of varying lengths with content based vocabulary.</p> <p>Produce writing in which the development and organization are appropriate to task and purpose. <i>Use and explain the function of adjectives and articles.</i></p>

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

	<p>purpose. Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories. Build reading proficiency through teacher/peer-supported reading. Use and explain the function of adjectives and articles. Discuss and compare selections about ways to take care of the environment. Make a chart to compare/contrast selections about how people can take care of the environment.</p>	<p>purpose. Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories. Build reading proficiency through teacher/peer-supported reading. Use and explain the function of adjectives and articles. Discuss and compare selections about ways to take care of the environment. Make a chart to compare/contrast selections about how people can take care of the environment.</p>	<p>with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories. Build reading proficiency through teacher/peer-supported reading. Use and explain the function of adjectives and articles. Discuss and compare selections about ways to take care of the environment. Make a chart to compare/contrast selections about how people can take care of the environment.</p>	<p>the function of adjectives and articles.</p> <p>Discuss and compare selections about ways to take care of the environment.</p> <p>Make a chart to compare/contrast selections about how people can take care of the environment. Ask questions about recycling and pollution. (Why is it important to take care of the environment?)</p>	<p>Discuss and compare selections about ways to take care of the environment.</p> <p>Make a chart to compare/contrast selections about how people can take care of the environment. Ask questions about recycling and pollution. (Why is it important to take care of the environment?)</p>
--	--	--	---	--	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

<p>Learning Supports</p>	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u></p> <p><u>Vocabulary Reader</u></p> <p><u>Multimedia Grammar Glossary</u></p> <p><u>Picture Card Bank</u></p> <p><u>Graphic organizers</u></p> <p>https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</p> <p><u>Context clues/Brainpop</u></p> <p>https://www.brainpop.com/search/?keyword=Context%20Clues</p> <p><u>Adjectives/Brainpop</u></p>	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u></p> <p><u>Vocabulary Reader</u></p> <p><u>Multimedia Grammar Glossary</u></p> <p><u>Picture Card Bank</u></p> <p><u>Graphic organizers</u></p> <p>https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</p> <p><u>Context clues/Brainpop</u></p> <p>https://www.brainpop.com/search/?keyword=Context%20Clues</p> <p><u>Adjectives/Brainpop</u></p>	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u></p> <p><u>Vocabulary Reader</u></p> <p><u>Multimedia Grammar Glossary</u></p> <p><u>Picture Card Bank</u></p> <p><u>Graphic organizers</u></p> <p>https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</p> <p><u>Context clues/Brainpop</u></p> <p>https://www.brainpop.com/search/?keyword=Context%20Clues</p> <p><u>Adjectives/Brainpop</u></p>	<p><u>Digital Journeys Resources</u></p> <p><u>Multimedia Grammar Glossary</u></p> <p><u>Graphic organizers</u></p> <p>https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</p> <p><u>Reader’s Notebook PDF student workbook</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Journey’s Write In Reader PDF</u></p> <p><u>(student workbook)</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader</p>	<p><u>Graphic organizers</u></p> <p>https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</p> <p><u>Reader’s Notebook PDF student workbook</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Journey’s Write In Reader PDF</u></p> <p><u>(student workbook)</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader</p>
--------------------------	---	---	---	--	---

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

	<p>https://www.brainpop.com/search/?keyword=Adjectives</p> <p>Reader’s Notebook PDF student workbook</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Journey’s Write In Reader PDF</u> (student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</p>	<p>https://www.brainpop.com/search/?keyword=Adjectives</p> <p>Reader’s Notebook PDF student workbook</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Journey’s Write In Reader PDF</u> (student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</p>	<p>https://www.brainpop.com/search/?keyword=Adjectives</p> <p>Reader’s Notebook PDF student workbook</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Journey’s Write In Reader PDF</u> (student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</p>	<p><u>Journey’s Write In Reader PDF</u> (student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</p>	<p>der/journeys write in reader_g3_unit4.pdf</p>
--	--	--	--	---	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

	<p style="text-align: center;">Student Learning Objective (SLO)</p> <p style="text-align: center;"><u>Weeks 2-3</u></p> <p style="text-align: center;"><u>Aligned Journey’s Selection</u></p> <p style="text-align: center;"><u>Lesson 19: Two Bear Cubs</u></p> <p style="text-align: center;"><u>Focus Wall</u></p> <p style="text-align: center;">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume4/assets/pdf/JourneysPrintableTE_G3L19.pdf</p>	<p style="text-align: center;">Language Objective</p>	<p style="text-align: center;">Language Needed</p>
<p>SLO: 3</p> <p>NJSLS: RL.3.1, RL3.2</p> <p>SL 3.6, W 3.4 W 3.10,</p>	<p><i>RL 3.1 Ask and answer questions, and relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p><i>RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme lesson, or moral and</i></p>	<p style="text-align: center;"><u>Two Bear Cubs</u></p> <p style="text-align: center;"><u>Opinion Writing: Prewrite a Persuasive Essay</u></p> <p style="text-align: center;"><u>Focus Trait: Ideas</u></p>	<p>VU: Story Structure/Story Message</p> <p>Myth/Play</p> <hr/> <p>LFC: Prefixes: pre, -re, bi-</p>

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

<p>L 3.1 D. RF 3.3 A WIDA: 2 Reading Speaking Writing Listening</p>	<p><i>explain how it is revealed through key details in the text.</i></p> <p><i>SL 3.6 Speak in complete sentences when appropriate to task and situations in order to provide requested detail or clarification.</i></p> <p><i>W 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i></p> <p><i>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <p><i>L 3.1 D. Form and use regular and irregular verbs.</i></p> <p><i>RF 3.3 A Identify and know the meaning of the most common prefixes and derivational suffixes.</i></p>	<p><u>Build Background:</u> <i>How do people in your community help each other?</i></p> <p><u>Comprehension:</u> <i>Story Structure/Summarize</i></p> <p><u>Target Vocabulary:</u> <i>base, burden, console, drowsy, glancing, greedily, heroic, hesitation, ignores, scolding.</i></p> <p><u>High-Utility Words:</u> <i>continued, people, scared, succeeded, suddenly, supposed, warned.</i></p> <p align="center"><u>Target Skill/Story Structure</u></p> <p><i>Tell students that like other stories, plays have a setting, characters, and plot events, including a problem and its solution. Explain that plays are organized by scenes and each scene builds upon the previous scene to form the play’s plot.</i></p> <p align="center"><u>Write About Reading</u></p> <p><i>Explain to students that a character description includes the character’s traits, motivations, and feelings. Have students make a list of Measuring Worm’s qualities. Ask them to note details (graphic organizer) so they can refer to specific text and scenes in their writing.</i></p>	<p><i>Vowel sounds in spoon and wood.</i></p> <p><i>Irregular verbs</i></p> <hr/> <p>LC: Varies by ELP level</p>

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

		<u>Objectives</u> <i>Participate in a discussion about how members of a community help each other.</i> <i>Acquire and use conversational and general academic words and phrases.</i> <i>Practice words with the vowel sounds in spoon and wood.</i> <i>Identify elements of a story structure to complete a graphic organizer and understand how scenes build on one another.</i> <i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories.</i> <i>Decode and use words with the prefixes pre-, -re, -bi.</i> <i>Understand story structure and how events build on one another.</i> <i>Form and use irregular verbs.</i> <i>Build reading proficiency through peer-supported reading.</i> <i>Discuss and compare selections about ways that community members help each other.</i>	
--	--	---	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

			<p><i>Make a chart to compare/contrast selections about ways that community members help each other.</i></p> <p><i>Ask questions about How members of a community help each other.</i></p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Identify how the illustrations reflect the mood in a grade level story by pairing objects, pictures, or equations as directed by a partner. Identify single key words that reflect the mood of the illustrations in an appropriately leveled story read aloud. Read irregularly spelled common words with fluency and accuracy. <i>Participate in a discussion about how members of a community help each other. Acquire and use</i></p>	<p>Identify how the illustrations reflect the mood in a grade level story in L1 and/or an appropriately leveled story by matching oral descriptions to photos, pictures, or icons. Read irregularly spelled words in phrases with fluency and accuracy. <i>Participate in a discussion about how members of a community help each other. Acquire and use conversational and general academic words and phrases. Practice words with the vowel sounds in spoon and wood.</i></p>	<p>Identify how the illustrations reflect the mood in an adapted story by carrying out steps, described orally to solve problems. Locating details in content area text or media and use simple sentences and general key content-based vocabulary. Read irregularly spelled common words with fluency and accuracy in adapted or appropriate leveled text. <i>Participate in a discussion about how members of a community help each other. Acquire and use conversational and general academic words and phrases.</i></p>	<p>Identify how the illustrations reflect the mood in an approaching grade level story by identifying content-related ideas and detail in oral discourse. Read irregularly spelled words with fluency and accuracy in texts which are approaching grade level. <i>Discuss and compare selections about ways that community members help each other. Make a chart to compare/contrast selections about ways that community members help each other. Ask</i></p>	<p>Identify how the illustrations reflect the mood in a grade level story using detailed sentences of varying length and content-based vocabulary. Read grade irregularly spelled words with fluency and accuracy. <i>Discuss and compare selections about ways that community members help each other. Make a chart to compare/contrast selections about ways that community members help each other. Ask questions about How members of a community help each other.</i></p>

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

	<p><i>conversational and general academic words and phrases. Practice words with the vowel sounds in spoon and wood.</i></p>		<p><i>Practice words with the vowel sounds in spoon and wood.</i></p>	<p><i>questions about How members of a community help each other.</i></p>	
Learning Supports	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u></p> <p><u>Vocabulary Reader</u></p> <p><u>Multimedia Grammar Glossary</u></p> <p><u>Picture Card Bank</u></p> <p><u>Graphic Organizers</u></p> <p>https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf</p> <p><u>Prefixes/Brainpop</u></p>	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u></p> <p><u>Vocabulary Reader</u></p> <p><u>Multimedia Grammar Glossary</u></p> <p><u>Picture Card Bank</u></p> <p><u>Graphic Organizers</u></p> <p>https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf</p> <p><u>Prefixes/Brainpop</u></p>	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u></p> <p><u>Vocabulary Reader</u></p> <p><u>Multimedia Grammar Glossary</u></p> <p><u>Picture Card Bank</u></p> <p><u>Graphic Organizers</u></p> <p>https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf</p> <p><u>Prefixes/Brainpop</u></p>	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u></p> <p><u>Vocabulary Reader</u></p> <p><u>Multimedia Grammar Glossary</u></p> <p><u>Picture Card Bank</u></p> <p><u>Graphic Organizers</u></p> <p>https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf</p> <p><u>Prefixes/Brainpop</u></p>	<p><u>Reader’s Notebook PDF student workbook</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Journey’s Write In Reader PDF</u></p> <p><u>(student workbook)</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_R</p>

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

	<p>https://www.brainpop.com/search/?keyword=R</p> <p>oots%2C+Prefixes%2C+and+Suffixes</p> <p>Irregular Verbs</p> <p>https://ell.brainpop.com/level1/unit6/</p> <p>Reader’s Notebook PDF student workbook</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p>	<p>https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffixes</p> <p>Irregular Verbs</p> <p>https://ell.brainpop.com/level1/unit6/</p> <p>Reader’s Notebook PDF student workbook</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p>Journey’s Write In Reader PDF</p> <p>(student workbook)</p>	<p>https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffixes</p> <p>Irregular Verbs</p> <p>https://ell.brainpop.com/level1/unit6/</p> <p>Reader’s Notebook PDF student workbook</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p>Journey’s Write In Reader PDF</p> <p>(student workbook)</p>	<p>https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffixes</p> <p>Reader’s Notebook PDF student workbook</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p>Journey’s Write In Reader PDF</p> <p>(student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journey</p>	<p>eader/journeys write in reader_g3_unit4.pdfT</p>
--	--	--	--	--	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

	<p><u>Journey’s Write In Reader PDF</u> (student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit4.pdfT</p> <p><u>Think/share/pair with classmates.</u></p> <p><u>Teacher will scaffold students throughout the lesson.</u></p> <p><u>Bilingual dictionaries will be provided to students. They will also have access to online dictionary.</u></p>	<p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit4.pdfT</p> <p><u>Think/share/pair with classmates.</u></p> <p><u>Teacher will scaffold students throughout the lesson.</u></p> <p><u>Bilingual dictionaries will be provided to students. They will also have access to online dictionary.</u></p>	<p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit4.pdfT</p> <p><u>Think/share/pair with classmates.</u></p> <p><u>Teacher will scaffold students throughout the lesson.</u></p> <p><u>Bilingual dictionaries will be provided to students. They will also have access to online dictionary.</u></p>	
--	--	---	---	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
--	----------------------------------	--------------------	-----------------

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

	<p><u>Weeks 2-3</u></p> <p><u>Aligned Journey’s Selection</u></p> <p><u>Lesson 23: The Journey of Oliver K. Woodman</u></p> <p><u>Focus Wall</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume5/assets/pdf/JourneysPrintableTE_G3L23.pdf</p>		
<p>SLO: 4</p> <p>NJSLS:</p> <p>RL 3.1,</p> <p>Ri 3.1</p> <p>RL 3.2</p> <p>SL 3.1 A</p> <p>L 3.2 D.</p> <p>W 3.3 B</p> <p>W 3.10</p>	<p><i>RL 3.1 Ask and answer questions, and relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p><i>RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme lesson, or moral and explain how it is revealed through key details in the text.</i></p> <p><i>SL 3.1 C Ask questions to check understanding of information presented, stay on topic, and link to comments to the remarks of others.</i></p> <p><i>W 3.3 B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and</i></p>	<p><u>The Journey of Oliver K. Woodman</u></p> <p><u>Narrative Writing: Dialogue</u></p> <p><u>Focus Trait: Voice</u></p> <p><u>Build Background:</u> <i>How can we stay in touch with people who live far away?</i></p> <p><u>Comprehension:</u> <i>Sequence of Events: Analyze/Evaluate</i></p> <p><u>Target Vocabulary:</u> <i>conversations, currently, inspired, loaded, lovelies, managed, pleasure, reunion, sincere, terror.</i></p> <p><u>High-Utility Words:</u> <i>deliver, travel, vacation, visit.</i></p>	<p>VU: Sequence of Events</p> <p>Fantasy</p> <hr/> <p>LFC: <i>Suffixes -er, -est -ful, -y, -ous, -er.</i></p> <p><i>Possessive Nouns and Pronouns.</i></p> <p><i>Dialogue</i></p> <hr/> <p>LC: <i>Varies by ELP level</i></p>

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

<p>RF 3.3 A</p> <p>WIDA: 2</p> <p>Reading</p> <p>Speaking</p> <p>Listening</p>	<p><i>events or show the response of characters to situations.</i></p> <p><i>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <p><i>L 3.2 D. form and use possessives.</i></p> <p><i>RF 3.3 A Identify and know the meaning of the most common prefixes and derivational suffixes.</i></p>	<p style="text-align: center;"><u>Target Skill/Sequence of Events</u></p> <p><i>Explain that clues such as dates, time of day, and signal word can help. Tell students to look for clue words such as first, next, then, after, finally, last. They will utilize a graphic organizer to write their responses.</i></p> <p style="text-align: center;"><u>Write About Reading</u></p> <p><i>Students will write a letter to his/her friend. They will be given a vocabulary words worksheet and a graphic organizer to complete the writing task.</i></p> <p style="text-align: center;"><u>Objectives</u></p> <p><i>Participate in discussion about staying in touch.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Practice decoding words with suffixes -est, -ful, -y, -ous, -er.</i></p> <p><i>Practice identifying sequence of events and complete a Flow Chart content.</i></p>	
--	---	---	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

			<p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed writing tasks.</i></p> <p><i>Analyze and evaluate details from The Journey of Oliver K. Woodman content.</i></p> <p><i>Correctly form possessive nouns and pronouns.</i></p> <p><i>Help students use words managed and inspired to discuss How we can stay in touch with people who live far away.</i></p> <p><i>Discuss and compare selections about journeys</i></p> <p><i>Make a chart to compare/contrast selections about journeys.</i></p> <p><i>Listen to a dialogue and read a dialogue aloud at an appropriate rate.</i></p> <p><i>Build reading proficiency through repeated reading.</i></p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

<p>Language Objectives</p>	<p>Express own ideas through drawings, gestures, words and phrases. Responds to questions related to stories or experiences. Create visual representations of ideas or stories. Identify and know the meaning of previously taught vocabulary words with added affixes.</p>	<p>Asking yes/no questions to request clarification. Reproduce facts or statements in context. List ideas using graphic organizers.</p> <p>Identify and know the meaning of previously taught vocabulary words with added affixes to complete a sentence frame.</p>	<p>Express own ideas consistent with the topic discussed. Retelling simple stories from picture cues. Retell past experiences (graphic organizer) Identify and know meaning of previously taught vocabulary words with added affixes and complete simple sentences from adapted texts.</p>	<p>Express own ideas and supporting ideas of others. Asking and answering questions about information from speakers. Create stories with details about characters and events. Identify and know the meaning of previously taught vocabulary words with added affixes in approaching grade level texts.</p>	<p>Proposing new solutions to resolve conflicts in small groups. Providing descriptive details of content-related information or activities.</p> <p>Provide details and examples about narratives. Identify and know meaning of new words containing affixes in grade level texts.</p>
<p>Learning Supports</p>	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u></p> <p><u>Vocabulary Reader</u></p> <p><u>Multimedia Grammar Glossary</u></p> <p><u>Picture Card Bank</u></p> <p><u>Graphic organizer</u></p>	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u></p> <p><u>Vocabulary Reader</u></p> <p><u>Multimedia Grammar Glossary</u></p> <p><u>Picture Card Bank</u></p> <p><u>Graphic organizer</u></p>	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u></p> <p><u>Vocabulary Reader</u></p> <p><u>Multimedia Grammar Glossary</u></p> <p><u>Picture Card Bank</u></p> <p><u>Graphic organizer</u></p>	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u></p> <p><u>Vocabulary Reader</u></p> <p><u>Multimedia Grammar Glossary</u></p> <p><u>Picture Card Bank</u></p>	<p><u>Reader’s Notebook PDF student workbook</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p>

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

	<p>www.eduplace.com</p> <p>Possessive Nouns/Brainpop</p> <p>https://www.brainpop.com/english/grammar/possessives/</p> <p>Personal Pronouns/Brainpop</p> <p>https://www.brainpop.com/search/?keyword=Personal+Pronouns</p> <p>Dialogue/Brainpop</p> <p>https://www.brainpop.com/search/?keyword=Dialogue</p> <p>Reader’s Notebook PDF student workbook</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys</p>	<p>www.education.com</p> <p>Possessive Nouns/Brainpop</p> <p>https://www.brainpop.com/english/grammar/possessives/</p> <p>Personal Pronouns/Brainpop</p> <p>https://www.brainpop.com/search/?keyword=Personal+Pronouns</p> <p>Dialogue/Brainpop</p> <p>https://www.brainpop.com/search/?keyword=Dialogue</p> <p>Reader’s Notebook PDF student workbook</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys</p>	<p>www.education.com</p> <p>Possessive Nouns/Brainpop</p> <p>https://www.brainpop.com/english/grammar/possessives/</p> <p>Personal Pronouns/Brainpop</p> <p>https://www.brainpop.com/search/?keyword=Personal+Pronouns</p> <p>Dialogue/Brainpop</p> <p>https://www.brainpop.com/search/?keyword=Dialogue</p> <p>Reader’s Notebook PDF student workbook</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys</p>	<p>Graphic organizer</p> <p>www.eduplace.com</p> <p>Possessive Nouns/Brainpop</p> <p>https://www.brainpop.com/english/grammar/possessives/</p> <p>Personal Pronouns/Brainpop</p> <p>https://www.brainpop.com/search/?keyword=Personal+Pronouns</p> <p>Dialogue/Brainpop</p> <p>https://www.brainpop.com/search/?keyword=Dialogue</p> <p>Reader’s Notebook PDF student workbook</p>	<p>Journey’s Write In Reader (student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit5.pdf</p>
--	---	---	---	--	---

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

	<p>der's%20Notebook%20SE/Journeys Readers Notebook G3 Units4-6 student.pdf</p> <p><u>Journey's Write In Reader (student workbook)</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit5.pdf</p> <p><u>Think/share/pair with classmates.</u></p> <p><u>Teacher will scaffold students throughout the lesson.</u></p> <p><u>Bilingual dictionaries</u></p>	<p>Readers Notebook G3 Units4-6 student.pdf</p> <p><u>Journey's Write In Reader (student workbook)</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit5.pdf</p> <p><u>Think/share/pair with classmates.</u></p> <p><u>Teacher will scaffold students throughout the lesson.</u></p> <p><u>Bilingual dictionaries will be provided to students.</u></p>	<p>neys Readers Notebook G3 Units4-6 student.pdf</p> <p><u>Journey's Write In Reader (student workbook)</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit5.pdf</p> <p><u>Think/share/pair with classmates.</u></p> <p><u>Teacher will scaffold students throughout the lesson.</u></p> <p><u>Bilingual dictionaries will be provided to students.</u></p>	<p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units4-6 student.pdf</p> <p><u>Journey's Write In Reader (student workbook)</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit5.pdf</p>	
--	---	--	---	---	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

	<p style="text-align: center;">Student Learning Objective (SLO)</p> <p style="text-align: center;"><u>Weeks 4-5</u></p> <p style="text-align: center;"><u>Aligned Journey’s Selection</u></p> <p style="text-align: center;"><u>Lesson 3: Destiny’s Gift</u></p> <p style="text-align: center;"><u>Focus Wall</u></p> <p style="text-align: center;">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume1/assets/pdf/JourneysPrintableTE_G3L3.pdf</p>	<p style="text-align: center;">Language Objective</p>	<p style="text-align: center;">Language Needed</p>
<p>SLO: 5</p> <p>NJSLS: RI 3.1 RI.3.3, RL 3.5</p> <p>SL 3.1 C</p> <p>L 3.1 I</p> <p>W 3.3</p> <p>W 3.10</p> <p>WIDA: 2</p>	<p><i>RI 3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p><i>RL 3.3 Describe the characters in a story (e.g., their traits, motivation, or feelings) and explain how their actions contribute to the plot.</i></p> <p><i>RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</i></p>	<p style="text-align: center;"><u>Destiny’s Gift</u></p> <p style="text-align: center;"><u>Narrative Writing: Personal Paragraph</u></p> <p style="text-align: center;"><u>Focus Trait: Voice</u></p> <p><u>Build Background:</u> <i>How can neighbors work together to solve problems?</i></p> <p><u>Comprehension:</u> <i>Understanding Characters: Analyze/Evaluate.</i></p> <p><u>Target Vocabulary:</u> <i>afford, block, contacted, customers, earn, figure, raise, spreading.</i></p>	<p>VU: Understanding Characters/Story Message Realist Fiction Informational Text</p> <hr/> <p>LFC: <i>Antonym</i></p> <p><i>Compound Sentences</i></p> <p><i>Common Vowel Pairs ai, ay, ee, ea.</i></p> <hr/> <p>LC: <i>Varies by ELP level</i></p>

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

<p>Reading</p> <p>Speaking</p> <p>Writing</p>	<p><i>W 3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear events sequences.</i></p> <p><i>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <p><i>SL 3.1 C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</i></p> <p><i>L 3.1 I produce simple, compound, and complex sentences.</i></p>	<p><u>High-Utility Words:</u> <i>fliers, neighbors, powerful, rent.</i></p> <p><u>Target Skill/Understand Characters</u></p> <p><i>Tell students that characters’ words and actions reveal their feelings, traits, and motivations. Explain that the characters’ feelings are the emotions they feel toward other characters or story events. The characters’ traits are the qualities they have, and their motivations are the reasons they act the way they do. Students will utilize a graphic organizer to write the traits of the main character in Destiny’s Gift. .</i></p> <p><u>Write About Reading</u></p> <p><i>Ask students to think about what is happening each time Mrs. Wade makes the statement to help them determine why the author has her say it twice. Students will utilize story’s vocabulary words and a graphic organizer to complete the assignment. They will use a bilingual dictionary as well.</i></p> <p><u>Objectives</u></p>	
---	--	--	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

		<p><i>Participate in discussion about how neighbors help one another.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Have students use words raise and block to discuss how neighbors can work together to solve problems.</i></p> <p><i>Practice understanding characters and complete a chart about characters.</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories.</i></p> <p><i>Analyze and evaluate characters' actions in Destiny's Gift.</i></p> <p><i>Practice using Target Vocabulary words to discuss Destiny's Gift orally.</i></p> <p><i>Listen to and read a dialogue.</i></p> <p><i>Identify antonyms.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Use conjunctions to form compound sentences .</i></p>	
--	--	--	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

			<p><i>Discuss and compare selections about neighbors helping one another solve problems.</i></p> <p><i>Make a chart to compare/contrast how neighbors help one another.</i></p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Explain how key details support the main idea in L1 and/or identify main idea and key details by drawing a picture that represents the meaning of the story and matching key words with the illustrations. <i>Participate in discussion about how neighbors help one another. Acquire and use conversational and general academic words and phrases. Have students use words raise and block to discuss how neighbors can work together to solve problems. Practice</i></p>	<p>Explain how key details support the main idea in L1 and/or identify key phrases about the details that support the main idea using appropriately leveled text read aloud. <i>Participate in discussion about how neighbors help one another. Acquire and use conversational and general academic words and phrases. Have students use words raise and block to discuss how neighbors can work together to solve problems. Practice understanding characters</i></p>	<p>Explain how key details support the main idea using adapted texts in simple sentences with key content based vocabulary. Express own ideas consistent with the topic discussed. <i>Participate in discussion about how neighbors help one another. Acquire and use conversational and general academic words and phrases. Have students use words raise and block to discuss how neighbors can work together to solve problems. Practice understanding characters and complete a chart about characters.</i></p>	<p>Explain how key details support the main idea using approaching grade level texts in complete sentences with some content-based vocabulary. Propose new solutions to resolve conflict in small groups. <i>Discuss and compare selections about neighbors helping one another solve problems. Make a chart to compare/contrast how neighbors help one another.</i></p>	<p>Explain how key details support the main idea using grade level texts in detailed sentences of varying lengths with content-based vocabulary. Build on remarks of others by linking comments. <i>Discuss and compare selections about neighbors helping one another solve problems. Make a chart to compare/contrast how neighbors help one another.</i></p>

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

	<i>understanding characters and complete a chart about characters.</i>	<i>and complete a chart about characters.</i>			
Learning Supports	<p align="center"><u>Digital Journeys Resources</u></p> <p align="center"><u>ELL Leveled Reader</u></p> <p align="center"><u>Vocabulary Reader</u></p> <p align="center"><u>Multimedia Grammar Glossary</u></p> <p align="center"><u>Picture Card Bank</u></p> <p>Graphic organizer www.eduplace.com</p> <p>Antonyms/Brainpop https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms</p>	<p align="center"><u>Digital Journeys Resources</u></p> <p align="center"><u>ELL Leveled Reader</u></p> <p align="center"><u>Vocabulary Reader</u></p> <p align="center"><u>Multimedia Grammar Glossary</u></p> <p align="center"><u>Picture Card Bank</u></p> <p>Graphic organizer www.eduplace.com</p> <p>Antonyms/Brainpop https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms</p>	<p align="center"><u>Digital Journeys Resources</u></p> <p align="center"><u>ELL Leveled Reader</u></p> <p align="center"><u>Vocabulary Reader</u></p> <p align="center"><u>Multimedia Grammar Glossary</u></p> <p align="center"><u>Picture Card Bank</u></p> <p>Graphic organizer www.eduplace.com</p> <p>Antonyms/Brainpop https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms</p>	<p align="center"><u>Digital Journeys Resources</u></p> <p align="center"><u>ELL Leveled Reader</u></p> <p align="center"><u>Vocabulary Reader</u></p> <p align="center"><u>Multimedia Grammar Glossary</u></p> <p align="center"><u>Picture Card Bank</u></p> <p>Graphic organizer www.eduplace.com</p> <p>Reader's Notebook PDF student workbook (Volume 1) https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p>Journey's Write In Reader (PDF student workbook) https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>	

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

	<p>Long Vowels/Brainpop</p> <p>https://jr.brainpop.com/search/?keyword=Long+vowels</p> <p>Reader’s Notebook PDF student workbook (Volume 1)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p>Journey’s Write In Reader (PDF student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>	<p>Long Vowels/Brainpop</p> <p>https://jr.brainpop.com/search/?keyword=Long+vowels</p> <p>Reader’s Notebook PDF student workbook (Volume 1)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p>Journey’s Write In Reader (PDF student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>	<p>Long Vowels/Brainpop</p> <p>https://jr.brainpop.com/search/?keyword=Long+vowels</p> <p>Reader’s Notebook PDF student workbook (Volume 1)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Unit1-3 student.pdf</p> <p>Journey’s Write In Reader (PDF student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p> <p>Think/share/pair with classmates.</p>	<p>ys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units 1-3 student.pdf</p> <p>Journey’s Write In Reader (PDF student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>	
--	--	--	--	--	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

	<p>write in reader g3 unit1.pdf</p> <p><u>Think/share/pair with classmates.</u></p> <p><u>Teacher will scaffold students throughout the lesson. Bilingual dictionaries will be provided to students. They will also have access to online dictionary.</u></p>	<p><u>Think/share/pair with classmates.</u></p> <p><u>Teacher will scaffold students throughout the lesson.</u></p> <p><u>Bilingual dictionaries will be provided to students. They will also have access to online dictionary.</u></p>	<p><u>Teacher will scaffold students throughout the lesson.</u></p> <p><u>Bilingual dictionaries will be provided to students. They will also have access to online dictionary.</u></p>		
--	---	--	---	--	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

--	--	--	--	--	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

	<p style="text-align: center;">Student Learning Objective (SLO)</p> <p style="text-align: center;"><u>Weeks 4-5</u></p> <p style="text-align: center;"><u>Aligned Journey’s Selection</u></p> <p style="text-align: center;"><u>Lesson 15: The Extra-Good Sunday</u></p> <p style="text-align: center;"><u>Focus Wall</u></p> <p style="text-align: center;">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume3/assets/pdf/JourneysPrintableTE_G3L15.pdf</p>	<p style="text-align: center;">Language Objective</p>		<p style="text-align: center;">Language Needed</p>	

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

<p>SLO: 6</p> <p>NJSLS:</p> <p>RI 3.1</p> <p>RL 3.3</p> <p>RL 3.5</p> <p>SL 3.6</p> <p>W 3.10</p> <p>L 3.4 D</p> <p>L 3.1 E</p> <p>WIDA: 2</p> <p>Reading</p> <p>Speaking</p> <p>Listening</p>	<p><i>RI 3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</i></p>	<p align="center"><u>The Extra-Good Sunday</u></p> <p align="center"><u>Informative Writing: Draft an Explanatory Essay</u></p> <p align="center"><u>Focus Trait: Voice</u></p> <p><u>Build Background:</u> <i>Why should people try things they think they can't do?</i></p> <p><u>Comprehension:</u> <i>Understanding Characters: Infer/Predict</i></p> <p><u>Target Vocabulary:</u> <i>anxiously, cross, degrees, festive, ingredients, recommended, remarked, tense.</i></p> <p><u>High-Utility Words:</u> <i>avoid, complaint, compliment, creative, pretend.</i></p> <p align="center"><u>Target Skill/Understand Characters</u></p> <p align="center"><u>Infer/Predict</u></p> <p><i>Explain to students that they can figure out the character's traits, or qualities, by noting the characters' thoughts, actions, and words. These things will also help them figure out a character's motivations, or reasons he or she acts a certain way, and feelings. Students will utilize a graphic organizer to write the traits, feelings, and motivations of the main character. They will be given a</i></p>	<p>VU: Understanding Characters</p> <p>Humorous Fiction, Informational Text</p>
	<p><i>RL 3.3 Describe the characters in a story (e.g., their traits, motivation, or feelings) and explain how their actions contribute to the plot.</i></p>		<p>LFC: Words with er, ir, ur, or.</p> <p>Using Thesaurus, Verb tenses</p>
	<p><i>RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</i></p> <p><i>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <p><i>SL 3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</i></p>		<p>LC: Varies by ELP level</p>

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

	<p><i>L 3.4 D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words or phrases.</i></p> <p><i>L 3.1 E Form and use the simple (e.g., I walked, I will walk , I walk) verb tenses.</i></p>	<p><i>vocabulary words worksheet and dictionary to complete task.</i></p> <p><u>Write About Reading</u></p> <p><i>Tell students that they will write a response to the story The Extra-Good Sunday that gives an opinion, or tells what they think about the idea of Beezus and Ramona having to cook dinner. To complete this task, students will be given a graphic organizer and dictionary to ease the process of finishing the work.</i></p> <p><u>Objectives</u></p> <p><i>Participate in a discussion about trying new things.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Practice words with er, ir, ur, or.</i></p> <p><i>Have students use “remarked” and “recommended” to discuss why people should try things they think they can’t do.</i></p> <p><i>Review and discuss humorous fiction content.</i></p> <p><i>Practice understanding characters and complete a graphic organizer.</i></p>	
--	---	--	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

			<p><i>Make inferences and predictions about The Extra-Good Sunday.</i></p> <p><i>Practice Target Vocabulary words</i></p> <p><i>Practice using a thesaurus dictionary.</i></p> <p><i>Listen and read aloud a dialogue with expression</i></p> <p><i>Analyze the way characters behave.</i></p> <p><i>Build reading proficiency through peer- supported reading.</i></p> <p><i>Form and use simple -present -past and -future tense verbs.</i></p> <p><i>Discuss and compare selections with characters who try something new.</i></p> <p><i>Make a chart to compare/contrast selections with characters who try something new.</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed writing tasks.</i></p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

Language Objectives	Answer comprehension questions in L1 by using information gained from illustrations and/or in English using gestures and single key words from appropriately leveled text read aloud.	Answer comprehension questions in L1 by using information gained from illustrations and/or in English using short phrases and key content based vocabulary from appropriately leveled text read aloud.	Answer comprehension questions by using information gained from illustrations in adapted grade level text using simple sentences and key content based vocabulary.	Answer comprehension questions by using information gained from illustrations in approaching grade level text using complete sentences and some content based vocabulary.	Answer comprehension questions by using information gained from illustrations in grade level text using detailed sentences of varying length and content based vocabulary.
Learning Supports	<p align="center"><u>Digital Journeys Resources</u></p> <p align="center"><u>ELL Leveled Reader</u></p> <p align="center"><u>Vocabulary Reader</u></p> <p align="center"><u>Multimedia Grammar Glossary</u></p> <p align="center"><u>Picture Card Bank</u></p> <p align="center"><u>Graphic Organizer</u></p> <p align="center">www.eduplace.com</p> <p align="center"><u>Dictionary/Thesaurus</u></p>	<p align="center"><u>Digital Journeys Resources</u></p> <p align="center"><u>ELL Leveled Reader</u></p> <p align="center"><u>Vocabulary Reader</u></p> <p align="center"><u>Multimedia Grammar Glossary</u></p> <p align="center"><u>Picture Card Bank</u></p> <p align="center"><u>Graphic Organizer</u></p> <p align="center">www.eduplace.com</p> <p align="center"><u>Dictionary/Thesaurus</u></p>	<p align="center"><u>Digital Journeys Resources</u></p> <p align="center"><u>ELL Leveled Reader</u></p> <p align="center"><u>Vocabulary Reader</u></p> <p align="center"><u>Multimedia Grammar Glossary</u></p> <p align="center"><u>Picture Card Bank</u></p> <p align="center"><u>Graphic Organizer</u></p> <p align="center">www.eduplace.com</p> <p align="center"><u>Dictionary/Thesaurus</u></p>	<p align="center"><u>Digital Journeys Resources</u></p> <p align="center"><u>ELL Leveled Reader</u></p> <p align="center"><u>Vocabulary Reader</u></p> <p align="center"><u>Multimedia Grammar Glossary</u></p> <p align="center"><u>Picture Card Bank</u></p> <p align="center"><u>Graphic Organizer</u></p> <p align="center">www.eduplace.com</p> <p align="center"><u>Dictionary/Thesaurus</u></p>	<p align="center"><u>Reader's Notebook PDF student workbook (Volume 1)</u></p> <p align="center">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p align="center"><u>Journey's Write In Reader PDF(student workbook)</u></p> <p align="center">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_W</p>

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

	<p>https://www.brainpop.com/search/?keyword=Dictionary%20and%20Thesaurus</p> <p>Verb tenses</p> <p>https://www.brainpop.com/english/grammar/tenses/</p> <p>Reader’s Notebook PDF student workbook (Volume 1)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p>Journey’s Write In Reader PDF(student workbook)</p>	<p>https://www.brainpop.com/search/?keyword=Dictionary%20and%20Thesaurus</p> <p>Verb tenses</p> <p>https://www.brainpop.com/english/grammar/tenses/</p> <p>Reader’s Notebook PDF student workbook (Volume 1)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p>Journey’s Write In Reader PDF(student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write_in_R</p>	<p>https://www.brainpop.com/search/?keyword=Dictionary%20and%20Thesaurus</p> <p>Verb tenses</p> <p>https://www.brainpop.com/english/grammar/tenses/</p> <p>Reader’s Notebook PDF student workbook (Volume 1)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p>Journey’s Write In Reader PDF(student workbook)</p>	<p>https://www.brainpop.com/search/?keyword=Dictionary%20and%20Thesaurus</p> <p>Verb tenses</p> <p>https://www.brainpop.com/english/grammar/tenses/</p> <p>Reader’s Notebook PDF student workbook (Volume 1)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p>Journey’s Write In Reader PDF(student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write_in_R</p>	<p>rite_in_Reader/journeys_write_in_reader_g3_unit3.pdf</p>
--	--	---	--	---	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

	https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf	Reader/journeys write in reader_g3_unit3.pdf	https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf	eader/journeys write in reader_g3_unit3.pdf	
--	---	--	---	---	--

	<p align="center">Student Learning Objective (SLO)</p> <p align="center"><u>Weeks 6-7</u></p> <p align="center"><u>Aligned Journey's Selection</u></p> <p align="center"><u>Lesson 2: Trial of Cardigan Jones</u></p> <p align="center"><u>Focus Wall</u></p> <p align="center"> https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume1/assets/pdf/JourneysPrintableTE_G3L2.pdf </p>	<p align="center">Language Objective</p>	<p align="center">Language Needed</p>
<p>SLO: 7</p>	<p>RL 3.1 Ask and questions, and make relevant connections to demonstrate understanding of a text,</p>	<p align="center"><u><i>The Trial of Cardigan Jones</i></u></p>	<p>VU: Conclusions/Author's Word Choice</p>

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

NJSLS: RL 3.1 RI 3.1 RL 3.5 W 3.3 B W 3.10 SL 3.1 L .3.4 WIDA: 2 Reading Speaking	referring explicitly to the text as to the basis for the answers.	<p><u>Narrative Writing: Dialogue</u></p> <p><u>Focus Trait: Ideas</u></p> <p><u>Build Background:</u> <i>Why are courts important?</i></p> <p><u>Comprehension:</u> <i>Conclusions: Infer/Predict</i></p> <p><u>Target Vocabulary:</u> <i>convince, guilty, honest, jury, murmur, pointed, stand, trial.</i></p> <p><u>High-Utility Words:</u> <i>accident, arrested, insisted, proof, steal.</i></p> <p><u>Target Skill / Conclusions</u></p> <p><i>Tell students that readers should connect story details to help them understand a text. These details can include the things characters say or do in a story. Explain that readers can then use these story details to draw conclusions, or determine something the author didn't state in the story.</i></p> <p><u>Write About Reading</u></p> <p><i>Have students state whether they agreed with any of the characters who thought Cardigan was guilty.</i></p>	Fantasy, Informational Text LFC: Dictionary/Glossary Kinds of Sentences, Words with the VCe patterns. Dialogue LC: Varies by ELP level
	RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		
	W 3.3 B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

	<p>SL 3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>L. 3.4 Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><i>Students will use sentence frames to write their responses.</i></p> <ul style="list-style-type: none">● <i>I agree with _____ because _____.</i>● <i>I don't agree with _____ because _____.</i>● <i>It is important to say that _____.</i>● <i>After reading The Trial of Cardigan Jones, I know _____.</i> <p><u>Objectives</u></p> <p><i>Participate in a discussion about trials.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Practice words with long vowels: a, ei, i, o, u.</i></p> <p><i>Help students use trial and jury to discuss why it is important to listen to each other.</i></p> <p><i>Practice drawing conclusions.</i></p> <p><i>Review and discuss fantasy.</i></p> <p><i>Use what you know to help make inferences about The Trial of Cardigan Jones.</i></p> <p><i>Listen to and read a dialogue.</i></p> <p><i>Use details to draw conclusions in a fantasy selection.</i></p>	
--	---	--	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

					<p><i>Build reading proficiency through repeated reading.</i></p> <p><i>Practice words with the VCe patterns.</i></p> <p><i>Identify kinds of sentences.</i></p> <p><i>Build Academic sentence structures.</i></p> <p><i>Discuss and compare selections about trials.</i></p> <p><i>Make a chart to compare/contrast trials.</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed writing tasks.</i></p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and know the meaning of previously taught vocabulary words . Signal language associated with content-related information (e.g. during preview, view, & review).	Identify and know the meaning of previously taught vocabulary words to complete a sentence frame.	Identify and know the meaning of previously taught vocabulary words to complete simple sentences from adapted texts.	Identify and know the meaning of previously taught vocabulary words at grade level texts.	Identify and know the meaning of new words containing in grade level texts.

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

Learning Supports	<u>Digital Journeys Resources</u>	<u>Digital Journeys Resources</u>	<u>Digital Journeys Resources</u>	<u>Digital Journeys Resources</u>	<u>Graphic organizer</u>
	<u>ELL Leveled Reader</u>	<u>ELL Leveled Reader</u>	<u>ELL Leveled Reader</u>	<u>ELL Leveled Reader</u>	www.eduplace.com
	<u>Vocabulary Reader</u>	<u>Vocabulary Reader</u>	<u>Vocabulary Reader</u>	<u>Vocabulary Reader</u>	
	<u>Multimedia Grammar Glossary</u>	<u>Multimedia Grammar Glossary</u>	<u>Multimedia Grammar Glossary</u>	<u>Multimedia Grammar Glossary</u>	<u>Reader's Notebook PDF (Volume 1)</u>
	<u>Picture Card Bank</u>	<u>Picture Card Bank</u>	<u>Picture Card Bank</u>	<u>Picture Card Bank</u>	https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units_1-3_student.pdf
	<u>Graphic organizer</u>	<u>Graphic organizer</u>	<u>Graphic organizer</u>	<u>Graphic organizer</u>	
	www.eduplace.com	www.eduplace.com	www.eduplace.com	www.eduplace.com	
	<u>Kinds of sentences</u>	<u>Kinds of sentences</u>	<u>Kinds of sentences</u>	<u>Kinds of sentences</u>	<u>Journey's Write In Reader PDF (student workbook)</u>
	https://www.brainpop.com/english/grammar/typesofsentences/	https://www.brainpop.com/english/grammar/typesofsentences/	https://www.brainpop.com/english/grammar/typesofsentences/	https://www.brainpop.com/english/grammar/typesofsentences/	https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reer_g3_unit1.pdf
	<u>Dictionary/Glossary</u>	<u>Dictionary/Glossary</u>	<u>Dictionary/Glossary</u>	<u>Dictionary/Glossary</u>	
https://www.brainpop.com/english/studyandreading/	https://www.brainpop.com/english/studyandreadingsk/	https://www.brainpop.com/english/studyandreadingsk/	https://www.brainpop.com/english/studyandreading/		

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

	<p>ngskills/dictionaryandthesaurus/</p> <p style="text-align: center;">Reader's Notebook PDF (Volume 1)</p> <p>https://www.k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p style="text-align: center;">Journey's Write In Reader PDF (student workbook)</p> <p>https://www.k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write_in_reader_g3_unit1.pdf</p>	<p>ills/dictionaryandthesaurus/</p> <p style="text-align: center;">Reader's Notebook PDF (Volume 1)</p> <p>https://www.k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p style="text-align: center;">Journey's Write In Reader PDF (student workbook)</p> <p>https://www.k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write_in_reader_g3_unit1.pdf</p>	<p>ills/dictionaryandthesaurus/</p> <p style="text-align: center;">Reader's Notebook PDF (Volume 1)</p> <p>https://www.k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p style="text-align: center;">Journey's Write In Reader PDF (student workbook)</p> <p>https://www.k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write_in_reader_g3_unit1.pdf</p>	<p>gskills/dictionaryandthesaurus/</p> <p style="text-align: center;">Reader's Notebook PDF (Volume 1)</p> <p>https://www.k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p style="text-align: center;">Journey's Write In Reader PDF (student workbook)</p> <p>https://www.k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write_in_reader_g3_unit1.pdf</p>
--	--	--	--	---

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

--	--	--	--	--	--

	<p style="text-align: center;">Student Learning Objective (SLO)</p> <p style="text-align: center;"><u>Weeks 6-7</u></p> <p style="text-align: center;"><u>Aligned Journey’s Selection</u></p> <p style="text-align: center;"><u>Lesson 8: Harvest Birds</u></p> <p style="text-align: center;"><u>Focus Wall</u></p>	<p style="text-align: center;">Language Objective</p>	<p style="text-align: center;">Language Needed</p>
--	--	---	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

	https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume2/assets/pdf/JourneysPrintableTE_G3L8.pdf		
SLO: 8 NJSLS: RL 3.1 RL 3.2 RL 3.5 W 3.1 D W 3.10 SL 3.1D L 3.2 B. C. WIDA: 2 Reading Speaking	<p>RL 3.1 Ask and questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as to the basis for the answers.</p> <p>RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for</p>	<p style="text-align: center;"><u>The Harvest Birds</u></p> <p style="text-align: center;"><u>Opinion Writing: Response Paragraph</u></p> <p style="text-align: center;"><u>Focus Trait: Word Choice</u></p> <p><u>Build Background:</u> <i>What can stories tell us about people and nature?</i></p> <p><u>Comprehension:</u> <i>Conclusions: Infer/Predict</i></p> <p><u>Target Vocabulary:</u> <i>advice, ashamed, borders, borrow, harvest, patch, separate, serious.</i></p> <p><u>High-Utility Words:</u> <i>dare, dream, fail, grow, secret</i></p> <p style="text-align: center;"><u>Target Skill/Conclusions</u></p> <p style="text-align: center;"><i>Explain that authors do not always tell readers everything about the characters and events in a story. Instead readers should look for details, such as what a character says or does, to draw conclusions, or figure out the details the author didn't include. Students will utilize a graphic organizer to write their responses.</i></p>	<p>VU: Conclusions Folktale</p> <hr/> <p>LFC: Context clues, Using Commas Silent letters kn, wr.</p>

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

	<p>a range of discipline-specific tasks, purposes, and audiences.</p> <p>W.3.1 D Provide a conclusion</p> <p>SL 3.1 D. Explain their own ideas and understanding in light of discussion.</p> <p>L 3.2 B. C. Use commas in addresses. Use commas in quotation marks and dialogue.</p>	<p><u>Write About Reading</u></p> <p><i>Students will writing a poem or a song about The Harvest Birds’ story. They will be guided throughout the assignment.</i></p> <p><u>Objectives</u></p> <p><i>Participate in discussion about what stories can tell us about people and nature.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Practice identifying words with silent letter kn, wr.</i></p> <p><i>Help students use serious and advice to discuss what stories can tell us about people and nature.</i></p> <p><i>Review and discuss a folktale.</i></p> <p><i>Practice drawing conclusions and completing a graphic organizer</i></p> <p><i>Make inferences about The Harvest Birds.</i></p> <p><i>Listen to and recite a chant.</i></p>	<p>LC: Varies by ELP level</p>
--	--	---	--------------------------------

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

			<p><i>Use context clues to identify and use multiple-meaning words.</i></p> <p><i>Practice using Target Vocabulary words orally.</i></p> <p><i>Build reading proficiency through peer/teacher supported reading.</i></p> <p><i>Identify and use commas.</i></p> <p><i>Discuss and compare selections about dreams.</i></p> <p><i>Make a chart to compare/contrast stories about dreams.</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed writing tasks.</i></p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or unknown general words in a controlled text by	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or use selected phrases from an appropriately leveled text by using sentences level context clues, cognates, and	Use context to confirm the meaning of unknown content based words in an adapted text by using sentence level and extended context clues, cognates and schemata	Use context to confirm the meaning of unknown content based words in a grade level text by using sentence level and extended context clues, cognates, and schemata. Practice drawing	Use context to confirm the meaning of unknown words in a grade level by using sentence level and extended context clues, cognates, and schemata.

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

	listening to the teacher model how to use sentence level context clues, cognates, and schemata. Practice drawing conclusions and completing a graphic organizer. Make inferences about <i>The Harvest Birds</i> .	schemata. Practice drawing conclusions and completing a graphic organizer . Make inferences about <i>The Harvest Birds</i> .	with support. Practice drawing conclusions and completing a graphic organizer. Make inferences about <i>The Harvest Birds</i> .	conclusions and completing a graphic organizer. Make inferences about <i>The Harvest Birds</i> .	Practice drawing conclusions and completing a graphic organizer . Make inferences about <i>The Harvest Birds</i> .
Learning Supports	<p align="center"><u>Digital Journeys Resources</u></p> <p align="center"><u>ELL Leveled Reader</u></p> <p align="center"><u>Vocabulary Reader</u></p> <p align="center"><u>Multimedia Grammar Glossary</u></p> <p align="center"><u>Picture Card Bank</u></p> <p align="center"><u>Graphic organizer</u></p> <p align="center"><u>www.eduplace.com</u></p>	<p align="center"><u>Digital Journeys Resources</u></p> <p align="center"><u>ELL Leveled Reader</u></p> <p align="center"><u>Vocabulary Reader</u></p> <p align="center"><u>Multimedia Grammar Glossary</u></p> <p align="center"><u>Picture Card Bank</u></p> <p align="center"><u>Graphic organizer</u></p> <p align="center"><u>www.eduplace.com</u></p> <p align="center"><u>Context Clues</u></p>	<p align="center"><u>Digital Journeys Resources</u></p> <p align="center"><u>ELL Leveled Reader</u></p> <p align="center"><u>Vocabulary Reader</u></p> <p align="center"><u>Multimedia Grammar Glossary</u></p> <p align="center"><u>Picture Card Bank</u></p> <p align="center"><u>Graphic organizer</u></p> <p align="center"><u>www.eduplace.com</u></p>	<p align="center"><u>Digital Journeys Resources</u></p> <p align="center"><u>ELL Leveled Reader</u></p> <p align="center"><u>Vocabulary Reader</u></p> <p align="center"><u>Multimedia Grammar Glossary</u></p> <p align="center"><u>Picture Card Bank</u></p> <p align="center"><u>Graphic organizer</u></p> <p align="center"><u>www.eduplace.com</u></p>	<p align="center"><u>Graphic organizer</u></p> <p align="center"><u>www.eduplace.com</u></p> <p align="center"><u>Context Clues</u></p> <p align="center"><u>https://www.brainpop.com/search/?keyword=Context%20Clues</u></p> <p align="center"><u>Reader’s Notebook PDF (Volume 1)</u></p> <p align="center"><u>https://www-k6.thinkcentral.com/content/hsp/c</u></p>

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

	<p><u>Context Clues</u></p> <p>https://www.brainpop.com/search/?keyword=Context%20Clues</p> <p>Reader’s Notebook PDF (Volume 1)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p>Journey’s Write In Reader (student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys_write_in_reader_g3_unit2.pdf</p>	<p>https://www.brainpop.com/search/?keyword=Context%20Clues</p> <p>Reader’s Notebook PDF (Volume 1)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p>Journey’s Write In Reader (student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys_write_in_reader_g3_unit2.pdf</p>	<p><u>Context Clues</u></p> <p>https://www.brainpop.com/search/?keyword=Context%20Clues</p> <p>Reader’s Notebook PDF (Volume 1)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p>Journey’s Write In Reader (student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys_write_in_reader_g3_unit2.pdf</p>	<p><u>Context Clues</u></p> <p>https://www.brainpop.com/search/?keyword=Context%20Clues</p> <p>Reader’s Notebook PDF (Volume 1)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p>Journey’s Write In Reader (student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys_write_in_reader_g3_unit2.pdf</p>	<p>ommon/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p>Journey’s Write In Reader (student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys_write_in_reader_g3_unit2.pdf</p>
--	---	--	---	---	---

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

	eys write in reader g3 unit2.pdf		e in Reader/journeys write in reader g3 unit2.pdf	rite in Reader/journeys write in reader g3 unit2.pdf	
--	--	--	---	--	--

	<p style="text-align: center;">Student Learning Objective (SLO)</p> <p style="text-align: center;"><u>Weeks 6-7 (Drawing Conclusions/Making Inferences)</u></p> <p style="text-align: center;"><u>Aligned Journey’s Selection</u></p> <p style="text-align: center;"><u>Lesson 17: The Albertosaurus Mystery</u></p> <p style="text-align: center;"><u>Focus Wall</u></p> <p style="text-align: center;">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_volume4/assets/pdf/JourneysPrintableTE_G3L17.pdf</p>	<p style="text-align: center;">Language Objective</p>	<p style="text-align: center;">Language Needed</p>
--	--	---	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

SLO: 9 NJSLS: RL 3.1, RI 3.1 RI 3.3 RL 3.5 W 3.2 D W 3.10 SL 3.1 D L 3.1 B RF 3.3 A WIDA: 2 Reading Speaking	RL 3.1 Ask and questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as to the basis for the answers.	<p><u>The Albertosaurus Mystery</u></p> <p><u>Opinion Writing: Opinion Paragraph</u></p> <p><u>Focus Trait: Voice</u></p> <p><u>Build Background:</u> <i>What can fossils tell us about creatures from the past?</i></p> <p><u>Comprehension:</u> <i>Conclusions; Visualize</i></p> <p><u>Target Vocabulary:</u> <i>buried, clues, evidence, fierce, fossils, location, prove, remains, skeletons, uncovering.</i></p> <p><u>High-Utility Words:</u> <i>ancient, discovery, museum, mystery, record.</i></p>	VU: Conclusions Informational Text
	RL 3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<p><u>Target Skill /Conclusions</u></p> <p><i>Tell students that they can use clues, or evidence in the text to understand the topic. They can use evidence along with their own ideas to draw conclusions about the story. Students will be utilizing a graphic organizer to complete the assignment. As they read, they can record evidence in the graphic organizer.</i></p>	LFC: Suffix -ly Adjectives that compare words with /j/and /s/
	RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. W 3.2 D Provide a conclusion. W 3.10 Write routinely over extended time frames (time for research, reflection,	<p><u>Write About Reading</u></p>	LC: Varies by ELP level

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

	<p>metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL 3.1 D Explain their own ideas and understanding in light of the discussion.</p> <p>L 3.4 B Determine the meaning of the new word formed when a know affix is added to a know word (e.g., agreeable/disagreeable, comfortable/uncomfortable,).</p> <p>RF 3.3 A Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p><i>Have students first think about why Currie continued to search, despite his team’s return to camp. Next, have consider the limited materials that Currie had to help him find the fossils and how difficult it must have been without a map. They can start stating their opinion by saying, “If Phillip had returned with the rest of the team, he would/would not _____.</i></p> <p><i>Students will utilize a graphic organizer to write their responses.</i></p> <p style="text-align: center;"><u>Objectives</u></p> <p><i>Participate in discussion about what we learn from fossils.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Decode words with /j/ and /s/.</i></p> <p><i>Help students use clues and fossils to discuss what we can learn by studying fossils.</i></p> <p><i>Review and discuss informational text</i></p> <p><i>Practice drawing conclusions and complete a graphic organizer.</i></p> <p><i>Visualize events and details in The Albertosaurus Mystery.</i></p>	
--	--	--	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

			<p><i>Listen to and read a chant orally with appropriate stress.</i></p> <p><i>Identify and determine the meanings of words with the suffix -ly.</i></p> <p><i>Use context clues to draw conclusions.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Decode words with the VCCV pattern.</i></p> <p><i>Discuss and compare selections about what scientists learn from fossils.</i></p> <p><i>Make a chart to compare/contrast selections about what scientists learn from fossils.</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed writing tasks.</i></p>	
	ELP 1	ELP 2	ELP 3	ELP 4
				ELP 5

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

<p>Language Objectives</p>	<p><i>Participate in discussion about what we learn from fossils. Acquire and use conversational and general academic words and phrases .</i> Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to an appropriately leveled text and state or repeat the purpose and demonstrate comprehension in single words answers to choice questions. Listen to and read a chant orally with appropriate stress. Identify and determine the meanings of words with the suffix -ly. Use context clues to draw conclusions.</p>	<p><i>Participate in discussion about what we learn from fossils. Acquire and use conversational and general academic words and phrases.</i> Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read appropriately leveled texts and explain the purpose and demonstrate comprehension in short phrases with sentence frames. Listen to and read a chant orally with appropriate stress. Identify and determine the meanings of words with the suffix -ly. Use context clues to draw conclusions.</p>	<p><i>Participate in discussion about what we learn from fossils. Acquire and use conversational and general academic words and phrases</i></p> <p>Read adapted grade level texts and orally explain the purpose and demonstrate comprehension using simple sentences key content based vocabulary. Listen to and read a chant orally with appropriate stress. Identify and determine the meanings of words with the suffix -ly. Use context clues to draw conclusions.</p>	<p>Read grade level texts and orally explain the purpose and demonstrate comprehension using complete sentences and some content based vocabulary. Listen to and read a chant orally with appropriate stress. Identify and determine the meanings of words with the suffix -ly. Use context clues to draw conclusions. <i>Discuss and compare selections about what scientists learn from fossils. Make a chart to compare/contrast selections about what scientists learn from fossils.</i></p>	<p>Read grade level texts and orally explain the purpose and demonstrate comprehension using detailed sentences of varying lengths and content based vocabulary. Listen to and read a chant orally with appropriate stress. Identify and determine the meanings of words with the suffix -ly. Use context clues to draw conclusions. <i>Discuss and compare selections about what scientists learn from fossils. Make a chart to compare/contrast selections about what scientists learn from fossils.</i></p>
----------------------------	---	---	---	--	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

Learning Supports	<p style="text-align: center;"><u>Digital Journeys Resources</u></p> <p style="text-align: center;"><u>ELL Leveled Reader</u></p> <p style="text-align: center;"><u>Vocabulary Reader</u></p> <p style="text-align: center;"><u>Multimedia Grammar Glossary</u></p> <p style="text-align: center;"><u>Picture Card Bank</u></p> <p style="text-align: center;"><u>Graphic Organizer/story outline</u></p> <p style="text-align: center;">www.eduplace.com</p> <p style="text-align: center;"><u>Suffixes/Prefixes</u></p> <p style="text-align: center;">www.brainpop.com</p> <p style="text-align: center;"><u>Reader’s Notebook PDF (Volume 2)</u></p>	<p style="text-align: center;"><u>Digital Journeys Resources</u></p> <p style="text-align: center;"><u>ELL Leveled Reader</u></p> <p style="text-align: center;"><u>Vocabulary Reader</u></p> <p style="text-align: center;"><u>Multimedia Grammar Glossary</u></p> <p style="text-align: center;"><u>Picture Card Bank</u></p> <p style="text-align: center;"><u>Graphic Organizer/story outline</u></p> <p style="text-align: center;">www.eduplace.com</p> <p style="text-align: center;"><u>Suffixes/Prefixes</u></p> <p style="text-align: center;">www.brainpop.com</p> <p style="text-align: center;"><u>Reader’s Notebook PDF (Volume 2)</u></p> <p style="text-align: center;">https://www-k6.thinkcentral.com/content/hsp/comm</p>	<p style="text-align: center;"><u>Digital Journeys Resources</u></p> <p style="text-align: center;"><u>ELL Leveled Reader</u></p> <p style="text-align: center;"><u>Vocabulary Reader</u></p> <p style="text-align: center;"><u>Multimedia Grammar Glossary</u></p> <p style="text-align: center;"><u>Picture Card Bank</u></p> <p style="text-align: center;"><u>Graphic Organizer/story outline</u></p> <p style="text-align: center;">www.eduplace.com</p> <p style="text-align: center;"><u>Suffixes/Prefixes</u></p> <p style="text-align: center;">www.brainpop.com</p> <p style="text-align: center;"><u>Reader’s Notebook PDF (Volume 2)</u></p>	<p style="text-align: center;"><u>Digital Journeys Resources</u></p> <p style="text-align: center;"><u>ELL Leveled Reader</u></p> <p style="text-align: center;"><u>Vocabulary Reader</u></p> <p style="text-align: center;"><u>Multimedia Grammar Glossary</u></p> <p style="text-align: center;"><u>Picture Card Bank</u></p> <p style="text-align: center;"><u>Graphic Organizer/story outline</u></p> <p style="text-align: center;">www.eduplace.com</p> <p style="text-align: center;"><u>Suffixes/Prefixes</u></p> <p style="text-align: center;">www.brainpop.com</p> <p style="text-align: center;"><u>Reader’s Notebook PDF (Volume 2)</u></p>	<p style="text-align: center;"><u>Graphic Organizer/story outline</u></p> <p style="text-align: center;">www.eduplace.com</p> <p style="text-align: center;">Suffixes/Prefixes worksheets</p> <p style="text-align: center;"><u>Reader’s Notebook PDF (Volume 2)</u></p> <p style="text-align: center;">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p>
-------------------	---	--	---	---	---

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

	<p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p align="center">Journey's Write In Reader (student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</p>	<p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p align="center">Journey's Write In Reader (student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</p>	<p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p align="center">Journey's Write In Reader (student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</p>	<p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p align="center">Journey's Write In Reader (student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</p>	<p align="center">Journey's Write In Reader (student workbook)</p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</p>
--	---	---	---	---	--

	<p align="center">Student Learning Objective (SLO)</p> <p><u>Weeks 8-9 (Story Structure/Compare/Contrast)</u></p>	<p align="center">Language Objective</p>	<p align="center">Language Needed</p>
--	--	--	---------------------------------------

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

	<p style="text-align: center;"><u>Aligned Lessons</u></p> <p style="text-align: center;">Lesson 4: Pop’s Bridge</p> <p style="text-align: center;">Focus Wall</p> <p>https://wwwk6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume1/assets/pdf/JourneysPrintableTE_G3L4.pdf</p> <p style="text-align: center;"><u>Folktale</u></p> <p><u>The following website is a great resource that allows you to enter and browse the standard in which you are teaching and provides you with multiple lessons</u></p> <p style="text-align: center;">http://betterlesson.com/commoncore</p> <p style="text-align: center;"><u>(Create a Free account)</u></p> <p><u>This link will take you directly to the betterlesson grade 3 lessons :</u></p> <p>http://betterlesson.com/common_core/browse/1130/ccss-ela-literacy-ri-3-7-explain-how-specific-aspects-of-a-text-s-illustrations-contribute-to-what-is-conveyed-by-the-words-in-a?from=domain_core_lesson_count</p>		
SLO: 10	RI 3.1 Ask and answer questions, and make relevant connections to demonstrate	<i><u>Pop’s Bridge</u></i>	VU: Historical Fiction Informational Text

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

<p>NJSLS: RL 3.7 RI 3.1 W 3.3 A W 3.10 SL 3.1 C SL 3.1 D L 3.1 A RF 3.3 C WIDA: 2 Reading Speaking</p>	<p>understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL 3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects, of a character or setting).</p> <p>W 3.3 A. Establish a situation and introduce a narrator and/or experiences or events using narrative technique, descriptive naturally.</p> <p>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences).</p> <p>SL 3.1 C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL 3.1 D Explain their own ideas and understanding in light of the discussion.</p> <p>L 3.1 A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	<p><u>Narrative Writing: Prewrite a Personal Narrative</u></p> <p><u>Focus Trait: Ideas</u></p> <p><u>Build Background:</u> <i>Why is teamwork important in a project?</i></p> <p><u>Comprehension:</u> <i>Compare/Contrast: Infer/Predict</i></p> <p><u>Target Vocabulary:</u> <i>balancing, cling, crew, disappears, excitement, foggy, stretch, tide</i></p> <p><u>High-Utility Words:</u> <i>dangerous, equal, important, impossible, relief</i></p> <p><u>Target Skill/Compare and Contrast</u></p> <p><i>Explain to students that when they compare, they tell how two or more things are alike. When they contrast, they tell how those things are different. Explain that when they compare and contrast characters, they should look at the character’s actions and words along with their traits, motivations, and feelings. Students will be utilizing a graphic organizer to complete assignment.</i></p>	<p>LFC: Word Families Common and Proper Nouns Multi-syllable words</p> <hr/> <p>LC: Varies by ELP level</p>
---	---	--	---

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

	<p>RF 3.3 C Decode multi-syllable words.</p>	<p style="text-align: center;"><u>Write About Reading</u></p> <p><i>Students will look at Pop’s Bridge illustrations to write a paragraph. They will be scaffold throughout the entire assignment. Some questions they may rely to write their response may include:</i></p> <ul style="list-style-type: none">● <i>How did the illustrations add to your understanding of bridge building and what Robert and Charlie were thinking?</i>● <i>Do you think you would have felt how Charlie was feeling if you did not see the illustrations?</i>● <i>Would you have understood the danger of building the bridge without the illustrations?</i>● <i>Which illustrations help you understand the story events the best? Why?</i> <p style="text-align: center;"><u>Objectives</u></p> <p><i>Participate in a discussion about teamwork.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Practice words with long o spelled oa, ow.</i></p>	
--	--	---	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

			<p><i>Help students use balancing and crew to discuss why teamwork is important in a community.</i></p> <p><i>Review and discuss historical fiction.</i></p> <p><i>Practice comparing and contrasting and complete a Venn Diagram.</i></p> <p><i>Use details to make inferences and predictions about Pop’s Bridge.</i></p> <p><i>Practice using Target Vocabulary words orally.</i></p> <p><i>Listen to and read chant.</i></p> <p><i>Use known root as a clue to the meaning of an unknown word with the same root.</i></p> <p><i>Compare and contrast characters in historical fiction.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Identify the function of common and proper nouns.</i></p> <p><i>Make a chart to compare/contrast teamwork</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed writing tasks</i></p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

Language Objectives	Read informational texts orally in L1 and/or single words from an appropriately leveled text with accuracy, fluency and expression. Expressing own ideas through drawings, gestures, word and phrases. Review and discuss historical fiction. Practice comparing and contrasting and complete a Venn Diagram. Use details to make inferences and predictions about Pop’s Bridge.	Read prose and poetry orally in L1 and/or phrases from an appropriately leveled text with accuracy, fluency and expression. Recognizing how different intonation conveys different meanings. Practice comparing and contrasting and complete a Venn Diagram. Use details to make inferences and predictions about Pop’s Bridge.	Read informational texts orally with fluency, accuracy and expression in adapted or appropriately leveled texts. Express own ideas consistent with the topic discussed. Practice comparing and contrasting and complete a Venn Diagram. Use details to make inferences and predictions about Pop’s Bridge.	Read informational texts orally with fluency and accuracy in grades 2-3 grade level text band. Express own ideas and supporting ideas of others. Practice comparing and contrasting and complete a Venn Diagram. Use details to make inferences and predictions about Pop’s Bridge.	Read grade informational texts orally with fluency, accuracy and expression. Share topic-related information. Use details to make inferences and predictions about Pop’s Bridge.
Learning Supports	<u>Model lesson and provide support throughout the learning process. Students will also be given packets regarding the topic.</u>	<u>Model lesson and provide support throughout the learning process. Students will also be given packets regarding the topic.</u>	<u>Model lesson and provide support throughout the learning process. Students will also be given packets regarding the topic.</u>	Partner Work Graphic organizer www.eduplace.com	<u>Reader’s Notebook PDF (Volume 1)</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Re

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020
Unit 1: Reading Literature, Reading Informational Text, Narrative Writing
Copy and paste links on web browser

	<p style="text-align: center;"><u>Digital Journeys Resources</u></p> <p style="text-align: center;"><u>ELL Leveled Reader</u></p> <p style="text-align: center;"><u>Vocabulary Reader</u></p> <p style="text-align: center;"><u>Multimedia Grammar Glossary</u></p> <p style="text-align: center;"><u>Picture Card Bank</u></p> <p style="text-align: center;"><u>Word families list</u></p> <p>http://www.readingmanipulatives.com/Resource/ProductGuides/250G_SLVWordFam.pdf</p> <p>Graphic organizer www.eduplace.com</p> <p>Nouns https://www.brainpop.com/english/grammar/nouns/</p> <p style="text-align: center;"><u>Reader’s Notebook PDF (Volume 1)</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20</p>	<p style="text-align: center;"><u>Digital Journeys Resources</u></p> <p style="text-align: center;"><u>ELL Leveled Reader</u></p> <p style="text-align: center;"><u>Vocabulary Reader</u></p> <p style="text-align: center;"><u>Multimedia Grammar Glossary</u></p> <p style="text-align: center;"><u>Picture Card Bank</u></p> <p style="text-align: center;"><u>Word families list</u></p> <p>http://www.readingmanipulatives.com/Resource/ProductGuides/250G_SLVWordFam.pdf</p> <p>Graphic organizer www.eduplace.com</p> <p>Nouns https://www.brainpop.com/english/grammar/nouns/</p> <p style="text-align: center;"><u>Reader’s Notebook PDF (Volume 1)</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20</p>	<p style="text-align: center;"><u>Digital Journeys Resources</u></p> <p style="text-align: center;"><u>ELL Leveled Reader</u></p> <p style="text-align: center;"><u>Vocabulary Reader</u></p> <p style="text-align: center;"><u>Multimedia Grammar Glossary</u></p> <p style="text-align: center;"><u>Picture Card Bank</u></p> <p style="text-align: center;"><u>Reader’s Notebook PDF (Volume 1)</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20</p>	<p style="text-align: center;"><u>Readers Notebook G3 Units1-3 student.pdf</u></p> <p style="text-align: center;"><u>Journey’s Write In Reader PDF (student workbook)</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>
--	---	---	---	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA/ELL Grade 3 Scaffold – Revised 2020

Unit 1: Reading Literature, Reading Informational Text, Narrative Writing

Copy and paste links on web browser

	<p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p><u>Journey's Write In Reader PDF (student workbook)</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>	<p>on/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p><u>Journey's Write In Reader PDF (student workbook)</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>	<p>Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p><u>Journey's Write In Reader PDF (student workbook)</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>	<p><u>Journey's Write In Reader PDF (student workbook)</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>	
--	---	---	--	--	--

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.