

**ELA/ELL Grade 3 Scaffold- Revised 2020**  
**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**  
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**Marking Period 2**

(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>	
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**Holocaust Law-** Stepping Along, pg 72-98

**LGBTQ and Disabilities Law**

**Diversity & Inclusion**

Learning for Justice-

**Standards in Action: *Climate Change***

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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 1</b>  <b>NJSLS:</b>	<p style="text-align: center;"><b><u>Weeks 1-2</u></b></p> <p style="text-align: center;"><b><u>Story Structure/Sequence of Events</u></b></p> <p style="text-align: center;"><b><u>Aligned Journey’s Selection</u></b></p> <p style="text-align: center;"><b><u>Lesson 6: Bat Loves the Night</u></b></p> <p style="text-align: center;"><b><u>Focus Wall</u></b></p> <p style="text-align: center;"><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume2/assets/pdf/JourneysPrintableTE_G3L6.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume2/assets/pdf/JourneysPrintableTE_G3L6.pdf</a></p>	<b><u>Chapter book for marking period 2:</u></b>	<b>VU:</b> Narrative Non-fiction, Poetry

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<p>RL.3.3 RL 3.5 RI 3.7 RF 3.3 W 3.3 A W 3.8 W 3.10 SL 3.1 A L 3.1 A L 3.2 E  WIDA ELDS: 2</p>	<p><i>understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p><i>RI 3.7 Use information gained from text features, (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</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><i>RF 3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</i></p>	<p><b><u>Third Grade Angels, by Jerri Spinelli</u></b></p>  <p><b><u>Suggested Book Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Who is telling the story?</i></li> <li>• <i>Why was the main character eager to go to third grade?</i></li> </ul>	<p><b>LFC:</b> Suffixes, -able, -ible</p> <p>Verbs., Words with the VCV pattern</p> <p><b>LC:</b> Varies by ELP level</p>
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<p>Reading</p> <p>Speaking</p> <p>Writing</p> <p>Listening</p>	<p><i>W 3.2 A Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.</i></p> <p><i>W 3.3 A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</i></p> <p><i>W 3.8 Recall information from experiences or gather information from print and digital resources; take brief notes on sources and sort evidence into provided categories.</i></p>	<ul style="list-style-type: none"><li>• <i>What do you think Mrs. Simms prize for the children could be?</i></li><li>• <i>The author incorporates Figurative Language throughout the novel:</i></li><li>• <i>Mrs. Simms said the class was “no better than sharks after a piece of meat” What do you think she meant by that?</i></li><li>• <i>How is Suds’ behavior throughout the reading? What lesson must he learn if he wants to win the halo?</i></li></ul> <p><b><u>Target/Comprehension Skills:</u></b></p> <p><b><u>Identify Story Elements</u></b></p> <p><i>Students will identify main characters and setting as elements of fiction.</i></p>	
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	<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 A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</i></p> <p><i>L 3.1A Explain functions of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i></p>	<p><b><u>Compare/Contrast</u></b></p> <p><i>Students will use a Venn Diagram to compare and contrast the classroom in the book to their experience in the classroom.</i></p> <p><b><u>Character Traits</u></b></p> <p><i>Students will identify traits that describe a main character, providing text evidence for support.</i></p> <p><b><u>Text-to self connections</u></b></p> <p><i>Students will analyze experience of characters in the story and connect it to their personal experiences.</i></p>	
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	<p><i>L 3.2 E Use spelling patterns for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</i></p>	<p><b><u>Cause and Effect</u></b></p> <p><i>Students will identify cause and effect relationship presented in the story.</i></p> <p><b><u>Figurative Language</u></b></p> <p><i>Simile, metaphor, hyperbole, onomatopoeia, personification, idiom</i></p> <p><b><u>Read aloud</u></b></p> <p><a href="https://www.youtube.com/watch?v=sdS94UY9Q2g&amp;t=12s">www.youtube.com</a> <a href="https://www.youtube.com/watch?v=sdS94UY9Q2g&amp;t=12s">https://www.youtube.com/watch?v=sdS94UY9Q2g&amp;t=12s</a></p> <p><b><u>Third Grade Angels Study Guide</u></b></p> <p><b><u>Teacherspayteachers free resource</u></b></p>	
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<https://www.teacherspayteachers.com/Product/CCSS-Third-Grade-Angels-Book-Study-Ch-1-Freebie-1208698>

**Bat loves the Night**

**Opinion Writing: Response Paragraph**

**Focus Trait: Ideas**

**Build background:** *What facts do you know about bats?*

**Comprehension:** *Sequence of Events, question*

**Target Vocabulary:** *detail, dozes, echoes, hanging, shadows, sound.*

**High-Utility Words:** *characters, decide, scene, setting, style.*

**Target Skill/Sequence of Events**

*Tell students that, as they read, they can use a flow chart to list each important event in order. Explain that*

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		<p><i>recording events in sequence can help them understand how bats behave.</i></p> <p><b><u>Write About Reading</u></b></p> <p><b><u>Utilizing Sentence frames</u></b></p> <p><i>Have students think about why bats hunt moths and other insects at night. Then have them explain the main idea using supporting details.</i></p> <ul style="list-style-type: none"><li>● <i>Bats are mammals that _____.</i></li><li>● <i>They hunt at night because _____.</i></li><li>● <i>It is important to say that, _____.</i><ul style="list-style-type: none"><li>● <i>After reading Bat Loves the Night, I know _____.</i></li></ul></li></ul> <p><b><u>Objectives</u></b></p> <p><i>Participate in a discussion about bats.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p>	
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		<p><i>Practice words with the VCV pattern.</i></p> <p><i>Help students use twitch and swoops to discuss how bats move.</i></p> <p><i>Review and discuss narrative nonfiction.</i></p> <p><i>Practice sequence words and complete a Flow Chart.</i></p> <p><i>Identify sequence of events.</i></p> <p><i>Practice Target Vocabulary words orally.</i></p> <p><i>Determine the meaning of a new word with a know affix and a known word.</i></p> <p><i>Identify sequence as a text structure.</i></p> <p><i>Comprehend and discuss poetry.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Explain the function of verbs.</i></p> <p><i>Discuss and compare selections about mammals.</i></p> <p><i>Make a chart to compare and contrast information about mammals.</i></p>	
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			<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>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe characters in L1 and/or from an appropriately leveled text using single adjectives. Read prose and poetry orally in L1 and/or single words from a leveled text. <i>Review and discuss narrative nonfiction. Practice sequence words and complete a Flow Chart. Identify sequence of events. Practice Target Vocabulary</i>	Describe characters in L1 and/or from an appropriate leveled text using adjective/noun phrases. Read prose and poetry orally in L1 and/or phrases from a leveled text with limited accuracy, fluency and expression. <i>Review and discuss narrative nonfiction. Practice sequence words and complete a Flow Chart. Identify sequence of events. Practice Target Vocabulary words orally. Determine the</i>	Describe characters from an adapted text in simple sentences with key content-based vocabulary. Read prose and poetry orally with fluency, accuracy and expression in adapted texts. <i>Review and discuss narrative nonfiction. Practice sequence words and complete a Flow Chart. Identify sequence of events. Practice Target Vocabulary words orally. Determine the meaning of a</i>	Describe characters from a text within grade 2-3 complexity level in complete sentences with content based-vocabulary. Read prose and poetry orally with fluency and accuracy in texts within the grades 2-3 complexity level. <i>Review and discuss narrative nonfiction. Practice sequence words and complete a Flow Chart. Identify sequence of events. Practice Target</i>	Describe characters from a grade level story in detailed, complex sentences with content-based vocabulary. Read grade level prose and poetry orally with fluency, accuracy and expression. Review and discuss narrative nonfiction orally. Discuss and compare selections about mammals.

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	<i>words orally. Determine the meaning of a new word with a know affix and a known word.</i>	<i>meaning of a new word with a know affix and a known word.</i>	<i>new word with a know affix and a known word.</i>	<i>Vocabulary words orally. Determine the meaning of a new word with a know affix and a known word.</i>	
<b>Learning Supports</b>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b></p> <p><b><u>Vocabulary Reader</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Picture Card Bank</u></b></p> <p><b><u>Small group</u></b></p> <p><b><u>Conversational cue cards</u></b></p> <p><b><u>L1 text and/or support</u></b></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b></p> <p><b><u>Vocabulary Reader</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizer</u></b></p> <p><b><u>Notes</u></b></p> <p><b><u>Small group</u></b></p> <p><b><u>L1 text and/or support</u></b></p> <p><b><u>Sentence frames</u></b></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b></p> <p><b><u>Vocabulary Reader</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizer</u></b></p> <p><b><u>Notes</u></b></p> <p><b><u>Small group</u></b></p> <p><b><u>L1 text and/or group</u></b></p> <p><b><u>Bilingual dictionary</u></b></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Notes</u></b></p> <p><b><u>Small group</u></b></p> <p><b><u>Write In Reader PDF (student workbook)</u></b></p>	<p><b><u>Graphic organizer</u></b></p> <p><a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Notes</u></b></p> <p><b><u>Small group</u></b></p> <p><b><u>Write In Reader PDF (student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</a></p>

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	<p><b><u>Partner</u></b></p> <p><b><u>Pictures</u></b></p> <p><b><u>Gestures</u></b></p> <p><b><u>Write In Reader PDF (student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</a></p> <p><b><u>Reader's Notebook PDF (student workbook)</u></b></p> <p><a href="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">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</a></p>	<p><b><u>Bilingual dictionary</u></b></p> <p><b><u>Write In Reader PDF (student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</a></p> <p><b><u>Reader's Notebook PDF (student workbook)</u></b></p> <p><a href="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">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</a></p>	<p><b><u>Write In Reader PDF (student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</a></p> <p><b><u>Reader's Notebook PDF (student workbook)</u></b></p> <p><a href="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">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</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</a></p> <p><b><u>Reader's Notebook PDF (student workbook)</u></b></p> <p><a href="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">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</a></p> <p><b><u>Graphic organizer</u></b></p> <p><a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Poetry/Brainpop</u></b></p>	<p><b><u>Reader's Notebook PDF (student workbook)</u></b></p> <p><a href="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">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</a></p>
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	<p><a href="#">neys Readers Noteboo G3 Units 1-3_student.pdf</a></p> <p><b><u>Graphic organizer</u></b></p> <p><a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Poetry/Brainpop</u></b></p> <p><a href="https://www.brainpop.com/search/?keyword=Poetry">https://www.brainpop.com/search/?keyword=Poetry</a></p> <p><b><u>VCV</u></b></p> <p><a href="https://www.education.com/resources/?q=VCV">https://www.education.com/resources/?q=VCV</a></p>	<p><b><u>Graphic organizer</u></b></p> <p><a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Poetry/Brainpop</u></b></p> <p><a href="https://www.brainpop.com/search/?keyword=Poetry">https://www.brainpop.com/search/?keyword=Poetry</a></p> <p><b><u>VCV word list</u></b></p> <p><a href="https://www.education.com/resources/?q=VCV">https://www.education.com/resources/?q=VCV</a></p> <p><b><u>Teacher provided Bilingual Dictionaries, high-frequency words list, irregular words worksheets.</u></b></p>	<p><b><u>Graphic organizer</u></b></p> <p><a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Poetry/Brainpop</u></b></p> <p><a href="https://www.brainpop.com/search/?keyword=Poetry">https://www.brainpop.com/search/?keyword=Poetry</a></p> <p><b><u>VCV word list</u></b></p> <p><a href="https://www.education.com/resources/?q=VCV">https://www.education.com/resources/?q=VCV</a></p> <p><b><u>Teacher provided Bilingual Dictionaries, high-frequency words list, irregular words worksheet.</u></b></p>	<p><a href="https://www.brainpop.com/search/?keyword=Poetry">https://www.brainpop.com/search/?keyword=Poetry</a></p>	
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**ELA/ELL Grade 3 Scaffold- Revised 2020**

**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p><b>SLO: 2</b> <b>NJSLS:</b></p>	<p><b>Weeks 1-2</b> <b>(Story Structure/Sequence of Events)</b> <b>Aligned Journey's Story</b>  <b>Lesson 11: Technology Wins the Game</b>  <b>Focus Wall</b> <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume3/assets/pdf/JourneysPrintableTE_G3L1_1.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume3/assets/pdf/JourneysPrintableTE_G3L1_1.pdf</a></p>	<p><b><i>Technology Wins the Game</i></b>  <b><i>Informative Writing: Cause and Effect</i></b></p>	<p><b>VU:</b> Informational Text</p>

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<p>RL 3.1 RI 3.3 RI 3.7 RF 3.3 SL 3.1 L 3.1 L 3.6 W 3.2 A W. 3.8 W 3.10  WIDA ELDS: 2</p>	<p><i>understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p><i>RI 3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, cause/effect.</i></p> <p><i>RI 3.7 Use information gained from text features, (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</i></p>	<p align="center"><b><u>Focus Trait: Word Choice</u></b></p> <p><b><u>Build Background:</u></b> <i>What kinds of equipment do people use to play different sports?</i></p> <p><b><u>Comprehension:</u></b> <i>Sequence of Events, question</i></p> <p><b><u>Target Vocabulary:</u></b> <i>athletes, compete, contribute, flexible, fraction, improve, power, process.</i></p> <p><b><u>High-Utility Words:</u></b> <i>designed, equipment, faster, technology</i></p> <p align="center"><b><u>Target Skill/Sequence of Events</u></b></p> <p align="center"><i>Students will record the order of events in a graphic organizer. As they read Technology Wins the game, students will use a chart to show how the sequence of steps that have been used to invent new sports technology are related.</i></p> <p align="center"><b><u>Write About Reading</u></b></p>	<p><b>LFC</b> Vowel diphthongs oi, oy</p> <p>Plural Nouns</p> <hr/> <p><b>LC:</b> Varies by ELP level</p>
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<p>Reading</p> <p>Speaking</p> <p>Writing</p> <p>Listening</p>	<p>RF 3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>SL 3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>L 3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L 3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and</p>	<p><b><u>Utilizing a graphic organizer and sentence frames</u></b></p> <p><i>Students will write (according to their writing level proficiency) about the topic that explains a problem and offers a possible solution.</i></p> <ul style="list-style-type: none"> <li>● <i>One way that you can improve performance in any sport is by_____.</i></li> <li>● <i>The problem can be solved by_____.</i></li> <li>● <i>It is important to say that_____.</i></li> <li>● <i>After reading Technology Wins the Game, I know that _____.</i></li> </ul> <p style="text-align: center;"><b><u>Objectives</u></b></p> <p><i>Participate in discussion about technology in sports.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Practice words with vowel diphthongs oi, ay</i></p>	
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	<p>phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p><i>W 3.2 A Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.</i></p> <p><i>W 3.8 Recall information from experiences or gather information from print and digital resources; take brief notes on sources and sort evidence into provided categories.</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</i></p>	<p><i>Help students use athletes and improve to discuss how sports engineers contribute to sports.</i></p> <p><i>Review and discuss informational text.</i></p> <p><i>Describe the relationship between steps in a process and complete a graphic organizer</i></p> <p><i>Ask questions about Technology Wins the Game</i></p> <p><i>Practice using Target Vocabulary words orally</i></p> <p><i>Listen to and read a chant orally with appropriate phrasing.</i></p> <p><i>Identify and determine the meaning of a new word formed from a known word and suffixes –less, -ful, -oul.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Identify and use regular and irregular plural nouns.</i></p> <p><i>Discuss and compare selections about technology in sports.</i></p>	
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	<i>two) for a range of discipline-specific tasks, purposes, and audiences.</i>		<i>Make a chart to compare/contrast selections about science in sports.</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>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the connection between the character traits, motivations, and feelings and the sequence of events in L1 and/or appropriate leveled text using single words that represent ideas. Show what happens next based on familiar oral stories.	Explain the connection between the character traits, motivations, and feelings and the sequence of events in L1 and/or appropriate leveled text using phrases that represent key concepts. Identify the “who” , “where”, and “when” of illustrated statements.	Explain the connection between the character traits, motivations, and feelings and the sequence of events from an adapted text in simple sentences with key content-based vocabulary. Illustrate events in response to audio recordings of stories or poems.	Explain the connection between the character traits, motivations, and feelings and the sequence of events from a grade 2-3 text complexity level in complete sentences with content-based vocabulary. Re-enact content-related situations	Explain the connection between the character traits, motivations, and feelings and the sequence of events from a grade level text in complete, detailed sentences with content-based vocabulary. Identify details of content-related topics from oral discourse.

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				or events from oral descriptions.	
Learning Supports	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b></p> <p><b><u>Vocabulary Reader</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Picture Card Bank</u></b></p> <p><b><u>Small group</u></b></p> <p><b><u>Conversational cue cards</u></b></p> <p><b><u>L1 text and/or support</u></b></p> <p><b><u>Partner</u></b></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b></p> <p><b><u>Vocabulary Reader</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Picture Card Bank</u></b></p> <p><b><u>Small group</u></b></p> <p><b><u>L1 text and/or support partner</u></b></p> <p><b><u>Sentence frames</u></b></p> <p><b><u>Bilingual dictionary</u></b></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b></p> <p><b><u>Vocabulary Reader</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Picture Card Bank</u></b></p> <p><b><u>Small group</u></b></p> <p><b><u>Bilingual dictionary</u></b></p> <p><b><u>Graphic organizer Cause/Effect</u></b></p> <p><b><u>www.eduplace.com</u></b></p> <p><b><u>Write In Reader PDF (student workbook)</u></b></p> <p><b><u><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journey">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journey</a></u></b></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Small group</u></b></p> <p><b><u>Graphic organizer</u></b></p> <p><b><u>Cause/Effect</u></b></p> <p><b><u>www.eduplace.com</u></b></p> <p><b><u>Write In Reader PDF (student workbook)</u></b></p> <p><b><u><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journey">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journey</a></u></b></p>	<p><b><u>Small group Note</u></b></p> <p><b><u>Graphic organizer Cause/Effect</u></b></p> <p><b><u><a href="http://www.eduplace.com">www.eduplace.com</a></u></b></p> <p><b><u>Write In Reader PDF (student workbook)</u></b></p> <p><b><u><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_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</a></u></b></p> <p><b><u>Reader's Notebook PDF (student workbook)</u></b></p> <p><b><u><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/J">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/J</a></u></b></p>

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	<p><b><u>Graphic organizer</u></b></p> <p><b><u>/Cause-effect</u></b></p> <p><b><u><a href="http://www.eduplace.com">www.eduplace.com</a></u></b></p> <p><b><u>Write In Reader PDF</u></b> <b><u>(student workbook)</u></b> <b><u><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_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</a></u></b></p> <p><b><u>Reader's Notebook PDF</u></b> <b><u>(student workbook)</u></b> <b><u><a href="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">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</a></u></b></p>	<p><b><u>Graphic organizer</u></b></p> <p><b><u>Cause/Effect</u></b></p> <p><b><u><a href="http://www.eduplace.com">www.eduplace.com</a></u></b></p> <p><b><u>Write In Reader PDF</u></b> <b><u>(student workbook)</u></b> <b><u><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_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</a></u></b></p> <p><b><u>Reader's Notebook PDF</u></b> <b><u>(student workbook)</u></b> <b><u><a href="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">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</a></u></b></p>	<p><b><u><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf">eading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf</a></u></b></p> <p><b><u>Reader's Notebook PDF</u></b> <b><u>(student workbook)</u></b> <b><u><a href="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">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</a></u></b></p>	<p><b><u><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf">s write in reader_g3_unit3.pdf</a></u></b></p> <p><b><u>Reader's Notebook PDF</u></b> <b><u>(student workbook)</u></b> <b><u><a href="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">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</a></u></b></p>	<p><b><u><a href="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">ourneys_Readers_Notebook_G3_Units1-3_student.pdf</a></u></b></p>
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	Student Learning Objective (SLO)	Language Objective	Language Needed
	<p><b><u>Weeks 1-2</u></b></p> <p><b><u>Story Structure/Sequence of Events</u></b></p> <p><b><u>Aligned Journey’s Selection</u></b></p> <p><b><u>Lesson 1: A Fine, Fine School</u></b></p> <p><b><u>Focus Wall</u></b></p>		

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<p><b>SLO: 3</b></p> <p>NJSLS: RL.3.1</p> <p>RI.3.2</p> <p>SL 3.3</p> <p>W 3.3 A</p> <p>W 3.10</p> <p>L 3.2 F</p> <p>RF 3.3 C</p> <p>WIDA ELDS: 2</p> <p>Reading</p>	<p><i>RL 3.1: Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</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 align="center"><b><u><i>A Fine, Fine School</i></u></b></p> <p align="center"><b><u><i>Narrative Writing: Descriptive Paragraph</i></u></b></p> <p align="center"><b><u><i>Focus Trait: Word Choice</i></u></b></p> <p><b><u><i>Build Background:</i></u> <i>Why are schools important in community?</i></b></p> <p><b><u><i>Comprehension:</i></u> <i>Story Structure, summarize</i></b></p> <p><b><u><i>Target Vocabulary:</i></u> <i>announced, certainly, fine, principal, proud, soared, strolled, worried.</i></b></p> <p><b><u><i>High-Utility Words:</i></u> <i>everyone, hallway, holiday, learn, teacher</i></b></p>	<p><b>VU:</b> Structure/Analyze Illustrations. Humorous Fiction</p> <hr/> <p><b>LFC:</b> Context clues, simple sentences</p> <p>Short Vowels: a, e, i, o, u</p> <p>Words with the VCCV patterns</p>

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Speaking Writing Listening	<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><i>RF 3.3 C Decode multi-syllable words.</i></p>	<p><b><u>Target Skill/Summarize</u></b></p> <p><i>Explain to students that summarizing can help them focus on a story’s main events and keep track of the sequence or order, in which events happen. They can utilize a graphic organizer (with teacher’s help) to complete assignment.</i></p> <p><b><u>Write About Reading</u></b></p> <p><b><u>Utilizing Sentence Frames</u></b></p> <p><i>Have students think about things they learn outside of school and why each is important.</i></p> <ul style="list-style-type: none"><li><i>• I think _____, _____, and _____ are important things I learn outside of school.</i></li><li><i>• I think _____ is important because _____.</i><ul style="list-style-type: none"><li><i>• After reading A Fine, Fine School, I know_____.</i></li></ul></li></ul> <p><b><u>Objectives</u></b></p>	
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**ELA/ELL Grade 3 Scaffold- Revised 2020**

**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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		<p><i>Participate in discussion about school content.</i></p> <p><i>Say, read, and use Target Vocabulary and high frequency words.</i></p> <p><i>Students list and pronounce words with short vowels: a, e,i,o,u.</i></p> <p><i>Practice analyzing story structure and complete a story map content.</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>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>	

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					<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
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 in order to complete narrative piece by drawing the sequence of events and/or using illustrations (graphic organizer) in proper sequences with</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 by producing a narrative piece using phrases and/or drawings to describe their narrative writing piece. Build reading proficiency through peer-supported reading.</p>	<p>Ask and answer questions about informational text and fiction from adapted text using simple sentences with key content based vocabulary to produce an organized narrative piece using a graphic organizer to complete the task. Build reading proficiency through peer-supported reading. Identify</p>	<p>Ask and answer questions about informational text and fiction from approaching grade level text using complex sentences with content -based vocabulary to produce an organized and detailed one paragraph narrative piece. Build reading proficiency through peer-supported reading. Discuss and</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 to produce an organized and detailed two paragraph narrative piece. Build reading proficiency through peer-supported</p>

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	corresponding single words. Build reading proficiency through peer-supported reading. Discuss and compare selections (teacher led discussion) about schools and ways of learning. Make a chart to compare/contrast (utilizing pictures ) different schools and ways of learning.	Identify subjects and predicates in simple sentences. Discuss and compare selections (teacher led discussion) about schools and ways of learning. Make a chart to compare/contrast different schools and ways of learning.	subjects and predicates in simple sentences. Discuss and compare selections about schools and ways of learning. Make a chart to compare/contrast different schools and ways of learning.	compare selections about schools and ways of learning. Make a chart to compare/contrast different schools and ways of learning.	reading. Discuss and compare selections about schools and ways of learning. Make a chart to compare/contrast different schools and ways of learning.
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Learning Supports	<u>Graphic organizer</u> <a href="http://www.eduplace.com">www.eduplace.com</a>	<u>Graphic organizer</u> <a href="http://www.eduplace.com">www.eduplace.com</a>	<u>Graphic organizer</u> <a href="http://www.eduplace.com">www.eduplace.com</a>	<u>Digital Journeys Resources</u>	<u>Small group</u>
	<u>Digital Journeys Resources</u>	<u>Digital Journeys Resources</u>	<u>Digital Journeys Resources</u>	<u>Multimedia Grammar Glossary</u>	<u>Notes</u>
	<u>ELL Leveled Reader</u>	<u>ELL Leveled Reader</u>	<u>ELL Leveled Reader</u>	<u>Small group</u>	<u>Graphic organizer</u> <a href="http://www.eduplace.com">www.eduplace.com</a>
	<u>Vocabulary Reader</u>	<u>Vocabulary Reader</u>	<u>Vocabulary Reader</u>	<u>Reader's Notebook PDF student workbook</u>	
	<u>Multimedia Grammar Glossary</u>	<u>Multimedia Grammar Glossary</u>	<u>Multimedia Grammar Glossary</u>	<a href="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">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</a>	<u>Reader's Notebook PDF student workbook</u>
	<u>Picture Card Bank</u>	<u>Picture Card Bank</u>	<u>Picture Card Bank</u>		<a href="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">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</a>
	<u>Bilingual dictionary</u>	<u>Bilingual dictionary</u>	<u>Bilingual dictionary</u>		
	<u>L1 support and/or partner</u>	<u>Small group</u>	<u>Small group</u>		
		<u>L1 support and/or partner</u>			
	<u>Graphic organizers</u>		<u>L1 support /partner</u>		

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	<p><a href="https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf">https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</a></p> <p><b>Context clues worksheet</b></p> <p><a href="https://www.teacherspayteachers.com/Product/The-Mitten-Vocabulary-Reference-Sheet-and-Context-Clue-Worksheet-2923234">https://www.teacherspayteachers.com/Product/The-Mitten-Vocabulary-Reference-Sheet-and-Context-Clue-Worksheet-2923234</a></p> <p><b>Context clues brainpop</b></p> <p><a href="https://www.brainpop.com/english/studyandreadingskills/contextclues/">https://www.brainpop.com/english/studyandreadingskills/contextclues/</a></p>	<p><b>Context clues worksheet</b></p> <p><a href="https://www.teacherspayteachers.com/Product/The-Mitten-Vocabulary-Reference-Sheet-and-Context-Clue-Worksheet-2923234">https://www.teacherspayteachers.com/Product/The-Mitten-Vocabulary-Reference-Sheet-and-Context-Clue-Worksheet-2923234</a></p> <p><b>Context clues brainpop</b></p> <p><a href="https://www.brainpop.com/english/studyandreadingskills/contextclues/">https://www.brainpop.com/english/studyandreadingskills/contextclues/</a></p> <p><b>Reader's Notebook PDF student workbook</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebooks_K-6/Reader's%20No">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20No</a></p>	<p><b>Context clues worksheet</b></p> <p><a href="https://www.teacherspayteachers.com/Product/The-Mitten-Vocabulary-Reference-Sheet-and-Context-Clue-Worksheet-2923234">https://www.teacherspayteachers.com/Product/The-Mitten-Vocabulary-Reference-Sheet-and-Context-Clue-Worksheet-2923234</a></p> <p><b>Context clues brainpop</b></p> <p><a href="https://www.brainpop.com/english/studyandreadingskills/contextclues/">https://www.brainpop.com/english/studyandreadingskills/contextclues/</a></p> <p><b>Reader's Notebook PDF student workbook</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers</a></p>	<p><b>Journey's Write In Reader (PDF student workbook)</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</a></p>	<p><b>Journey's Write In Reader (PDF student workbook)</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</a></p>
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<p><b><u>Think/share/pair with classmates.</u></b></p> <p><b><u>Teacher will scaffold students throughout the lesson.</u></b></p> <p><b><u>Reader's Notebook PDF student workbook</u></b></p> <p><b><u><a href="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">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</a></u></b></p>	<p><b><u><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebook_G3_Units1-3_student.pdf">tebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</a></u></b></p> <p><b><u>Journey's Write In Reader (PDF student workbook)</u></b></p> <p><b><u><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</a></u></b></p>	<p><b><u><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf">Notebook G3 Units1-3 student.pdf</a></u></b></p> <p><b><u>Journey's Write In Reader (PDF student workbook)</u></b></p> <p><b><u><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</a></u></b></p>		
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	<p><b><u>Journey's Write In Reader (PDF student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</a></p>				
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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	<p align="center"><u>Weeks 1-2</u></p> <p align="center"><b><u>Aligned Journey's Selection</u></b></p> <p align="center"><b>Lesson 23: The Journey of Oliver K. Woodman</b></p> <p align="center"><b><u>Focus Wall</u></b></p> <p align="center"><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume5/assets/pdf/JourneysPrintableTE_G3L23.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume5/assets/pdf/JourneysPrintableTE_G3L23.pdf</a></p>		
<p><b>SLO: 4</b></p> <p>NJSLS:</p> <p>RL 3.1</p> <p>RL 3.2</p> <p>SL 3.1 C</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 align="center"><b><u>The Journey of Oliver K. Woodman</u></b></p> <p align="center"><b><u>Narrative Writing: Dialogue</u></b></p> <p align="center"><b><u>Focus Trait: Voice</u></b></p> <p><b><u>Build Background:</u></b> <i>How can we stay in touch with people who live far away?</i></p>	<p><b>VU:</b> Sequence of events</p> <p>Fantasy</p> <hr/> <p><b>LFC:</b> <i>Suffixes -er, -est -ful, -y, -ous, -er.</i></p> <p><i>Possessive Nouns and Pronouns.</i></p>

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W 3.2 A	explain how it is revealed through key details in the text.	<b><u>Comprehension:</u></b> <i>Sequence of Events:</i>	Dialogue
W 3.3 B		<i>Analyze/Evaluate</i>	
W 3.10	SL 3.1 C Ask questions to check understanding of information presented, stay on topic, and link to	<b><u>Target Vocabulary:</u></b> <i>conversations, currently, inspired,</i>	LC: Varies by ELP level
L 3.2 D	comments to the remarks of others.	<i>loaded, lovelies, managed, pleasure, reunion, sincere,</i>	
WIDA ELDS:	W 3.2 A Introduce a topic and group related	<i>terror.</i>	
2	information together; include text features (e.g.,	<b><u>High-Utility Words:</u></b> <i>deliver, travel, vacation, visit.</i>	
Reading	illustrations, diagrams, captions) when useful to		
Speaking	support comprehension.		
Writing	W 3.3 B Use dialogue and descriptions of actions,	<b><u>Target Skill/Analyze Evaluate</u></b>	
Listening	thoughts, and feelings to develop experiences and	<i>Students will know that authors sometimes tell their</i>	
	events or show the response of characters to	<i>stories by including letters written by one or more</i>	
	situations.	<i>characters in the story. They may use this method to</i>	
	W 3.10 Write routinely over extended time frames	<i>give the reader a chance to analyze and better</i>	
	(time for research, reflection,	<i>understand that character’s thoughts and feelings.</i>	
	metacognition/self-correction and revision) and	<i>Explain that when readers evaluate a story, they</i>	
	shorter time frames ( a single sitting or a day or	<i>consider everything they have analyzed and come to a</i>	
	decisions about whether or not the story works well.	<b><u>Write About Reading</u></b>	
		<b><u>Utilizing a graphic organizer (dialogue)</u></b>	

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	<p><i>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><i>Students will establish a situation and introduce Oliver as the letter’s narrator. They will use a dialogue (graphic organizer) and include descriptions to explain experiences or events or to show character response.</i></p> <p><b><u>Objectives</u></b></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> <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>	
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			<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>		

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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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<p>Language Objectives</p>	<p>Describe the steps of technical procedures in a text to indicate time and sequence in L1 and/or state the steps from an appropriately leveled text using pictures, and single words that represent key ideas. Acquire and use conversational and general academic words and phrases. Listen to a dialogue and read a dialogue aloud at an appropriate rate. Discuss and compare selections about journeys in groups. Make a chart</p>	<p>Describe the steps in procedures in complete, complex sentences from a grade level nonfiction text to indicate time and sequence in L1 and/or s the steps in procedures from an appropriately leveled text using phrases/simple sentences. Acquire and use conversational and general academic words and phrases. Listen to a dialogue and read a dialogue aloud at an appropriate rate. Discuss and compare selections about journeys in groups. Make a chart (utilizing pictures, sentence frames) to compare/contrast</p>	<p>Describe the steps in procedures in simple sentences from an adapted nonfiction text to indicate time and sequence. Acquire and use conversational and general academic words and phrases. Listen to a dialogue and read a dialogue aloud at an appropriate rate. Discuss and compare selections about journeys in groups. Make a chart (utilizing sentence frames, vocabulary words) to compare/contrast selections about journeys.</p>	<p>Describe the steps in procedures in complete sentences from a text within grade 2-3 complexity level nonfiction text to indicate time and sequence. Acquire and use conversational and general academic words and phrases. Listen to a dialogue and read a dialogue aloud at an appropriate rate. Discuss and compare selections about journeys. Make a chart (utilizing vocabulary words) to compare/contrast</p>	<p>Describe the steps in procedures in complex, detailed sentences from a grade level nonfiction text to indicate time and sequence. Use general academic words and phrases in a variety of writing assignments. Read a dialogue aloud at an appropriate rate. Discuss and compare selections about journeys. Make a chart (utilizing vocabulary words) to compare/contrast selections about journeys.</p>
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	(utilizing pictures) to compare/contrast selections about journeys.	selections about journeys		selections about journeys.	
Learning Supports	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b></p> <p><b><u>Vocabulary Reader</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Picture Card Bank</u></b></p> <p><b><u>L1 support/partner</u></b></p> <p><b><u>Bilingual dictionary</u></b></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b></p> <p><b><u>Vocabulary Reader</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Picture Card Bank</u></b></p> <p><b><u>L1 support/small group</u></b></p> <p><b><u>Sentence frames</u></b></p> <p><b><u>Bilingual dictionary</u></b></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b></p> <p><b><u>Vocabulary Reader</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Picture Card Bank</u></b></p> <p><b><u>L1 support /small group</u></b></p> <p><b><u>Bilingual dictionary</u></b></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Small group</u></b></p> <p><b><u>Graphic organizer</u></b></p> <p><b><u>www.eduplace.com</u></b></p> <p><b><u>Possessive Nouns/Brainpop</u></b></p>	<p><b><u>Small group</u></b></p> <p><b><u>Notes</u></b></p> <p><b><u>Dictionary</u></b></p> <p><b><u>Graphic organizer</u></b></p> <p><b><u>www.eduplace.com</u></b></p> <p><b><u>Reader's Notebook PDF student workbook</u></b></p> <p><b><u><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_N">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_N</a></u></b></p>

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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<p><b>Graphic organizer</b> <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b>Possessive Nouns/Brainpop</b> <a href="https://www.brainpop.com/english/grammar/possessives/">https://www.brainpop.com/english/grammar/possessives/</a></p> <p><b>Personal Pronouns/Brainpop</b> <a href="https://www.brainpop.com/search/?keyword=Personal+Pronouns">https://www.brainpop.com/search/?keyword=Personal+Pronouns</a></p> <p><b>Dialogue/Brainpop</b></p>	<p><b>Graphic organizer</b> <a href="http://www.education.com">www.education.com</a></p> <p><b>Possessive Nouns/Brainpop</b> <a href="https://www.brainpop.com/english/grammar/possessives/">https://www.brainpop.com/english/grammar/possessives/</a></p> <p><b>Personal Pronouns/Brainpop</b> <a href="https://www.brainpop.com/search/?keyword=Personal+Pronouns">https://www.brainpop.com/search/?keyword=Personal+Pronouns</a></p> <p><b>Dialogue/Brainpop</b> <a href="https://www.brainpop.com/search/?keyword=Dialogue">https://www.brainpop.com/search/?keyword=Dialogue</a></p>	<p><b>Graphic organizer</b> <a href="http://www.education.com">www.education.com</a></p> <p><b>Possessive Nouns/Brainpop</b> <a href="https://www.brainpop.com/english/grammar/possessives/">https://www.brainpop.com/english/grammar/possessives/</a></p> <p><b>Personal Pronouns/Brainpop</b> <a href="https://www.brainpop.com/search/?keyword=Personal+Pronouns">https://www.brainpop.com/search/?keyword=Personal+Pronouns</a></p> <p><b>Dialogue/Brainpop</b> <a href="https://www.brainpop.com/search/?keyword=Dialogue">https://www.brainpop.com/search/?keyword=Dialogue</a></p>	<p><a href="https://www.brainpop.com/english/grammar/possessives/">https://www.brainpop.com/english/grammar/possessives/</a></p> <p><b>Personal Pronouns/Brainpop</b> <a href="https://www.brainpop.com/search/?keyword=Personal+Pronouns">https://www.brainpop.com/search/?keyword=Personal+Pronouns</a></p> <p><b>Dialogue/Brainpop</b> <a href="https://www.brainpop.com/search/?keyword=Dialogue">https://www.brainpop.com/search/?keyword=Dialogue</a></p>	<p><a href="https://www.brainpop.com/english/grammar/possessives/">https://www.brainpop.com/english/grammar/possessives/</a></p> <p><b>otebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units4-6_student.pdf</b></p> <p><b>Journey's Write In Reader (student workbook)</b> <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit5.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit5.pdf</a></p>
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<p><a href="https://www.brainpop.com/search/?keyword=Dialogue">https://www.brainpop.com/search/?keyword=Dialogue</a></p> <p><b>Reader's Notebook PDF student workbook</b></p> <p><a href="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">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</a></p>	<p><b>Reader's Notebook PDF student workbook</b></p> <p><a href="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">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</a></p> <p><b>Journey's Write In Reader (student workbook)</b></p> <p><b>Write In Reader</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader g3 unit5.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader g3 unit5.pdf</a></p>	<p><b>Reader's Notebook PDF student workbook</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units 4-6 student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units 4-6 student.pdf</a></p>		
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	<p><b><u>Journey's Write In Reader (student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys_write_in_reader_g3_unit5.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys_write_in_reader_g3_unit5.pdf</a></p>		<p><b><u>Journey's Write In Reader (student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys_write_in_reader_g3_unit5.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys_write_in_reader_g3_unit5.pdf</a></p>	<p><b><u>Reader's Notebook PDF student workbook</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Reader">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Reader</a></p>	
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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				<p><a href="#">s Notebook G3 Units4-6 student.pdf</a></p> <p><b><u>Journey's Write In Reader (student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader g3 unit5.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader g3 unit5.pdf</a></p>	
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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**Weeks 3-4**

**Main Idea and Supporting Details**

**Aligned Journey's Selection**

**Lesson 10: Young Thomas Edison**

**Focus Wall**

[https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete\\_9780547977713/\\_volume3/assets/pdf/JourneysPrintableTE\\_G3L1\\_1.pdf](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume3/assets/pdf/JourneysPrintableTE_G3L1_1.pdf)

**Third Grade Angels**

**Resources (Weeks 3-4)**



**ReadWorks Units:**

<http://www.readworks.org/lessons/grade3/main-idea>  
a (Main idea)

<http://www.readworks.org/lessons/grade3/figurative-language/lesson-1> (Figurative Language Lesson 1)

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**ELA/ELL Grade 3 Scaffold- Revised 2020**  
**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**  
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		<a href="http://www.readworks.org/lessons/grade3/figurative-language/lesson-2">http://www.readworks.org/lessons/grade3/figurative-language/lesson-2</a> (Figurative Language Lesson 2)	
<b>SLO: 5</b>	<i>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</i>	<p><b><u>Young Thomas Edison</u></b></p> <p><b><u>Opinion Writing: Draft a Response to Literature</u></b></p> <p><b><u>Focus Trait: Sentence Fluency</u></b></p>	<b>VU:</b> Biography; Informational Text
NJSLS: RI 3.1 RI 3.2 RI 3.7 RF 3.3 C W 3.2 A W 3.2 C W 3.4 W 3.10 SL 3.2	<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>		<b><u>Build Background:</u></b> <i>How do new inventions change the way we communicate?</i>
	<i>RI 3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</i>	<b><u>Comprehension:</u></b> <i>Main ideas and details; Summarize</i>	<b>LC:</b> Varies by ELP level
		<b><u>Target Vocabulary:</u></b> <i>electric, experiment, gadget, genius, invention, laboratory, occasional, signal</i>	
		<b><u>High-Utility Words:</u></b> <i>amplified, discovered, encouragement, improve, information.</i>	

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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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<p>L 3.1 A L 3.1 F L 3.5  WIDA ELDS: 2  Reading Speaking Writing Listening</p>	<p><i>RF 3.3 C Decode multi-syllable words.</i></p> <p><i>W 3.2 A Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.</i></p> <p><i>W 3.2 C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</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><b><u>Target Skill/Main Ideas and Details</u></b></p> <p><i>Explain that authors use details to support the main ideas. In a biography, the details will add more information about the person’s life. Students will use a graphic organizer(Idea-Support Map) to note details about the story as they read.</i></p> <p><b><u>Write About Reading</u></b></p> <p><i>Tell students that they will write a paragraph (with teacher’s guidance) that describes which of Thomas Edison’s inventions they think is the most important. Explain as they write they should text evidence to support their response.</i></p> <p><b><u>Objectives</u></b></p> <p><i>Participate in discussion about inventions.</i></p>	
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<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 range of discipline-specific tasks, purposes, and audiences.</i></p> <p><i>SL 3.2 Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</i></p> <p><i>L 3.1 A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i></p>	<p><i>Acquire and use conversational and general academic words and phrases</i></p> <p><i>Practice words with au, aw, al, o.</i></p> <p><i>Help students use invention and gadget to discuss how inventions help us communicate</i></p> <p><i>Review and discuss biography.</i></p> <p><i>Practice identifying main ideas and details and complete a graphic organizer.</i></p> <p><i>Summarize Young Thomas Edison in writing or speaking.</i></p> <p><i>Practice Target Vocabulary words orally.</i></p> <p><i>Listen to and recite a dialogue.</i></p> <p><i>Distinguish shades of meaning among words that describe states of mind or degrees of certainty.</i></p> <p><i>Identify and infer main ideas and details.</i></p> <p><i>Comprehend and discuss informational text</i></p>	
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	<p><i>L 3.1 F Ensure subject-verb and pronoun-antecedent agreement.</i></p> <p><i>L 3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</i></p>		<p><i>Build reading proficiency through teacher/peer-supported reading</i></p> <p><i>Discuss and compare inventors.</i></p> <p><i>Make a chart to compare and contrast inventors.</i></p> <p><i>Use vocabulary words to write a response to literature.</i></p> <p><i>Identify and use subject and object pronouns.</i></p> <p><i>Use vocabulary words to write a response to literature.</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

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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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<p>Language Objectives</p>	<p>Identify the sequence of events in L1 and/or leveled text in single words using pictures and/or gestures. Participate in a discussion( teacher led) about inventions. Acquire and use conversational and general academic words and phrases. <i>Build reading proficiency through teacher/peer-supported reading.</i></p>	<p>State the relationship between sentences and paragraphs in L1 and/or leveled text in phrases. Acquire and use conversational and general academic words and phrases. Participate in a discussion (teacher led) about inventions. <i>Build reading proficiency through teacher/peer-supported reading</i></p>	<p>Describe the relationship between sentences and paragraphs from an adapted text in simple sentences. Acquire and use conversational and general academic words and phrases. Participate in a discussion (teacher led) about inventions. <i>Build reading proficiency through teacher/peer-supported reading</i></p>	<p>Describe the relationship between sentences and paragraphs from a nonfiction text within the grade 2-3 complexity level in complete sentences. Participate in a discussion about inventions. <i>Build reading proficiency through teacher/peer-supported reading</i></p>	<p>Describe the relationship between sentences and paragraphs from a grade level nonfiction text in complete, detailed sentences. Participate in a discussion about inventions.</p>
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Learning Supports	<b><u>Digital Journeys Resources</u></b>	<b><u>Digital Journeys Resources</u></b>	<b><u>Digital Journeys Resources</u></b>	<b><u>Digital Journeys Resources</u></b>	<b><u>Small group Notes Dictionary</u></b>
	<b><u>ELL Leveled Reader</u></b>	<b><u>ELL Leveled Reader</u></b>	<b><u>ELL Leveled Reader</u></b>	<b><u>Multimedia Grammar Glossary</u></b>	<b><u>Reader's Notebook</u></b>
	<b><u>Vocabulary Reader</u></b>	<b><u>Vocabulary Reader</u></b>	<b><u>Vocabulary Reader</u></b>	<b><u>Small group Notes</u></b>	<b><u>Student workbook</u></b>
	<b><u>Multimedia Grammar Glossary</u></b>	<b><u>Multimedia Grammar Glossary</u></b>	<b><u>Multimedia Grammar Glossary</u></b>	<b><u>Reader's Notebook</u></b>	<a href="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">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</a>
	<b><u>Picture Card Bank</u></b>	<b><u>Picture Card Bank</u></b>	<b><u>Picture Card Bank</u></b>	<b><u>Student workbook</u></b>	<b><u>Write In Reader Student workbook</u></b>
	<b><u>Bilingual dictionary</u></b>	<b><u>Bilingual dictionary</u></b>	<b><u>Small group</u></b>	<a href="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">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</a>	<a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_R">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_R</a>
	<b><u>L1 support/partner</u></b>	<b><u>L1 support/partner</u></b>	<b><u>Bilingual dictionary</u></b>		
	<b><u>Small group</u></b>	<b><u>Small group</u></b>	<b><u>Reader's Notebook</u></b>		
	<b><u>Sentence frames</u></b>	<b><u>Sentence frames</u></b>	<b><u>Student workbook</u></b>	<b><u>Write In Reader</u></b>	
	<b><u>Reader's Notebook</u></b>	<b><u>Reader's Notebook</u></b>	<a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_No">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_No</a>		
	<b><u>Student workbook</u></b>	<b><u>Student workbook</u></b>			
	<a href="https://www-k6.thinkcentral.com/content/hsp/">https://www-k6.thinkcentral.com/content/hsp/</a>	<a href="https://www-k6.thinkcentral.com/content/hsp/comm">https://www-k6.thinkcentral.com/content/hsp/comm</a>			

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**ELA/ELL Grade 3 Scaffold- Revised 2020**

**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<p><a href="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">common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</a></p> <p><b>Write In Reader Student workbook</b>  <a href="https://www.k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf">https://www.k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf</a></p>	<p><a href="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">on/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</a></p> <p><b>Write In Reader Student workbook</b>  <a href="https://www.k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf">https://www.k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf</a></p>	<p><a href="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">tebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</a></p> <p><b>Write In Reader Student workbook</b>  <a href="https://www.k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf">https://www.k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf</a></p>	<p><b>Student workbook</b>  <a href="https://www.k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf">https://www.k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf</a></p>	<p><a href="https://www.k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf">eader/journeys_write_in_reader_g3_unit2.pdf</a></p>
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**ELA/ELL Grade 3 Scaffold- Revised 2020**  
**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**  
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	<p style="text-align: center;">Student Learning Objective (SLO)</p> <p style="text-align: center;"><b><u>Weeks 3-4</u></b></p> <p style="text-align: center;"><b><u>Main Idea and Supporting Details</u></b></p> <p style="text-align: center;"><b><u>Aligned Journey's Selection</u></b></p> <p style="text-align: center;"><b><u>Lesson 20: Life on the Ice</u></b></p> <p style="text-align: center;"><b><u>Focus Wall</u></b></p> <p style="text-align: center;"><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume4/assets/pdf/JourneysPrintableTE_G3L2_0.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume4/assets/pdf/JourneysPrintableTE_G3L2_0.pdf</a></p>	<p style="text-align: center;">Language Objective</p>	<p style="text-align: center;">Language Needed</p>
<p><b>SLO: 6</b></p> <p>NJSLS:</p> <p>RI 3.1</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 style="text-align: center;"><b><i><u>Life on the Ice</u></i></b></p> <p style="text-align: center;"><b><i><u>Opinion Writing: Draft a Persuasive Essay</u></i></b></p> <p style="text-align: center;"><b><i><u>Focus Trait: Organization</u></i></b></p>	<p><b>VU:</b> Informational Text</p> <p>Myth</p>

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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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<p>RI 3.7</p> <p>RF 3.3 C</p> <p>W 3.2 A</p> <p>W 3.3 C</p> <p>W 3.4</p> <p>W 3.10</p> <p>SL 3.2</p> <p>L 3.1 A</p> <p>L 3.4 D</p> <p>WIDA ELDS: 2</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p><i>RI 3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</i></p> <p><i>RF 3.3 C Decode multi-syllable words.</i></p> <p><i>W 3.2 A Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.</i></p> <p><i>W 3.3 C Use temporal words and phrases to signal event order.</i></p>	<p><b><u>Build Background:</u></b> <i>How can extreme weather make life challenging?</i></p> <p><b><u>Comprehension:</u></b> <i>Main Ideas, and Details; Infer/Predict</i></p> <p><b><u>Target Vocabulary:</u></b> <i>climate, colony, constant, gliding, layer, overheated, region, shelter, unexpected, wilderness.</i></p> <p><b><u>High-Utility Words:</u></b> <i>adventure, continent, isolated, melts, route.</i></p> <p align="center"><b><u>Target Skill/Main Idea and Details</u></b></p> <p align="center"><i>Explain that identifying the main ideas will help students understand what an informational text is about. Students will know that supporting details are facts or examples that give more information. Supporting details help show why the main ideas are important. Students will be utilizing a main idea graphic organizer to write their responses.</i></p>	
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**ELA/ELL Grade 3 Scaffold- Revised 2020**

**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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Listening	<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 range of discipline-specific tasks, purposes, and audiences.</i></p> <p><i>SL 3.2 Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</i></p>	<p><b><u>Write About Reading</u></b></p> <p><b><u>Utilizing a graphic organizer</u></b></p> <p><i>Tell students to think about the different jobs that scientists are doing at the Poles. Ask students to decide what they would like to do if they were a scientist at the North Pole or the South Pole. They will brainstorm about a particular job they would like to choose. A question they might answer is: What main ideas and evidence from the selection helped you decide?</i></p> <p><b><u>Objectives</u></b></p> <p><i>Participate in discussion about cold weather.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Decode compound words.</i></p> <p><i>Help students use climate and wilderness to discuss how extreme weather can make life challenging.</i></p>	
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**ELA/ELL Grade 3 Scaffold- Revised 2020**

**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<p><i>L 3.1 A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i></p> <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 and phrases.</i></p>	<p><i>Review and discuss informational text.</i></p> <p><i>Practice determining main ideas and details and complete an Idea-Support Map.</i></p> <p><i>Make inferences about Life on the Ice.</i></p> <p><i>Practice using Target Vocabulary words orally.</i></p> <p><i>Listen to and read a dialogue orally with accuracy.</i></p>	
		<p><i>Use a dictionary or glossary.</i></p> <p><i>Comprehend and discuss a myth.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p>	<p><b>LFC:</b> Compound Words</p> <p>Dictionary/Glossary</p> <p>What is an adverb?</p>
		<p><i>Explain the function of adverbs.</i></p> <p><i>Discuss and compare fiction and nonfiction selections about extreme conditions.</i></p> <p><i>Make a chart to compare/contrast selections about extreme conditions.</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence</i></p>	<p><b>LC:</b> Varies by ELP level</p>

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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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			<i>frames, and vocabulary words to help writers organize their more detailed writing tasks.</i>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade level texts with purpose and comprehension in L1 and/or read or listen to a leveled text and state or repeat the purpose. Label images that illustrate the steps for different processes (e.g., writing). Pairing pictures or equations as directed by partner.	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read leveled texts and explain the purpose in short phrases with sentence frames. Match oral descriptions to photos, gestures, or icons. List ideas using graphic organizers.	Read adapted texts and orally explain the purpose and demonstrate comprehension using simple sentences and key content-based vocabulary. Complete graphic organizer with from oral comparisons. Express ideas in various genres (e.g., poetry, myth, etc).	Read texts within the grade 2-3 complexity level and orally explain the purpose and demonstrate comprehension using complete sentences and some content-based vocabulary. Identify content-related ideas and details in oral discourse. Create stories with details about characters and events.	Read grade level texts and orally explain the purpose and demonstrate comprehension using detailed sentences of varying lengths and content-based vocabulary. Follow a series of short oral directions to create models of content-area phenomena or processes. Produce “how to” manuals based on personal experiences or scientific experiments.

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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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Learning Supports	<p align="center"><b><u>Digital Journeys Resources</u></b></p> <p align="center"><b><u>ELL Leveled Reader</u></b></p> <p align="center"><b><u>Vocabulary Reader</u></b></p> <p align="center"><b><u>Multimedia Grammar Glossary</u></b></p> <p align="center"><b><u>Picture Card Bank</u></b></p> <p align="center"><b><u>L1 support/small group/partner</u></b></p> <p align="center"><b><u>Bilingual dictionary</u></b></p> <p align="center"><b><u>Graphic organizer</u></b></p> <p align="center"><b><u><a href="http://www.eduplace.com">www.eduplace.com</a></u></b></p>	<p align="center"><b><u>Digital Journeys Resources</u></b></p> <p align="center"><b><u>ELL Leveled Reader</u></b></p> <p align="center"><b><u>Vocabulary Reader</u></b></p> <p align="center"><b><u>Multimedia Grammar Glossary</u></b></p> <p align="center"><b><u>Picture Card Bank</u></b></p> <p align="center"><b><u>Bilingual dictionary</u></b></p> <p align="center"><b><u>L1 support/Small group</u></b></p> <p align="center"><b><u>Sentence frames</u></b></p> <p align="center"><b><u>Graphic organizer</u></b></p> <p align="center"><b><u><a href="http://www.eduplace.com">www.eduplace.com</a></u></b></p>	<p align="center"><b><u>Digital Journeys Resources</u></b></p> <p align="center"><b><u>ELL Leveled Reader</u></b></p> <p align="center"><b><u>Vocabulary Reader</u></b></p> <p align="center"><b><u>Multimedia Grammar Glossary</u></b></p> <p align="center"><b><u>Picture Card Bank</u></b></p> <p align="center"><b><u>Bilingual dictionary</u></b></p> <p align="center"><b><u>Small group</u></b></p> <p align="center"><b><u>Notes</u></b></p> <p align="center"><b><u>Graphic organizer</u></b></p> <p align="center"><b><u><a href="http://www.eduplace.com">www.eduplace.com</a></u></b></p>	<p align="center"><b><u>Digital Journeys Resources</u></b></p> <p align="center"><b><u>Multimedia Grammar Glossary</u></b></p> <p align="center"><b><u>Small group</u></b></p> <p align="center"><b><u>Notes</u></b></p> <p align="center"><b><u>Graphic organizer</u></b></p> <p align="center"><b><u><a href="http://www.eduplace.com">www.eduplace.com</a></u></b></p> <p align="center"><b><u>Reader's Notebook</u></b></p> <p align="center"><b><u><a href="https://www-k6.thinkcentral.com/content/hsp/common/re">https://www-k6.thinkcentral.com/content/hsp/common/re</a></u></b></p>	<p align="center"><b><u>Small group</u></b></p> <p align="center"><b><u>Notes</u></b></p> <p align="center"><b><u>Dictionary</u></b></p> <p align="center"><b><u>Graphic organizer</u></b></p> <p align="center"><b><u><a href="http://www.eduplace.com">www.eduplace.com</a></u></b></p> <p align="center"><b><u>Reader's Notebook</u></b></p> <p align="center"><b><u><a href="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">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</a></u></b></p>

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**ELA/ELL Grade 3 Scaffold- Revised 2020**

**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<p><b><u>Reader's Notebook</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units_4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units_4-6_student.pdf</a></p> <p><b><u>Write In Reader</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p> <p><b><u>Adverbs/Brainpop</u></b></p> <p><a href="https://www.brainpop.com/search/?keyword=Adverbs">https://www.brainpop.com/search/?keyword=Adverbs</a></p>	<p><b><u>Reader's Notebook</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units_4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units_4-6_student.pdf</a></p> <p><b><u>Write In Reader</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p> <p><b><u>Adverbs/Brainpop</u></b></p> <p><a href="https://www.brainpop.com/search/?keyword=Adverbs">https://www.brainpop.com/search/?keyword=Adverbs</a></p>	<p><b><u>Reader's Notebook</u></b></p> <p><a href="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">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</a></p> <p><b><u>Write In Reader</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p> <p><b><u>Adverbs/Brainpop</u></b></p> <p><a href="https://www.brainpop.com/search/?keyword=Adverbs">https://www.brainpop.com/search/?keyword=Adverbs</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units_4-6_student.pdf">ading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units_4-6_student.pdf</a></p> <p><b><u>Write In Reader</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p> <p><b><u>Adverbs/Brainpop</u></b></p> <p><a href="https://www.brainpop.com/search/?keyword=Adverbs">https://www.brainpop.com/search/?keyword=Adverbs</a></p>	<p><b><u>Write In Reader</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p>
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**ELA/ELL Grade 3 Scaffold- Revised 2020**

**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	Student Learning Objective (SLO) <b><u>Weeks 3-4</u></b> <b><u>Main Idea and Supporting Details</u></b>  <b><u>Aligned Journey’s Selection</u></b>  <b><u>Lesson 26: The Foot Race Across America</u></b> <b><u>Focus Wall</u></b> <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume6/assets/pdf/JourneysPrintableTE_G3L26.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume6/assets/pdf/JourneysPrintableTE_G3L26.pdf</a>	Language Objective	Language Needed
<b>SLO: 7</b> NJSLS: RI 3.2 RL 3.1 RF 3.3B W 3.2A W 3.4 W 3.10 SL 3.1 D	<i>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</i>  <i>RL 3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i>	<p style="text-align: center;"><b><u>The Foot Race Across America</u></b>   <b><u>Informative Writing: Compare and Contrast Paragraph</u></b>   <b><u>Focus Trait: Organization</u></b></p> <p><b><u>Build Background:</u> What does it take to reach a goal?</b></p>	<p><b>VU:</b> Narrative Nonfiction, Folktale</p> <hr/> <p><b>LFC:</b> Common Final syllables –tion, -sion, -ure. Abbreviations, Suffix -ion</p> <hr/> <p><b>LC:</b> Varies by ELP level</p>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

**ELA/ELL Grade 3 Scaffold- Revised 2020**

**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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<p>L 3.2 E L 3.4 B WIDA: 2 Reading Speaking Listening Writing</p>	<p><i>RF 3.3 B Decode words with common Latin suffixes.</i></p> <p><i>W 3.2 A Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.</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 range of discipline-specific tasks, purposes, and audiences.</i></p> <p><i>SL 3.1 D Explain their own ideas and understanding in light of the discussion.</i></p>	<p><b><u>Comprehension:</u></b> <i>Main Idea and Details: Analyze/Evaluate</i></p> <p><b><u>Target Vocabulary:</u></b> <i>ability, absorb, advice, announced, approached, compete, loveliest, loyal, principal, proud.</i></p> <p><b><u>High-Utility Words:</u></b> <i>achievement, champion, competing, distance, record.</i></p> <p><b><u>Target Skill/Main Idea and Details</u></b> <b><u>(graphic organizer)</u></b></p> <p><i>Tell students that the selection they will read is narrative nonfiction. Remind students that the main ideas are the most important ideas in the text. The supporting details are facts and examples that make the main idea clearer.</i></p> <p><b><u>Write About Reading</u></b></p> <p><i>Have students use details from the reading to support their thinking. They might need to utilize sentence frames to complete this task:</i></p>	
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<p><i>L 3.2 E Use conventional spelling for high frequency and other studies words and for adding suffixes to base words.</i></p> <p><i>L 3.4 B Determine the meaning of the new word formed when a known affix is added to a known word.</i></p>	<p style="text-align: center;"><b><u>Sentence frames</u></b></p> <p><i>According to the author _____.</i></p> <p><i>It is important to say that _____.</i></p> <p><i>On page #, I noticed that _____</i></p> <p><i>After reading The Foot Race Across America, I know _____.</i></p> <p style="text-align: center;"><b>Objectives</b></p> <p><i>Participate in discussion about what it takes to reach a goal.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Decode words with final syllables –tion, -sion, -ure.</i></p> <p><i>Help students use ability and proud to discuss what it takes to reach a goal.</i></p> <p><i>Review and discuss narrative nonfiction</i></p> <p><i>Practice identifying main ideas and supporting details and complete a graphic organizer.</i></p> <p><i>Analyze and evaluate details in “The Foot Race Across America.</i></p>	
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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		<p><i>Identify and determine the meaning of a new word formed from a known word and the suffix –ion.</i></p> <p><i>Practice words with VCCV pattern.</i></p> <p><i>Comprehend and discuss a folktale.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Practice decoding common final syllables –tion, -sion, -ure.</i></p> <p><i>Identify and use abbreviations.</i></p> <p><i>Discuss and compare selections about what it takes to reach a goal.</i></p> <p><i>Make a chart to compare and contrast selections about what it takes to reach a goal.</i></p> <p><i>Use domain-specific vocabulary words to write a compare/contrast paragraph.</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>	
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**ELA/ELL Grade 3 Scaffold- Revised 2020**

**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Introduce and informative writing topic in L1 and/or single words. <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>Participate in a discussion about what it takes to reach a goal. Acquire and use conversational and general academic words and phrases. Decode words with final syllables –tion, -sion, -ure.</i></p>	<p>Introduce and informative writing topic in L1 and/or phrase and short sentences. <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>Participate in a discussion about what it takes to reach a goal. Acquire and use conversational and general academic words and phrases. Decode words with final syllables –tion, -sion, -ure.</i></p>	<p>Introduce an informative writing topic by producing simple sentences. <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. Participate in a discussion about what it takes to reach a goal. Acquire and use conversational and general academic words and phrases. Decode words with final syllables –tion, -sion, -ure.</i></p>	<p>Introduce an informative writing topic by producing expanded and complex sentences. <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. Participate in a discussion about what it takes to reach a goal. Acquire and use conversational and general academic words and phrases. Decode words with final syllables –tion, -sion, -ure</i></p>	<p>Introduce an informative writing topic by producing clear and coherent ideas using multiple, complex sentences. <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. Participate and collaborate in a discussion about what it takes to reach a goal. Analyze and evaluate details in “The Foot Race Across America. Use acquired vocabulary and/or academic words in their writing.</i></p>

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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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<p>Learning Supports</p>	<p align="center"><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader Vocabulary Reader Multimedia Grammar Glossary Picture Card Bank sentence frames L1 support and/or partner bilingual dictionary</u></b></p> <p><b><u>Graphic organizer</u></b> <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Reader's Notebook</u></b> <a href="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">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</a></p> <p><b><u>Write In Reader</u></b> <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf</a></p>	<p align="center"><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader Vocabulary Reader Multimedia Grammar Glossary Picture Card Bank L1 support and/or partner sentence frames</u></b></p> <p><b><u>Graphic organizer</u></b> <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Reader's Notebook</u></b> <a href="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">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</a></p> <p><b><u>Write In Reader</u></b> <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf</a></p>	<p align="center"><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader Vocabulary Reader Multimedia Grammar Glossary Picture Card Bank sentence frames bilingual dictionary</u></b></p> <p><b><u>Graphic organizer</u></b> <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Reader's Notebook</u></b> <a href="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">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</a></p> <p><b><u>Write In Reader</u></b> <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf</a></p>	<p align="center"><b><u>Digital Journeys Resources</u></b></p> <p><b><u>Multimedia Grammar dictionary small group</u></b></p> <p><b><u>Graphic organizer</u></b> <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Reader's Notebook</u></b> <a href="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">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</a></p> <p><b><u>Write In Reader</u></b> <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf</a></p>	<p align="center"><b><u>Small group</u></b></p> <p><b><u>Graphic organizer</u></b> <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Reader's Notebook</u></b> <a href="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">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</a></p> <p><b><u>Write In Reader</u></b> <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf</a></p>
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**ELA/ELL Grade 3 Scaffold- Revised 2020**

**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<a href="/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf">/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf</a>				
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	<p>Student Learning Objective (SLO) <b><u>Weeks 5-6</u></b> <b><u>Plot</u></b> <b><u>Aligned Journey's Selection</u></b> <b><u>Lesson 21; Sarah Plain &amp; Tall</u></b> <b><u>Focus Wall</u></b></p>	<p>Language Objective</p>	<p>Language Needed</p>
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<p><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume5/assets/pdf/JourneysPrintableTE_G3L21.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume5/assets/pdf/JourneysPrintableTE_G3L21.pdf</a></p> <p align="center"><b><i>(Suggested Resource)</i></b> <b><i>Readworks.org Units:</i></b></p> <p><a href="http://www.readworks.org/lessons/grade3/plot/lesson-1">http://www.readworks.org/lessons/grade3/plot/lesson-1</a></p> <p><a href="http://www.readworks.org/lessons/grade3/plot/lesson-4">http://www.readworks.org/lessons/grade3/plot/lesson-4</a></p>		
<p><b>SLO: 8</b> NJSLS: RL 3.2 RL 3.3 RI 3.1 RF 3.3 A W 3.4 W 3.10</p> <p>WIDA ELDS: 2</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>RL 3.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</i></p> <p><i>RI 3.1 Ask and answer questions, and make relevant connections to demonstrate</i></p>	<p align="center"><b><i><u>Sarah Plain &amp; Tall</u></i></b></p> <p align="center"><b><i><u>Narrative Writing: Fictional Narrative Paragraph</u></i></b></p> <p align="center"><b><i><u>Focus Trait: Ideas</u></i></b></p> <p><b><i><u>Build Background:</u></i></b> <i>What do you think prairie life was like long ago?</i></p> <p><b><i><u>Comprehension:</u></i></b> <i>Story structure: Monitor/Clarify</i></p>	<p><b>VU:</b> Historical Fiction, Informational Text.</p> <p><b>LFC:</b> Base words and –ed, -ing. Prefix non- Adverbs that compare</p> <p><b>LC:</b> Varies by ELP level</p>

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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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<p>Reading Speaking</p>	<p><i>understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p><i>RF 3.3 A Identify and know the meaning of the most common prefixes and derivational suffixes.</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 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 the comments to the remarks of others.</i></p>	<p><b><u>Target Vocabulary:</u></b> <i>accidents, chilly, dramatic, frightening, landscape, migrate, plenty, solid, survival, thunderous,</i></p> <p><b><u>High-Utility Words:</u></b> <i>carried, gathering, wagon, watched.</i></p> <p style="text-align: center;"><b><u>Target Skill</u></b></p> <p style="text-align: center;"><b><u>Story Structure/Point of View</u></b></p> <p><i>Tell students that by identifying the setting, characters, and the plot’s sequence of events, they will better understand the story’s structure and how characters’ actions affect what happens in the story. Students will utilize a graphic organizer to write down their responses. <b><u>Point of view:</u></b> Tell students that the author usually conveys the point of view through the narrator or characters.</i></p> <p style="text-align: center;"><b><u>Write About Reading</u></b></p> <p><i>Have students use details from the reading to support their thinking. They might need to utilize sentence frames to complete this task:</i></p> <p style="text-align: center;"><b><u>Sentence frames</u></b></p>	
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<p><i>L 3.1 G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</i></p>	<p><i>According to the author _____.</i> <i>It is important to say that _____.</i> <i>On page #, I noticed that _____.</i> <i>After the reading Sarah Plain &amp; Tall, I know _____.</i></p> <p><b><u>Objectives</u></b></p> <p><i>Participate in discussion about life on the prairie.</i> <i>Acquire and use conversational and general academic words and phrases.</i> <i>Practice base words with –ed, -ing.</i> <i>Help students use buzzing and rustle to discuss what life might be like on the prairie.</i> <i>Review and discuss historical fiction.</i> <i>Practice identifying story structure and how characters' actions contribute to events.</i> <i>Monitor/clarify story details in Sarah Plain &amp; Tall.</i> <i>Determine the meanings of words with the prefix non-</i></p>	
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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			<p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Form and comparative and superlative adverbs.</i></p> <p><i>Discuss and compare texts about life on the prairie</i></p> <p><i>Make a chart to compare/contrast genres.</i></p> <p><i>Use domain specific words to write a fictional narrative.</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

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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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<p>Language Objectives</p>	<p>Read grade level texts with purpose and comprehension in L1 and/or read or listen to a leveled text and state or repeat the purpose. <i>Participate in a discussion about life on the prairie. Acquire and use conversational and general academic words and phrases (with teacher’s support and guidance). Practice base words with –ed, -ing. Determine the meanings of words with the prefix non-. Build reading proficiency through teacher/peer-supported reading.</i></p>	<p>Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read leveled texts and explain the purpose in short phrases with sentence frames. <i>Participate in a discussion about life on the prairie. Acquire and use conversational and general academic words and phrases (with teacher’s support and guidance). Practice base words with –ed, -ing. Determine the meanings of words with the prefix non-. Build reading proficiency through teacher/peer-supported reading.</i></p>	<p>Read adapted texts and orally explain the purpose and demonstrate comprehension using simple sentences and key content-based vocabulary. <i>Participate in a discussion about life on the prairie. Acquire and use conversational and general academic words and phrases. Practice base words with –ed, -ing. Determine the meanings of words with the prefix non-. Build reading proficiency through teacher/peer-supported reading.</i></p>	<p>Read texts within the grade 2-3 complexity level and orally explain the purpose and demonstrate comprehension using complete sentences and some content-based vocabulary. <i>Participate in a discussion about life on the prairie. Acquire and use conversational and general academic words and phrases. Practice base words with –ed, -ing. Determine the meanings of words with the prefix non-. Build reading proficiency through teacher/peer-supported reading.</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. <i>Discuss and compare texts about life on the prairie. Make a chart to compare/contrast genres. Use domain specific words to write a fictional narrative.</i></p>
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**ELA/ELL Grade 3 Scaffold- Revised 2020**

**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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<p>Learning Supports</p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL Leveled Reader Vocabulary Reader</u></b>  <b><u>Multimedia Grammar Glossary</u></b>  <b><u>Picture Card Bank sentence frames</u></b>  <b><u>L1 support and/or partner bilingual dictionary</u></b>  <b><u>Reader's Notebook</u></b>  <a href="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">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</a>  <b><u>Write In Reader</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL Leveled Reader Vocabulary Reader</u></b>  <b><u>Multimedia Grammar Glossary</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>L1 support and/or partner sentence frames</u></b>  <b><u>Bilingual dictionary</u></b>  <b><u>Reader's Notebook</u></b>  <a href="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">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</a>  <b><u>Write In Reader</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL Leveled Reader Vocabulary Reader</u></b>  <b><u>Multimedia Grammar Glossary</u></b>  <b><u>Picture Card Bank sentence frames</u></b>  <b><u>bilingual dictionary</u></b>    <b><u>Reader's Notebook</u></b>  <a href="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">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</a>  <b><u>Write In Reader</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf</a></p>	<p><b><u>Digital Journeys Resources</u></b>    <b><u>Multimedia Grammar Glossary</u></b>  <b><u>small group</u></b>    <b><u>Reader's Notebook</u></b>  <a href="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">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</a>  <b><u>Write In Reader</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf</a></p>	<p><b><u>Small group</u></b>  <b><u>Graphic organizer</u></b>  <b><u>Dictionary</u></b>    <b><u>Reader's Notebook</u></b>  <a href="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">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</a>  <b><u>Write In Reader</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf</a></p>

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**ELA/ELL Grade 3 Scaffold- Revised 2020**

**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<a href="#">Reader/journeys_write_in_reader_gunit6.pdf</a>				
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	Student Learning Objective (SLO) <b><u>Weeks 7-8</u></b> <b><u>Theme</u></b> <b><u>Aligned Journey's Selection</u></b>  <b><u>Lesson 12: Tops and Bottoms</u></b> <b><u>Focus Wall</u></b> <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume3/assets/pdf/JourneysPrintableTE_G3L12.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume3/assets/pdf/JourneysPrintableTE_G3L12.pdf</a>  <i><u>(Suggested Resource)</u></i>	Language Objective	Language Needed

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	<p align="center"><u><b>Readworks.org Units:</b></u>  <a href="http://www.readworks.org/lessons/grade3/theme/lesson-3">http://www.readworks.org/lessons/grade3/theme/lesson-3</a></p>		
<p><b>SLO: 9</b>            NJSLS:            RL 3.9            RI 3.1            RF 3.3 C            W 3.2 A            W 3.4            W 3.10            SL 3.1            L 3.2 G            L 3.6            WIDA: 2            Reading            Speaking</p>	<p><b>RL.3.9.</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</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>RF 3.3 C Decode multi-syllable words.</i></p> <p><i>W 3.2 A introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.</i></p>	<p align="center"><u><b>Tops and Bottoms</b></u>  <u><b>Informative Writing: Compare and Contrast Paragraphs</b></u>  <u><b>Focus Trait: Word Choice</b></u></p> <p><u><b>Build Background:</b></u> <i>What kinds of work do farmers do?</i></p> <p><u><b>Comprehension:</b></u> <i>Theme/Visualize</i></p> <p><u><b>Target Vocabulary:</b></u> <i>crops, grunted, hollered, plucked, profit, risky, scowled, tugged.</i></p> <p><u><b>High-Utility Words:</b></u> <i>harvesting, planting, season, vegetable, weeded, weeded.</i></p> <p align="center"><u><b>Target Skill</b></u>  <u><b>Theme/Point of View/Visualize</b></u></p>	<p><b>VU:</b> Trickster Tale, Informational Text</p> <hr/> <p><b>LFC:</b> Homophones, Words ending in –er, -le Idioms</p> <hr/> <p><b>LC:</b> Varies by ELP level</p>

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	<p><i>W 3.2 B Develop the topic with facts, definitions, and details.</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 range of discipline-specific tasks, purposes, and audiences.</i></p> <p><i>SL 3.1 Engage effectively in a range of collaborative discussions ( one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</i></p>	<p><i>Tell students that a story’s theme is its overall message or lesson about life. Tell students as they read <i>Tops and Bottoms</i> to notice what the characters do and what happens as a result. What message about life can you learn from the story? They will utilize a graphic organizer to write their responses. Tell students to pay attention to descriptive details in the text. The details will help them visualize or picture, the characters, places, and events of the story.</i></p> <p><b><u>Write About Reading</u></b></p> <p><i>Have students use details from the reading to support their thinking. They might need to utilize sentence frames to complete this task:</i></p> <p><b><u>Sentence frames</u></b></p> <p><i>According to the author _____.</i></p> <p><i>It is important to say that _____.</i></p> <p><i>On page #, I noticed that _____.</i></p> <p><i>After reading <i>Tops and Bottoms</i> I know _____.</i></p>	
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	<p><i>L 3.2 G consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</i></p> <p><i>L 3.6 Acquire and use accurately grade-appropriate, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationship (e.g., After dinner that night we went looking for them).</i></p>	<p style="text-align: center;"><b><u>Objectives</u></b></p> <p><i>Participate in discussion about a tricky character.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Read, write, and understand the meanings of homophones.</i></p> <p><i>Determine the theme of a story and complete a graphic organizer.</i></p> <p><i>Visualize characters and plot situations of Tops and Bottoms.</i></p> <p><i>Identify and understand idioms.</i></p> <p><i>Comprehend and discuss informational text.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Identify and say words ending in –er,</i></p> <p><i>Use quotation marks in dialogue.</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence</i></p>	
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		<i>frames, and vocabulary words to help writers organize their more detailed writing tasks</i>			
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to and discuss previously read, grade-level material in L1 and/or listen to and identify previously read words. Introduce an informative writing topic in L1 and/or single words. <i>Read, write, and understand the meanings of homophones. Determine the theme of a story and complete a graphic organizer. Visualize characters and plot</i>	. Listen to and discuss previously read, grade-level material in L1 and/or respond to previously read text with phrase and short sentences. Introduce an informative writing topic in L1 and/or phrase or short sentences. <i>Read, write, and understand the meanings of homophones. Determine the theme of a story and complete a graphic organizer. Visualize characters and plot situations of Tops and Bottoms. Participate in a</i>	Listen to and discuss previously read, appropriately-leveled text using simple sentences Introduce an informative writing topic by producing simple sentences. <i>Read, write, and understand the meanings of homophones. Determine the theme of a story and complete a graphic organizer. Visualize characters and plot situations of Tops and Bottoms. Participate in a daily writing activity to enhance writing skills with</i>	Listen to and discuss previously-read text within grades 2-3 complexity level by using some complex sentences. Introduce an informative topic by producing expanded and complex sentences. <i>Read, write, and understand the meanings of homophones. Determine the theme of a story and complete a graphic organizer. Visualize characters and plot situations of Tops and</i>	. Listen to and discuss previously read, grade-level material by using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary. Introduce an informative writing topic by producing clear and coherent ideas using multiple complex sentences. <i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help</i>

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	<p><i>situations of Tops and Bottoms.</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>	<p><i>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>the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed writing tasks.</i></p>	<p><i>Bottoms. 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>writers organize their more detailed writing tasks.</i></p>
Learning Supports	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b></p> <p><b><u>Vocabulary Reader</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Picture Card Bank</u></b></p> <p><b><u>Small group</u></b></p> <p><b><u>Conversational cue</u></b></p>	<p><b><u>Digital Journey Resources</u></b></p> <p><b><u>ELL leveled reader</u></b></p> <p><b><u>Vocabulary Reader</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Picture Card bank</u></b></p> <p><b><u>Small group</u></b></p> <p><b><u>Sentence frames</u></b></p> <p><b><u>L1 text and/or support partner</u></b></p> <p><b><u>Bilingual dictionary</u></b></p>	<p><b><u>Multimedia Grammar glossary</u></b></p> <p><b><u>Small group</u></b></p> <p><b><u>Sentence frames</u></b></p> <p><b><u>Bilingual dictionary</u></b></p> <p><b><u>Write In Reader PDF ( student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Read">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Read</a></p>	<p><b><u>Small group</u></b></p> <p><b><u>Graphic organizer</u></b></p> <p><a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Write In Reader PDF ( student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Read">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Read</a></p>	<p><b><u>Small group</u></b></p> <p><b><u>Graphic organizer</u></b></p> <p><a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Write In Reader PDF ( student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Read">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Read</a></p>

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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<p><b>cards</b> <b>L1</b></p> <p><b>text and/or support Partner Bilingual dictionary</b></p> <p><b>Write In Reader PDF (student workbook)</b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_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</a></p> <p><b>Reader's Notebook PDF (student workbook)</b>  <a href="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">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</a></p> <p><b>Homophones/Brainpop</b>  <a href="https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms">https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms</a></p>	<p><b>Write In Reader PDF (student workbook)</b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_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</a></p> <p><b>Reader's Notebook PDF (student workbook)</b>  <a href="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">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</a></p> <p><b>Homophones/Brainpop</b>  <a href="https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms">https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms</a></p>	<p><a href="er/journeys_write_in_reader_g3_unit3.pdf">er/journeys_write_in_reader_g3_unit3.pdf</a></p> <p><b>Reader's Notebook PDF (student workbook)</b>  <a href="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">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</a></p> <p><b>Homophones/Brainpop</b>  <a href="https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms">https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms</a></p>	<p><a href="e_in_Reader/journeys_write_in_reader_g3_unit3.pdf">e_in_Reader/journeys_write_in_reader_g3_unit3.pdf</a></p> <p><b>Reader's Notebook PDF (student workbook)</b>  <a href="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">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</a></p> <p><b>Homophones/Brainpop</b>  <a href="https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms">https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms</a></p>	<p><a href="er/journeys_write_in_reader_g3_unit3.pdf">er/journeys_write_in_reader_g3_unit3.pdf</a></p> <p><b>Reader's Notebook PDF (student workbook)</b>  <a href="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">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</a></p> <p><b>Homophones/Brainpop</b>  <a href="https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms">https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms</a></p>
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<p><b>Graphic organizer</b> <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b>Homophones/Brainpop</b> <a href="https://www.brainpop.com/search/?keyword=Antonyms%20Synonyms%20and%20Homonyms">https://www.brainpop.com/search/?keyword=Antonyms%20Synonyms%20and%20Homonyms</a></p>				
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	Student Learning Objective (SLO)	Language Objective	Language Needed
	<p><b><u>Weeks 7-8</u></b></p> <p><b><u>Aligned Journey's Selection</u></b></p> <p><b><u>Lesson 16: Judy Moody, Saves the World</u></b></p>		

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	<p align="center"><b><u>Focus Wall</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume4/assets/pdf/JourneysPrintableTE_G3L16.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume4/assets/pdf/JourneysPrintableTE_G3L16.pdf</a></p>		
<p><b>SLO: 10</b> NJSLS: RL.3.1 RL3.2 W 3.4 W 3.10 SL 3.3 L3.4 A</p> <p>WIDA: 2 Reading Speaking</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 align="center"><b><i>Judy Moody, Saves the World</i></b></p> <p align="center"><b><i>Opinion Writing: Persuasive Letter</i></b></p> <p align="center"><b><i>Focus Trait: Ideas</i></b></p> <p><b><i>Build Background:</i></b> <i>Why is it important to protect special places?</i></p> <p><b><i>Comprehension:</i></b> <i>Story Structure/Monitor/Clarify</i></p> <p><b><i>Target Vocabulary:</i></b> <i>carton, complicated, dripping, global, hardly, pollution, project, recycle, rubbish, shade.</i></p> <p><b><i>High-Utility Words:</i></b> <i>compost, dust, garbage, hurt, reuse,</i></p> <p align="center"><b><i>Target Skill/Story Structure/Theme</i></b></p>	<p><b>VU:</b> Story Structure/Theme Humorous fiction</p> <hr/> <p><b>LFC:</b> Context clues, Adjectives, Articles. Practice words with vowel /r/ sounds in air, ear, are.</p> <hr/> <p><b>LC:</b> Varies by ELP level</p>

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	<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><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><b><u>Write About Reading</u></b></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> <p><b><u>Objectives</u></b></p>	
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		<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>	
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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			<p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <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

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<p>Language Objectives</p>	<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 purpose. <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. Build reading</i></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 purpose. <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. Build reading proficiency</i></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 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</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 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. Ask questions about recycling and pollution. (Why is it</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. Produce writing in which the development and organization are appropriate to task and purpose. <i>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. Ask questions about recycling and pollution. (Why is it</i></p>
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	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>people can take care of the environment. Ask questions about recycling and pollution. (Why is it important to take care of the environment? )</i></p>	<p><i>important to take care of the environment? )</i></p>
<p>Learning Supports</p>	<p><b><u>Digital Journeys Resources</u></b> <b><u>ELL Leveled Reader</u></b> <b><u>Vocabulary Reader</u></b></p>	<p><b><u>Digital Journeys Resources</u></b> <b><u>ELL Leveled Reader</u></b> <b><u>Vocabulary Reader</u></b> <b><u>Multimedia Grammar Glossary</u></b></p>	<p><b><u>Digital Journeys Resources</u></b> <b><u>ELL Leveled Reader</u></b> <b><u>Vocabulary Reader</u></b> <b><u>Multimedia Grammar Glossary</u></b></p>	<p><b><u>Digital Journeys Resources</u></b> <b><u>Multimedia Grammar Glossary</u></b> <b><u>Graphic organizers</u></b></p>	<p><b><u>Graphic organizers</u></b> <a href="https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf">https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</a> <b><u>Reader's Notebook PDF student workbook</u></b></p>

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	<p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Picture Card Bank</u></b></p> <p><b><u>Small group</u></b></p> <p><b><u>Bilingual dictionary</u></b></p> <p><b><u>Graphic organizers</u></b></p> <p><a href="https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf">https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</a></p> <p><b><u>Context clues/Brainpop</u></b></p> <p><a href="https://www.brainpop.com/search/?keyword=Context%20Clues">https://www.brainpop.com/search/?keyword=Context%20Clues</a></p> <p><b><u>Adjectives/Brainpop</u></b></p> <p><a href="https://www.brainpop.com/search/?keyword=Adjectives">https://www.brainpop.com/search/?keyword=Adjectives</a></p>	<p><b><u>Picture Card Bank</u></b></p> <p><b><u>Small group</u></b></p> <p><b><u>Bilingual dictionary</u></b></p> <p><b><u>Graphic organizers</u></b></p> <p><a href="https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf">https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</a></p> <p><b><u>Context clues/Brainpop</u></b></p> <p><a href="https://www.brainpop.com/search/?keyword=Context%20Clues">https://www.brainpop.com/search/?keyword=Context%20Clues</a></p> <p><b><u>Adjectives/Brainpop</u></b></p> <p><a href="https://www.brainpop.com/search/?keyword=Adjectives">https://www.brainpop.com/search/?keyword=Adjectives</a></p> <p><b><u>Reader's Notebook PDF student workbook</u></b></p>	<p><b><u>Picture Card Bank</u></b></p> <p><b><u>Small group</u></b></p> <p><b><u>Graphic organizers</u></b></p> <p><a href="https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf">https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</a></p> <p><b><u>Context clues/Brainpop</u></b></p> <p><a href="https://www.brainpop.com/search/?keyword=Context%20Clues">https://www.brainpop.com/search/?keyword=Context%20Clues</a></p> <p><b><u>Adjectives/Brainpop</u></b></p> <p><a href="https://www.brainpop.com/search/?keyword=Adjectives">https://www.brainpop.com/search/?keyword=Adjectives</a></p> <p><b><u>Reader's Notebook PDF student workbook</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_No">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_No</a></p>	<p><a href="https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf">https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</a></p> <p><b><u>Reader's Notebook PDF student workbook</u></b></p> <p><a href="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">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</a></p> <p><b><u>Journey's Write In Reader PDF</u></b></p> <p><b><u>(student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write</a></p>	<p><a href="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">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</a></p> <p><b><u>Journey's Write In Reader PDF</u></b></p> <p><b><u>(student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p>
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<p><b><u>Reader’s Notebook PDF student workbook</u></b></p> <p><a href="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">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</a></p> <p><b><u>Journey’s Write In Reader PDF</u></b></p> <p><b><u>(student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p>	<p><a href="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">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</a></p> <p><b><u>Journey’s Write In Reader PDF</u></b></p> <p><b><u>(student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p>	<p><b><u>tebooks K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</u></b></p> <p><b><u>Journey’s Write In Reader PDF</u></b></p> <p><b><u>(student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">e in Reader/journeys write_in_reader_g3_unit4.pdf</a></p>	
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**ELA/ELL Grade 3 Scaffold- Revised 2020**

**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<p align="center">Student Learning Objective (SLO)  <b><u>Weeks 7-8</u></b>  <b><u>Aligned Journey's Selection</u></b>  <b><u>Lesson 19: Two Bear Cubs</u></b>  <b><u>Focus Wall</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/volume4/assets/pdf/JourneysPrintableTE_G3_L19.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/volume4/assets/pdf/JourneysPrintableTE_G3_L19.pdf</a> </p>	<p align="center">Language Objective</p>	<p align="center">Language Needed</p>
<p><b>SLO: 11</b>                      NJSLS:                      RL 3.1                      RL 3.2                      SL 3.6                      W 3.4                      W 3.10                      L 3.1 D                      RF 3.3 A</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 align="center"><b><u>Two Bear Cubs</u></b>  <b><u>Opinion Writing: Prewrite a Persuasive Essay</u></b>  <b><u>Focus Trait: Ideas</u></b></p> <p><b><u>Build Background:</u></b> <i>How do people in your community help each other?</i></p>	<p><b>VU:</b> : Story Structure/Story Message                      Myth/Play</p> <p><b>LFC:</b> <i>Prefixes: pre, -re, bi-</i>                      Vowel sounds in spoon and wood.                      Irregular verbs</p>

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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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<p>WIDA ELDS: 2 Speaking 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><b><u>Comprehension:</u></b> <i>Story Structure/Summarize</i></p> <p><b><u>Target Vocabulary:</u></b> <i>base, burden, console, drowsy, glancing, greedily, heroic, hesitation, ignores, scolding.</i></p> <p><b><u>High-Utility Words:</u></b> <i>continued, people, scared, succeeded, suddenly, supposed, warned.</i></p> <p align="center"><b><u>Target Skill/Story Structure</u></b></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"><b><u>Write About Reading</u></b></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</i></p>	<p><b>LC:</b> Varies by ELP level</p>
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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		<p><i>organizer) so they can refer to specific text and scenes in their writing.</i></p> <p><b><u>Objectives</u></b></p> <p><i>Participate in a discussion about how members of a community help each other.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Practice words with the vowel sounds in spoon and wood.</i></p> <p><i>Identify elements of a story structure to complete a graphic organizer and understand how scenes build on one another.</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>	
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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			<p><i>Decode and use words with the prefixes pre-, -re, -bi.</i></p> <p><i>Understand story structure and how events build on one another.</i></p> <p><i>Form and use irregular verbs.</i></p> <p><i>Build reading proficiency through peer-supported reading.</i></p> <p><i>Discuss and compare selections about ways that community members help each other.</i></p> <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

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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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<p>Language Objectives</p>	<p>Listen to and discuss previously read, grade-level material in L1 and/or listen to and identify previously read words. <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. Decode and use words with the prefixes pre-, -re, -bi. Understand story structure and how events build on one another. Form and use irregular verbs. Build reading proficiency</i></p>	<p>Listen to and discuss previously read, grade-level material in L1 and/or respond to previously read text with phrase and short sentences. <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. Decode and use words with the prefixes pre-, -re, -bi. Understand story structure and how events build on one another. Form and use irregular verbs. Build reading proficiency through peer-supported reading.</i></p>	<p>Listen to and discuss previously read, appropriately-leveled text using simple sentences. <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. Decode and use words with the prefixes pre-, -re, -bi. Understand story structure and how events build on one another. Form and use irregular verbs. Build reading proficiency through peer-supported reading.</i></p>	<p>Listen to and discuss previously-read text within grades 2-3 complexity level by using some complex sentences. <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>	<p>Listen to and discuss previously read, grade-level material by using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary. <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>
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	through peer-supported reading.				
Learning Supports	<p><b><u>Graphic organizer Notes</u></b>  <b><u>Small group</u></b>  <b><u>L1 text and/or support</u></b>  <b><u>Choice questions</u></b>  <b><u>Bilingual dictionary</u></b>  <b><u>Picture dictionary</u></b></p> <p><b><u>Graphic Organizers</u></b>  <a href="https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf">https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf</a></p> <p><b><u>Prefixes/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices">https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices</a></p>	<p><b><u>Graphic organizer Notes</u></b>  <b><u>Small group</u></b>  <b><u>L1 text and/or support</u></b>  <b><u>Sentence frames</u></b>  <b><u>Bilingual dictionary</u></b>  <b><u>Picture dictionary</u></b></p> <p><b><u>Prefixes/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices">https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices</a></p> <p><b><u>Journey's Write In Reader PDF</u></b>  <b><u>(student workbook)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p>	<p><b><u>Graphic organizer Notes</u></b>  <b><u>Small group</u></b>  <b><u>Bilingual dictionary</u></b>  <b><u>Picture dictionary</u></b></p> <p><b><u>Journey's Write In Reader PDF</u></b>  <b><u>(student workbook)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p> <p><b><u>Reader's Notebook PDF student workbook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Reader">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Reader</a></p>	<p><b><u>Graphic organizer Notes</u></b>  <b><u>Small group</u></b></p> <p><b><u>Journey's Write In Reader PDF</u></b>  <b><u>(student workbook)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p> <p><b><u>Reader's Notebook PDF student workbook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Reader">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Reader</a></p>	<p><b><u>Notes</u></b>  <b><u>Small group</u></b></p> <p><b><u>Journey's Write In Reader PDF</u></b>  <b><u>(student workbook)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p> <p><b><u>Reader's Notebook PDF student workbook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Reader">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Reader</a></p>

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**ELA/ELL Grade 3 Scaffold- Revised 2020**

**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<p><b><u>Irregular Verbs</u></b></p> <p><a href="https://ell.brainpop.com/level1/unit6/">https://ell.brainpop.com/level1/unit6/</a></p> <p><b><u>Reader’s Notebook PDF student workbook</u></b></p> <p><a href="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">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</a></p> <p><b><u>Journey’s Write In Reader PDF</u></b></p> <p><b><u>(student workbook)</u></b></p> <p><a href="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">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</a></p>	<p><a href="https://ell.brainpop.com/level1/unit6/">Reader/journeys write in reader_g3_unit4.pdf</a></p> <p><b><u>Irregular Verbs</u></b></p> <p><a href="https://ell.brainpop.com/level1/unit6/">https://ell.brainpop.com/level1/unit6/</a></p> <p><b><u>Reader’s Notebook PDF student workbook</u></b></p> <p><a href="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">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</a></p>	<p><a href="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">tebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units4-6 student.pdf</a></p>	<p><a href="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">SE/Journeys Readers Notebook G3 Units4-6 student.pdf</a></p>	<p><a href="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">s Notebook G3 Units4-6 student.pdf</a></p>
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	<p>Student Learning Objective (SLO)</p> <p><b><u>Week 9</u></b></p> <p><b><u>Aligned Journey's Selection</u></b></p> <p><b><u>Lesson 17: The Albertosaurus Mystery</u></b></p> <p><b><u>Focus Wall</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume4/assets/pdf/JourneysPrintableTE_G3L17.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume4/assets/pdf/JourneysPrintableTE_G3L17.pdf</a></p>	Language Objective	Language Needed
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<p><b>SLO: 12</b>          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 ELDS:          1, 2          Speaking          Listening</p>	<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>RI 3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</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 3.2 D Provide a conclusion.</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</p>	<p align="center"><u><i><b>. The Albertosaurus Mystery</b></i></u></p> <p align="center"><u><i><b>Opinion Writing: Opinion Paragraph</b></i></u></p> <p align="center"><u><i><b>Focus Trait: Voice</b></i></u></p> <p><u><i><b>Build Background:</b></i></u> <i>What can fossils tell us about creatures from the past?</i></p> <p><u><i><b>Comprehension:</b></i></u> <i>Conclusions; Visualize</i></p> <p><u><i><b>Target Vocabulary:</b></i></u> <i>buried, clues, evidence, fierce, fossils, location, prove, remains, skeletons, uncovering.</i></p> <p><u><i><b>High-Utility Words:</b></i></u> <i>ancient, discovery, museum, mystery, record.</i></p> <p align="center"><u><i><b>Target Skill /Conclusions</b></i></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</i></p>	<p><b>VU:</b> Conclusions          Informational text</p>
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<p>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>organizer to complete the assignment. As they read, they can record evidence in the graphic organizer.</i></p> <p style="text-align: center;"><b><u>Write About Reading</u></b></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;"><b><u>Objectives</u></b></p> <p><i>Participate in discussion about what we learn from fossils.</i></p>	
			<p><b>LFC:</b> Suffix -ly</p> <p>Adjectives that compare words with /j/and /s/</p>
			<p><b>LC:</b> Varies by ELP level</p>

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**ELA/ELL Grade 3 Scaffold- Revised 2020**

**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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		<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 <i>The Albertosaurus Mystery</i>.</i></p> <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>	
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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			<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

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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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<p>Language Objectives</p>	<p>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>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>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>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>
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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<p>Learning Supports</p>	<p><u><b>Digital Journeys Resources</b></u></p> <p><u><b>ELL Levelled Reader</b></u></p> <p><u><b>Vocabulary Reader</b></u></p> <p><u><b>Multimedia Grammar Glossary</b></u></p> <p><u><b>Picture Card Bank</b></u></p> <p><u><b>Graphic Organizer/story outline</b></u></p> <p><a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><u><b>Suffixes/Prefixes</b></u></p> <p><a href="http://www.brainpop.com">www.brainpop.com</a></p> <p><u><b>Reader's Notebook PDF (Volume 2)</b></u></p>	<p><u><b>Digital Journeys Resources</b></u></p> <p><u><b>ELL Levelled Reader</b></u></p> <p><u><b>Vocabulary Reader</b></u></p> <p><u><b>Multimedia Grammar Glossary</b></u></p> <p><u><b>Picture Card Bank</b></u></p> <p><u><b>Graphic Organizer/story outline</b></u></p> <p><a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><u><b>Suffixes/Prefixes</b></u></p> <p><a href="http://www.brainpop.com">www.brainpop.com</a></p> <p><u><b>Reader's Notebook PDF (Volume 2)</b></u></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/comm">https://www-k6.thinkcentral.com/content/hsp/comm</a></p>	<p><u><b>Digital Journeys Resources</b></u></p> <p><u><b>ELL Levelled Reader</b></u></p> <p><u><b>Vocabulary Reader</b></u></p> <p><u><b>Multimedia Grammar Glossary</b></u></p> <p><u><b>Picture Card Bank</b></u></p> <p><u><b>Graphic Organizer/story outline</b></u></p> <p><a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><u><b>Suffixes/Prefixes</b></u></p> <p><a href="http://www.brainpop.com">www.brainpop.com</a></p> <p><u><b>Reader's Notebook PDF (Volume 2)</b></u></p>	<p><u><b>Digital Journeys Resources</b></u></p> <p><u><b>ELL Levelled Reader</b></u></p> <p><u><b>Vocabulary Reader</b></u></p> <p><u><b>Multimedia Grammar Glossary</b></u></p> <p><u><b>Picture Card Bank</b></u></p> <p><u><b>Graphic Organizer/story outline</b></u></p> <p><a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><u><b>Suffixes/Prefixes</b></u></p> <p><a href="http://www.brainpop.com">www.brainpop.com</a></p> <p><u><b>Reader's Notebook PDF (Volume 2)</b></u></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common">https://www-k6.thinkcentral.com/content/hsp/common</a></p>	<p><u><b>Graphic Organizer/story outline</b></u></p> <p><a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><u><b>Reader's Notebook PDF (Volume 2)</b></u></p> <p><a href="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">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</a></p> <p><u><b>Journey's Write In Reader (student workbook)</b></u></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p>
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**ELA/ELL Grade 3 Scaffold- Revised 2020**

**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<p><a href="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">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</a></p> <p><b><u>Journey's Write In Reader (student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p>	<p><a href="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">on/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b><u>Journey's Write In Reader (student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p>	<p><a href="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">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</a></p> <p><b><u>Journey's Write In Reader (student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p>	<p><a href="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">/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b><u>Journey's Write In Reader (student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p>	
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	<p align="center">Student Learning Objective (SLO)</p> <p align="center"><b><u>Week 9</u></b></p> <p align="center"><b><u>Point of View</u></b></p>	<p align="center">Language Objective</p>	<p align="center">Language Needed</p>
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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	<p align="center"><b><u>Aligned Journey’s Selection</u></b>  <b><u>Lesson 21; Sarah Plain &amp; Tall</u></b>  <b><u>Focus Wall</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume5/assets/pdf/JourneysPrintableTE_G3L21.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume5/assets/pdf/JourneysPrintableTE_G3L21.pdf</a></p>		
<p><b>SLO: 13</b>                  NJSLS:                  RL 3.2                  RL 3.3                  RI 3.1                  RF 3.3 A                  W 3.4                  W 3.10</p> <p>WIDA ELDS:                  1,2                  Speaking                  Listening</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>RL 3.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</i></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>RF 3.3 A Identify and know the meaning of the most common prefixes and derivational suffixes.</i></p>	<p align="center"><b><u>Sarah Plain &amp; Tall</u></b></p> <p align="center"><b><u>Narrative Writing: Fictional Narrative Paragraph</u></b></p> <p align="center"><b><u>Focus Trait: Ideas</u></b></p> <p><b><u>Build Background:</u></b> <i>What do you think prairie life was like long ago?</i></p> <p><b><u>Comprehension:</u></b> <i>Story structure: Monitor/Clarify</i></p> <p><b><u>Target Vocabulary:</u></b> <i>accidents, chilly, dramatic, frightening, landscape, migrate, plenty, solid, survival, thunderous,</i></p>	<p><b>VU:</b> Historical Fiction                  Informational text</p> <p><b>LFC:</b> Base words and –ed, -ing.                  Prefix non-                  Adverbs that compare</p> <p><b>LC:</b> Varies by ELP level</p>

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	<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 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 the comments to the remarks of others.</i></p> <p><i>L 3.1 G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</i></p>	<p><b><u>High-Utility Words:</u></b> <i>carried, gathering, wagon, watched.</i></p> <p><b><u>Target Skill</u></b></p> <p><b><u>Story Structure/Point of View</u></b></p> <p><i>Tell students that by identifying the setting, characters, and the plot’s sequence of events, they will better understand the story’s structure and how characters’ actions affect what happens in the story. Students will utilize a graphic organizer to write down their responses. <b><u>Point of view:</u></b> Tell students that the author usually conveys the point of view through the narrator or characters.</i></p> <p><b><u>Write About Reading</u></b></p> <p><i>Have students use details from the reading to support their thinking. They might need to utilize sentence frames to complete this task:</i></p> <p><b><u>Sentence frames</u></b></p> <p><i>According to the author _____.</i></p> <p><i>It is important to say that _____.</i></p> <p><i>On page #, I noticed that _____.</i></p>	
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**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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		<p><i>After the reading Sarah Plain &amp; Tall, I know _____.</i></p> <p><b><u>Objectives</u></b></p> <p><i>Participate in discussion about life on the prairie.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Practice base words with –ed, -ing.</i></p> <p><i>Help students use buzzing and rustle to discuss what life might be like on the prairie.</i></p> <p><i>Review and discuss historical fiction.</i></p> <p><i>Practice identifying story structure and how characters' actions contribute to events.</i></p> <p><i>Monitor/clarify story details in Sarah Plain &amp; Tall.</i></p> <p><i>Determine the meanings of words with the prefix non-</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Form and comparative and superlative adverbs.</i></p> <p><i>Discuss and compare texts about life on the prairie</i></p>	
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			<p><i>Make a chart to compare/contrast genres.</i></p> <p><i>Use domain specific words to write a fictional narrative.</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	<p>Read grade level texts with purpose and comprehension in L1 and/or read or listen to a leveled text and state or repeat the purpose.</p> <p><i>Participate in a discussion about life on the prairie. Acquire and use conversational and general academic words and phrases (with teacher's support and</i></p>	<p>Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read leveled texts and explain the purpose in short phrases with sentence frames. <i>Participate in a discussion about life on the prairie. Acquire and use conversational and general academic words and phrases (with teacher's support and</i></p>	<p>Read adapted texts and orally explain the purpose and demonstrate comprehension using simple sentences and key content-based vocabulary. <i>Participate in a discussion about life on the prairie. Acquire and use conversational and general academic words and phrases. Practice base words with -ed, -ing. Determine the meanings of words with the prefix non-</i></p>	<p>Read texts within the grade 2-3 complexity level and orally explain the purpose and demonstrate comprehension using complete sentences and some content-based vocabulary. <i>Participate in a discussion about life on the prairie. Acquire and use conversational and general academic words and phrases. Practice base</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. <i>Discuss and compare texts about life on the prairie. Make a chart to compare/contrast genres. Use domain specific words to write a fictional narrative.</i></p>

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	<p>guidance). Practice base words with –ed, -ing. Determine the meanings of words with the prefix non-.</p> <p>Build reading proficiency through teacher/peer-supported reading.</p>	<p>guidance). Practice base words with –ed, -ing. Determine the meanings of words with the prefix non-.</p> <p>Build reading proficiency through teacher/peer-supported reading.</p>	<p>Build reading proficiency through teacher/peer-supported reading.</p>	<p>words with –ed, -ing. Determine the meanings of words with the prefix non-.</p> <p>Build reading proficiency through teacher/peer-supported reading.</p>	
Learning Supports	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Levelled Reader Vocabulary Reader</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Picture Card Bank sentence frames</u></b></p> <p><b><u>L1 support and/or partner bilingual dictionary</u></b></p> <p><b><u>Reader’s Notebook</u></b> <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s4-6_student.pdf</a></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Levelled Reader Vocabulary Reader</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Picture Card Bank</u></b></p> <p><b><u>L1 support and/or partner sentence frames</u></b></p> <p><b><u>Bilingual dictionary</u></b></p> <p><b><u>Reader’s Notebook</u></b> <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s4-6_student.pdf</a></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Levelled Reader Vocabulary Reader</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Picture Card Bank</u></b></p> <p><b><u>L1 support and/or partner sentence frames</u></b></p> <p><b><u>Bilingual dictionary</u></b></p> <p><b><u>Reader’s Notebook</u></b> <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s4-6_student.pdf</a></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>small group</u></b></p> <p><b><u>Reader’s Notebook</u></b> <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s4-6_student.pdf</a></p>	<p><b><u>Graphic organizer</u></b> <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Reader’s Notebook</u></b> <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s4-6_student.pdf</a></p> <p><b><u>Write In Reader</u></b> <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s4-6_student.pdf</a></p>

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**ELA/ELL Grade 3 Scaffold- Revised 2020**

**Unit 2: Reading Literature, Reading Informational Text, Informative & Explanatory Writing**

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