

ELA/ELL Grade 3 Scaffold- Revised 2020
Unit 3: Reading Literature, Reading Informational & Opinion Writing
Copy and paste links on web browser

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

Holocaust Law- Steppng Up, pg 100-155

LGBTQ and Disabilities Law Identity Lesson-

Diversity & Inclusion- "I Am Me-Poems"-

Standards in Action: *Climate Change*
<https://www.globe.gov/web/elementary-globe>

Marking Period 3

	Student Learning Objective (SLO) <u>Weeks 1-2</u> <u>Aligned Journey's Selection</u>	Language Objective	Language Needed
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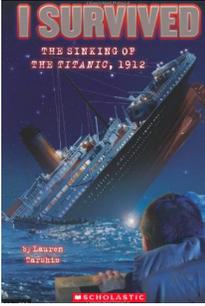
Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful 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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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	<p style="text-align: center;"><u>Lesson 5: Roberto Clemente</u> <u>Cause and Effect</u> <u>Focus Wall</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume1/assets/pdf/JourneysPrintableTE_G3L5.pdf</p>	<p style="text-align: center;"><u>How to draft a personal narrative</u></p> <p style="text-align: center;"><u>Episode 1 (Brainstorming)</u> https://www.youtube.com/watch?v=AxlNwagSaA0</p> <p style="text-align: center;"><u>Episode 2 (Planning and Prewriting)</u> https://www.youtube.com/watch?v=nBQ8dUOKPtg</p> <p style="text-align: center;"><u>Episode 3 (Writing an Introduction)</u> https://www.youtube.com/watch?v=M2H29fRVqf8&t=15s</p> <p style="text-align: center;"><u>Episode 4 (Writing a Draft)</u> https://www.youtube.com/watch?v=5Y_fxQ_52pk&t=10s</p> <p style="text-align: center;"><u>Episode 5 (Writing a Closing)</u> https://www.youtube.com/watch?v=GJMQWNd1TT8</p>	
<p>SLO: 1 NJSLS: RL 3.5 RL 3.7 RI 3.1 RI 3.4 RI 3.3 RL 3.4 RF 3.3 W 3.3 C</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>RI 3.4 determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p style="text-align: center;"><u>Chapter book for Marking Period 3</u></p> <p style="text-align: center;"><u>I Survived the Sinking of the Titanic, 1912.</u></p>	<p>VU: Biography, Poetry</p> <hr/> <p>LFC: Long I, ie, igh Prefix mis- Plural nouns with -s. -es.</p> <hr/> <p>LC: Varies by ELP level</p>

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<p>W 3.8 W 3.10 SL 3.1 D L 3.1 B L 3.2 B L 3.2 C L 3.5 A</p> <p>WIDA ELDS: 2 Reading Speaking Listening Writing</p>	<p>RL 3.7 Explain how aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>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.</p> <p>RL 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</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>RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p>	<div style="text-align: center;">  </div> <p style="text-align: center;"><u>Suggested Book Essential Questions:</u></p> <ul style="list-style-type: none"> ● <u>What is the author’s purpose of writing this historical fiction?</u> ● <u>What did you notice about Chapter 1 and Chapter 2 regarding sequence? Explain.</u> ● <u>What can you infer happens to George at the end of chapter 1?</u> ● <u>What did Phoebe notice that is strange about the Titanic? Explain</u> ● <u>It was like looking at the skeleton of a giant beast’’: What this statement meant? To what did it refer? Do you think it was a good comparison?</u> <p style="text-align: center;"><u>Read aloud by Lauren Tarshis</u></p>
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RF 3.3 know and apply grade-level phonics and words analysis skills in decoding and encoding words.

W 3.3 C Use temporal words and phrases to signal event order.

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.

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.*

SL 3.1 D Explain their own ideas and understanding in light of the discussion.

L 3.1 B Form and use regular and irregular plural nouns.

https://www.youtube.com/watch?v=xxGJoKUR_OI&list=PLS1PO-R7wxmaHjw0RzP7ofvVguHzlFU4h

Study Guide TPT (free resource)

<https://www.teacherspayteachers.com/Product/I-Survived-Titanic-Ch-1-4-579490>

Roberto Clemente

Narrative Writing: Draft a Personal Narrative

Focus Trait: Sentence Fluency

Build Background: *What makes a good role model?*

Comprehension: *Cause and Effect: Visualize*

Target Vocabulary: *fans, league, polish, pronounced, score, slammed, stands, style.*

High-Utility Words: *celebrating, cheered, credit, deserve, proud.*

Target Skill/Cause and Effect

*Explain to students that historical events can be connected through cause and effect. A cause is why something happens, and an effect is what happens as a result. **Visualize:** explain that pausing to visualize, or create mental pictures, is a good strategy because it improves understanding. They can use this strategy when the author describes an event or experience.*

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L 3.2 B Use commas in addresses.

L 3.2 C use commas and quotation marks in dialogue

L 3.5 A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

*Students will utilize a graphic organizer to write their responses. **Literal and nonliteral meaning:** remind students that every word has a literal, or exact meaning. Explain that when authors use nonliteral meanings of words, students can use context clues to help them determine the meanings.*

Write About Reading

Tell students to review the biography to recall how Clemente felt about baseball and what he did to improve his skills. Students will write a letter as if Clemente were here today, what would he tell a young person who wants to become a great athlete? Students will be instructed to: write a letter that Clemente might write to give. Include details that he might suggest for reaching such a goal. They will utilize a graphic organizer to complete the assignment.

Objectives

*Participate in a discussion about baseball.
 Acquire and use conversational and general academic words and phrases.
 Practice words with long i spelled i, ie, igh.
 Help students use fans and style to discuss what makes a good role model.
 Review and discuss a biography.*

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			<p><i>Practice identifying causes and effects and complete a graphic organizer.</i></p> <p><i>Visualize scenes from Roberto Clemente.</i></p> <p><i>Identify a cause-and-effect relationship.</i></p> <p><i>Determine the meaning of a new word with a known affix and a known word.</i></p> <p><i>Comprehend and discuss poetry.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Identify and form plural nouns with –s and –es.</i></p> <p><i>Discuss and compare selections about baseball players who are role models.</i></p> <p><i>Make a chart to compare and contrast baseball players who are role models.</i></p> <p><i>Use domain-specific words to write a personal 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 stories.</i></p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Language Objectives	<p>Determine literal from nonliteral language using L1 support, and Illustrations/diagrams/drawings. Refer to parts of stories, dramas, and poems when writing or speaking about a text in L1 and/or use drawings, pictures and high-frequency words in phrases and memorized patterns. Identify causes and effects and complete a graphic organizer. Visualize scenes from Roberto Clemente. Identify a cause-and-effect relationship. Determine the meaning of anew word with a known affix and a known word. Comprehend and discuss poetry.</p>	<p>Determine literal from nonliteral language using L1 and/or phrases. Refer to parts of stories, dramas, and poems when writing or speaking about a text in L1 and/or use pictures in phrases and short sentences. Review and discuss a biography. Practice identifying causes and effects and complete a graphic organizer. Visualize scenes from Roberto Clemente. Identify a cause-and-effect relationship. Determine the meaning of anew word with a known affix and a known word. Comprehend and discuss poetry. <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>Determine literal from nonliteral language using simple sentences. Refer to parts of stories, dramas, and poems when writing or speaking about a text in multiple, simple, related sentences. Review and discuss a biography. Practice identifying causes and effects and complete a graphic organizer. Visualize scenes from Roberto Clemente. Identify a cause-and-effect relationship. Determine the meaning of anew word with a known affix and a known word. Comprehend and discuss poetry. <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>Determine literal from nonliteral language using complete sentences. Refer to parts of stories, dramas, and poems when writing or speaking about a text in expanded sentences with emerging complexity. Identify causes and effects and complete a graphic organizer. Visualize scenes from Roberto Clemente. Identify a cause-and-effect relationship. Determine the meaning of anew word with a known affix and a known word. Comprehend and discuss poetry. Discuss and compare selections about baseball players who are role models. Make a chart to compare and contrast baseball players who are role models. Use domain-specific words to write a personal narrative. <i>Participate in a daily writing activity to enhance</i></p>	<p>Determine literal from nonliteral language using detailed sentences. Refer to parts of stories, dramas, and poems when writing or speaking about a text using multiple, complex sentences. Discuss and compare selections about baseball players who are role models. Make a chart to compare and contrast baseball players who are role models. Use domain-specific words to write a personal narrative. <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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	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.			writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories.	
Learning Supports	<p><u>Digital Journeys Resources</u> <u>ELL leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture card bank</u> <u>Small group</u> <u>Conversational Cue Cards</u> <u>L1 text and/or support partner</u> <u>Bilingual dictionary</u> <u>Graphic organizer</u> www.eduplace.com</p> <p><u>Prefixes/Suffixes</u> www.brainpop.com</p>	<p><u>Digital Resources Journeys</u> <u>ELL Leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture Card Bank</u> <u>Sentence Frames</u> <u>Small group</u> <u>Bilingual dictionary</u></p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>Prefixes/Suffixes</u> www.brainpop.com</p> <p><u>Biography/Poetry</u> www.brainpop.com</p>	<p><u>Digital Resources (Journeys)</u> <u>Leveled Reader</u> <u>Sentence frames</u> <u>Bilingual dictionary</u> <u>Small group</u> <u>Multimedia Glossary</u></p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>Prefixes/suffixes</u> www.brainpop.com</p> <p><u>Biography/Poetry</u> www.brainpop.com</p> <p><u>Reader's Notebook</u></p>	<p><u>Small group</u></p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>	<p><u>Small group</u></p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>

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	<p>Biography/Poetry www.brainpop.com</p> <p>Reader's Notebook https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p>Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>	<p>Reader's Notebook https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p>Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>	<p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p>Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>	<p>e in Reader/journeys write in reader_g3_unit1.pdf</p>	
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	<p style="text-align: center;">Student Learning Objective (SLO) <u>Weeks 1-2</u></p>	<p style="text-align: center;">Language Objective</p>	<p style="text-align: center;">Language Needed</p>
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Aligned Journey's Selection
Lesson 9: Kamishibai Man
Cause and Effect
Focus Wall

https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume2/assets/pdf/JourneysPrintableTE_G3L9.pdf

Cause and Effect

<https://www.youtube.com/watch?v=lo-JrF-c110>

Opinion Writing

Episode 1 (What is it?)

<https://www.youtube.com/watch?v=KEK2oGBSsHk>

Episode 2 (Choosing a Topic)

<https://www.youtube.com/watch?v=qv4rHG6rrr8>

Episode 3 (Making a Plan)

<https://www.youtube.com/watch?v=7kYtkqfXMOg>

Episode 4 (Writing a Draft)

<https://www.youtube.com/watch?v=JmEWpwB85E0>

Episode 5 (Reasons and Examples)

<https://www.youtube.com/watch?v=X1e8Zg-fYgE>

Episode 6 (Writing a Conclusion)

<https://www.youtube.com/watch?v=3Xo9C8BxgWE>

Episode 7 (Revising your Writing)

<https://www.youtube.com/watch?v=6sZao2fUhSw>

Episode 8 (Editing your Writing)

<https://www.youtube.com/watch?v=LSmjkSkaR70>

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<p>SLO: 2 NJSLS: RI 3.1 RI 3.3 RI 3.4 W 3.4 W 3.10 SL 3.1 A L 3.1 C L 3.1 I L 3.4 D L 3.5 B WIDA ELDS: 2 Reading Speaking</p>	<p>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.</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>RI 3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>W 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</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 style="text-align: center;"><u>Kamishibai Man</u> <u>Opinion Writing: Prewrite a response to literature.</u> <u>Focus Trait: Organization</u></p> <p><u>Build Background:</u> <i>How has storytelling changed over time?</i></p> <p><u>Comprehension:</u> <i>Cause and Effect: Monitor/Clarify</i></p> <p><u>Target Vocabulary:</u> <i>applause, blasted, blurry, familiar, jerky, rickety, rude, vacant.</i></p> <p><u>High-Utility Words:</u> <i>crowd, different, favorite, gather, remember.</i></p> <p style="text-align: center;"><u>Target Skill</u> <u>Cause and Effect: Analyze Illustrations</u> <i>Explain to students that a cause is an action that results in another event. An effect is the result of that action. In a story like Kamishibai Man, some events make other events happen. An event that makes something else happen is a cause. The event that happens as a result is an effect. As students read Kamishibai Man, have them look for events that are connected. Students will be given a cause/effect graphic organizer to complete the assignment.</i></p> <p style="text-align: center;"><u>Write About Reading</u></p>	<p>VU: Realistic Fiction, Informational Text</p> <p>LFC: Vowel diphthongs ow and ou. Dictionary/Glossary Abstract Nouns.</p>
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	<p>two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL 3.1 A 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 C use abstract nouns (e.g., childhood).</p> <p>L 3.1 I produce simple, compound, and complex sentences.</p> <p>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.</p> <p>L 3.5 B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	<p><i>Discuss with students how Jiichan feels about the changes in the city. Have them provide details from the text and illustrations to support their ideas. Students will be utilizing sentence frames to complete the assignment.</i></p> <ul style="list-style-type: none"> ● <i>A change such as _____ would make me feel _____ because _____.</i> ● <i>If I were Jiichan I would feel _____ in the city.</i> ● <i>On page #, I noticed _____.</i> ● <i>It is important to say that _____.</i> ● <i>After reading Kamishibai Man, I know _____.</i> <p style="text-align: center;"><u>Objectives</u></p> <p><i>Participate in a discussion about storytelling.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Practice words with vowel diphthongs ow, ou.</i></p> <p><i>Help students use applause and familiar to discuss storytellers and the stories they tell.</i></p> <p><i>Review and discuss realistic fiction.</i></p> <p><i>Identify causes and effects and complete a graphic organizer.</i></p> <p><i>Use dictionary and glossaries to clarify meanings of words.</i></p> <p><i>Comprehend and discuss informational text.</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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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			<p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Identify and use abstract nouns.</i></p> <p><i>Discuss and compare selections about storytelling.</i></p> <p><i>Make a chart to compare and contrast ways of storytelling.</i></p> <p><i>Prewrite 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 stories.</i></p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Identify the central message, lesson, or moral of grade level stories in L1 and/or repeat high-frequency, content-related single words from stories and match words with illustrations, drawings, and diagrams. <i>Identify causes and effects and complete a graphic organizer.</i></p>	<p>Identify the central message, lesson, or moral of grade-level stories in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic patterns. <i>Identify causes and effects and complete a graphic organizer. Use dictionary and glossaries to clarify meanings of words.</i></p>	<p>Identify the central message, lesson, or moral of adapted grade-level stories using key, content-based vocabulary in multiple, simple, related sentences. <i>Use dictionary and glossaries to clarify meanings of words. Comprehend and discuss informational text. Build reading proficiency through teacher/peer-supported reading. Identify and use abstract nouns. Discuss and</i></p>	<p>Identify the central message, lesson, or moral of grade level stories using key, content-based vocabulary in expanded sentences with emerging complexity. <i>Comprehend and discuss informational text. Identify and use abstract nouns. Discuss and compare selections about storytelling. Make a chart to compare and contrast ways of</i></p>	<p>Identify the central message, lesson, or moral of grade-level stories using precise, content-based vocabulary in multiple, complex sentences of varying grammatical structures. <i>Comprehend and discuss informational text. Identify and use abstract nouns. Discuss and compare selections about storytelling. Make a chart to compare and contrast ways of storytelling.</i></p>

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	<p>Use dictionary and glossaries to clarify meanings of words. Comprehend and discuss informational text. Build reading proficiency through teacher/peer-supported reading. Identify and use abstract nouns. Discuss and compare selections about storytelling. Make a chart to compare and contrast ways of storytelling.</p>	<p>Comprehend and discuss informational text. Build reading proficiency through teacher/peer-supported reading. Identify and use abstract nouns. Discuss and compare selections about storytelling. Make a chart to compare and contrast ways of storytelling.</p>	<p>compare selections about storytelling. Make a chart to compare and contrast ways of storytelling.</p>	<p>storytelling. Prewrite a response to literature</p>	<p>Prewrite a response to literature</p>
<p>Learning Supports</p>	<p><u>Digital Journeys Resources</u> <u>ELL leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture card bank</u> <u>Small group</u> <u>Conversational Cue Cards</u> <u>L1 text and/or support partner</u></p>	<p><u>Digital Resources</u> <u>Journeys</u> <u>ELL Leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture Card Bank</u> <u>Sentence Frames</u> <u>Small group</u> <u>Bilingual dictionary</u></p>	<p><u>Digital Journeys Resources</u> <u>ELL Leveled Reader</u> <u>Vocabulary Reader</u> <u>Glossary</u> <u>Bilingual dictionary</u> <u>Dictionary/glossary</u> <u>www.brainpop.com</u> <u>Reader's Notebook</u></p>	<p><u>Small group</u> <u>Graphic organizer</u> <u>www.eduplace.com</u> <u>Reader's Notebook</u> <u>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit s1-3_student.pdf</u></p>	<p><u>Small group</u> <u>Graphic organizer</u> <u>www.eduplace.com</u> <u>Reader's Notebook</u> <u>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit s1-3_student.pdf</u></p>

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	<p><u>Bilingual dictionary</u></p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf</p>	<p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>dictionary/glossary</u> www.brainpop.com</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf</p>	<p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf</p>	<p>_Notebook_G3_Units1-3_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf</p>	<p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf</p>
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	<p style="text-align: center;">Student Learning Objective (SLO) Weeks 1-2 Aligned Journey's Selection Lesson 27: The Power of Magnets Cause and Effect Focus Wall https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume6/assets/pdf/JournalsPrintableTE_G3L27.pdf Cause and Effect https://www.youtube.com/watch?v=lo-JrF-c110</p>	<p style="text-align: center;">Language Objective <i>Informative Writing</i> <i>Episode 1 (What is it?)</i> https://www.youtube.com/watch?v=DN4d76QP_MA <i>Episode 2 (Brainstorming & Choosing a Topic)</i> https://www.youtube.com/watch?v=-mWY8F9pITE <i>Episode 3 (Making a Plan)</i> https://www.youtube.com/watch?v=ehzBzAo3h44 <i>Episode 4 (Writing an Introduction)</i> https://www.youtube.com/watch?v=i6BTfNQiXXI <i>Episode 5 (Writing a Draft)</i> https://www.youtube.com/watch?v=m0y_HvsIP_s <i>Episode 6 (Writing a Closing)</i> https://www.youtube.com/watch?v=90TT0q2mHws</p>	<p style="text-align: center;">Language Needed</p>
<p>SLO: 3 NJSLS: RL 3.1</p>	<p>RL 3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text,</p>	<p style="text-align: center;"><i>The Power of Magnets</i> <i>Informative Writing: Problem-and-Solution</i> <i>Focus Trait: Ideas</i></p>	<p>VU: Expository Nonfiction Poetry</p>

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<p>RI 3.2 RI 3.3 RI 3.4 RF 3.3 C RF 3.4 C SL 3.1 D L 3.2 A L 3.4 A W 3.1 B W 3.2 B W 3.4 W 3.10</p> <p>WIDA ELDS: 2 Reading Speaking</p>	<p>referring explicitly to the text as the basis for the answers.</p> <p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI 3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.</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. RF 3.3 C Decode multi-syllable words.</p> <p>RF 3.4 C use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL 3.1 D Explain their own ideas and understanding in light of the discussion.</p> <p>L 3.2 A Capitalize appropriate words in titles.</p>	<p><u>Build Background:</u> <i>What kinds of inventions change our lives?</i></p> <p><u>Comprehension:</u> <i>Cause and Effect: Summarize</i></p> <p><u>Target Vocabulary:</u> <i>electric, experiment, familiar, gadget, improve, invention, power, prove, research, tools.</i></p> <p><u>High-Utility Words:</u> <i>attract, electricity, force, poles, repel</i></p> <p style="text-align: center;"><u>Target Skill:</u> <u>Cause and Effect</u></p> <p><i>Students will know that scientific ideas can be connected through causes and effects. Students will be instructed to gather information as they read The Power of Magnets. They will utilize a graphic organizer to complete the assignment. Some of the questions students may answer during the reading:</i></p> <ul style="list-style-type: none"> ● <i>What happens when electrified wire is wrapped around metal?</i> ● <i>What cause the metal to stop being a magnet?</i> ● <i>Faraday’s work led to which two inventions?</i> ● <i>Who was Michael Faraday? What was his idea about electricity?</i> 	
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L 3.4 A use sentence-level context as a clue to the meaning of a word or phrase.

W 3.1 B Provide reasons to support opinion.

W 3.2 B Develop topic with facts, definitions, and details.

W 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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.

- *After completing the assignment, students will precede to work on **Make a Magnet** activity. Teachers can view this activity on:*
- *Unit 6 (Teacher’s guide) page number T74.*

Write About Reading

*Students will discuss and review their findings regarding, **The Power of Magnets**’ reading. They will utilize a Four-Square Map graphic organizer to write their responses. Some of the questions they may answer:*

- ***Describe what happens when two magnets repel each other?***
- ***Describe what happens when two magnets attract each other?***
- ***How could you tell if the poles of two magnets are opposites?***

Poetry Activity:
Science Fair Project

This activity is available on Unit 6 (Teacher’s guide) page number T72. Most or all the materials are already available in your classroom.

Objectives

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		<p><i>Participate in a discussion about inventions that change our lives.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Decode and review words with double consonants.</i></p> <p><i>Help student use inventions and power to discuss the kind of inventions that change our lives.</i></p> <p><i>Review and discuss expository nonfiction.</i></p> <p><i>Identify cause-and-effect relationships and complete a T-Map graphic organizer.</i></p> <p><i>Summarize The Power of Magnets (utilizing a graphic organizer and sentence frames).</i></p> <p><i>Identify and use homophones, and use context to determine the appropriate meanings of homographs.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Form and use contractions.</i></p> <p><i>Discuss and compare inventions that use magnets.</i></p> <p><i>Make a chart to compare and contrast inventions that use magnets.</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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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain the central message, lesson, or moral of grade-level stories in L1 and/or use single words from stories and match words with illustrations, diagrams, and/or pictures. <i>Identify and use homophones, and use context to determine the appropriate meanings of homographs. Build reading proficiency through teacher/peer-supported reading. Form and use contractions. Discuss and compare inventions that use magnets. Make a chart to compare and contrast inventions that use magnets.</i>	Explain the central message, lesson, or moral of grade-level stories in L1 and/or using phrases and short sentences. <i>Identify and use homophones, and use context to determine the appropriate meanings of homographs. Build reading proficiency through teacher/peer-supported reading. Form and use contractions. Discuss and compare inventions that use magnets. Make a chart to compare and contrast inventions that use magnets.</i>	Explain the central message, lesson, or moral of grade level stories using multiple, simple, related sentences. <i>Identify and use homophones, and use context to determine the appropriate meanings of homographs. Build reading proficiency through teacher/peer-supported reading. Form and use contractions. Discuss and compare inventions that use magnets. Make a chart to compare and contrast inventions that use magnets.</i>	Explain the central message, lesson, or moral of grade level stories using expanded sentences with emerging complexity. <i>Identify and use homophones, and use context to determine the appropriate meanings of homographs. Form and use contractions. Discuss and compare inventions that use magnets. Make a chart to compare and contrast inventions that use magnets.</i>	Explain the central message, lesson, or moral of grade-level stories using multiple, complex sentences. <i>Identify and use homophones, and use context to determine the appropriate meanings of homographs. Form and use contractions. Discuss and compare inventions that use magnets. Make a chart to compare and contrast inventions that use magnets.</i>

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<p>Learning Supports</p>	<p>Digital Journeys Resources <u>ELL leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture card bank</u> <u>Small group</u> <u>Conversational Cue Cards</u> <u>L1 text and/or support partner</u> <u>Bilingual dictionary</u></p> <p><u>Poetry/Cause/Effect/Homophones</u> www.brainpop.com</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf</p>	<p>Digital Resources Journeys <u>ELL Leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture Card Bank</u> <u>Sentence Frames</u> <u>Small group</u> <u>Bilingual dictionary</u></p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf</p>	<p>Digital Journeys Resources <u>ELL Leveled Reader</u> <u>Vocabulary Reader</u> <u>Glossary</u> <u>Bilingual dictionary</u></p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf</p> <p><u>Poetry/Cause/Effect/Homophones</u> www.brainpop.com</p>	<p>Small group</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf</p> <p><u>Poetry/Cause/Effect/Homophones</u> www.brainpop.com</p> <p><u>Cause/Effect/Homophones</u> https://www.ixl.com/signin/bboed</p>	<p>Small group</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf</p>
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	n/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit6.pdf Cause/Effect/Homophones https://www.ixl.com/signin/bboed	Poetry/Cause/Effect/Homophones www.brainpop.com Cause/Effect/Homophones https://www.ixl.com/signin/bboed	Cause/Effect/Homophones https://www.ixl.com/signin/bboed		
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	Student Learning Objective (SLO) Weeks 3-4 <u>Aligned Journey's Selection</u> <u>Analyzing on Author's Purpose</u> <u>Lesson 14: Aero and Office Mike</u>	Language Objective <u>Author's Purpose</u>	Language Needed
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	<p style="text-align: center;">Focus Wall</p> <p>https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume3/assets/pdf/JourneysPrintableTE_G3L14.pdf</p>	<p>https://www.youtube.com/watch?v=L38Rbx9IS9k</p>	
<p>SLO: 4 NJSLS: R! 3.1 RI 3.6 RI 3.7 SL 3.1 SL 3.2 L 3.1 F L 3.2 E L 3.4 C L 3.5 W 3.4 W 3.7 W 3.10 WIDA ELDS: 2 Reading Speaking</p>	<p>R! 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.</p> <p>RI 3.6 Distinguish their own point of view from that of the author of a text.</p> <p>R! 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.</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>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, an orally.</p>	<p style="text-align: center;"><u>Aero and Office Mike</u> <u>Informative Writing: Prewrite and Explanatory Essay</u> <u>Focus Trait: Ideas</u></p> <p><u>Build Background:</u> <i>How do animals help people face challenges?</i></p> <p><u>Comprehension:</u> <i>Author's Purpose: Summarize</i></p> <p><u>Target Vocabulary:</u> <i>ability, loyal, lying, partners, patrol, quiver, shift, snap.</i></p> <p><u>High-Utility Words:</u> <i>commands, harm, safe, scent, training.</i></p> <p style="text-align: center;"><u>Target Skill/Author's Purpose</u></p> <p><i>Authors have a reason or reasons for writing. Explain to them that this is called author's purpose. As they read Aero and Office Mike, have them think about the author's purpose for writing this story. Some of the questions they may answer about the reading;</i></p> <ul style="list-style-type: none"> ● <i>What was the purpose of writing Aero and Officer Mike?</i> 	<p>VU: Informational Text</p> <p>LFC: Words with ar, or, ore. Prefixes in-, im- Pronoun verb agreement.</p> <p>LC: 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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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L3.1 F Ensure subject-verb and pronoun-antecedent agreement.

L 3.2 E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L 3.4 C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

L 3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

W 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W 3.7 conduct short research projects that build knowledge about a topic.

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

- *Was it to inform, persuade and/or entertain? Look for text evidence about the topic and think about how the author presents her ideas. Students will utilize a graphic organizer to complete the assignment.*

Write About Reading

*Students will write a response to the selection **Aero and Officer Mike** that explains their ideas about animals helping others. Students will brainstorm about their ideas and complete a graphic organizer. Students will be instructed to use linking words and phrases to connect their ideas.*

- **Words about the topic:**
- **Guide dog:** *a specially trained dog that can guide a person who is blind or partially blind.*
- **Husbandry:** *raising farm animals, such as cows.*
- **Colleague:** *someone you work with.*
- **Companion:** *a person or animal who spends time with you or helps you.*
- **Veterinarian:** *a doctor who treats animals.*

Objectives

Participate in a discussion about dogs that help people.

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	two) for a range of discipline-specific tasks, purposes, and audiences.	<p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Practice words with ar, or, ore.</i></p> <p><i>Help students use partners and patrol to discuss how animals can help people face challenges.</i></p> <p><i>Review and discuss informational text.</i></p> <p><i>Infer the author’s purpose and complete a graphic organizer.</i></p> <p><i>Summarize important details in Aero and Officer Mike.</i></p> <p><i>Identify and use words with the prefixes in-, im-</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Discuss and compare dogs that help people.</i></p> <p><i>Make a chart to compare and contrast dogs that help people.</i></p> <p><i>Use vocabulary words to prewrite an explanatory essay.</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>			
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Language Objectives	<p>Determine the meaning of words in a text using L1 support and/or single words from a leveled text. Label images that illustrate the steps for different processes (e.g., writing workshop)</p> <p><i>Identify and use words with the prefixes in-, im- Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Discuss and compare dogs that help people. Make a chart to compare and contrast dogs that help people.</i></p>	<p>Determine the meaning of words in a text using L1 and/or using general, content-based vocabulary phrases and short sentences from a leveled text. List ideas using graphic organizer and sentence frames. <i>Build reading proficiency through teacher/peer-supported reading. Discuss and compare dogs that help people. Make a chart to compare and contrast dogs that help people.</i></p>	<p>Determine the meaning of words in a text using multiple, simple, related sentences. Express ideas in various genres (e.g., poetry, interactive journals) . <i>Build reading proficiency through teacher/peer-supported reading. Discuss and compare dogs that help people. Make a chart to compare and contrast dogs that help people.</i></p>	<p>Determine the meaning of words in a text using n expanded sentences with emerging complexity. Describe a series of events or procedures. <i>Discuss and compare dogs that help people. Make a chart to compare and contrast dogs that help people. Use vocabulary words to prewrite an explanatory essay. Review and discuss informational text. Infer the author’s purpose and complete a graphic organizer.</i></p>	<p>Determine the meaning of words in a text using multiple, complex sentences. Describe the sequence of content-related ideas. <i>Discuss and compare dogs that help people. Make a chart to compare and contrast dogs that help people. Use vocabulary words to prewrite an explanatory essay. Review and discuss informational text. Infer the author’s purpose and complete a graphic organizer.</i></p>
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Learning Supports	<p>Digital Journeys Resources</p> <p><u>ELL leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture card bank</u> <u>Small group</u> <u>Conversational Cue Cards</u> <u>L1 text and/or support partner</u> <u>Bilingual dictionary</u></p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>prefixes/pronouns agreement</u> www.brainpop.com https://www.ixl.com/signin/bboed</p> <p>Journeys Reader's Notebook https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys</p>	<p>Digital Journeys Resources</p> <p><u>ELL leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture card bank</u> <u>Small group</u> <u>Conversational Cue Cards</u> <u>L1 text and/or support partner</u> <u>Bilingual dictionary</u> <u>Sentence frames</u></p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>prefixes/pronouns agreement</u> www.brainpop.com https://www.ixl.com/signin/bboed</p> <p>Journeys Reader's Notebook https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys</p>	<p>Digital Journeys Resources</p> <p><u>ELL Leveled Reader</u> <u>Vocabulary Reader</u> <u>Glossary</u> <u>Bilingual dictionary</u></p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>prefixes/pronouns agreement</u> www.brainpop.com https://www.ixl.com/signin/bboed</p> <p>Journeys Reader's Notebook https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p>Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/rea</p>	<p>Small group</p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>prefixes/pronouns agreement</u> www.brainpop.com https://www.ixl.com/signin/bboed</p> <p>Journeys Reader's Notebook https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p>Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_R</p>	<p>Small group</p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>prefixes/pronouns agreement</u> www.brainpop.com https://www.ixl.com/signin/bboed</p> <p>Journeys Reader's Notebook https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p>Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_R</p>
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	Student Learning Objective (SLO) <u>Weeks 3-4</u>	Language Objective		Language Needed	

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	<p style="text-align: center;"><u>Aligned Journey’s Selection</u> <u>Author’s Purpose</u> <u>Lesson 24: Dog of the Sea Waves</u> <u>Focus Wall</u> https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume5/assets/pdf/JourneysPrintableTE_G3L24.pdf</p>	<p style="text-align: center;"><u>Author’s Purpose</u> https://www.youtube.com/watch?v=ECE0IOAeXXE</p> <p style="text-align: center;"><u>Author’s purpose</u> www.newsela.com www.brainpop.com</p>	
<p>SLO: 5 NJSLS: RI 3.1 RL 3.2 RI 3.7 RF 3.3 C RF 3.3 D SL 3.1 L 3.1 A L 3.1 I L 3.2 F W 3.4 W 3.10</p> <p>WIDA ELDS: 2 Reading Speaking</p>	<p>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.</p> <p>RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>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.</p> <p>RF 3.3 B Decode words with common Latin suffixes.</p> <p>RF 3.3 C Decode multi-syllable words.</p>	<p style="text-align: center;"><u>Dog-of-the-Sea-Waves</u> <u>Narrative Writing: Prewrite a Fictional Narrative</u> <u>Focus Trait: Ideas</u></p> <p><u>Build Background:</u> <i>Why do explorers want to discover new places?</i></p> <p><u>Comprehension:</u> <i>Author’s Purpose: Question</i></p> <p><u>Target Vocabulary:</u> <i>aboard, anchor, arrival, bay, guided, lava, rippled, spotted, twisted, voyage.</i></p> <p><u>High-Utility Words:</u> <i>deliver, travel, vacation, visit.</i></p> <p style="text-align: center;"><u>Target Skill</u> <u>Author’s Purpose/Analyze Illustrations</u></p>	<p>VU: Realist Fiction Informational text</p> <p>LFC: Shades of Meaning, Prefixes pre-, re-, bi- Complex sentences</p> <p>LC: Varies by ELP level</p>

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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.

L 3.1 A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and there functions in particular sentences.

L 3.1 I Produce simple, compound, and complex sentences.

L 3.2 F use spelling patterns for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

W 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose

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

*Students will know that authors have purpose, or reason, for writing texts. An author’s purpose may be to inform, explain, entertain, and/or persuade the reader. Tell students that sometimes authors have more than one purpose. As they read **Dog of the Sea Waves**, tell them to think about how the author describes Hawaii. Students will use text evidence and detail as the base for their response. A graphic organizer will be distributed to students to complete the task. **Analyze Illustrations:** remind students that illustrations help readers picture what is happening in the story and show details about the text that help create a mood, or feeling. Students will use adjectives to describe the mood in any of the story’s illustrations. They will be given a vocabulary worksheet (adjectives) to complete the assignment.*

Write About Reading

*Students will be instructed to write a paragraph that describes how the brothers feel about **Dog of the Sea Waves** at the beginning of the story and how that changes at the end of the story. They will include details from the story to support their thinking. A graphic organizer and a vocabulary words worksheet will be distributed to students to complete this task.*

Objectives

Participate in a discussion about exploring new places.

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	<p>two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><i>Say, read, and use Target Vocabulary and high-utility words.</i></p> <p><i>Decode words with prefixes un-, pre-, re-, bi-</i></p> <p><i>Help students use voyage and aboard to discuss why explorers want to discover new places.</i></p> <p><i>Determine author's purpose and complete an inference Map.</i></p> <p><i>Ask questions about Dog of the Sea Waves.</i></p> <p><i>Distinguish shades of meaning among words.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Identify and use subordinating conjunctions in complex sentences.</i></p> <p><i>Discuss and compare explorers who discover new places.</i></p> <p><i>Make a chart to compare and contrast explorers who discover new places.</i></p> <p><i>Use vocabulary words to prewrite 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 stories.</i></p>			
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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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 a leveled text and state or repeat the purpose using single words. <i>Participate in a discussion about exploring new places. Say, read, and use Target Vocabulary and high-utility words. Decode words with prefixes un-, pre-, re-, bi-. Build reading proficiency through teacher/peer-supported reading. .Ask questions about Dog of the Sea Waves</i></p>	<p>Read grade level text and orally explain the purpose and demonstrate comprehension in L1 and/or read leveled texts and explain the purpose using short sentences. <i>Participate in a discussion about exploring new places. Say, read, and use Target Vocabulary and high-utility words. Decode words with prefixes un-, pre-, re-, bi-. Build reading proficiency through teacher/peer-supported reading. Identify and use subordinating conjunctions in complex sentences. Discuss and compare explorers who discover new places. Make a chart to compare and contrast explorers who discover new places.</i></p>	<p>Read adapted texts and orally explain the purpose and demonstrate comprehension in multiple, simple, related sentences. <i>Participate in a discussion about exploring new places. Say, read, and use Target Vocabulary and high-utility words. Decode words with prefixes un-, pre-, re-, bi-. Determine author’s purpose and complete an inference Map .Ask questions about Dog of the Sea Waves. Distinguish shades of meaning among words. Build reading proficiency through teacher/peer-supported reading. Identify and use subordinating conjunctions in complex sentences. Discuss and compare explorers who discover new places. Make a chart to compare and contrast explorers who discover new places.</i></p>	<p>Read texts within the grade 2-3 complexity band and orally explain the purpose and demonstrate comprehension in expanded sentences. <i>Determine author’s purpose and complete an inference Map. Ask questions about Dog of the Sea Waves. Distinguish shades of meaning among words. Build reading proficiency through teacher/peer-supported reading. Identify and use subordinating conjunctions in complex sentences. Discuss and compare explorers who discover new places. Make a chart to compare and contrast explorers who discover new places.</i></p>	<p>Read grade-level texts and orally explain the purpose and demonstrate comprehension in multiple, complex sentences. <i>Identify and use subordinating conjunctions in complex sentences. Discuss and compare explorers who discover new places. Make a chart to compare and contrast explorers who discover new places. Use vocabulary words to prewrite a fictional narrative. Ask questions about Dog of the Sea Waves.</i></p>
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<p>Learning Supports</p>	<p>Digital Journeys Resources <u>ELL leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture card bank</u> <u>Small group</u> <u>Conversational Cue Cards</u> <u>L1 text and/or support partner</u> <u>Bilingual dictionary</u></p> <p>Reader's Notebook https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p>	<p>Digital Journeys Resources <u>ELL leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture card bank</u> <u>Small group</u> <u>Conversational Cue Cards</u> <u>L1 text and/or support partner</u> <u>Bilingual dictionary</u> <u>Sentence frames</u></p> <p>Reader's Notebook https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p>Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p>	<p>Digital Journeys Resources <u>ELL Leveled Reader</u> <u>Vocabulary Reader</u> <u>Glossary</u> <u>Bilingual dictionary</u></p> <p>Reader's Notebook https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p>Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit5.pdf</p> <p>Shades of Meaning https://www.youtube.com/watch?v=A1XtPRGkCaU</p>	<p>Small group</p> <p>Reader's Notebook https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p>Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit5.pdf</p> <p>Shades of Meaning https://www.youtube.com/watch?v=A1XtPRGkCaU</p>	<p>Small group</p> <p>Reader's Notebook https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p>Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit5.pdf</p> <p>Shades of Meaning https://www.youtube.com/watch?v=A1XtPRGkCaU</p>
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	<p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit5.pdf</p> <p><u>Shades of Meaning</u> https://www.youtube.com/watch?v=A1XtPRGkCaU</p>	<p>reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit5.pdf</p> <p><u>Shades of Meaning</u> https://www.youtube.com/watch?v=A1XtPRGkCaU</p>			
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	<p>Student Learning Objective (SLO) <u>Week 5</u> <u>Main Idea and Details</u></p>	<p>Language Objective</p>	<p>Language Needed</p>
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	<p style="text-align: center;"><u>Aligned Journey's Selection</u> <u>Lesson 10: Young Thomas Edison</u> <u>Focus Wall</u> https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume2/assets/pdf/JourneysPrintableTE_G3L10.pdf</p> <p style="text-align: center;"><u>Main Idea</u> https://www.youtube.com/watch?v=LbO3IRXT0ww</p> <p style="text-align: center;"><u>Main Idea</u> www.brainpop.com</p>		
<p>SLO: 9 NJSLS: RI 3.1 RI 3.2 RI 3.4 RI 3.7 RF 3.3 C W 3.2 A</p>	<p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>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.</p>	<p style="text-align: center;"><u>Young Thomas Edison</u> <u>Opinion Writing: Draft a Response to Literature</u> <u>Focus Trait: Sentence Fluency</u></p> <p><u>Build Background:</u> <i>How do new inventions change the way we communicate?</i></p> <p><u>Comprehension:</u> <i>Main ideas and details; Summarize</i></p>	<p>VU: Biography Informational Text</p> <hr/> <p>LFC: Shades of Meaning Pronouns and Antecedents. Words with au, aw, al, and o</p> <hr/> <p>LC: Varies by ELP level</p>

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<p>W 3.2 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 3.1 F</p> <p>WIDA ELDS: 2 - 5 Reading Speaking Listening</p>	<p>RI 3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>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).</p> <p>RF 3.3 C Decode multi-syllable words.</p> <p>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.</p> <p>W 3.2 C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</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>W 3.10 Write routinely over extended time frames (time for research, reflection,</p>	<p><u>Target Vocabulary:</u> <i>electric, experiment, gadget, genius, invention, laboratory, occasional, signal</i></p> <p><u>High-Utility Words:</u> <i>amplified, discovered, encouragement, improve, information.</i></p> <p style="text-align: center;"><u>Target Skill/Main Ideas and Details</u></p> <p style="text-align: center;"><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 style="text-align: center;"><u>Write About Reading</u></p> <p style="text-align: center;"><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 style="text-align: center;"><u>Objectives</u></p>	
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	<p>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.</p> <p>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.</p> <p>L 3.1 A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L 3.1 F Ensure subject-verb and pronoun-antecedent agreement.</p>	<p><i>Participate in discussion about inventions.</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> <p><i>Build reading proficiency through teacher/peer-supported reading</i></p>	
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		<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	
Language Objectives	Identify the main idea of a grade-level text in L1 and/or in a leveled text read aloud. Participate in a discussion (teacher led) about inventions. Acquire and use conversational and general academic words and phrases. <i>Build reading proficiency through</i>	Identify the main idea of a grade level text in L1 and/or in a leveled text read aloud in English using illustrations, diagrams or pictures. State the relationship between sentences and paragraphs in L1 and/or leveled text in	Identify the main idea of an adapted grade level text by answering orally in multiple, simple, related sentences. Describe the relationship between sentences and paragraphs from an adapted text in simple sentences. Acquire and use	Identify the main idea of a text within grade 2-3 complexity band by answering orally using in expanded sentences. Describe the relationship between sentences and paragraphs from a nonfiction text within the grade 2-3 complexity level	Identify the main idea of a grade-level text by answering orally in multiple, complex sentences. Describe the relationship between sentences and paragraphs from a grade level nonfiction text in complete, detailed sentences. Participate in a	

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	<i>teacher/peer-supported reading.</i>	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>	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>	in complete sentences. Participate in a discussion about inventions. <i>Build reading proficiency through teacher/peer-supported reading</i>	discussion about inventions.
Learning Supports	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u></p> <p><u>Vocabulary Reader</u></p> <p><u>Multimedia Grammar</u></p> <p><u>Glossary</u> <u>Picture</u></p> <p><u>Card Bank</u> <u>Bilingual</u></p> <p><u>dictionary</u> <u>L1</u></p> <p><u>support/partner</u> <u>Small</u></p> <p><u>group</u></p> <p><u>Graphic organizer</u></p> <p><u>www.eduplace.com</u></p>	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u></p> <p><u>Vocabulary Reader</u></p> <p><u>Multimedia Grammar</u></p> <p><u>Glossary</u></p> <p><u>Picture Card Bank</u></p> <p><u>Bilingual dictionary</u></p> <p><u>L1 support/partner</u></p> <p><u>Small group</u> <u>Sentence</u></p> <p><u>frames</u></p> <p><u>Graphic organizer</u></p> <p><u>www.eduplace.com</u></p>	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u></p> <p><u>Vocabulary Reader</u></p> <p><u>Multimedia Grammar</u></p> <p><u>Glossary</u> <u>Picture Card Bank</u></p> <p><u>Small group</u></p> <p><u>Bilingual dictionary</u></p> <p><u>Graphic organizer</u></p> <p><u>www.eduplace.com</u></p> <p><u>Reader's Notebook</u></p> <p><u>https://www-k6.thinkcentral.com/content/hsp/common</u></p>	<p><u>Digital Journeys Resources</u></p> <p><u>Multimedia Grammar</u></p> <p><u>Glossary</u></p> <p><u>Small group</u></p> <p><u>Notes</u></p> <p><u>Graphic organizer</u></p> <p><u>www.eduplace.com</u></p> <p><u>Reader's Notebook</u></p> <p><u>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys</u></p>	<p><u>Small group</u></p> <p><u>Notes</u></p> <p><u>Dictionary</u></p> <p><u>Graphic organizer</u></p> <p><u>www.eduplace.com</u></p> <p><u>Reader's Notebook</u></p> <p><u>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys</u></p>

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	<p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p><u>Write In Reader Student workbook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf</p> <p><u>Main Idea</u> www.brainpop.com www.ixl.com/bboed</p>	<p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p><u>Write In Reader Student workbook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf</p>	<p>/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p><u>Write In Reader Student workbook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf</p> <p><u>Main Idea</u> www.brainpop.com www.ixl.com/bboed</p>	<p>Readers_Notebook_G3_Units1-3_student.pdf</p> <p><u>Write In Reader Student workbook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf</p> <p><u>Main idea</u> www.brainpop.com www.ixl.com/bboed</p>
	<p>Student Learning Objective (SLO)</p> <p><u>Week5</u></p> <p><u>Main Idea and Supporting Details</u> <u>Aligned</u></p> <p><u>Journey's Selection</u> <u>Lesson 20:</u></p> <p><u>Life on the Ice</u> <u>Focus Wall</u></p>	<p>Language Objective</p>	<p>Language Needed</p>	

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	https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume4/assets/pdf/JourneysPrintableTE_G3L20.pdf		
SLO: 10 NJSLS: RI 3.1 RI 3.4 RI 3.7 RF 3.3 C W 3.2 A W 3.3 C W 3.4 W 3.10 SL 3.2 L 3.1 A L 3.4 D WIDA ELDS:	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. RI 3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area. 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). RF 3.3 C Decode multi-syllable words. 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.	<u>Life on the Ice</u> <u>Opinion Writing: Draft a Persuasive Essay</u> <u>Focus Trait: Organization</u> <u>Build Background:</u> <i>How can extreme weather make life challenging?</i> <u>Comprehension:</u> <i>Main Ideas, and Details; Infer/Predict</i> <u>Target Vocabulary:</u> <i>climate, colony, constant, gliding, layer, overheated, region, shelter, unexpected, wilderness.</i> <u>High-Utility Words:</u> <i>adventure, continent, isolated, melts, route.</i> <u>Target Skill/Main Idea and Details</u> <i>Explain that identifying the main ideas will help students understand what an informational text is</i>	VU: Informational Text Myth LFC: Compound Words Dictionary/Glossary What is an adverb? LC: Varies by ELP level

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<p>2 - 5 Reading Speaking</p>	<p>W 3.3 C Use temporal words and phrases to signal event order.</p> <p>W. 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.</p> <p>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.</p> <p>L 3.1 A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and there functions in particular sentences.</p> <p>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.</p>	<p><i>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> <p style="text-align: center;"><u>Write About Reading</u></p> <p style="text-align: center;"><u>Utilizing a graphic organizer</u></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 style="text-align: center;"><u>Objectives</u></p> <p><i>Participate in discussion about cold weather.</i></p>	
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		<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> <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><i>Explain the function of adverbs.</i></p> <p><i>Discuss and compare fiction and nonfiction selections about extreme conditions.</i></p>	
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			<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 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><i>Participate in a discussion about cold weather. Acquire and use conversational and general academic words and phrases. Decode compound words. 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 writing processes. Pairing pictures or equations as directed by partner.</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. Match oral descriptions to photos, gestures, or icons. List ideas using graphic organizers.</p> <p><i>Participate in a discussion about cold weather. Acquire and use conversational and general academic words and phrases. Decode compound words.</i></p>	<p><i>Participate in a discussion about cold weather. Acquire and use conversational and general academic words and phrases. Decode compound words.</i> 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).</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. Identify content-related ideas and details in oral discourse. Create stories with details about characters and events.</p>	<p>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 of scientific experiments.</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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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Unit 3: Reading Literature, Reading Informational & Opinion Writing
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Learning Supports	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture Card Bank</u> <u>L1 support/small group/partner</u> <u>Bilingual dictionary</u></p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</p>	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture Card Bank</u> <u>Bilingual dictionary</u> L1 <u>support/Small group</u> <u>Sentence frames</u></p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</p>	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture Card Bank</u> <u>Bilingual dictionary</u> <u>Small group</u> <u>Notes</u></p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</p>	<p><u>Digital Journeys Resources</u></p> <p><u>Multimedia Grammar</u> <u>Glossary</u> <u>Small group</u> <u>Notes</u></p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>Adverbs/Brainpop</u> https://www.brainpop.com/search/?keyword=Adverbs</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p>	<p><u>Small group</u> <u>Vocabulary Worksheet</u></p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>Adverbs/Brainpop</u> https://www.brainpop.com/search/?keyword=Adverbs</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p>
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Unit 3: Reading Literature, Reading Informational & Opinion Writing
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	<p><u>Adverbs/Brainpop</u> https://www.brainpop.com/search/?keyword=Adverbs</p>	<p>Reader/journeys write in reader_g3_unit4.pdf</p> <p><u>Adverbs/Brainpop</u> https://www.brainpop.com/search/?keyword=Adverbs</p>	<p>Reader/journeys write in reader_g3_unit4.pdf</p> <p><u>Adverbs/Brainpop</u> https://www.brainpop.com/search/?keyword=Adverbs</p>	<p>Notebook_G3_Units4-6_student.pdf</p>	
	<p style="text-align: center;">Student Learning Objective (SLO) Week 5 Main Idea & Details <u>Aligned Journey's Selection</u> Lesson 26: The Foot Race Across America https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume4/assets/pdf/JourneysPrintableTE_G3L20.pdf</p>		Language Objective		Language Needed

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<p>SLO: 11 NJSLS: RI 3.2 RI 3.4 RL 3.1 RF 3.3B W 3.2A W 3.4 W 3.10 SL 3.1 D L 3.2 E L 3.4 B</p> <p>WIDA ELDS: 2 - 5 Reading Speaking</p>	<p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>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.</p> <p>RI 3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RF 3.3 B Decode words with common Latin suffixes.</p> <p>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.</p> <p>W. 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and</p>	<p><u>The Foot Race Across America</u> <u>Informative Writing: Compare and Contrast paragraph</u> <u>Focus Trait: Organization</u></p> <p><u>Build Background:</u> <i>What does it take to reach a goal?</i></p> <p><u>Comprehension:</u> <i>Main Idea and Details</i></p> <p><u>Target Vocabulary:</u> <i>ability, absorb, advice, announced, approached, compete, lovelies, loyal, principal, proud.</i></p> <p><u>High-Utility Words:</u> <i>achievement, champion, competing, distance, record.</i></p> <p><u>Target Skill/ Main Idea and Details</u> <u>(Graphic organizer)</u></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>VU: Cause/effect, historical events, scientific ideas</p> <p>LFC: Common Final syllables –tion, -sion, -ure. Abbreviations, Suffix -ion</p> <p>LC: Varies by ELP level</p>
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shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.

SL 3.1 D Explain their own ideas and understanding in light of the discussion.

L 3.2 E Use conventional spelling for high-frequency and other studies words and for adding suffixes to base words.

L 3.4 B Determine the meaning of the new word formed when a known affix is added to a known word.

Write About Reading

Have students use details from the reading to support their thinking. They might need to utilize sentence frames to complete this task:

Sentence frames

According to the author _____.

It is important to say that _____.

On page #, I noticed that _____.

*After reading **The Foot Race Across America**, I know _____.*

Objectives

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.

*Help students use **ability** and **proud** to discuss what it takes to reach a goal.*

Review and discuss narrative nonfiction.

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			<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> <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 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>Identify and use abbreviations.</i></p> <p><i>Discuss and compare 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 stories.</i></p>				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5		

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<p>Language Objectives</p>	<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.. 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.. 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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Learning Supports	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader Vocabulary Reader Multimedia Grammar Glossary Picture Card Bank sentence frames L1 support and/or partner bilingual dictionary</u></p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/write_in_reader_g3_unit6.pdf</p>	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader Vocabulary Reader Multimedia Grammar Glossary Picture Card Bank L1 support and/or partner sentence frames</u></p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/write_in_reader_g3_unit6.pdf</p>	<p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader Vocabulary Reader Multimedia Grammar Glossary Picture Card Bank sentence frames bilingual dictionary</u></p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/write_in_reader_g3_unit6.pdf</p>	<p><u>Digital Journeys Resources</u></p> <p><u>Multimedia Grammar dictionary small group</u></p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/write_in_reader_g3_unit6.pdf</p>	<p><u>Small group</u></p> <p><u>Graphic organizer</u> www.eduplace.com</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/write_in_reader_g3_unit6.pdf</p>
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[/journeys_write_in_reader_g3_unit6.pdf](#)

	<p style="text-align: center;">Student Learning Objective (SLO) Week 6 Text & Graphic Features Aligned Journey's Selection Lesson 7: What do Illustrators do? Focus Wall https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume2/assets/pdf/JourneysPrintableTE_G3L7.pdf</p>	<p style="text-align: center;">Language Objective</p>	<p style="text-align: center;">Language Needed</p>
<p>SLO: 12 NJSLS: RI 3.7 RI 3.1 RI 3.4 RF 3.3 A RF 3.3 C SL 3.1 D L 3.1 A L 3.1 E L 3.2 F W 3.1 W 3.2 A</p>	<p>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).</p> <p>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.</p>	<p style="text-align: center;"><i>What do Illustrators do?</i> <i>Opinion Writing: Opinion Paragraph</i> <i>Focus Trait: Organization</i></p> <p><i>Build Background:</i> How do pictures help to tell stories?</p> <p><i>Comprehension:</i> <i>Text and Graphic Features, Analyze/Evaluate</i></p> <p><i>Target Vocabulary:</i> <i>illustrate, imagine, research, scribbles, sketches, textures, tools, tracing.</i></p>	<p>VU: Informational text, Traditional Tale</p> <p>LFC: three letter clusters: scr, spr, str, thr</p> <p>Synonyms</p> <p>Verb tenses</p>

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<p>W 3.4 W 3.10 WIDA ELDS: 2 - 5 Reading Speaking</p>	<p>RI 3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RF 3.3 A Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF 3.3 C Decode multi-syllable words.</p> <p>SL 3.1 D Explain their own ideas and understanding in light of the discussion.</p> <p>L 3.1 A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and there functions in particular sentences.</p> <p>L 3.1 E Form and use the simple (e.g., I walked, I will walk,) verb tenses.</p> <p>L 3.2 F use spelling patterns for high-frequency and other studied words and for adding suffixes for the base words (e.g., sitting, smiled, cries, happiness).</p> <p>W 3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p><u>High-Utility Words:</u> <i>characters, decide, scene, writing, style.</i></p> <p style="text-align: center;"><u>Target Skill:</u> <u>Text Graphic and Features</u> <u>Sequence of Events</u></p> <p><i>Students will learn that informational texts contain text features, such as headings, speech balloons, and photo captions that can help readers locate information quickly. Authors use graphic features such as illustrations, charts, maps, and/or graphs because these visuals can make information easier to understand. As students read, “What do Illustrators do? they will analyze the graphic features in the story and will complete a graphic organizer. <u>Analyze/Evaluate:</u> As students read What do Illustrators do?, they will periodically stop to analyze the content or think about information given in the story.</i></p> <p style="text-align: center;"><i>Some questions they may answer:</i></p> <ul style="list-style-type: none"> ● <i>What can you infer about the heading?</i> ● <i>Do you think there is enough information in the caption?</i> ● <i>What do you think the author wants you to know about the reading?</i> 	<p>LC: Varies by ELP level</p>
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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.

W. 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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.

- *If you had the opportunity to rewrite the story, what would you do?*

Write About Reading

As a group, brainstorm how words and pictures each add to a book. Students will utilize a web graphic organizer to give their opinion about which is more important in a book. Then, they will jot down three reasons for their opinion on each of web circles. Students will be given sentence frames and vocabulary words worksheet to complete this task.

Comic Strip Activity: *Students will write their own story utilizing a comic strip graphic organizer.*

Teacherspayteachers (resource)

<https://www.teacherspayteachers.com/Product/Free-Download-Comic-Strip-Template-Pages-for-Creative-Assignments-149469>

Objectives

Participate in a discussion about how pictures help tell stories.

Acquire and use conversational and general academic words and phrases.

Practice three letter clusters scr, spr, str, thr.

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA/ELL Grade 3 Scaffold- Revised 2020
Unit 3: Reading Literature, Reading Informational & Opinion Writing
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			<p><i>Help students use imagine and illustrate to discuss how pictures help tell stories.</i></p> <p><i>Review and discuss informational text.</i></p> <p><i>Identify text and graphic features and complete a chart.</i></p> <p><i>Evaluate text and graphic features in <i>What do Illustrators do?</i></i></p> <p><i>Identify and use synonyms</i></p> <p><i>Use graphic features to find information</i></p> <p><i>Comprehend and discuss a traditional tale</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Form and use simple verb tenses</i></p> <p><i>Discuss and compare selections about artists and their work.</i></p> <p><i>Make a chart to compare and contrast selections about artists and their work.</i></p> <p><i>Use domain specific vocabulary to write an opinion 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 stories.</i></p>				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5		

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Unit 3: Reading Literature, Reading Informational & Opinion Writing
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Language Objectives	Identify the meaning of academic words and phrases in a text in L1 and/or draw a picture that represents the meaning of the word or phrase and matching key words with the illustrations, drawings, and diagrams. <i>Participate in a discussion about how pictures help tell stories. Acquire and use conversational and general academic words and phrases. Practice three letter clusters scr, spr, str, thr. Use graphic features to find information Comprehend and discuss a traditional tale Build reading proficiency through teacher/peer-supported reading.</i>	Identify the meaning of academic words and phrases in a text in L1 and/or identify key phrases that support the meaning of the word or phrase using appropriately leveled text read aloud. <i>Participate in a discussion about how pictures help tell stories. Acquire and use conversational and general academic words and phrases. Practice three letter clusters scr, spr, str, thr. Use graphic features to find information Comprehend and discuss a traditional tale Build reading proficiency through teacher/peer supported reading. Make a chart to compare and contrast selections about artists and their work.</i>	Identify the meaning of academic words and phrases in an adapted text using key, content-based vocabulary in multiple, simple, related sentences. <i>Participate in a discussion about how pictures help tell stories. Acquire and use conversational and general academic words and phrases. Practice three letter clusters scr, spr, str, thr. Make a chart to compare and contrast selections about artists and their work.</i>	Identify the meaning of academic words and phrases in a text within grade2 – 3 complexity band using key, content-based vocabulary in expanded sentences with emerging complexity. <i>Identify text and graphic features and complete a chart. Evaluate text and graphic features in What do Illustrators do? Discuss and compare selections about artists and their work. Make a chart to compare and contrast selections about artists and their work. Use domain specific vocabulary to write an opinion paragraph.</i>	Identify the meaning of academic words and phrases in a grade level text using precise, content-based vocabulary in multiple, complex sentences. <i>Identify text and graphic features and complete a chart. Evaluate text and graphic features in What do Illustrators do? Discuss and compare selections about artists and their work. Make a chart to compare and contrast selections about artists and their work. Use domain specific vocabulary to write an opinion paragraph.</i>
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Unit 3: Reading Literature, Reading Informational & Opinion Writing
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Learning Supports	<p>Digital Journeys Resources</p> <p><u>ELL Leveled Reader Vocabulary Reader Multimedia Grammar Glossary Picture Card Bank L1 support/small group/partner Bilingual dictionary</u></p> <p><u>Graphic organizer www.eduplace.com</u></p> <p><u>Verb tenses/synonyms www.brainpop.com www.ixl.com/bboed www.mobymax.com</u></p> <p><u>Reader's Notebook 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</u></p> <p>Write In Reader</p>	<p>Digital Journeys Resources</p> <p><u>ELL Leveled Reader Vocabulary Reader Multimedia Grammar Glossary Picture Card Bank L1 support and/or partner sentence frames</u></p> <p><u>Graphic organizer www.eduplace.com</u></p> <p><u>Verb tenses/synonyms www.brainpop.com www.ixl.com/bboed www.mobymax.com</u></p> <p><u>Reader's Notebook 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</u></p> <p>Write In Reader</p>	<p>Digital Journeys Resources</p> <p><u>ELL Leveled Reader Vocabulary Reader Multimedia Grammar Glossary Picture Card Bank sentence frames bilingual dictionary</u></p> <p><u>Graphic organizer www.eduplace.com</u></p> <p><u>Verb tenses/synonyms www.brainpop.com www.ixl.com/bboed www.mobymax.com</u></p> <p><u>Reader's Notebook https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers</u></p>	<p>Digital Journeys Resources</p> <p><u>Multimedia Grammar dictionary small group</u></p> <p><u>Graphic organizer www.eduplace.com</u></p> <p><u>Verb tenses/synonyms www.brainpop.com www.ixl.com/bboed www.mobymax.com</u></p> <p><u>Reader's Notebook 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</u></p> <p><u>Write In Reader 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</u></p>	<p>Small group</p> <p><u>Graphic organizer www.eduplace.com</u></p> <p><u>Reader's Notebook 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</u></p> <p><u>Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit2.pdf</u></p>
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	Student Learning Objective (SLO) Week 6 Text & Graphic Features Lesson 18: A Tree is Growing Focus Wall https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume4/assets/pdf/JourneysPrintableTE_G3L18.pdf	Language Objective	Language Needed
SLO: 13 NJSLS: RI 3.1 RI 3.4 RI 3.5 RI 3.7 RF 3.3 C	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).	<p style="text-align: center;"><i><u>A Tree is Growing</u></i> <i><u>Opinion Writing: Problem and Solution</u></i> <i><u>Paragraph</u></i> <i><u>Focus Trait: Word Choice</u></i></p>	VU: Informational text Poetry LFC: Words with /k/ and /kw/ Words Roots,

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Unit 3: Reading Literature, Reading Informational & Opinion Writing
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<p>SL 3.1 L 3.1 D L 3.3 A L 3.4 A W 3.2 A W 3.4 W 3.10</p> <p>WIDA ELDS: 2 - 5 Reading Speaking</p>	<p>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.</p> <p>RI 3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RF 3.3 C Decode multi-syllable 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 and text, building on others' ideas and expressing their own clearly.</p> <p>L 3.1 D form and use regular and irregular verbs.</p> <p>L 3.3 A Choose words and phrases for effect.</p> <p>L 3.4 A Use sentence level, choosing flexibly from a range of strategies.</p>	<p><u>Build Background:</u> <i>Which things in nature are amazing?</i></p> <p><u>Comprehension:</u> <i>Text and Graphic Features: Question</i></p> <p><u>Target Vocabulary Words:</u> <i>absorb, clumps, coverings, dissolve, passages, pollen, spines, store, throughout, tropical</i></p> <p><u>High-Utility Words:</u> <i>amazing, changes, column, ooze, protect.</i></p> <p style="text-align: center;"><u>Target Skill</u> <u>Text and Graphic Features: Domain Specific Vocabulary</u></p> <p><i>They will understand that text graphic features such as pictures and diagrams help show what the text describes, giving the reader a better understanding of the text. Text graphic features such as labels and captions provide more information about the topic. As they read A Tree is Growing, students will look for features that help them understand the information. Students will utilize a graphic feature organizer to complete the assignment on student's book on p. 90.</i></p> <p style="text-align: center;"><u>Write About Reading</u></p> <p><i>Students will write a poem about trees. They will gather ideas and information for their poems by</i></p>	<p>Using the verb be and helping verbs</p>
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Unit 3: Reading Literature, Reading Informational & Opinion Writing
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<p>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.</p> <p>W. 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W 3.10 Write routinely over extended time frames time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.</p>	<p><i>perusing the selection and using information gained from illustrations and words to complete the writing task. They will be reminded to use vivid descriptions when writing their poems.</i></p> <p><i>Free teachespayteachers resource</i> https://www.teacherspayteachers.com/Product/How-to-Write-a-Poem-3424357</p> <p><i>Poetry writing template</i> https://www.teacherspayteachers.com/Product/Bio-Poetry-Writing-Templates-2442248</p> <p style="text-align: center;"><u>Objectives</u></p> <p><i>Participate in a discussion about the characteristics of trees.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Decode words with /k/ and /kw/.</i></p> <p><i>Help students use store and pollen to discuss amazing things that happen in nature.</i></p>	
	<p><i>Practice identifying text and graphic features and complete a graphic organizer.</i></p>	<p>LFC: Word Roots Verbs, Words with /k/, /kw/</p>

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Unit 3: Reading Literature, Reading Informational & Opinion Writing
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			<p><i>Ask and answer questions about A Tree is Growing.</i></p> <p><i>Recognize common word roots and use them to determine the meanings of unknown words.</i></p> <p><i>Use text and graphic features to locate and understand information in a text.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Use forms of the verb be and helping verbs</i></p> <p><i>Discuss and compare informational text and poetry.</i></p> <p><i>Make a chart to compare and contrast informational text and poetry.</i></p> <p><i>Use vocabulary words to write a problem and solution 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 stories.</i></p>		LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Unit 3: Reading Literature, Reading Informational & Opinion Writing
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Language Objectives	Identify the meaning of domain-specific words and phrases in L1 and/or draw a picture. <i>Participate in a discussion about the characteristics of trees. Acquire and use conversational and general academic words and phrases. Decode words with /k/ and /kw/. Help students use store and pollen to discuss amazing things that happen in nature. Ask and answer questions about A Tree is Growing.</i>	Identify the meaning of domain-specific words and phrases in L1 and/or identify key phrases that support the meaning of the word or phrase using leveled text read aloud. <i>Participate in a discussion about the characteristics of trees. Acquire and use conversational and general academic words and phrases. Decode words with /k/ and /kw/. Help students use store and pollen to discuss amazing things that happen in nature. Ask and answer questions about A Tree is Growing</i>	Identify the meaning of domain-specific words and phrases in an adapted text in multiple, simple, related sentences. <i>Discuss and compare informational text and poetry. Make a chart to compare and contrast informational text and poetry. Use vocabulary words to write a problem and solution paragraph. Ask and answer questions about A Tree is Growing</i>	Identify the meaning of domain-specific words and phrases in a text within grade 2 – 3 complexity band in expanded sentences. <i>Discuss and compare informational text and poetry. Make a chart to compare and contrast informational text and poetry. Use vocabulary words to write a problem and solution paragraph. Ask and answer questions about A Tree is Growing</i>	Identify the meaning of domain-specific words and phrases in a grade-level text in multiple, complex sentences. <i>Discuss and compare informational text and poetry. Make a chart to compare and contrast informational text and poetry. Use vocabulary words to write a problem and solution paragraph. Ask and answer questions about A Tree is Growing</i>
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Learning Supports	<p><u>Digital Journeys Resources ELL Leveled Reader Vocabulary Reader Multimedia Grammar Glossary Picture Card Bank L1 support/small group/partner Bilingual dictionary</u></p> <p><u>Graphic organizer www.eduplace.com</u></p> <p><u>Verb tenses www.brainpop.com</u></p> <p><u>Reader's Notebook 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</u></p> <p><u>Write In Reader</u></p>	<p><u>Digital Journeys Resources ELL Leveled Reader Vocabulary Reader Multimedia Grammar Glossary Picture Card Bank L1 support and/or partner sentence frames</u></p> <p><u>Graphic organizer www.eduplace.com</u></p> <p><u>Verb tenses www.brainpop.com</u></p> <p><u>Reader's Notebook 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</u></p> <p><u>Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_R</u></p>	<p><u>Digital Journeys Resources ELL Leveled Reader Vocabulary Reader Multimedia Grammar Glossary Picture Card Bank sentence frames bilingual dictionary</u></p> <p><u>Graphic organizer www.eduplace.com</u></p> <p><u>Verb tenses www.brainpop.com</u></p> <p><u>Reader's Notebook 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</u></p> <p><u>Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_R</u></p>	<p><u>Digital Journeys Resources Multimedia Grammar dictionary small group</u></p> <p><u>Graphic organizer www.eduplace.com</u></p> <p><u>Reader's Notebook 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</u></p> <p><u>Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</u></p>	<p><u>Small group</u></p> <p><u>Graphic organizer www.eduplace.com</u></p> <p><u>Reader's Notebook 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</u></p> <p><u>Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</u></p>
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	<p style="text-align: center;">Student Learning Objective (SLO) Week 6 <u>Aligned Journey’s Selection</u> <u>Text Graphic and Features</u> <u>Lesson 25: Mountains: Surviving on Mt Everest</u> <u>Focus Wall</u> https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume5/assets/pdf/JourneysPrintableTE_G3L25.pdf</p>	<p style="text-align: center;">Language Objective <u>How to draft an imaginative narrative</u> <u>Youtube video</u> <u>Episode 1</u> https://www.youtube.com/watch?v=iQ3RwPeerOg <u>Episode 2</u> https://www.youtube.com/watch?v=eJULQ0xBHFs</p>	<p style="text-align: center;">Language Needed</p>
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<p>SLO: 14 NJSLS: RI.3.2 RI 3.4 RI 3.5 RF 3.3 SL 3.1 L 3.1 G L 3.2 E</p> <p>WIDA ELDS: 2-5 Reading Listening</p>	<p>RI 3.2 Determine the main idea of a text, recount the key details and explain how they support the main idea.</p>	<p><u>Mountains: Surviving on Mt Everest</u> <u>Narrative Writing: Draft a Fictional Narrative</u> <u>Focus Wall: Word Choice</u></p> <p><u>Build Background:</u> <i>Why do some people take daring journeys?</i></p> <p><u>Comprehension:</u> <i>Text and Graphic Features: Infer/Predict</i></p> <p><u>Target Vocabulary Words:</u> <i>altitude, approached, avalanches, equipment, halt, increase, section, slopes, succeed, tanks.</i></p> <p><u>High-Utility Words:</u> <i>challenge, goal, strength, threats, thrill.</i></p> <p><u>Target Skill</u> <u>Text and Graphic Features</u> <u>Infer/Predict</u></p> <p><i>Authors include text features such as headings and captions, to help readers find and understand information. Students will know that authors also use graphic features such as maps, diagrams, and charts to explain and add information in any given text. As students read Mountains: Surviving on Mt Everest, ask them to note how the author uses text and graphic features to explain and make information clear. Have</i></p>	<p>VU: Informational text, Play</p>
	<p>RI 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>		<p>LFC: Suffixes –less, -ness, -able Analogies, Words that compare</p>
	<p>RI 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</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 G form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>		<p>LC: Varies by ELP level</p>

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L 3.2 E Use conventional spelling for high frequency and other studies words and for adding suffixes to base words.

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.

W. 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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.

*students work on Text features graphic organizer student's book on p. 344. Students will be scaffold throughout this assignment. **Infer/Predict:** when you infer, you try to figure out what the author thinks is important. When you predict, is when you make an intelligent guess, about what you might learn from the reading.*

Write About Reading
Utilizing a graphic organizer

*After reading **Mountains: Surviving on Mt. Everest**, students will write a paragraph that describes Temba's dream of climbing to the top of Mt. Everest. Questions they answer during the activity:*

- *Why do you think it was important for Temba to climb Mt Everest?*
- *Would you want to climb a mountain? Why? Why not?*
- *Why do you think Temba was so surprised by the crowd who greeted him in Kathmandu?*

Objectives

Participate in a discussion about why people take daring journeys.

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		<p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Decode words with common suffixes –less, -ness, -able.</i></p> <p><i>Help students use halt and succeed to discuss why people take daring journeys.</i></p> <p><i>Practice using text and graphic features to gain information and complete a graphic organizer.</i></p> <p><i>Make inferences and predictions about informational text.</i></p> <p><i>Identify and complete analogies.</i></p> <p><i>Use text features to locate information and graphic features to gain information.</i></p> <p><i>Comprehend and discuss a play.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Form and use comparative and superlative adjectives and adverbs.</i></p>
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			<p><i>Make a chart to compare and contrast selections about daring journeys.</i></p> <p><i>Build academic sentence structures.</i> <i>Use domain specific vocabulary 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 stories.</i></p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Locate information in a text using text features and following oral directions in L1 and/or in phrases and memorized patterns. <i>Participate in a discussion about why people take daring journeys. Decode words with common suffixes –less, -ness, -able. Practice using text and graphic features to gain information and</i></p>	<p>Locate information in a text using text features and following oral directions in L1 and/or in phrases and short sentences. <i>Participate in a discussion about why people take daring journeys. . Decode words with common suffixes –less, -ness, -able. Practice using text and graphic features to gain information and complete a graphic</i></p>	<p>Locate information in a text using text features and following oral directions in multiple, simple, related sentences. <i>Participate in a discussion about why people take daring journeys. . Decode words with common suffixes –less, -ness, -able. Practice using text and graphic features to gain information and complete a graphic organizer. Make inferences and predictions about</i></p>	<p>Locate information in a text using text features and following oral directions in expanded sentences. <i>Participate in a discussion about why people take daring journeys. Practice using text and graphic features to gain information and complete a graphic organizer. Make inferences and predictions about informational text.</i></p>	<p>Locate information in a text using text features and following oral directions in multiple, complex sentences. <i>Participate in a discussion about why people take daring journeys. Practice using text and graphic features to gain information and complete a graphic organizer. Make inferences and predictions about informational text. Identify and complete analogies. Use text features to</i></p>

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	complete a graphic organizer. Make inferences and predictions about informational text. Identify and complete analogies. Use text features to locate information and graphic features to gain information.	organizer. Make inferences and predictions about informational text. Identify and complete analogies. Use text features to locate information and graphic features to gain information.	informational text. Identify and complete analogies. Use text features to locate information and graphic features to gain information.	Identify and complete analogies. Use text features to locate information and graphic features to gain information.	locate information and graphic features to gain information.
Learning Supports	<u>Digital Journeys Resources ELL Leveled Reader Vocabulary Reader Multimedia Grammar Glossary Picture Card Bank L1 support/small group/partner Bilingual dictionary</u>	<u>Digital Journeys Resources ELL Leveled Reader Vocabulary Reader Multimedia Grammar Glossary Picture Card Bank L1 support and/or partner sentence frames bilingual dictionary</u>	<u>Digital Journeys Resources ELL Leveled Reader Vocabulary Reader Multimedia Grammar Glossary Picture Card Bank sentence frames bilingual dictionary Graphic organizer www.eduplace.com</u>	<u>Digital Journeys Resources Multimedia Grammar dictionary small group Graphic organizer www.eduplace.com Write In Reader</u>	<u>Small group Graphic organizer www.eduplace.com Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Read</u>

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	<p>Graphic organizer www.eduplace.com</p> <p>Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit5.pdf</p> <p>Reader's Notebook https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p>suffixes www.brainpop.com www.ixl.com/bboed</p>	<p>Graphic organizer www.eduplace.com</p> <p>Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit5.pdf</p> <p>Reader's Notebook https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p>suffixes www.brainpop.com www.ixl.com/bboed</p>	<p>Write In Reader https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit5.pdf</p> <p>Reader's Notebook https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p>suffixes www.brainpop.com www.ixl.com/bboed</p>	<p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit5.pdf</p> <p>Reader's Notebook https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p>suffixes www.brainpop.com www.ixl.com/bboed</p>	<p>er/journeys write in reader g3 unit5.pdf</p> <p>Reader's Notebook https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p> <p>suffixes www.brainpop.com www.ixl.com/bboed</p>
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	Student Learning Objective (SLO) Week 7 <u>Aligned lessons</u> <u>Betterlesson.com</u>	Language Objective <u>Analyze Text Features</u> <u>www.brainpop.com</u>	Language Needed
SLO: 15 NJSLS: RI 3.4 RI 3.8 W 3.4 W 3.10 L 3.2 E RF 3.3 SL 3.1 WIDA ELDS: 2-5 Reading Listening	RI 3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area. RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text W. 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 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.	<u>Analyze Text Features</u> <u>Activities and Resources for Week 7:</u> www.newsela.com teacherspayteachers: Text Features (Free resource) https://www.teacherspayteachers.com/Product/FREE-Non-Fiction-Text-Structures-Student-Reference-Sheet-236223 <u>Activity for betterlesson.com</u> http://betterlesson.com/common_core/browse/1145/ccss-ela-literacy-ri-3-8-describe-the-logical-connection-between-particular-sentences-and-paragraphs-in-a-text-e-g-comparison-ca	VU: Text Features
			LFC: Vocabulary words
			LC: Varies by ELP level

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	<p>L 3.2 E Use conventional spelling for high-frequency and other studies words and for adding suffixes to base words.</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>		
	ELP 1	ELP 2	ELP 3
	ELP 4	ELP 5	

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Language Objectives	Use search tools to locate relevant information from texts by following oral directions in L1 and/or using pictures in phrases and memorized patterns.	Use search tools to locate relevant information from texts by following oral directions in L1 and/or using pictures and oral directions in phrases and short sentences.	Use search tools to locate relevant information from adapted texts by following oral directions v in multiple, simple, related sentences.	Use search tools to locate relevant information from texts within grade 2-3 complexity band by following oral directions in expanded sentences.	Use search tools to locate relevant information from grade level texts by following oral directions in multiple, complex sentences.
Learning Supports	<u>Technology and Technological Resources</u> <u>Teacher Modeling</u> <u>Word/Picture Wall</u> <u>L1 support</u>	<u>Technology and Technological Resources</u> <u>Teacher Modeling</u> <u>Word/Picture Wall</u> <u>L1 support</u>	<u>Technology and Technological Resources</u> <u>Teacher Modeling</u> <u>Word Wall</u>	<u>Technology and Technological Resources</u> <u>Teacher Modeling</u>	

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	Student Learning Objective (SLO) <u>Weeks 8-9</u> <u>Aligned Journey's Selection</u> <u>Lesson 4: Pop's Bridge</u> <u>Focus Wall</u>	Language Objective	Language Needed
SLO: 16 NJSLS: RI 3.3 RI 3.4 RI 3.9 W 3.3 A W 3.4 W 3.10 SL 3.1 C SL 3.1 D L 3.1 A RF 3.3 C WIDA ELDS: 2 Reading Speaking	<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>RI 3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>W 3.3 A. Establish a situation and introduce a narrator and/or experiences or events using narrative technique, descriptive naturally.</p>	<p style="text-align: center;"><u>Pop's Bridge</u></p> <p style="text-align: center;"><u>Narrative Writing: Prewrite a Personal Narrative</u></p> <p style="text-align: center;"><u>Focus Trait: Ideas</u></p> <p><u>Build Background:</u> <i>Why is teamwork important in a project?</i></p> <p><u>Comprehension:</u> <i>Compare/Contrast: Infer/Predict</i></p> <p><u>Target Vocabulary:</u> <i>balancing, cling, crew, disappears, excitement, foggy, stretch, tide</i></p> <p><u>High-Utility Words:</u> <i>dangerous, equal, important, impossible, relief</i></p> <p style="text-align: center;"><u>Target Skill/Compare and Contrast</u></p>	<p>VU: Historical Fiction Informational Text</p> <p>LFC: Word Families Common and Proper Nouns Multi-syllable words</p> <p>LC: Varies by ELP level</p>

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W. 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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).

SL 3.1 C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL 3.1 D Explain their own ideas and understanding in light of the discussion.

L 3.1 A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

RF 3.3 C Decode multi-syllable words.

Explain to students that when they compare, they tell how two or more things are alike. When they contrast, they tell how those things are different. Explain that when they compare and contrast characters, they should look at the character's actions and words along with their traits, motivations, and feelings. Students will be utilizing a graphic organizer to complete assignment.

Write About Reading

Students will look at Pop's Bridge illustrations to write a paragraph. They will be scaffold throughout the entire assignment. Some questions they may rely to write their response may include:

- *How did the illustrations add to your understanding of bridge building and what Robert and Charlie were thinking?*
- *Do you think you would have felt how Charlie was feeling if you did not see the illustrations?*
- *Would you have understood the danger of building the bridge without the illustrations?*

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- *Which illustrations help you understand the story events the best? Why?*

Objectives

Participate in a discussion about teamwork.

Acquire and use conversational and general academic words and phrases.

Practice words with long o spelled oa, ow.

*Help students use **balancing** and **crew** to discuss why teamwork is important in a community.*

Review and discuss historical fiction.

Practice comparing and contrasting and complete a Venn Diagram.

Use details to make inferences and predictions about Pop's Bridge.

Practice using Target Vocabulary words orally.

Listen to and read chant.

Use known root as a clue to the meaning of an unknown word with the same root.

Compare and contrast characters in historical fiction.

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		<p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Identify the function of common and proper nouns.</i></p> <p><i>Make a chart to compare/contrast teamwork</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed writing tasks.</i></p>				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	<p>Read informational texts orally in L1 and/or single words from an appropriately leveled text with accuracy, fluency and expression. Expressing own ideas through drawings, gestures, word and phrases. Review and discuss historical fiction. Practice comparing and contrasting and complete a Venn Diagram. Use details to</p>	<p>Read prose and poetry orally in L1 and/or phrases from an appropriately leveled text with accuracy, fluency and expression. Recognizing how different intonation conveys different meanings. Practice comparing and contrasting and complete a Venn Diagram. Use details to make inferences and predictions about Pop’s Bridge.</p>	<p>Read informational texts orally with fluency, accuracy and expression in adapted or appropriately leveled texts. Express own ideas consistent with the topic discussed. Practice comparing and contrasting and complete a Venn Diagram. Use details to make inferences and predictions about Pop’s Bridge.</p>	<p>Read informational texts orally with fluency and accuracy in grades 2-3 grade level text band. Express own ideas and supporting ideas of others. Practice comparing and contrasting and complete a Venn Diagram. Use details to make inferences and predictions about Pop’s Bridge</p>	<p>Read grade informational texts orally with fluency, accuracy and expression. Share topic-related information. Use details to make inferences and predictions about Pop’s Bridge.</p>	

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	make inferences and predictions about Pop's Bridge.				
Learning Supports	<p>Model lesson and provide support throughout the learning process. Students will also be given packets regarding the topic.</p> <p><u>Digital Journeys Resources</u> ELL</p> <p><u>Leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture Card Bank</u></p> <p><u>Word families list</u> http://www.readingmanipulatives.com/Resources/ProductGuides/250G_SLVWordFadf</p>	<p>Model lesson and provide support throughout the learning process. Students will also be given packets regarding the topic.</p> <p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture Card Bank</u></p> <p><u>Word families list</u> http://www.readingmanipulatives.com/Resources/ProductGuides/250G_SLVWordFadf</p>	<p>Model lesson and provide support throughout the learning process. Students will also be given packets regarding the topic.</p> <p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture Card Bank</u></p> <p><u>Word families list</u> http://www.readingmanipulatives.com/Resources/ProductGuides/250G_SLVWordFam.pdf</p>	<p>Partner work</p> <p>Graphic organizer www.eduplace.com</p> <p><u>Digital Journeys Resources</u></p> <p><u>ELL Leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture Card Bank</u> <u>Reader's Notebook PDF (Volume 1)</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p>	<p>Small group</p> <p><u>Reader's Notebook PDF (Volume 1)</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p><u>Journey's Write In Reader PDF (student workbook)</u></p> <p>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>

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<p>Graphic organizer www.eduplace.com</p> <p>Nouns https://www.brainpop.com/english/grammar/nouns/</p> <p>Reader's Notebook PDF (Volume 1) https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p>Journey's Write In Reader PDF (student workbook) https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>	<p>Graphic organizer www.eduplace.com</p> <p>Nouns https://www.brainpop.com/english/grammar/nouns/</p> <p>Reader's Notebook PDF (Volume 1) https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p>Journey's Write In Reader PDF (student workbook) https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>	<p>Graphic organizer www.eduplace.com</p> <p>Nouns https://www.brainpop.com/english/grammar/nouns/</p> <p>Reader's Notebook PDF (Volume 1) https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</p> <p>Journey's Write In Reader PDF (student workbook) https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>	<p><u>SE/Journeys Readers Notebook G3 Units1-3 student.pdf</u></p> <p>Journey's Write In Reader PDF (student workbook) https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</p>	
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[rneys write in reader
g3_unit1.pdf](#)

	<p style="text-align: center;">Student Learning Objective (SLO) <u>Weeks 8-9</u> <u>Aligned Journey's Selection</u> <u>Lesson 13: Yonder Mountain: A Cherokee Legend</u> <u>Focus Wall</u></p>	<p style="text-align: center;">Language Objective</p>		<p style="text-align: center;">Language Needed</p>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated 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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume3/assets/pdf/JourneysPrintableTE_G3L13.pdf

<p>SLO: 17 NJSLS: RI 3.1 RL 3.2 RI 3.4 RI 3.9 RI 3.10 RF 3.4 SL 3.1 L 3.1 F L 3.2 G W 3.1 B W 3.4 W 3.10 WIDA ELDS: 2 Reading Speaking</p>	<p>RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, or moral and explain how it is revealed through key details in the text.</p> <p>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.</p> <p>RI 3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI 3.9 Compare/contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>RI 3.10 By the end of the year, read and comprehend literary nonfiction at grade level text complexity or above, with scaffolding as needed.</p>	<p><u>Yonder Mountain: A Cherokee Legend</u> <u>Informative Writing: Informative Paragraph</u> <u>Focus Trait: Organization</u></p> <p><u>Build Background:</u> <i>What makes a good leader?</i></p> <p><u>Comprehension:</u> <i>Theme, Visualize</i></p> <p><u>Target Vocabulary:</u> <i>crops, grunted, hollered, plucked, profit, risky, scowled, tugged.</i></p> <p><u>High-Utility Words:</u> <i>harvesting, planting, season, vegetable, watered, weeded.</i></p> <p><u>Target Skill</u> <u>Compare/Contrast: Story Message</u> <i>Tell students that when they compare/contrast characters in any given story, they must look for similarities and differences among personages. Explain that comparing and contrasting characters help readers understand more about the characters' traits and motivations. As students read Yonder Mountain: A Cherokee Legend, instruct them to pay close attention to how the three young men in the story deal with the challenge they face. They will use a graphic organizer to record text evidence about the</i></p>	<p>VU: Legend Informational Text</p> <p>LFC: Contractions with n't, 'd, 've. Homophones/Homographs Subject-verb agreement</p> <p>LC: Varies by ELP level</p>
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RF 3.4 Read with sufficient accuracy and fluency to support comprehension.

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.

L 3.1 F Ensure subject-verb and pronoun antecedent agreement.

L 3.2 G consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

W 3.1 B Provide reasons to support your opinion.

W. 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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.

*personages in the story. The graphic organizer students will be using for this activity is on student book p. 468. **Analyze/Evaluate:** instruct students as they read, to carefully analyze the reading and gather information about the characters. They should also evaluate or form an opinion about how the characters solve problems. To aid in the assignment, students will be given sentence frames and vocabulary words worksheet.*

Write About Reading

Help students organize their thoughts to write a paragraph about the qualities leaders need. Students will be instructed to list qualities Chief Sky had as a young man. Once they finish this section of the task, have them add the qualities that led him to choose Soaring Eagle. Then, ask students to jot down qualities that they think a leader needs.

Sentence frames:

I believe that _____.
It is important to say that _____.
In my opinion a leader should _____.
One reason is _____.
Another reason is _____.

Objectives

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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		<p><i>Participate in a discussion about leaders.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Practice contractions n't, 'd, 've.</i></p> <p><i>Help students use examined and pleaded to discuss what makes a good leader.</i></p> <p><i>Review and discuss legend.</i></p> <p><i>Compare and contrast characters and complete a graphic organizer.</i></p> <p><i>Use details from Yonder Mountain to analyze and evaluate characters.</i></p> <p><i>Identify homophones and homographs.</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>Ensure subject-verb agreement.</i></p> <p><i>Discuss and compare selections about Cherokee experiences.</i></p> <p><i>Make a chart to compare and contrast Cherokee experiences.</i></p> <p><i>Use domain-specific words to write an informative 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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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to a leveled text and state or repeat the purpose using single words. <i>Participate in a discussion about leaders. Acquire and use conversational and general academic words and phrases. Practice contractions n't, 'd, 've. Review and discuss legend. Compare and contrast characters and complete a graphic organizer. Use details from Yonder Mountain to analyze and evaluate characters. Identify homophones and homographs. Comprehend and discuss informational text. Build</i>	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read leveled texts and explain the purpose using short sentences. <i>Participate in a discussion about leaders. Acquire and use conversational and general academic words and phrases. Practice contractions n't, 'd, 've. Review and discuss legend. Compare and contrast characters and complete a graphic organizer. Use details from Yonder Mountain to analyze and evaluate characters. Identify homophones and homographs. Comprehend and discuss informational text. Build reading proficiency through</i>	Read adapted texts and orally explain the purpose and demonstrate comprehension in multiple, simple, related sentences. <i>Participate in a discussion about leaders. Acquire and use conversational and general academic words and phrases. Practice contractions n't, 'd, 've. Review and discuss legend. Compare and contrast characters and complete a graphic organizer. Use details from Yonder Mountain to analyze and evaluate characters. Identify homophones and homographs. Comprehend and discuss informational text. Build reading proficiency through teacher/peer-supported reading.</i>	Read texts within the grade 2-3 complexity band and orally explain the purpose and demonstrate comprehension in expanded sentences	Read grade-level texts and orally explain the purpose and demonstrate comprehension in multiple, complex sentences

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	<i>reading proficiency through teacher/peer-supported reading.</i>	<i>teacher/peer-supported reading.</i>			
Learning Supports	<p><u>Model lesson and provide support throughout the learning process. Students will also be given packets regarding the topic.</u></p> <p style="text-align: center;"><u>Digital Journeys Resources</u> <u>ELL Leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture Card Bank</u> <u>Graphic organizer</u> www.eduplace.com</p> <p style="text-align: center;"><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Reader's_Notebook_K-6/Reader's_Notebook_G3_Units1-3_student.pdf</p>	<p><u>Model lesson and provide support throughout the learning process. Students will also be given packets regarding the topic.</u></p> <p style="text-align: center;"><u>Digital Journeys Resources</u> <u>ELL Leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture Card Bank</u> <u>Graphic organizer</u> www.eduplace.com</p> <p style="text-align: center;"><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Reader's_Notebook_K-6/Reader's_Notebook_G3_Units1-3_student.pdf</p>	<p><u>Model lesson and provide support throughout the learning process. Students will also be given packets regarding the topic.</u></p> <p style="text-align: center;"><u>Digital Journeys Resources</u></p> <p style="text-align: center;"><u>ELL Leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Picture Card Bank</u> <u>Graphic organizer</u> www.eduplace.com</p> <p style="text-align: center;"><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Reader's_Notebook_K-6/Reader's_Notebook_G3_Units1-3_student.pdf</p>	<p><u>Digital Journeys Resources</u></p> <p style="text-align: center;"><u>ELL Leveled Reader</u> <u>Vocabulary Reader</u> <u>Multimedia Grammar</u> <u>Glossary</u> <u>Graphic organizer</u> www.eduplace.com</p> <p style="text-align: center;"><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Reader's_Notebook_K-6/Reader's_Notebook_G3_Units1-3_student.pdf</p>	<p style="text-align: center;"><u>Small group</u></p> <p style="text-align: center;"><u>Graphic organizer</u> www.eduplace.com</p> <p style="text-align: center;"><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Reader's_Notebook_K-6/Reader's_Notebook_G3_Units1-3_student.pdf</p> <p style="text-align: center;"><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/unit3.pdf</p>

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	<p>aders Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p style="text-align: center;"><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf</p>	<p>r's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p style="text-align: center;"><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf</p>	<p>ooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</p> <p style="text-align: center;"><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf</p>	<p style="text-align: center;"><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf</p>	
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	<p style="text-align: center;">Student Learning Objective (SLO) Weeks 8-9 <u>Aligned Journey's Selection</u> <u>Compare and Contrast</u> Lesson 22: The Journey: Stories of Migration Focus Wall https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume5/assets/pdf/JourneysPrintableTE_G3L22.pdf</p>	<p style="text-align: center;">Language Objective</p>	<p style="text-align: center;">Language Needed</p>
<p>SLO: 18 NJSLS: RI 3.1 RL 3.2 RI 3.4 RF 3.3 A RF 3.3 D SL 3.1 D L 3.1 G L 3.1 I W 3.1 W 3.4 W 3.10 WIDA ELDS: 2</p>	<p>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.</p> <p>RI 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RI 3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p style="text-align: center;"><i><u>The Journey: Stories of Migration</u></i> <i><u>Narrative Writing: Descriptive Paragraph</u></i> <i><u>Focus Trait: Word Choice</u></i></p> <p><i><u>Build Background:</u></i> <i>Why do some animals move from one place to another?</i></p> <p><i><u>Comprehension:</u></i> <i>Compare and Contrast: Visualize</i></p> <p><i><u>Target Vocabulary:</u></i> <i>accidents, chilly, dramatic, frightening, landscape, migrate, plenty, solid, survival, thunderous.</i></p> <p><i><u>High-Utility Words:</u></i> <i>journey, remarkable, search, swarms, vegetation.</i></p>	<p>VU: Informational text, Fable</p> <p>LFC: Spelling changes: -s, -es, -ed. Word Roots Making Comparisons</p> <p>LC: Varies by ELP level</p>

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Reading Speaking	<p>RF 3.3 A Decode multi-syllable words.</p> <p>RF 3.3 D Read grade level appropriate irregularly spelled words.</p> <p>SL 3.1 D Explain their own ideas in light of the discussion.</p> <p>L 3.1 G form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L 3.1 I produce simple, compound, and complex sentences.</p> <p>W 3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W. 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W 3.10 Write routinely over extended time frames time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.</p>	<p style="text-align: center;"><u>Target Skill</u></p> <p style="text-align: center;"><u>Compare and Contrast</u></p> <p><i>Remind students when you compare and contrast, you are looking for similarities and differences on any given topic. Authors may use compare and contrast text structure when they write informational text. The author of this selection used compare and contrast structure to help learners make connections between the two main sections of the text. One section is about locusts and the other is about whales. Students will be given a graphic organizer to compare and contrast (locusts and whales). To aid in the assignment, students will be given sentence frames to complete the task.</i></p> <p style="text-align: center;"><u>Sentence frames</u></p> <p><i>The similarities between ___ and ___ demonstrate ___.</i></p> <p><i>By comparing _____ to _____ it is clear that _____.</i></p> <p><i>_____ and _____ are alike because _____.</i></p> <p><i>Both _____ and _____ have similar _____.</i></p> <p><i>The difference between _____ and _____ is _____.</i></p> <p><i>One similarity/difference is _____.</i></p> <p><i>On the other hand, one way they differ is _____.</i></p> <p><i>After analyzing _____ and _____, I noticed _____.</i></p>	
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Write About Reading

Students will be instructed to write an opinion paragraph about which of the two animal migrations they would like to watch and why. They will list reasons and use text evidence to complete the assignment. They must support their opinion with details from the reasons they listed. They may use sentence frames to aid in the assignment.

Objectives

Participate in a discussion about animals that move from one place to another.

Acquire and use conversational and general academic words and phrases.

Identify, say, and write base words with ending –s, -es, -ed.

*Help students use **migrate** and **survival** to discuss why animals move from one place to another.*

Review and discuss informational text

Practice comparing and contrasting and complete a Venn diagram.

*Visualize to picture details in **The Journey**.*

Use word roots to understand unfamiliar words.

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. Furthermore, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

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Unit 3: Reading Literature, Reading Informational & Opinion Writing
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		<p><i>Recognize compare and contrast as a text structure.</i></p> <p><i>Comprehend and discuss fable.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Read and write plurals ending in –ves.</i></p> <p><i>Form comparative and superlative adjectives and adverbs correctly.</i></p> <p><i>Discuss and compare selections about animals that migrate.</i></p> <p><i>Make a chart to compare and contrast animals that migrate.</i></p> <p><i>Use domain specific words to write a descriptive 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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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to a leveled text and state or repeat the purpose using single words. <i>Participate in a discussion about animals that move from one place to another. Acquire and use conversational and general academic words and phrases. Identify, say, and write base words with ending –s, -es, -ed. Build reading proficiency through teacher/peer-supported reading. Read and write plurals ending in –ves.</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 using short sentences. <i>Participate in a discussion about animals that move from one place to another. Acquire and use conversational and general academic words and phrases. Identify, say, and write base words with ending –s, -es, -ed. Build reading proficiency through teacher/peer-supported reading. Read and write plurals ending in –ves.</i></p>	<p>Read adapted texts and orally explain the purpose and demonstrate comprehension in multiple, simple, related sentences. <i>Participate in a discussion about animals that move from one place to another. Acquire and use conversational and general academic words and phrases. Identify, say, and write base words with ending –s, -es, -ed. Build reading proficiency through teacher/peer-supported reading. Read and write plurals ending in –ves.</i></p>	<p>Read texts within the grade 2-3 complexity band and orally explain the purpose and demonstrate comprehension in expanded sentences. <i>Participate in a discussion about animals that move from one place to another. Discuss and compare selections about animals that migrate. Make a chart to compare and contrast animals that migrate. Use domain specific words to write a descriptive paragraph.</i></p>	<p>Read grade-level texts and orally explain the purpose and demonstrate comprehension in multiple, complex sentences. <i>Participate in a discussion about animals that move from one place to another. Discuss and compare selections about animals that migrate. Make a chart to compare and contrast animals that migrate. Use domain specific words to write a descriptive paragraph.</i></p>

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Learning Supports	<p><u>Digital Journeys Resources ELL Leveled Reader Vocabulary Reader Multimedia Grammar Glossary Picture Card Bank L1 support/small group/partner Bilingual dictionary</u></p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit5.pdf</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p>	<p><u>Digital Journeys Resources ELL Leveled Reader Vocabulary Reader Multimedia Grammar Glossary Picture Card Bank L1 support and/or partner sentence frames bilingual dictionary</u></p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit5.pdf</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p>	<p><u>Digital Journeys Resources ELL Leveled Reader Vocabulary Reader Multimedia Grammar Glossary Picture Card Bank sentence frames bilingual dictionary</u></p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit5.pdf</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p>	<p><u>Digital Journeys Resources Multimedia Grammar dictionary small group</u></p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit5.pdf</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p>	<p style="text-align: center;"><u>Small group</u></p> <p><u>Write In Reader</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit5.pdf</p> <p><u>Reader's Notebook</u> https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</p>
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