

**ELA/ELL Grade 3 Scaffold- Revised 2020**  
**Unit 4: Reading Literature, Reading Informational**  
**Opinion, Narrative, Informative & Explanatory 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>	
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**Holocaust Law-** Climbing Higher, pg 157-200

**LGBTQ and Disabilities Law**

*I Am Jazz-*

**Diversity & Inclusion**

**Ally or Bystander-**

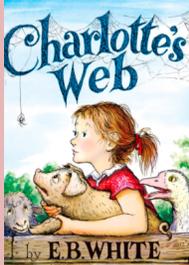
**Bias, Bullying-**

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

**Marking Period 4**

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	<p style="text-align: center;">Student Learning Objective (SLO)</p> <p style="text-align: center;"><b>Week 1</b></p> <p style="text-align: center;"><b><u>Aligned Journeys Selection</u></b></p> <p style="text-align: center;"><b><u>Lesson 1: A Fine, Fine School</u></b></p> <p style="text-align: center;"><b><u>Focus Wall</u></b></p> <p style="text-align: center;"><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume1/assets/pdf/JourneysPrintableTE_G3L1.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume1/assets/pdf/JourneysPrintableTE_G3L1.pdf</a></p>	<p style="text-align: center;">Language Objective</p> <p style="text-align: center;"><b><u>Marking Period 4 (Novel )</u></b></p> <p style="text-align: center;"><b><u>Charlotte’s Web</u></b></p> <p style="text-align: center;"><b><u>By: E. B. White</u></b></p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b><u>Charlotte’s Web (audiobook)</u></b></p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=TgsD-xdJdoM">https://www.youtube.com/watch?v=TgsD-xdJdoM</a></p> <p style="text-align: center;"><b><u>Charlotte’s Web ( free study guide)</u></b></p> <p style="text-align: center;"><a href="https://www.teacherspayteachers.com/Browse/Search:charlotte's%20web/Price-Range/Free">https://www.teacherspayteachers.com/Browse/Search:charlotte's%20web/Price-Range/Free</a></p>	<p style="text-align: center;">Language Needed</p>
<p><b>SLO: 1</b></p> <p>NJSLS:</p> <p>RL 3.1</p> <p>RI 3.2</p> <p>RL 3.5</p> <p>SL 3.3</p> <p>W 3.3 A</p>	<p>RL 3.1: Ask and answer questions, and relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p style="text-align: center;"><b><u>A Fine, Fine School</u></b></p> <p style="text-align: center;"><b><u>Narrative Writing: Descriptive Paragraph</u></b></p> <p style="text-align: center;"><b><u>Focus Trait: Word Choice</u></b></p>	<p><b>VU:</b> Story structure Analyze Illustrations. Humorous Fiction</p> <hr/> <p><b>LFC:</b> Context Clues, simple sentences Short Vowels: a, e, i, o, u</p>

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<p>W 3.10 RF 3.3 C L 3.2 F 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 lesson, or moral and explain how it is revealed through key details in the text.</p>	<p><b><u>Build Background:</u></b> <i>Why are schools important in community?</i></p>	<p>Words with the VCCV patterns</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>SL: 3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>W 3.3 A. Establish a situation and introduce a narrative and/or characters ; organize an event sequence that unfolds naturally.</p> <p>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames ( a single sitting or a day or two) for a</p>	<p><b><u>Comprehension:</u></b> <i>Story Structure, summarize</i></p> <p><b><u>Target Vocabulary:</u></b> <i>announced, certainly, fine, principal, proud, soared, strolled, worried.</i></p> <p><b><u>High-Utility Words:</u></b> <i>everyone, hallway, holiday, learn, teacher</i></p> <p style="text-align: center;"><b><u>Target Skill/Story Structure</u></b></p> <p><i>Explain to students that a story’s structure includes the setting, characters and a plot. These elements work together to make a story come to life. The setting is where and when the story takes place. The characters are the people in the story. The plot includes the main problem the characters face and how they solve it.</i></p> <p style="text-align: center;"><b><u>Write About Reading</u> _____ <u>Utilizing</u></b></p> <p style="text-align: center;"><b><u>sentence frames</u></b></p> <ul style="list-style-type: none"> <li>● <u>    </u> <i>Have students think about things they learn outside school and why each is important.</i></li> </ul>	<p>LC: Varies by ELP level</p>

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range of discipline-specific tasks, purposes, and audiences.

L 3.2 F Use spelling patterns and generalizations (e.g, word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

*RF 3.3 C Decode multi-syllable words.*

● *Sentence Frames:*

● *I think \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are important things I learn outside of school.*

● *I think \_\_\_\_\_ is important because \_\_\_\_\_.*

**Objectives**

*Participate in a discussion about school content.*

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

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

*Practice analyzing story structure and complete a story map content.*

*Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories.*

*Listen to and read a dialogue (Language).*

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			<p><i>Build reading proficiency through peer-supported reading.</i></p> <p><i>Identify subjects and predicates in simple sentences.</i></p> <p><i>Discuss and compare selections about schools and ways of learning.</i></p> <p><i>Make a chart to compare/contrast different schools and ways of learning.</i></p> <p><i>Ask questions about Why schools are important in a community?</i></p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Ask and answer questions about informational text and fiction from grade level text in L1 and/or answer “who,” Yes/No or either/or questions about the text with single words, phrases, or chunks of language in order to complete narrative piece by drawing the sequence of events and/or using illustrations (graphic</p>	<p>Ask and answer questions about informational text and fiction from grade level text in L1 and/or ask and answer “WH-” questions about the text using simple phrases and simple sentences with key content based vocabulary. Produce a narrative piece using phrases and/or drawings to describe their writing piece. <i>Participate in</i></p>	<p>Ask and answer questions about informational text and fiction from adapted text using simple sentences with key content based vocabulary. Produce an organized narrative piece using a graphic organizer to complete the task.</p>	<p>Ask and answer questions about informational text and fiction from approaching grade level text using complex sentences with content -based vocabulary. Produce an organized and detailed one paragraph narrative piece. <i>Participate</i></p>	<p>Ask and answer questions about informational text and fiction from grade level text using detailed sentences of varying lengths with content based vocabulary. Produce an organized and detailed two paragraph narrative piece.</p>

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	organizer) in proper sequences with corresponding single words. Participate in a discussion (with teacher's guidance) about school content.	a discussion (with teacher's guidance) about school content.	Participate in a discussion about school content.	in a discussion about school content.	Participate in a discussion about school content.
Learning Supports	<p><b><u>Digital Journeys Resource</u></b>  <b><u>ELL Leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizers</u></b>  <a href="https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf">https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</a></p> <p><b><u>Context clues worksheet</u></b>  <a href="https://www.teacherspayteachers.com/Product/The-Mitten-Vocabulary-Reference-Sheet-and-Context-Clue-Worksheet-2923234">https://www.teacherspayteachers.com/Product/The-Mitten-Vocabulary-Reference-Sheet-and-Context-Clue-Worksheet-2923234</a></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizers</u></b>  <a href="https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf">https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</a></p> <p><b><u>Context clues worksheet</u></b>  <a href="https://www.teacherspayteachers.com/Product/The-Mitten-Vocabulary-Reference-Sheet-and-Context-Clue-Worksheet-2923234">https://www.teacherspayteachers.com/Product/The-Mitten-Vocabulary-Reference-Sheet-and-Context-Clue-Worksheet-2923234</a></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizers</u></b>  <a href="https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf">https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</a></p> <p><b><u>Context clues worksheet</u></b>  <a href="https://www.teacherspayteachers.com/Product/The-Mitten-Vocabulary-Reference-Sheet-and-Context-Clue-Worksheet-2923234">https://www.teacherspayteachers.com/Product/The-Mitten-Vocabulary-Reference-Sheet-and-Context-Clue-Worksheet-2923234</a></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizers</u></b>  <a href="https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf">https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</a></p> <p><b><u>Context clues worksheet</u></b>  <a href="file:///Users/marisacortes/Downloads/samplepagepdf.pdf">file:///Users/marisacortes/Downloads/samplepagepdf.pdf</a></p>	<p><b><u>Graphic organizers</u></b>  <a href="https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf">https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</a></p> <p><b><u>Reader's Notebook PDF student workbook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_Grade3_Units1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_Grade3_Units1-3_student.pdf</a></p>

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	<p><b>Context clues brainpop</b></p> <p><a href="https://www.brainpop.com/english/studyandreadingskills/contextclues/">https://www.brainpop.com/english/studyandreadingskills/contextclues/</a></p> <p><b><u>Think/share/pair with classmates.</u></b></p> <p><b><u>Teacher will scaffold students throughout the lesson.</u></b></p> <p style="text-align: center;"><b><u>Reader's Notebook PDF student workbook</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s1-3_student.pdf</a></p> <p style="text-align: center;"><b><u>Journey's Write In Reader (PDF student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/r">https://www-k6.thinkcentral.com/content/hsp/common/r</a></p>	<p><a href="https://www.brainpop.com/english/studyandreadingskills/contextclues/">et-and-Context-Clue-Worksheet-2923234</a></p> <p><b>Context clues brainpop</b></p> <p><a href="https://www.brainpop.com/english/studyandreadingskills/contextclues/">https://www.brainpop.com/english/studyandreadingskills/contextclues/</a></p> <p style="text-align: center;"><b><u>Reader's Notebook PDF student workbook</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s1-3_student.pdf</a></p> <p style="text-align: center;"><b><u>Journey's Write In Reader (PDF student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_R">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_R</a></p>	<p><a href="https://www.brainpop.com/english/studyandreadingskills/contextclues/">Mitten-Vocabulary-Reference-Sheet-and-Context-Clue-Worksheet-2923234</a></p> <p><b>Context clues brainpop</b></p> <p><a href="https://www.brainpop.com/english/studyandreadingskills/contextclues/">https://www.brainpop.com/english/studyandreadingskills/contextclues/</a></p> <p style="text-align: center;"><b><u>Reader's Notebook PDF student workbook</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</a></p> <p style="text-align: center;"><b><u>Journey's Write In Reader (PDF student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_R">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_R</a></p>	<p style="text-align: center;"><b><u>Reader's Notebook PDF student workbook</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</a></p> <p style="text-align: center;"><b><u>Journey's Write In Reader (PDF student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</a></p>	<p style="text-align: center;"><b><u>Journey's Write In Reader (PDF student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit1.pdf</a></p>
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	Student Learning Objective (SLO) <b><u>Week 1</u></b>  <b><u>Aligned Journey's Selection</u></b>  <b><u>Lesson 16: Judy Moody, Saves the World</u></b>  <b><u>Focus Wall</u></b>	Language Objective	Language Needed
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[https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete\\_9780547977713\\_/volume4/assets/pdf/JourneysPrintableTE\\_G3L16.pdf](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume4/assets/pdf/JourneysPrintableTE_G3L16.pdf)

**SLO: 2**  
 NJSLS:  
 RL 3.1  
 RL 3.2  
 RI 3.5  
 W 3.4  
 W 3.10  
 SL 3.3  
 L 3.4 A  
 WIDA ELDS:  
 2  
 Reading  
 Speaking

*RL 3.1 Ask and answer questions, and relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.*

*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.*

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

*RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.*

*W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and*

**Judy Moody, Saves the World**

**Opinion Writing: Persuasive Letter**

**Focus Trait: Ideas**

**Build Background:** *Why is it important to protect special places?*

**Comprehension:** *Story Structure/Monitor/ Clarify*

**Target Vocabulary:** *carton, complicated, dripping, global, hardly, pollution, project, recycle, rubbish, shade.*

**High-Utility Words:** *compost, dust, garbage, hurt, reuse,*

**Target Skill/Story Structure/Theme**

*Review with students that a story's characters usually experience and solve a problem. These events are a*

**VU** Story Structure/Theme  
 Humorous Fiction

**LFC:** Context Clues, adjectives, articles. Practice words with vowel /r/ sounds in air, ear, are.

LC : Varies by ELP level

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**Opinion, Narrative, Informative & Explanatory Writing**

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*shorter time frames ( a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

*SL: 3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.*

*L 3.4 A Use sentence level context as a clue to the meaning of a word or phrase.*

*part of the plot. The setting is where and when the story takes place. Tell students that describing the story's characters, setting, and sequence of events will help them understand the story. Tell students that a graphic organizer will help them record important information about the story. Remind students that the theme is the message or big idea of a story.*

**Write About Reading**

*Students will respond to the story by writing an e-mail (with teacher's guidance) that gives advice to Judy. They will look back at the details that describe the tone that might be appropriate when giving advice to a friend in an e-mail.*

**Objectives**

*Participate in a discussion about taking care of the environment.*

*Say, read, and use Target Vocabulary and spelling words.*

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*Acquire and use conversational and general academic words*

*Listen to and read aloud a dialogue about recycling and appropriate intonation.*

*Practice words with air, ear, are.*

*Understand how parts of the story build on each other and complete a story map.*

*Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories.*

*Build reading proficiency through teacher/peer-supported reading.*

*Use and explain the function of adjectives and articles.*

*Discuss and compare selections about ways to take care of the environment.*

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

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	<p><i>frames, and vocabulary words to help writers organize their more detailed stories. Build reading proficiency through teacher/peer-supported reading. Use and explain the function of adjectives and articles. Discuss and compare selections about ways to take care of the environment. Make a chart to compare/contrast selections about how people can take care of the environment.</i></p>	<p><i>with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories. Build reading proficiency through teacher/peer-supported reading. Use and explain the function of adjectives and articles. Discuss and compare selections about ways to take care of the environment. Make a chart to compare/contrast selections about how people can take care of the environment.</i></p>	<p><i>reading proficiency through teacher/peer-supported reading. Use and explain the function of adjectives and articles. Discuss and compare selections about ways to take care of the environment. Make a chart to compare/contrast selections about how people can take care of the environment.</i></p>	<p><i>of the environment. Make a chart to compare/contrast selections about how people can take care of the environment. Ask questions about recycling and pollution. (Why is it important to take care of the environment? )</i></p>	<p><i>chart to compare/contrast selections about how people can take care of the environment. Ask questions about recycling and pollution. (Why is it important to take care of the environment? )</i></p>
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Learning Supports	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizers</u></b></p> <p><a href="https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf">https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</a></p> <p><b><u>Context clues/Brainpop</u></b></p> <p><a href="https://www.brainpop.com/search/?keyword=Context%20Clues">https://www.brainpop.com/search/?keyword=Context%20Clues</a></p> <p><b><u>Adjectives/Brainpop</u></b></p> <p><a href="https://www.brainpop.com/search/?keyword=Adjectives">https://www.brainpop.com/search/?keyword=Adjectives</a></p> <p><b><u>Reader's Notebook PDF student workbook</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common">https://www-k6.thinkcentral.com/content/hsp/common</a></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b></p> <p><b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b></p> <p><b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizers</u></b></p> <p><a href="https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf">https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</a></p> <p><b><u>Context clues/Brainpop</u></b></p> <p><a href="https://www.brainpop.com/search/?keyword=Context%20Clues">https://www.brainpop.com/search/?keyword=Context%20Clues</a></p> <p><b><u>Adjectives/Brainpop</u></b></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b></p> <p><b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizers</u></b></p> <p><a href="https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf">https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</a></p> <p><b><u>Context clues/Brainpop</u></b></p> <p><a href="https://www.brainpop.com/search/?keyword=Context%20Clues">https://www.brainpop.com/search/?keyword=Context%20Clues</a></p> <p><b><u>Adjectives/Brainpop</u></b></p> <p><a href="https://www.brainpop.com/search/?keyword=Adjectives">https://www.brainpop.com/search/?keyword=Adjectives</a></p> <p><b><u>Reader's Notebook PDF student workbook</u></b></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b></p> <p><b><u>Graphic organizers</u></b></p> <p><a href="https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf">https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</a></p> <p><b><u>Reader's Notebook PDF student workbook</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF (student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write</a></p>	<p><b><u>Graphic organizers</u></b></p> <p><a href="https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf">https://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf</a></p> <p><b><u>Reader's Notebook PDF student workbook</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF (student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write</a></p>
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	<p style="text-align: center;">Student Learning Objective (SLO)  <b><u>Week 1</u></b>  <b><u>Aligned Journey’s Selection</u></b>    <b><u>Lesson 19: Two Bear Cubs</u></b>    <b><u>Focus Wall</u></b>    <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume4/assets/pdf/JourneysPrintableTE_G3L19.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume4/assets/pdf/JourneysPrintableTE_G3L19.pdf</a></p>	<p style="text-align: center;">Language Objective</p>	<p style="text-align: center;">Language Needed</p>
<p><b>SLO: 3</b>            NJSLS:            RL.3.1,              RL3.2</p>	<p><i>RL 3.1 Ask and answer questions, and relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i></p>	<p style="text-align: center;"><b><u>Two Bear Cubs</u></b>    <b><u>Opinion Writing: Prewrite a Persuasive Essay</u></b>    <b><u>Focus Trait: Ideas</u></b></p>	<p><b>VU:</b> Story Structure/Story Message            Informational Text            Myth/Play</p>

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<p>SL 3.6, W 3.4 W 3.10, L 3.1 D. RF 3.3 A  WIDA ELDS: 2 Reading Writing Speaking</p>	<p><i>RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme lesson, or moral and explain how it is revealed through key details in the text.</i></p> <p><i>SL 3.6 Speak in complete sentences when appropriate to task and situations in order to provide requested detail or clarification.</i></p> <p><i>W 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i></p> <p><i>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames ( a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <p><i>L 3.1 D. Form and use regular and irregular verbs.</i></p> <p><i>RF 3.3 A Identify and know the meaning of the most common prefixes and derivational suffixes.</i></p>	<p><b><u>Build Background:</u></b> <i>How do people in your community help each other?</i></p> <p><b><u>Comprehension:</u></b> <i>Story Structure/Summarize</i></p> <p><b><u>Target Vocabulary:</u></b> <i>base, burden, console, drowsy, glancing, greedily, heroic, hesitation, ignores, scolding.</i></p> <p><b><u>High-Utility Words:</u></b> <i>continued, people, scared, succeeded, suddenly, supposed, warned.</i></p> <p style="text-align: center;"><b><u>Target Skill/Story Structure</u></b></p> <p style="text-align: center;"><i>Tell students that like other stories, plays have a setting, characters, and plot events, including a problem and its solution. Explain that plays are organized by scenes and each scene builds upon the previous scene to form the play’s plot.</i></p> <p style="text-align: center;"><b><u>Write About Reading</u></b></p>	<p><b>LFC:</b> : <i>Prefixes: pre, -re, bi-</i></p> <p><i>Vowel sounds in spoon and wood.</i></p> <p><i>Irregular verbs</i></p> <hr/> <p><b>LC:</b> <i>Varies by ELP level</i></p>
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		<p style="text-align: center;"><i>Explain to students that a character description includes the character’s traits, motivations, and feelings. Have students make a list of Measuring Worm’s qualities. Ask them to note details (graphic organizer) so they can refer to specific text and scenes in their writing.</i></p> <p style="text-align: center;"><b><u>Objectives</u></b></p> <p><i>Participate in a discussion about how members of a community help each other.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Practice words with the vowel sounds in spoon and wood.</i></p> <p><i>Identify elements of a story structure to complete a graphic organizer and understand how scenes build on one another.</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories.</i></p>
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			<p><i>Decode and use words with the prefixes pre-, -re, -bi.</i></p> <p><i>Understand story structure and how events build on one another.</i></p> <p><i>Form and use irregular verbs.</i></p> <p><i>Build reading proficiency through peer-supported reading.</i></p> <p><i>Discuss and compare selections about ways that community members help each other.</i></p> <p><i>Make a chart to compare/contrast selections about ways that community members help each other.</i></p> <p><i>Ask questions about How members of a community help each other.</i></p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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**Opinion, Narrative, Informative & Explanatory Writing**

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Language Objectives	Identify how the illustrations reflect the mood in a grade level story by pairing objects, pictures, or equations as directed by a partner. Identify single key words that reflect the mood of the illustrations in an appropriately leveled story read aloud. Read irregularly spelled common words with fluency and accuracy. <i>Participate in a discussion about how members of a community help each other. Acquire and use conversational and general academic words and phrases. Practice words with the vowel</i>	Identify how the illustrations reflect the mood in a grade level story in L1 and/or an appropriately leveled story by matching oral descriptions to photos, pictures, or icons. Read irregularly spelled words in phrases with fluency and accuracy. <i>Participate in a discussion about how members of a community help each other. Acquire and use conversational and general academic words and phrases. Practice words with the vowel sounds in spoon and wood.</i>	Identify how the illustrations reflect the mood in an adapted story by carrying out steps, described orally to solve problems. Locating details in content area text or media and use simple sentences and general key content-based vocabulary. Read irregularly spelled common words with fluency and accuracy in adapted or appropriate leveled text. <i>Participate in a discussion about how members of a community help each other. Acquire and use conversational and general academic words and phrases. Practice words with the vowel sounds in spoon and wood.</i>	Identify how the illustrations reflect the mood in an approaching grade level story by identifying content-related ideas and detail in oral discourse. Read irregularly spelled words with fluency and accuracy in texts which are approaching grade level. <i>Discuss and compare selections about ways that community members help each other. Make a chart to compare/contrast selections about ways that community members help each other. Ask questions about How members of a community help each other.</i>	Identify how the illustrations reflect the mood in a grade level story using detailed sentences of varying length and content -based vocabulary. Read grade irregularly spelled words with fluency and accuracy. <i>Discuss and compare selections about ways that community members help each other. Make a chart to compare/contrast selections about ways that community members help each other. Ask questions about How members of a community help each other.</i>
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**ELA/ELL Grade 3 Scaffold- Revised 2020**  
**Unit 4: Reading Literature, Reading Informational**  
**Opinion, Narrative, Informative & Explanatory Writing**  
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	<i>sounds in spoon and wood.</i>				
Learning Supports	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL Leveled Reader Vocabulary Reader</u></b>  <b><u>Multimedia Grammar Glossary</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>Graphic Organizers</u></b>  <a href="https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf">https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf</a>  <b><u>Prefixes/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices">https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices</a>  <b><u>Irregular Verbs</u></b></p>	<p><b><u>Digital Journeys Resources ELL Leveled Reader Vocabulary Reader</u></b>  <b><u>Multimedia Grammar Glossary</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>Graphic Organizers</u></b>  <a href="https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf">https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf</a>  <b><u>Prefixes/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices">https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices</a>  <b><u>Irregular Verbs</u></b>  <a href="https://ell.brainpop.com/level1/unit6/">https://ell.brainpop.com/level1/unit6/</a></p>	<p><b><u>Digital Journeys Resources ELL Leveled Reader Vocabulary Reader</u></b>  <b><u>Multimedia Grammar Glossary</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>Graphic Organizers</u></b>  <a href="https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf">https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf</a>  <b><u>Prefixes/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices">https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices</a>  <b><u>Irregular Verbs</u></b>  <a href="https://ell.brainpop.com/level1/unit6/">https://ell.brainpop.com/level1/unit6/</a></p>	<p><b><u>Digital Journeys Resources ELL Leveled Reader Vocabulary Reader</u></b>  <b><u>Multimedia Grammar Glossary</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>Graphic Organizers</u></b>  <a href="https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf">https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf</a>  <b><u>Prefixes/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices">https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices</a></p>	<p><b><u>Reader's Notebook PDF student workbook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a>  <b><u>Journey's Write In Reader PDF (student workbook)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p>

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	<p><a href="https://ell.brainpop.com/level1/unit6/">https://ell.brainpop.com/level1/unit6/</a></p> <p><b>Reader’s Notebook PDF student workbook</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b>Journey’s Write In Reader PDF</b> <b>(student workbook)</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_reader_g3_unit4.pdfT">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_reader_g3_unit4.pdfT</a></p>	<p><a href="https://ell.brainpop.com/level1/unit6/">https://ell.brainpop.com/level1/unit6/</a></p> <p><b>Reader’s Notebook PDF student workbook</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b>Journey’s Write In Reader PDF</b> <b>(student workbook)</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdfT">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdfT</a></p>	<p><b>Reader’s Notebook PDF student workbook</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b>Journey’s Write In Reader PDF</b> <b>(student workbook)</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdfT">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdfT</a></p> <p><b>Think/share/pair with classmates.</b></p>	<p><b>%2C+Prefixes%2C+and+Suffixes</b></p> <p><b>Reader’s Notebook PDF student workbook</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b>Journey’s Write In Reader PDF</b> <b>(student workbook)</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdfT">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdfT</a></p>	
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**Unit 4: Reading Literature, Reading Informational**  
**Opinion, Narrative, Informative & Explanatory Writing**

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	<p><u>Think/share/pair with classmates.</u></p> <p><u>Teacher will scaffold students throughout the lesson.</u></p> <p><u>Bilingual dictionaries will be provided to students. They will also have access to online dictionary</u></p>	<p><u>Think/share/pair with classmates.</u></p> <p><u>Teacher will scaffold students throughout the lesson.</u></p> <p><u>Bilingual dictionaries will be provided to students. They will also have access to online dictionary.</u></p>	<p><u>Teacher will scaffold students throughout the lesson.</u></p> <p><u>Bilingual dictionaries will be provided to students. They will also have access to online dictionary.</u></p>	<p><a href="#"><u>te in reader g3 unit4.pdf</u></a></p> <p><a href="#"><u>I</u></a></p>	
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	<p>Student Learning Objective (SLO)</p> <p><b><u>Weeks 2-3</u></b></p> <p><b><u>Drawing Conclusions/Making Inferences</u></b></p> <p><b><u>Aligned Journey's Selection</u></b></p> <p><b><u>Lesson 2: The Trial of Cardigan Jones</u></b></p> <p><b><u>Focus Wall</u></b></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\\_/volume1/assets/pdf/JourneysPrintableTE\\_G3L2.pdf](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume1/assets/pdf/JourneysPrintableTE_G3L2.pdf)

<b>SLO: 4</b>	RL 3.1 Ask and questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as to the basis for the answers.	<p><b><u>The Trial of Cardigan Jones</u></b></p> <p><b><u>Narrative Writing: Dialogue</u></b></p> <p><b><u>Focus Trait: Ideas</u></b></p>	<b>VU:</b> Conclusions/Author’s Word Choice Fantasy, Informational Text
NJSLs: RL 3.1	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.		<b>LFC:</b> Dictionary/Glossary Kinds of Sentences, Words with the VCe patterns. Dialogue
RI 3.1	RL 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral meaning.	<p><b><u>Build Background:</u></b> <i>Why are courts important?</i></p> <p><b><u>Comprehension:</u></b> <i>Conclusions: Infer/Predict</i></p> <p><b><u>Target Vocabulary:</u></b> <i>convince, guilty, honest, jury, murmur, pointed, stand, trial.</i></p> <p><b><u>High-Utility Words:</u></b> <i>accident, arrested, insisted, proof, steal.</i></p> <p><b><u>Target Skill / Conclusions</u></b></p> <p><i>Tell students that readers should connect story details to help them understand a text. These details can include the things characters say or do in a story.</i></p> <p><i>Explain that readers can then use these story details to</i></p>	<b>LC:</b> Varies by ELP level
RL 3.4	W 3.3 B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		
RL 3.5	W 3.10 Write routinely over extended time frames (time for research, reflection,		
W 3.3 B			
W 3.10			
SL 3.1			
L .3.4			
WIDA ELDS:			

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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 3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

L. 3.4 Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

*draw conclusions, or determine something the author didn't state in the story.*

**Write About Reading**

*Have students state whether they agreed with any of the characters who thought Cardigan was guilty.*

*Students will use sentence frames to write their responses.*

- *I agree with \_\_\_\_\_ because \_\_\_\_\_.*
- *I don't agree with \_\_\_\_\_ because \_\_\_\_\_.*
- *It is important to say that \_\_\_\_\_.*
- *After reading The Trial of Cardigan Jones, I know \_\_\_\_\_.*

**Objectives**

*Participate in a discussion about trials.*

*Acquire and use conversational and general academic words and phrases.*

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		<p><i>Practice words with long vowels: a, e, i, o, u.</i></p> <p><i>Help students use trial and jury to discuss why it is important to listen to each other.</i></p> <p><i>Practice drawing conclusions.</i></p> <p><i>Review and discuss fantasy.</i></p> <p><i>Use what you know to help make inferences about The Trial of Cardigan Jones.</i></p> <p><i>Listen to and read a dialogue.</i></p> <p><i>Use details to draw conclusions in a fantasy selection.</i></p> <p><i>Build reading proficiency through repeated reading.</i></p> <p><i>Practice words with the VCe patterns.</i></p> <p><i>Identify kinds of sentences.</i></p> <p><i>Build Academic sentence structures.</i></p> <p><i>Discuss and compare selections about trials.</i></p> <p><i>Make a chart to compare/contrast trials.</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence</i></p>
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	<i>frames, and vocabulary words to help writers organize their more detailed writing tasks.</i>				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Identify and know the meaning of previously taught vocabulary words. Signal language associated with content-related information (e.g. during preview, view, &amp; review). <i>Participate in a discussion about trials.</i> Acquire and use conversational and general academic words and phrases. Practice words with long vowels: a, ei, i, o, u. Help students use trial and jury to</p>	<p>Identify and know the meaning of previously taught vocabulary words to complete a sentence frame. Acquire and use conversational and general academic words and phrases. Practice words with long vowels: a, e, i, o, u. Help students use trial and jury to discuss why it is important to listen to each other. Practice drawing conclusions. Review and discuss fantasy.</p>	<p>Identify and know the meaning of previously taught vocabulary words to complete simple sentences from adapted texts. Acquire and use conversational and general academic words and phrases. Practice words with long vowels: a, e, i, o, u. Help students use trial and jury to discuss why it is important to listen to each other. Practice drawing conclusions. Review and discuss fantasy.</p>	<p>Identify and know the meaning of previously taught vocabulary words at grade level texts. Identify kinds of sentences. Build Academic sentence structures. Discuss and compare selections about trials. Use what you know to help make inferences about The Trial of Cardigan Jones. Use details to draw conclusions in a fantasy selection.</p>	<p>Identify and know the meaning of new words containing in grade level texts. <i>Identify kinds of sentences.</i> Build Academic sentence structures. Discuss and compare selections about trials. Use what you know to help make inferences about The Trial of Cardigan Jones. Use details to draw conclusions in a fantasy selection.</p>

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	discuss why it is important to listen to each other. Practice drawing conclusions. Review and discuss fantasy.				
Learning Supports	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL Leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Kinds of sentences</u></b>  <a href="https://www.brainpop.com/english/grammar/typesofsentences/">https://www.brainpop.com/english/grammar/typesofsentences/</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL Leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Kinds of sentences</u></b></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL Leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Kinds of sentences</u></b></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL Leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Kinds of sentences</u></b></p>	<p><b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Reader's Notebook PDF (Volume 1)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF (student workbook)</u></b>  <a href="https://www-k6.thinkcentral.com">https://www-k6.thinkcentral.com</a></p>

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**ELA/ELL Grade 3 Scaffold- Revised 2020**  
**Unit 4: Reading Literature, Reading Informational**  
**Opinion, Narrative, Informative & Explanatory Writing**  
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	Student Learning Objective (SLO) <b><u>Weeks 2-3</u></b> <b><u>Drawing Conclusions/Making Inferences</u></b> <b><u>Aligned Journey's Selection</u></b>	Language Objective	Language Needed
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	<p style="text-align: center;"><b><u>Lesson 8: Harvest Birds</u></b>  <b><u>Focus Wall</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume2/assets/pdf/JourneysPrintableTE_G3L8.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume2/assets/pdf/JourneysPrintableTE_G3L8.pdf</a></p>		
<p><b>SLO: 5</b>  NJSLS:  RL 3.1  RL 3.2  RL 3.5  W 3.10  W 3.1 D  SL 3.1 D  L 3.2 B. C.  WIDA ELDS:  2 - 5  Reading  Speaking  Listening</p>	<p>RL 3.1 Ask and questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as to the basis for the answers.</p> <p>RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and</p>	<p style="text-align: center;"><b><u>The Harvest Birds</u></b></p> <p style="text-align: center;"><b><u>Opinion Writing: Response Paragraph</u></b></p> <p style="text-align: center;"><b><u>Focus Trait: Word Choice</u></b></p> <p><b><u>Build Background:</u></b> <i>What can stories tell us about people and nature?</i></p> <p><b><u>Comprehension:</u></b> <i>Conclusions: Infer/Predict</i></p> <p><b><u>Target Vocabulary:</u></b> <i>advice, ashamed, borders, borrow, harvest, patch, separate, serious.</i></p> <p><b><u>High-Utility Words:</u></b> <i>dare, dream, fail, grow, secret</i></p> <p style="text-align: center;"><b><u>Target Skill/Conclusions</u></b></p> <p style="text-align: center;"><i>Explain that authors do not always tell readers everything about the characters and events in a story.</i></p>	<p><b>VU:</b> Folktale  Conclusions</p>

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shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.3.1 D Provide a conclusion

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

L 3.2 B. C. Use commas in addresses. Use commas in quotation marks and dialogue.

*Instead readers should look for details, such as what a character says or does, to draw conclusions, or figure out the details the author didn't include. Students will utilize a graphic organizer to write their responses.*

**Write About Reading**

*Students will writing a poem or a song about The Harvest Birds' story. They will be guided throughout the assignment.*

**Objectives**

*Participate in discussion about what stories can tell us about people and nature.*

*Acquire and use conversational and general academic words and phrases.*

*Practice identifying words with silent letter kn, wr.*

*Help students use serious and advice to discuss what stories can tell us about people and nature.*

**LFC:** Context clues, using commas, Silent letters kn, wr

**LC:** Varies by ELP level

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			<p><i>Review and discuss a folktale.</i></p> <p><i>Practice drawing conclusions and completing a graphic organizer</i></p> <p><i>Make inferences about The Harvest Birds.</i></p> <p><i>Listen to and recite a chant.</i></p> <p><i>Use context clues to identify and use multiple-meaning words.</i></p> <p><i>Practice using Target Vocabulary words orally.</i></p> <p><i>Build reading proficiency through peer/teacher supported reading.</i></p> <p><i>Identify and use commas.</i></p> <p><i>Discuss and compare selections about dreams.</i></p> <p><i>Make a chart to compare/contrast stories about dreams.</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed writing tasks.</i></p>				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5		

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Language Objectives	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or unknown general words in a controlled text by listening to the teacher model how to use sentence level context clues, cognates, and schemata. Practice drawing conclusions and completing a graphic organizer. Make inferences about <i>The Harvest Birds</i> .	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or use selected phrases from an appropriately leveled text by using sentences level context clues, cognates, and schemata. Practice drawing conclusions and completing a graphic organizer . Make inferences about <i>The Harvest Birds</i> .	Use context to confirm the meaning of unknown context based words in an adapted text by using sentence level and extended context clues, cognates and schemata with support. Practice drawing conclusions and completing a graphic organizer. Make inferences about <i>The Harvest Birds</i>	Use context to confirm the meaning of unknown content based words in a grade level text by using sentence level and extended context clues, cognates, and schemata. Practice drawing conclusions and completing a graphic organizer. Make inferences about <i>The Harvest Birds</i> .	Use context to confirm the meaning of unknown words in a grade level by using sentence level and extended context clues, cognates, and schemata. Practice drawing conclusions and completing a graphic organizer . Make inferences about <i>The Harvest Birds</i>
Learning Supports	<p style="text-align: center;"><b><u>Digital Journeys Resources</u></b>  <b><u>ELL Leveled Reader Vocabulary Reader</u></b>  <b><u>Multimedia Grammar Glossary</u></b></p>	<p style="text-align: center;"><b><u>Digital Journeys Resources</u></b>  <b><u>ELL Leveled Reader Vocabulary Reader</u></b>  <b><u>Multimedia Grammar Glossary</u></b>  <b><u>Picture Card Bank</u></b></p>	<p style="text-align: center;"><b><u>Digital Journeys Resources ELL Leveled Reader Vocabulary Reader</u></b>  <b><u>Multimedia Grammar Glossary</u></b>  <b><u>Picture Card Bank</u></b></p>	<p style="text-align: center;"><b><u>Digital Journeys Resources</u></b>  <b><u>Multimedia Grammar Glossary</u></b>  <b><u>Picture Card Bank</u></b></p>	<p style="text-align: center;"><b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a>  <b><u>Context Clues</u></b></p>

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	<p>Student Learning Objective (SLO)</p> <p><b><u>Weeks 2-3</u></b></p> <p><b><u>Drawing Conclusions/Making Inferences</u></b></p> <p><b><u>Aligned Journey's Selection</u></b></p> <p><b><u>Lesson 17: The Albertosaurus Mystery</u></b></p> <p><b><u>Focus Wall</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume4/assets/pdf/JourneysPrintableTE_G3L17.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume4/assets/pdf/JourneysPrintableTE_G3L17.pdf</a></p>	Language Objective		Language Needed	

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<p><b>SLO: 6</b>  NJSLS:  RL 3.1  RI 3.1  RI 3.3  RL 3.5 W  3.2 D W  3.10 SL  3.1 D L  3.1 B RF  3.3 A</p> <p>WIDA ELDS:  2 - 5  Reading  Speaking</p>	<p>RL 3.1 Ask and questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as to the basis for the answers.</p>	<p><b><u>The Albertosaurus Mystery</u></b>  <b><u>Opinion Writing: Opinion Paragraph</u></b>  <b><u>Focus Trait: Voice</u></b></p>	<p><b>VU: Conclusions</b>  <b>Informational text</b></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><b><u>Build Background:</u></b> <i>What can fossils tell us about creatures from the past?</i></p> <p><b><u>Comprehension:</u></b> <i>Conclusions; Visualize</i></p> <p><b><u>Target Vocabulary:</u></b> <i>buried, clues, evidence, fierce, fossils, location, prove, remains, skeletons, uncovering.</i></p> <p><b><u>High-Utility Words:</u></b> <i>ancient, discovery, museum, mystery, record.</i></p>	<p><b>LFC:</b> Suffix -ly  Adjectives that compare words with /j/and /s/</p>
	<p>RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>W 3.2 D Provide a conclusion.</p> <p>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or</p>	<p><b><u>Target Skill /Conclusions</u></b></p> <p><i>Tell students that they can use clues, or evidence in the text to understand the topic. They can use evidence along with their own ideas to draw conclusions about the story. Students will be utilizing a graphic organizer to complete the assignment. As they read, they can record evidence in the graphic organizer.</i></p>	<p><b>LC:</b> Varies by ELP level</p>

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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 3.4 B Determine the meaning of the new word formed when a know affix is added to a know word (e.g., agreeable/disagreeable, comfortable/uncomfortable, ).

RF 3.3 A Identify and know the meaning of the most common prefixes and derivational suffixes

**Write About Reading**

*Have students first think about why Currie continued to search, despite his team's return to camp. Next, have consider the limited materials that Currie had to help him find the fossils and how difficult it must have been without a map. They can start stating their opinion by saying, "If Phillip had returned with the rest of the team, he would/would not \_\_\_\_\_. Students will utilize a graphic organizer to write their responses.*

**Objectives**

*Participate in discussion about what we learn from fossils.*

*Acquire and use conversational and general academic words and phrases.*

*Decode words with /j/ and /s/.*

*Help students use clues and fossils to discuss what we can learn by studying fossils.*

*Review and discuss informational text*

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		<p><i>Practice drawing conclusions and complete a graphic organizer.</i></p> <p><i>Visualize events and details in The Albertosaurus Mystery.</i></p> <p><i>Listen to and read a chant orally with appropriate stress.</i></p> <p><i>Identify and determine the meanings of words with the suffix -ly.</i></p> <p><i>Use context clues to draw conclusions.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Decode words with the VCCV pattern.</i></p> <p><i>Discuss and compare selections about what scientists learn from fossils.</i></p> <p><i>Make a chart to compare/contrast selections about what scientists learn from fossils.</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and</i></p>	
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			<i>vocabulary words to help writers organize their more detailed writing tasks.</i>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p><i>Participate in discussion about what we learn from fossils. Acquire and use conversational and general academic words and phrases . Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to an appropriately leveled text and state or repeat the purpose and demonstrate comprehension in single words answers to choice questions. Listen to and read a chant orally with appropriate stress.</i></p>	<p><i>Participate in discussion about what we learn from fossils. Acquire and use conversational and general academic words and phrases. Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read appropriately leveled texts and explain the purpose and demonstrate comprehension in short phrases with sentence frames. Listen to and read a chant orally with appropriate stress. Identify and determine the meanings of words with the suffix -ly. Use context clues to draw conclusions.</i></p>	<p><i>Participate in discussion about what we learn from fossils. Acquire and use conversational and general academic words and phrases Read adapted grade level texts and orally explain the purpose and demonstrate comprehension using simple sentences key content based vocabulary. Listen to and read a chant orally with appropriate stress. Identify and determine the meanings of words with the suffix -ly. Use context clues to draw conclusions.</i></p>	<p>Read grade level texts and orally explain the purpose and demonstrate comprehension using complete sentences and some content based vocabulary. Listen to and read a chant orally with appropriate stress. Identify and determine the meanings of words with the suffix -ly. Use context clues to draw conclusions. <i>Discuss and compare selections about what scientists learn from fossils. Make a chart to compare/contrast selections</i></p>	<p>Read grade level texts and orally explain the purpose and demonstrate comprehension using detailed sentences of varying lengths and content based vocabulary. Listen to and read a chant orally with appropriate stress. Identify and determine the meanings of words with the suffix -ly. Use context clues to draw conclusions. <i>Discuss and compare selections about what scientists learn from fossils. Make a chart to compare/contrast selections</i></p>

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	Identify and determine the meanings of words with the suffix -ly. Use context clues to draw conclusions.			<i>about what scientists learn from fossils.</i>	<i>about what scientists learn from fossils.</i>
Learning Supports	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL Levelled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>Graphic Organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Suffixes/Prefixes</u></b>  <a href="http://www.brainpop.com">www.brainpop.com</a></p> <p><b><u>Reader's Notebook PDF (Volume 2)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebook">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebook</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card bank</u></b></p> <p><b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Suffixes/prefixes</u></b>  <a href="http://www.brainpop.com">www.brainpop.com</a></p> <p><b><u>Reader's Notebook PDF (Volume 2)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card bank</u></b></p> <p><b><u>Suffixes/Prefixes</u></b>  <a href="http://www.brainpop.com">www.brainpop.com</a></p> <p><b><u>Reader's Notebook PDF (Volume 2)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card bank</u></b></p> <p><b><u>Suffixes/Prefixes</u></b>  <a href="http://www.brainpop.com">www.brainpop.com</a></p> <p><b><u>Reader's Notebook PDF (Volume 2)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p>	<p><b><u>Online glossary</u></b>  <b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Reader's Notebook PDF (Volume 2)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b><u>Journey's Write In Reader (student workbook)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_W">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_W</a></p>

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	<p style="text-align: center;">Student Learning Objective (SLO)  <b><u>Weeks 4-5</u></b>  <b><u>Character Analysis/Development</u></b>  <b><u>Aligned Journey's Selection</u></b>  <b><u>Lesson 3: Destiny's Gift</u></b>  <b><u>Focus Wall</u></b></p>	<p style="text-align: center;">Language Objective</p>	<p style="text-align: center;">Language Needed</p>
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<p><b>SLO: 7</b>          NJSLS:          RI 3.1          RL 3.3          RL 3.5          W 3.3          W 3.10          SL 3.1 C          L 3.1 I          WIDA ELDS:          2 - 5          Reading          Speaking</p>	<p><i>RI 3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p><i>RL 3.3 Describe the characters in a story (e.g., their traits, motivation, or feelings) and explain how their actions contribute to the plot.</i></p> <p><i>RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</i></p> <p><i>W 3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear events sequences.</i></p> <p><i>W 3.10 Write routinely over extended time frames (time for research, reflection,</i></p>	<p><b><u>Destiny’s Gift</u></b></p> <p><b><u>Narrative Writing: Personal Paragraph</u></b></p> <p><b><u>Focus Trait: Voice</u></b></p> <p><b><u>Build Background:</u></b> <i>How can neighbors work together to solve problems?</i></p> <p><b><u>Comprehension:</u></b> <i>Understanding Characters: Analyze/Evaluate.</i></p> <p><b><u>Target Vocabulary:</u></b> <i>afford, block, contacted, customers, earn, figure, raise, spreading.</i></p> <p><b><u>High-Utility Words:</u></b> <i>fliers, neighbors, powerful, rent.</i></p> <p><b><u>Target Skill/Understand Characters</u></b></p> <p><i>Tell students that characters’ words and actions reveal their feelings, traits, and motivations. Explain that the characters’ feelings are the emotions they feel toward</i></p>	<p><b>VU:</b> Realistic Fiction Information text</p> <hr/> <p><b>LFC:</b> Antonym Compound Sentences Common Vowel Pairs: ai, ay , ee, ea.</p> <hr/> <p><b>LC:</b> Varies by ELP level</p>
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*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.*

*L 3.1 I produce simple, compound, and complex sentences.*

*other characters or story events. The characters' traits are the qualities they have, and their motivations are the reasons they act the way they do. Students will utilize a graphic organizer to write the traits of the main character in Destiny's Gift. .*

**Write About Reading**

*Ask students to think about what is happening each time Mrs. Wade makes the statement to help them determine why the author has her say it twice. Students will utilize story's vocabulary words and a graphic organizer to complete the assignment. They will use a bilingual dictionary as well.*

**Objectives**

*Participate in discussion about how neighbors help one another.*

*Acquire and use conversational and general academic words and phrases.*

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		<p><i>Have students use words raise and block to discuss how neighbors can work together to solve problems.</i></p> <p><i>Practice understanding characters and complete a chart about characters.</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories.</i></p> <p><i>Analyze and evaluate characters' actions in Destiny's Gift.</i></p> <p><i>Practice using Target Vocabulary words to discuss Destiny's Gift orally.</i></p> <p><i>Listen to and read a dialogue.</i></p> <p><i>Identify antonyms.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Use conjunctions to form compound sentences .</i></p> <p><i>Discuss and compare selections about neighbors helping one another solve problems.</i></p>
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	<i>Make a chart to compare/contrast how neighbors help one another.</i>				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain how key details support the main idea in L1 and/or identify main idea and key details by drawing a picture that represents the meaning of the story and matching key words with the illustrations. <i>Participate in discussion about how neighbors help one another. Acquire and use conversational and general academic words and phrases. Have students use words raise and block to discuss how neighbors can work together to solve</i>	Explain how key details support the main idea in L1 and/or identify key phrases about the details that support the main idea using appropriately leveled text read aloud. <i>Participate in discussion about how neighbors help one another. Acquire and use conversational and general academic words and phrases. Have students use words raise and block to discuss how neighbors can work together to solve problems. Practice understanding characters</i>	Explain how key details support the main idea using adapted texts in simple sentences with key content based vocabulary. Express own ideas consistent with the topic discussed. <i>Participate in discussion about how neighbors help one another. Acquire and use conversational and general academic words and phrases. Have students use words raise and block to discuss how neighbors can work together to solve problems. Practice understanding characters and complete a chart about characters.</i>	Explain how key details support the main idea using approaching grade level texts in complete sentences with some content-based vocabulary. Propose new solutions to resolve conflict in small groups. <i>Discuss and compare selections about neighbors helping one another solve problems. Make a chart to compare/contrast how neighbors help one another.</i>	Explain how key details support the main idea using grade level texts in detailed sentences of varying lengths with content-based vocabulary. Build on remarks of others by linking comments. <i>Discuss and compare selections about neighbors helping one another solve problems. Make a chart to compare/contrast how neighbors help one another.</i>

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	problems. Practice understanding characters and complete a chart about characters.	and complete a chart about characters.			
Learning Supports	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b></p> <p><b><u>Vocabulary Reader</u></b></p> <p><b><u>Multimedia Glossary</u></b></p> <p><b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizer</u></b> <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Antonyms/Brainpop</u></b> <a href="https://www.brainpop.com/search/?keyword=Antonyms%20Synonyms%20and%20Homonyms">https://www.brainpop.com/search/?keyword=Antonyms%20Synonyms%20and%20Homonyms</a></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b></p> <p><b><u>Vocabulary Reader</u></b></p> <p><b><u>Multimedia Glossary</u></b></p> <p><b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizer</u></b> <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Antonyms/Brainpop</u></b> <a href="https://www.brainpop.com/search/?keyword=Antonyms%20Synonyms%20and%20Homonyms">https://www.brainpop.com/search/?keyword=Antonyms%20Synonyms%20and%20Homonyms</a></p>	<p><b><u>Digital Journeys Resources</u></b></p> <p><b><u>ELL Leveled Reader</u></b></p> <p><b><u>Vocabulary Reader</u></b></p> <p><b><u>Multimedia Glossary</u></b></p> <p><b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizer</u></b> <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Antonyms/Brainpop</u></b> <a href="https://www.brainpop.com/search/?keyword=Antonyms%20Synonyms%20and%20Homonyms">https://www.brainpop.com/search/?keyword=Antonyms%20Synonyms%20and%20Homonyms</a></p>	<p><b><u>Multimedia Glossary</u></b></p> <p><b><u>Graphic organizer</u></b> <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Antonyms/Brainpop</u></b> <a href="https://www.brainpop.com/search/?keyword=Antonyms%20Synonyms%20and%20Homonyms">https://www.brainpop.com/search/?keyword=Antonyms%20Synonyms%20and%20Homonyms</a></p> <p><b><u>Long Vowels/Brainpop</u></b> <a href="https://jr.brainpop.com/search/?keyword=Long+vowels">https://jr.brainpop.com/search/?keyword=Long+vowels</a></p> <p><b><u>Reader's Notebook PDF student workbook (Volume 1)</u></b> <a href="https://www-k6.thinkcentral.com/content/hsp/com">https://www-k6.thinkcentral.com/content/hsp/com</a></p>	<p><b><u>Multimedia Glossary</u></b></p> <p><b><u>Graphic organizer</u></b> <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Antonyms/Brainpop</u></b> <a href="https://www.brainpop.com/search/?keyword=Antonyms%20Synonyms%20and%20Homonyms">https://www.brainpop.com/search/?keyword=Antonyms%20Synonyms%20and%20Homonyms</a></p> <p><b><u>Long Vowels/Brainpop</u></b> <a href="https://jr.brainpop.com/search/?keyword=Long+vowels">https://jr.brainpop.com/search/?keyword=Long+vowels</a></p> <p><b><u>Reader's Notebook PDF student workbook (Volume 1)</u></b></p>

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**Unit 4: Reading Literature, Reading Informational**  
**Opinion, Narrative, Informative & Explanatory Writing**  
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**ELA/ELL Grade 3 Scaffold- Revised 2020**  
**Unit 4: Reading Literature, Reading Informational**  
**Opinion, Narrative, Informative & Explanatory Writing**  
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	<p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader g3 unit1.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader g3 unit1.pdf</a></p> <p><b><u>Think/share/pair with classmates.</u></b></p> <p><b><u>Teacher will scaffold students throughout the lesson. Bilingual dictionaries will be provided to students. They will also have access to online dictionary</u></b></p>			
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	<p>Student Learning Objective (SLO)</p> <p><b><u>Weeks 4-5</u></b></p> <p><b><u>Understanding Characters</u></b></p> <p><b><u>Aligned Journey's Selection</u></b></p>	<p>Language Objective</p> <p><b><u>Informational Writing</u></b></p> <p><b><u>Episode 1: What is it?</u></b></p> <p><a href="https://www.youtube.com/watch?v=DN4d76QP_MA">https://www.youtube.com/watch?v=DN4d76QP_MA</a></p>	<p>Language Needed</p>
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	<p style="text-align: center;"><b>Lesson 15: The Extra Good Sunday</b>  <b>Focus Wall</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume3/assets/pdf/JourneysPrintableTE_G3L15.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume3/assets/pdf/JourneysPrintableTE_G3L15.pdf</a></p>	<p><b><i>Episode 2: Brainstorming and Choosing a Topic</i></b>  <a href="https://www.youtube.com/watch?v=-mWY8F9pITE">https://www.youtube.com/watch?v=-mWY8F9pITE</a></p> <p><b><i>Episode 3: Making a Plan</i></b>  <a href="https://www.youtube.com/watch?v=ehzBzAo3h44">https://www.youtube.com/watch?v=ehzBzAo3h44</a></p> <p><b><i>Episode 4: Writing an Introduction</i></b>  <a href="https://www.youtube.com/watch?v=i6BTfNOiXXI&amp;t=4s">https://www.youtube.com/watch?v=i6BTfNOiXXI&amp;t=4s</a></p> <p><b><i>Episode 5: Writing a Draft</i></b>  <a href="https://www.youtube.com/watch?v=m0y_HvsIP_s&amp;t=37s">https://www.youtube.com/watch?v=m0y_HvsIP_s&amp;t=37s</a></p> <p><b><i>Episode 6: Writing a Closing</i></b>  <a href="https://www.youtube.com/watch?v=90TT0q2mHws">https://www.youtube.com/watch?v=90TT0q2mHws</a></p>	
<p><b>SLO: 8</b>  NJSLS:  RI.3.1  RL 3.3  RL 3.5  W 3.10  SL 3.6  L 3.4 D  L 3.1 E  WIDA ELDS:  2  Reading</p>	<p><i>RI 3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p><i>RL 3.3 Describe the characters in a story (e.g., their traits, motivation, or feelings) and explain how their actions contribute to the plot.</i></p> <p><i>RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms</i></p>	<p style="text-align: center;"><b><i>The Extra-Good Sunday</i></b></p> <p style="text-align: center;"><b><i>Informative Writing: Draft an Explanatory Essay</i></b></p> <p style="text-align: center;"><b><i>Focus Trait: Voice</i></b></p> <p><b><i>Build Background:</i></b> <i>Why should people try things they think they can't do?</i></p> <p><b><i>Comprehension:</i></b> <i>Understanding Characters: Infer/Predict</i></p>	<p><b>VU:</b> Humorous Fiction, Informational Text</p> <p><b>LFC:</b> Words with er, ir, ur, or. Using Thesaurus, Verb tenses</p> <p><b>LC:</b> Varies by ELP level</p>

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Writing Speaking	<p><i>such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</i></p> <p><i>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <p><i>SL 3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</i></p> <p><i>L 3.4 D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words or phrases.</i></p> <p><i>L 3.1 E Form and use the simple (e.g., I walked, I will walk , I walk) verb tenses.</i></p>	<p><b><u>Target Vocabulary:</u></b> <i>anxiously, cross, degrees, festive, ingredients, recommended, remarked, tense.</i></p> <p><b><u>High-Utility Words:</u></b> <i>avoid, complaint, compliment, creative, pretend.</i></p> <p style="text-align: center;"><b><u>Target Skill/Understand Characters</u></b></p> <p style="text-align: center;"><b><u>Infer/Predict</u></b></p> <p><i>Explain to students that they can figure out the character’s traits, or qualities, by noting the characters’ thoughts, actions, and words. These things will also help them figure out a character’s motivations, or reasons he or she acts a certain way, and feelings. Students will utilize a graphic organizer to write the traits, feelings, and motivations of the main character. They will be given a vocabulary words worksheet and dictionary to complete task.</i></p> <p style="text-align: center;"><b><u>Write About Reading</u></b></p> <p><i>Tell students that they will write a response to the story The Extra-Good Sunday that gives an opinion, or tells what they think about the idea of Beezus and Ramona having to cook dinner. To complete this task, students will be given a graphic organizer and dictionary to ease the process of finishing the work.</i></p>	
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		<p><b><u>Objectives</u></b></p> <p><i>Participate in a discussion about trying new things.</i></p> <p><i>Acquire and use conversational and general academic words and phrases.</i></p> <p><i>Practice words with er, ir, ur, or.</i></p> <p><i>Have students use “remarked” and “recommended” to discuss why people should try things they think they can’t do.</i></p> <p><i>Review and discuss humorous fiction content.</i></p> <p><i>Practice understanding characters and complete a graphic organizer.</i></p> <p><i>Make inferences and predictions about The Extra-Good Sunday.</i></p> <p><i>Practice Target Vocabulary words</i></p> <p><i>Practice using a thesaurus dictionary.</i></p> <p><i>Listen and read aloud a dialogue with expression</i></p> <p><i>Analyze the way characters behave.</i></p>	
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			<p><i>Build reading proficiency through peer- supported reading.</i></p> <p><i>Form and use simple -present -past and -future tense verbs.</i></p> <p><i>Discuss and compare selections with characters who try something new.</i></p> <p><i>Make a chart to compare/contrast selections with characters that try something new.</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed writing tasks.</i></p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Answer comprehension questions in L1 by using information gained from illustrations and/or in English using gestures and single key words	Answer comprehension questions in L1 by using information gained from illustrations and/or in English using short phrases and key content based vocabulary from	Answer comprehension questions by using information gained from illustrations in adapted grade level text using simple sentences and key content based vocabulary	Answer comprehension questions by using information gained from illustrations in approaching grade level text using complete sentences and	Answer comprehension questions by using information gained from illustrations in grade level text using detailed sentences of varying length and content based vocabulary

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	from appropriately leveled text read aloud.	appropriately leveled text read aloud		some content based vocabulary	
Learning Supports	<p style="text-align: center;"><b>Digital Journeys Resources</b></p> <p style="text-align: center;"><b>ELL Leveled Reader Vocabulary Reader</b></p> <p style="text-align: center;"><b>Multimedia Grammar Glossary</b></p> <p style="text-align: center;"><b>Picture Card Bank</b></p> <p>Graphic Organizer <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b>Dictionary/Thesaurus</b> <a href="https://www.brainpop.com/search/?keyword=Dictionary%20and%20Thesaurus">https://www.brainpop.com/search/?keyword=Dictionary%20and%20Thesaurus</a></p> <p><b>Verb tenses</b> <a href="https://www.brainpop.com/english/grammar/tenses/">https://www.brainpop.com/english/grammar/tenses/</a></p>	<p style="text-align: center;"><b>Digital Journeys Resources</b></p> <p style="text-align: center;"><b>ELL Leveled Reader Vocabulary Reader</b></p> <p style="text-align: center;"><b>Multimedia Grammar Glossary</b></p> <p style="text-align: center;"><b>Picture Card Bank</b></p> <p>Graphic organizer <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b>Dictionary/Thesaurus</b> <a href="https://www.brainpop.com/search/?keyword=Dictionary%20and%20Thesaurus">https://www.brainpop.com/search/?keyword=Dictionary%20and%20Thesaurus</a></p> <p><b>Verb tenses</b> <a href="https://www.brainpop.com/english/grammar/tenses/">https://www.brainpop.com/english/grammar/tenses/</a></p> <p><b>Reader's Notebook PDF student workbook (Volume 1)</b> <a href="https://www-k6.thinkcentral.com/content/hsp/common">https://www-k6.thinkcentral.com/content/hsp/common</a></p>	<p style="text-align: center;"><b>Digital Journeys Resources</b></p> <p style="text-align: center;"><b>ELL Leveled Reader Vocabulary Reader</b></p> <p style="text-align: center;"><b>Multimedia Grammar Glossary</b></p> <p style="text-align: center;"><b>Picture Card Bank</b></p> <p>Graphic organizer <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b>Dictionary/Thesaurus</b> <a href="https://www.brainpop.com/search/?keyword=Dictionary%20and%20Thesaurus">https://www.brainpop.com/search/?keyword=Dictionary%20and%20Thesaurus</a></p> <p><b>Verb tenses</b> <a href="https://www.brainpop.com/english/grammar/tenses/">https://www.brainpop.com/english/grammar/tenses/</a></p> <p><b>Reader's Notebook PDF student workbook (Volume 1)</b> <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Reader's_Notebook_PDF_student_workbook_(Volume_1)">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Reader's_Notebook_PDF_student_workbook_(Volume_1)</a></p>	<p style="text-align: center;"><b>Multimedia Glossary Vocabulary words worksheet</b></p> <p style="text-align: center;"><b>Graphic organizer</b> <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b>Dictionary/Thesaurus</b> <a href="https://www.brainpop.com/search/?keyword=Dictionary%20and%20Thesaurus">https://www.brainpop.com/search/?keyword=Dictionary%20and%20Thesaurus</a></p> <p><b>Verb tenses</b> <a href="https://www.brainpop.com/english/grammar/tenses/">https://www.brainpop.com/english/grammar/tenses/</a></p> <p><b>Reader's Notebook PDF student workbook (Volume 1)</b> <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Reader's_Notebook_PDF_student_workbook_(Volume_1)">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Reader's_Notebook_PDF_student_workbook_(Volume_1)</a></p>	<p style="text-align: center;"><b>Multimedia Glossary Vocabulary words worksheet</b></p> <p style="text-align: center;"><b>Graphic organizer</b> <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b>Dictionary/Thesaurus</b> <a href="https://www.brainpop.com/search/?keyword=Dictionary%20and%20Thesaurus">https://www.brainpop.com/search/?keyword=Dictionary%20and%20Thesaurus</a></p> <p><b>Verb tenses</b> <a href="https://www.brainpop.com/english/grammar/tenses/">https://www.brainpop.com/english/grammar/tenses/</a></p> <p><b>Reader's Notebook PDF student workbook (Volume 1)</b> <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Reader's_Notebook_PDF_student_workbook_(Volume_1)">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Reader's_Notebook_PDF_student_workbook_(Volume_1)</a></p>

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**Unit 4: Reading Literature, Reading Informational**  
**Opinion, Narrative, Informative & Explanatory Writing**  
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	<p><b><u>Reader's Notebook PDF student workbook (Volume 1)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebook K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebook K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF(student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf">on/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF(student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf">tebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF(student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf">eaders Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF(student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf">s Notebook G3 Units1-3 student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF(student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf</a></p>
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**ELA/ELL Grade 3 Scaffold- Revised 2020**  
**Unit 4: Reading Literature, Reading Informational**  
**Opinion, Narrative, Informative & Explanatory Writing**  
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	Student Learning Objective (SLO) <b>Weeks 6-7</b> <b>Theme</b> <b>Aligned Journey’s Selection</b> <b>Lesson 12: Tops and Bottoms</b> <b>Focus Wall</b> <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume3/assets/pdf/JourneysPrintableTE_G3L12.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume3/assets/pdf/JourneysPrintableTE_G3L12.pdf</a>	Language Objective	Language Needed
<b>SLO: 10</b> NJSLS: RL 3.9 RI 3.1 C  WIDA ELDS: 2 Reading Speaking	<p><b>RL.3.9.</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p><i>RI 3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p><i>RF 3.3 C Decode multi-syllable words.</i></p>	<p style="text-align: center;"><b><u>Tops and Bottoms</u></b></p> <p style="text-align: center;"><b><u>Informative Writing: Compare and Contrast Paragraphs</u></b></p> <p style="text-align: center;"><b><u>Focus Trait: Word Choice</u></b></p> <p><b><u>Build Background:</u></b> <i>What kinds of work do farmers do?</i></p> <p><b><u>Comprehension:</u></b> <i>Theme/Visualize</i></p> <p><b><u>Target Vocabulary:</u></b> <i>crops, grunted, hollered, plucked, profit, risky, scowled, tugged.</i></p> <p><b><u>High-Utility Words:</u></b> <i>harvesting, planting, season, vegetable, weeded, weeded.</i></p> <p style="text-align: center;"><b><u>Target Skill</u></b></p>	<p><b>VU:</b> Trickster Tale, Informational Text</p> <p>LFC: Homophones, Words ending in –er, -le Idioms</p> <hr/> <p><b>LC:</b> 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 3.2 B Develop the 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 range of discipline-specific tasks, purposes, and audiences.*

*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.*

**Theme/Point of View/Visualize**

*Tell students that a story’s theme is its overall message or lesson about life. Tell students as they read *Tops and Bottoms* to notice what the characters do and what happens as a result. What message about life can you learn from the story? They will utilize a graphic organizer to write their responses. Tell students to pay attention to descriptive details in the text. The details will help them visualize or picture, the characters, places, and events of the story.*

**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 *Tops and Bottoms* I know \_\_\_\_\_.*

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

*L 3.6 Acquire and use accurately grade-appropriate, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationship (e.g., After dinner that night we went looking for them).*

**Objectives**

*Participate in discussion about a tricky character.*

*Acquire and use conversational and general academic words and phrases.*

*Read, write, and understand the meanings of homophones.*

*Determine the theme of a story and complete a graphic organizer.*

*Visualize characters and plot situations of Tops and Bottoms.*

*Identify and understand idioms.*

*Comprehend and discuss informational text.*

*Build reading proficiency through teacher/peer-supported reading.*

*Identify and say words ending in –er,*

*Use quotation marks in dialogue.*

*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.*

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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Listen to and discuss previously read, grade-level material in L1 and/or listen to and identify previously read words. Introduce an informative writing topic in L1 and/or single words. <i>Read, write, and understand the meanings of homophones. Determine the theme of a story and complete a graphic organizer. Visualize characters and plot situations of Tops and Bottoms.</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story</i></p>	<p>Listen to and discuss previously read, grade-level material in L1 and/or respond to previously read text with phrase and short sentences. Introduce an informative writing topic in L1 and/or phrase or short sentences. <i>Read, write, and understand the meanings of homophones. Determine the theme of a story and complete a graphic organizer. Visualize characters and plot situations of Tops and Bottoms. Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their</i></p>	<p>Listen to and discuss previously read, appropriately-leveled text using simple sentences Introduce an informative writing topic by producing simple sentences. <i>Read, write, and understand the meanings of homophones. Determine the theme of a story and complete a graphic organizer. Visualize characters and plot situations of Tops and Bottoms. Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed writing tasks.</i></p>	<p>Listen to and discuss previously-read text within grades 2-3 complexity level by using some complex sentences. Introduce an informative topic by producing expanded and complex sentences. <i>Read, write, and understand the meanings of homophones. Determine the theme of a story and complete a graphic organizer. Visualize characters and plot situations of Tops and Bottoms. Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed writing tasks.</i></p>	<p>Listen to and discuss previously read, grade-level material by using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary. Introduce an informative writing topic by producing clear and coherent ideas using multiple complex sentences. <i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed writing tasks.</i></p>

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	<i>maps, sentence frames, and vocabulary words to help writers organize their more detailed writing tasks</i>	<i>more detailed writing tasks.</i>			
Learning Supports	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>Small Group</u></b>  <b><u>Conversational Cue cards</u></b></p> <p><b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a>  <b><u>Write In Reader PDF (student workbook)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>Small Group</u></b>  <b><u>Conversational Cue cards</u></b>  <b><u>Sentence frames</u></b></p> <p><b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a>  <b><u>Write In Reader PDF (student workbook)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>Small Group</u></b>  <b><u>Conversational Cue cards</u></b>  <b><u>Sentence frames</u></b>  <b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Write In Reader PDF (student workbook)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>Small Group</u></b>  <b><u>Conversational Cue cards</u></b>  <b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Write In Reader PDF (student workbook)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf</a>  <b><u>Reader's Notebook PDF (student workbook)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf</a></p>	<p><b><u>Online Glossary</u></b>  <b><u>Small group</u></b>  <b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Write In Reader PDF (student workbook)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf</a>  <b><u>Reader's Notebook PDF (student workbook)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit3.pdf</a></p>

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	Student Learning Objective (SLO) <b>Weeks 6-7</b> <b>Theme</b> <b><u>Aligned Journey's Selection</u></b> <b><u>Lesson 16: Judy Moody Saves the World !</u></b>	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. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of 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 consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

**ELA/ELL Grade 3 Scaffold- Revised 2020**  
**Unit 4: Reading Literature, Reading Informational**  
**Opinion, Narrative, Informative & Explanatory Writing**  
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	<b>Focus Wall</b> <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume4/assets/pdf/JourneysPrintableTE_G3L16.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume4/assets/pdf/JourneysPrintableTE_G3L16.pdf</a>		
<b>SLO: 11</b> NJSLS: RL 3.1 RL 3.2 W 3.4 W 3.10 SL 3.3 L 3.4 A  WIDA ELDS: 2 Reading Speaking	<p><i>RL 3.1 Ask and answer questions, and relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p><i>RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme lesson, or moral and explain how it is revealed through key details in the text.</i></p> <p><i>W 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i></p> <p><i>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames ( a single sitting or a day or</i></p>	<p style="text-align: center;"><b><i>Judy Moody, Saves the World</i></b>  <b><u>Opinion Writing: Persuasive Letter</u></b>  <b><u>Focus Trait: Ideas</u></b></p> <p><b><u>Build Background:</u></b> <i>Why is it important to protect special places?</i></p> <p><b><u>Comprehension:</u></b> <i>Story Structure/Monitor/Clarify</i></p> <p><b><u>Target Vocabulary:</u></b> <i>carton, complicated, dripping, global, hardly, pollution, project, recycle, rubbish, shade.</i></p> <p><b><u>High-Utility Words:</u></b> <i>compost, dust, garbage, hurt, reuse,</i></p> <p style="text-align: center;"><b><u>Target Skill/Story Structure/Theme</u></b></p> <p><i>Review with students that a story’s characters usually experience and solve a problem. These events are a part of the plot. The setting is where and when the story takes place. Tell students that describing the</i></p>	<p><b>VU:</b> Humorous Fiction</p> <hr/> <p><b>LFC:</b> Context clues, Adjectives, Articles. Practice words with vowel /r/ sounds in air, ear, are.</p> <hr/> <p><b>LC:</b> Varies by ELP level</p>

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two) for a range of discipline-specific tasks, purposes, and audiences.

*SL: 3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.*

*L 3.4 A Use sentence level context as a clue to the meaning of a word or phrase.*

*story's characters, setting, and sequence of events will help them understand the story. Tell students that a graphic organizer will help them record important information about the story. Remind students that the theme is the message or big idea of a story.*

**Write About Reading**

*Students will respond to the story by writing an e-mail (with teacher's guidance) that gives advice to Judy. They will look back at the details that describe the tone that might be appropriate when giving advice to a friend in an e-mail.*

**Objectives**

*Participate in a discussion about taking care of the environment.*

*Say, read, and use Target Vocabulary and spelling words.*

*Acquire and use conversational and general academic words*

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		<p><i>Listen to and read aloud a dialogue about recycling and appropriate intonation.</i></p> <p><i>Practice words with air, ear, are.</i></p> <p><i>Understand how parts of the story build on each other and complete a story map.</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Use and explain the function of adjectives and articles.</i></p> <p><i>Discuss and compare selections about ways to take care of the environment.</i></p> <p><i>Make a chart to compare/contrast selections about how people can take care of the environment.</i></p> <p><i>Ask questions about recycling and pollution. (Why is it important to take care of the environment? )</i></p>	
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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions about informational text and fiction from grade level text in L1 and/or answer “who,” Yes/No or either/or questions about the text with single words, phrases, or chunks of language. Produce writing in which the development and organization are appropriate to task and purpose. <i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories. Build reading</i>	Ask and answer questions about informational text and fiction from grade level text in L1 and/or ask and answer “WH-” questions about the text using simple phrases and simple sentences with key content based vocabulary. Produce writing in which the development and organization are appropriate to task and purpose. <i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories. Build reading proficiency</i>	Ask and answer questions about informational text and fiction from adapted text using more complex sentences with key content based vocabulary . Produce writing in which the development and organization are appropriate to task and purpose. <i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories. Build reading proficiency through teacher/peer-supported reading. Use and explain the function of adjectives and articles. Discuss and</i>	Ask and answer questions about informational text and fiction from approaching grade level text using complex sentences with content -based vocabulary. Produce writing in which the development and organization are appropriate to task and purpose. <i>Use and explain the function of adjectives and articles. Discuss and compare selections about ways to take care of the environment. Make a chart to compare/contrast selections about how people can take care of the environment. Ask questions about recycling and pollution. (Why is it</i>	Ask and answer questions about informational text and fiction from grade level text using detailed sentences of varying lengths with content based vocabulary. Produce writing in which the development and organization are appropriate to task and purpose. <i>Use and explain the function of adjectives and articles. Discuss and compare selections about ways to take care of the environment. Make a chart to compare/contrast selections about how people can take care of the environment. Ask questions about recycling and pollution. (Why is it</i>

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	<p><i>proficiency through teacher/peer-supported reading. Use and explain the function of adjectives and articles. Discuss and compare selections about ways to take care of the environment. Make a chart to compare/contrast selections about how people can take care of the environment.</i></p>	<p><i>through teacher/peer-supported reading. Use and explain the function of adjectives and articles. Discuss and compare selections about ways to take care of the environment. Make a chart to compare/contrast selections about how people can take care of the environment.</i></p>	<p><i>compare selections about ways to take care of the environment. Make a chart to compare/contrast selections about how people can take care of the environment.</i></p>	<p><i>people can take care of the environment. Ask questions about recycling and pollution. (Why is it important to take care of the environment? )</i></p>	<p><i>important to take care of the environment? )</i></p>
<p>Learning Supports</p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>Small Group</u></b></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>Small Group</u></b>  <b><u>Conversational Cue cards</u></b></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>Small Group</u></b>  <b><u>Conversational Cue cards</u></b></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Small Group</u></b>    <b><u>Context clues/Brainpop</u></b></p>	<p><b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Small Group</u></b>    <b><u>Context clues/Brainpop</u></b>    <a href="https://www.brainpop.com/search/?keyword=Context%20Clues">https://www.brainpop.com/search/?keyword=Context%20Clues</a></p>

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	<p><b><u>Conversational Cue cards</u></b></p> <p><b><u>Context clues/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=Context%20Clues">https://www.brainpop.com/search/?keyword=Context%20Clues</a></p> <p><b><u>Adjectives/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=Adjectives">https://www.brainpop.com/search/?keyword=Adjectives</a></p> <p><b><u>Reader's Notebook PDF student workbook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebook_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebook_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF</u></b></p>	<p><b><u>Context clues/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=Context%20Clues">https://www.brainpop.com/search/?keyword=Context%20Clues</a></p> <p><b><u>Adjectives/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=Adjectives">https://www.brainpop.com/search/?keyword=Adjectives</a></p> <p><b><u>Reader's Notebook PDF student workbook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF</u></b>  <b><u>(student workbook)</u></b></p>	<p><b><u>Context clues/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=Context%20Clues">https://www.brainpop.com/search/?keyword=Context%20Clues</a></p> <p><b><u>Adjectives/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=Adjectives">https://www.brainpop.com/search/?keyword=Adjectives</a></p> <p><b><u>Reader's Notebook PDF student workbook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF</u></b>  <b><u>(student workbook)</u></b></p>	<p><b><u>Adjectives/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=Context%20Clues">https://www.brainpop.com/search/?keyword=Context%20Clues</a></p> <p><b><u>Adjectives/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=Adjectives">https://www.brainpop.com/search/?keyword=Adjectives</a></p> <p><b><u>Reader's Notebook PDF student workbook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF</u></b>  <b><u>(student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p>	<p><b><u>Adjectives/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=Adjectives">https://www.brainpop.com/search/?keyword=Adjectives</a></p> <p><b><u>Reader's Notebook PDF student workbook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF</u></b>  <b><u>(student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p>
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	<p style="text-align: center;">Student Learning Objective (SLO)</p> <p style="text-align: center;"><b><u>Weeks 6-7</u></b></p> <p style="text-align: center;"><b><u>Theme</u></b></p> <p style="text-align: center;"><b><u>Aligned Journey's Selection</u></b></p> <p style="text-align: center;"><b><u>Lesson 19: Two Bear Cubs</u></b></p> <p style="text-align: center;"><b><u>Focus Wall</u></b></p> <p style="text-align: center;"><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume4/assets/pdf/JourneysPrintableTE_G3L19.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume4/assets/pdf/JourneysPrintableTE_G3L19.pdf</a></p>	<p style="text-align: center;">Language Objective</p>	<p style="text-align: center;">Language Needed</p>
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**Opinion, Narrative, Informative & Explanatory Writing**  
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<p><b>SLO: 12</b>  NJSLS:  RL 3.1  RL 3.2  SL 3.6  W 3.4  W 3.10  L 3.1 D  RF 3.3 A  WIDA:  2  Reading  Speaking</p>	<p><i>RL 3.1 Ask and answer questions, and relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p><i>RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme lesson, or moral and explain how it is revealed through key details in the text.</i></p> <p><i>SL 3.6 Speak in complete sentences when appropriate to task and situations in order to provide requested detail or clarification.</i></p> <p><i>W 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i></p> <p><i>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames ( a single sitting or a day or</i></p>	<p><b><u>Two Bear Cubs</u></b></p> <p><b><u>Opinion Writing: Prewrite a Persuasive Essay</u></b></p> <p><b><u>Focus Trait: Ideas</u></b></p> <p><b><u>Build Background:</u></b> <i>How do people in your community help each other?</i></p> <p><b><u>Comprehension:</u></b> <i>Story Structure/Summarize</i></p> <p><b><u>Target Vocabulary:</u></b> <i>base, burden, console, drowsy, glancing, greedily, heroic, hesitation, ignores, scolding.</i></p> <p><b><u>High-Utility Words:</u></b> <i>continued, people, scared, succeeded, suddenly, supposed, warned.</i></p> <p><b><u>Target Skill/Story Structure</u></b></p> <p><i>Tell students that like other stories, plays have a setting characters, and plot events, including a problem and its solution. Explain that plays are organized by scenes and each scene builds upon the previous scene to form the play’s plot.</i></p> <p><b><u>Write About Reading</u></b></p>	<p>VU: Myth/Play</p> <p>LFC: Prefixes: pre, -re, bi-</p> <p>Vowel sounds in spoon and wood.</p> <p>Irregular verbs</p> <hr/> <p>LC: Varies by ELP level</p>
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**Unit 4: Reading Literature, Reading Informational**  
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*two) for a range of discipline-specific tasks, purposes, and audiences.*

*L 3.1 D. Form and use regular and irregular verbs.*

*RF 3.3 A Identify and know the meaning of the most common prefixes and derivational suffixes*

*Explain to students that a character description includes the character’s traits, motivations, and feelings. Have students make a list of Measuring Worm’s qualities. Ask them to note details (graphic organizer) so they can refer to specific text and scenes in their writing.*

**Objectives**

*Participate in a discussion about how members of a community help each other.*

*Acquire and use conversational and general academic words and phrases.*

*Practice words with the vowel sounds in spoon and wood.*

*Identify elements of a story structure to complete a graphic organizer and understand how scenes build on one another.*

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

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			<p><i>frames, and vocabulary words to help writers organize their more detailed stories.</i></p> <p><i>Decode and use words with the prefixes pre-, -re, -bi.</i></p> <p><i>Understand story structure and how events build on one another.</i></p> <p><i>Form and use irregular verbs.</i></p> <p><i>Build reading proficiency through peer-supported reading.</i></p> <p><i>Discuss and compare selections about ways that community members help each other.</i></p> <p><i>Make a chart to compare/contrast selections about ways that community members help each other.</i></p> <p><i>Ask questions about How members of a community help each other.</i></p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Language Objectives	Listen to and discuss previously read, grade-level material in L1 and/or listen to and identify previously read words. <i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories. Decode and use words with the prefixes pre-, -re, -bi. Understand story structure and how events build on one another. Form and use irregular verbs. Build reading proficiency through peer-supported reading.</i>	Listen to and discuss previously read, grade-level material in L1 and/or respond to previously read text with phrase and short sentences. <i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories. Decode and use words with the prefixes pre-, -re, -bi. Understand story structure and how events build on one another. Form and use irregular verbs. Build reading proficiency through peer-supported reading.</i>	Listen to and discuss previously read, appropriately-leveled text using simple sentences. <i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories. Decode and use words with the prefixes pre-, -re, -bi. Understand story structure and how events build on one another. Form and use irregular verbs. Build reading proficiency through peer-supported reading.</i>	Listen to and discuss previously-read text within grades 2-3 complexity level by using some complex sentences. <i>Discuss and compare selections about ways that community members help each other. Make a chart to compare/contrast selections about ways that community members help each other. Ask questions about How members of a community help each other.</i>	Listen to and discuss previously read, grade-level material by using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary. <i>Discuss and compare selections about ways that community members help each other. Make a chart to compare/contrast selections about ways that community members help each other. Ask questions about How members of a community help each other.</i>
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Learning Supports	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>Small Group</u></b>  <b><u>Conversational Cue cards</u></b></p> <p><b><u>Reader's Notebook PDF student workbook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b><u>Prefixes/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=C+Prefixes%2C+and+Suffices">https://www.brainpop.com/search/?keyword=C+Prefixes%2C+and+Suffices</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Sentence frames</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>Small Group</u></b>  <b><u>Conversational Cue cards</u></b></p> <p><b><u>Reader's Notebook PDF student workbook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b><u>Prefixes/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices">https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices</a>  <a href="https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices">s</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Sentence frames</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>Small Group</u></b>  <b><u>Conversational Cue cards</u></b></p> <p><b><u>Reader's Notebook PDF student workbook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b><u>Prefixes/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices">https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices</a></p> <p><b><u>Journey's Write In Reader PDF</u></b></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>Multimedia Glossary</u></b>  <b><u>Small Group</u></b></p> <p><b><u>Reader's Notebook PDF student workbook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b><u>Prefixes/Brainpop</u></b>  <a href="https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices">https://www.brainpop.com/search/?keyword=Roots%2C+Prefixes%2C+and+Suffices</a></p> <p><b><u>Journey's Write In Reader PDF</u></b></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>Multimedia Glossary</u></b>  <b><u>Small Group</u></b></p> <p><b><u>Reader's Notebook PDF student workbook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units4-6_student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF (student workbook)</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</a></p>
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	<p><a href="#"><u>Roots%2C+Prefixes%2C+and+Suffixes</u></a></p> <p style="text-align: center;"><b><u>Journey's Write In Reader PDF</u></b></p> <p style="text-align: center;">(student workbook)</p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf"><u>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</u></a></p>	<p style="text-align: center;"><b><u>Journey's Write In Reader PDF</u></b></p> <p style="text-align: center;">(student workbook)</p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf"><u>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</u></a></p>	<p style="text-align: center;">(student workbook)</p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf"><u>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</u></a></p>	<p style="text-align: center;">(student workbook)</p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf"><u>https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Reader/journeys_write_in_reader_g3_unit4.pdf</u></a></p>	
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	<p style="text-align: center;">Student Learning Objective (SLO)</p> <p style="text-align: center;"><b><u>Week 8</u></b></p> <p style="text-align: center;"><b><u>Character Analysis/Development</u></b></p> <p style="text-align: center;"><b><u>Aligned Journey's Selection</u></b></p> <p style="text-align: center;"><b><u>Lesson 3: Destiny's Gift</u></b></p> <p style="text-align: center;"><b><u>Focus Wall</u></b></p>	<p style="text-align: center;">Language Objective</p>	<p style="text-align: center;">Language Needed</p>
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<b>SLO: 13</b> NJSLS: RI 3.1 RI.3.3, RL 3.5 SL 3.1 C L 3.1 I W 3.3 W 3.10 WIDA ELDS: 2 Writing Listening Speaking	<i>RI 3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i>	<p><b><u>Destiny’s Gift</u></b></p> <p><b><u>Narrative Writing: Personal Paragraph</u></b></p> <p><b><u>Focus Trait: Voice</u></b></p> <p><b><u>Build Background:</u></b> <i>How can neighbors work together to solve problems?</i></p> <p><b><u>Comprehension:</u></b> <i>Understanding Characters: Analyze/Evaluate.</i></p> <p><b><u>Target Vocabulary:</u></b> <i>afford, block, contacted, customers, earn, figure, raise, spreading.</i></p> <p><b><u>High-Utility Words:</u></b> <i>fliers, neighbors, powerful, rent.</i></p> <p><b><u>Target Skill/Understand Characters</u></b></p> <p><i>Tell students that characters’ words and actions reveal their feelings, traits, and motivations. Explain that the characters’ feelings are the emotions they feel toward other characters or story events. The characters’ traits are the qualities they have, and their motivations are</i></p>	<b>VU:</b> Understanding Characters/Story Message Realist Fiction Informational Text
	<i>RL 3.3 Describe the characters in a story (e.g., their traits, motivation, or feelings) and explain how their actions contribute to the plot.</i>		<b>LFC:</b> <i>Antonym</i> <i>Compound Sentences</i> <i>Common Vowel Pairs ai, ay, ee, ea.</i>
	<i>RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</i> <i>W 3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear events sequences.</i> <i>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames ( a single sitting or a day or</i>		<b>LC:</b> Varies by ELP level

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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.*

*L 3.1 I produce simple, compound, and complex sentences.*

*the reasons they act the way they do. Students will utilize a graphic organizer to write the traits of the main character in Destiny's Gift. .*

**Write About Reading**

*Ask students to think about what is happening each time Mrs. Wade makes the statement to help them determine why the author has her say it twice. Students will utilize story's vocabulary words and a graphic organizer to complete the assignment. They will use a bilingual dictionary as well.*

**Objectives**

*Participate in discussion about how neighbors help one another.*

*Acquire and use conversational and general academic words and phrases.*

*Have students use words raise and block to discuss how neighbors can work together to solve problems.*

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		<p><i>Practice understanding characters and complete a chart about characters.</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories.</i></p> <p><i>Analyze and evaluate characters' actions in Destiny's Gift.</i></p> <p><i>Practice using Target Vocabulary words to discuss Destiny's Gift orally.</i></p> <p><i>Listen to and read a dialogue.</i></p> <p><i>Identify antonyms.</i></p> <p><i>Build reading proficiency through teacher/peer-supported reading.</i></p> <p><i>Use conjunctions to form compound sentences .</i></p> <p><i>Discuss and compare selections about neighbors helping one another solve problems.</i></p> <p><i>Make a chart to compare/contrast how neighbors help one another.</i></p>
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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Explain how key details support the main idea in L1 and/or identify main idea and key details by drawing a picture that represents the meaning of the story and matching key words with the illustrations.</p> <p><i>Participate in discussion about how neighbors help one another. Acquire and use conversational and general academic words and phrases. Have students use words raise and block to discuss how neighbors can work together to solve problems. Practice understanding</i></p>	<p>Explain how key details support the main idea in L1 and/or identify key phrases about the details that support the main idea using appropriately leveled text read aloud. <i>Participate in discussion about how neighbors help one another. Acquire and use conversational and general academic words and phrases. Have students use words raise and block to discuss how neighbors can work together to solve problems. Practice understanding characters and complete a chart about characters.</i></p>	<p>Explain how key details support the main idea using adapted texts in simple sentences with key content based vocabulary. Express own ideas consistent with the topic discussed. <i>Participate in discussion about how neighbors help one another. Acquire and use conversational and general academic words and phrases. Have students use words raise and block to discuss how neighbors can work together to solve problems. Practice understanding characters and complete a chart about characters.</i></p>	<p>Explain how key details support the main idea using approaching grade level texts in complete sentences with some content-based vocabulary. Propose new solutions to resolve conflict in small groups. <i>Discuss and compare selections about neighbors helping one another solve problems. Make a chart to compare/contrast how neighbors help one another.</i></p>	<p>Explain how key details support the main idea using grade level texts in detailed sentences of varying lengths with content- based vocabulary. Build on remarks of others by linking comments. <i>Discuss and compare selections about neighbors helping one another solve problems. Make a chart to compare/contrast how neighbors help one another</i></p>

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	characters and complete a chart about characters.				
Learning Supports	<p><b>Digital Journeys Resources</b>  <b>ELL leveled Reader</b>  <b>Vocabulary Reader</b>  <b>Multimedia Grammar</b>  <b>Glossary</b>  <b>Picture Card Bank</b></p> <p><b>Graphic organizer</b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b>Antonyms/Brainpop</b>  <a href="https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms">https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms</a></p> <p><b>Long Vowels/Brainpop</b></p>	<p><b>Digital Journeys Resources</b>  <b>ELL leveled Reader</b>  <b>Vocabulary Reader</b>  <b>Multimedia Grammar</b>  <b>Glossary</b>  <b>Picture Card Bank</b></p> <p><b>Graphic organizer</b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b>Antonyms/Brainpop</b>  <a href="https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms">https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms</a></p> <p><b>Long Vowels/Brainpop</b>  <a href="https://jr.brainpop.com/search/?keyword=Long+vowels">https://jr.brainpop.com/search/?keyword=Long+vowels</a></p>	<p><b>Digital Journeys Resources</b>  <b>ELL leveled Reader</b>  <b>Vocabulary Reader</b>  <b>Multimedia Grammar</b>  <b>Glossary</b>  <b>Picture Card Bank</b></p> <p><b>Graphic organizer</b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b>Antonyms/Brainpop</b>  <a href="https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms">https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms</a></p> <p><b>Long Vowels/Brainpop</b>  <a href="https://jr.brainpop.com/search/?keyword=Long+vowels">https://jr.brainpop.com/search/?keyword=Long+vowels</a></p>	<p><b>Digital Journeys Resources</b>  <b>Multimedia Glossary</b>  <b>Small group</b>  <b>Vocabulary worksheet</b></p> <p><b>Graphic organizer</b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b>Antonyms/Brainpop</b>  <a href="https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms">https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms</a></p> <p><b>Long Vowels/Brainpop</b>  <a href="https://jr.brainpop.com/search/?keyword=Long+vowels">https://jr.brainpop.com/search/?keyword=Long+vowels</a></p>	<p><b>Digital Journeys Resources</b>  <b>Multimedia Glossary</b>  <b>Small group</b>  <b>Vocabulary worksheet</b></p> <p><b>Graphic organizer</b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b>Antonyms/Brainpop</b>  <a href="https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms">https://www.brainpop.com/search/?keyword=Antonyms%2C%20Synonyms%2C%20and%20Homonyms</a></p> <p><b>Long Vowels/Brainpop</b>  <a href="https://jr.brainpop.com/search/?keyword=Long+vowels">https://jr.brainpop.com/search/?keyword=Long+vowels</a></p>

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**Unit 4: Reading Literature, Reading Informational**  
**Opinion, Narrative, Informative & Explanatory Writing**  
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**ELA/ELL Grade 3 Scaffold- Revised 2020**  
**Unit 4: Reading Literature, Reading Informational**  
**Opinion, Narrative, Informative & Explanatory Writing**  
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	<p style="text-align: center;">Student Learning Objective (SLO)  <b><u>Week 8</u></b>  <b><u>Character Analysis/Development</u></b>  <b><u>Aligned Journey's Selection</u></b></p>	<p style="text-align: center;">Language Objective</p>	<p style="text-align: center;">Language Needed</p>
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	<p style="text-align: center;"><b>Lesson 15: The Extra Good Sunday</b>  <b>Focus Wall</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume3/assets/pdf/JourneysPrintableTE_G3L15.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume3/assets/pdf/JourneysPrintableTE_G3L15.pdf</a></p>		
<p><b>SLO: 14</b>  NJSLS:  RI 3.1  RL 3.3  RL 3.5  SL 3.6  W 3.10  L 3.4 D  L 3.1 E  WIDA ELDS:  2  Writing</p>	<p><i>RI 3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p><i>RL 3.3 Describe the characters in a story (e.g., their traits, motivation, or feelings) and explain how their actions contribute to the plot.</i></p> <p><i>RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</i></p> <p><i>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or</i></p>	<p style="text-align: center;"><b><u>The Extra-Good Sunday</u></b></p> <p style="text-align: center;"><b><u>Informative Writing: Draft an Explanatory Essay</u></b></p> <p style="text-align: center;"><b><u>Focus Trait: Voice</u></b></p> <p><b><u>Build Background:</u></b> <i>Why should people try things they think they can't do?</i></p> <p><b><u>Comprehension:</u></b> <i>Understanding Characters: Infer/Predict</i></p> <p><b><u>Target Vocabulary:</u></b> <i>anxiously, cross, degrees, festive, ingredients, recommended, remarked, tense.</i></p> <p><b><u>High-Utility Words:</u></b> <i>avoid, complaint, compliment, creative, pretend.</i></p> <p style="text-align: center;"><b><u>Target Skill/Understand Characters</u></b></p>	<p><b>VU:</b> Humorous Fiction, Informational Text</p> <p><b>LFC:</b> Words with er, ir, ur, or. Using Thesaurus, Verb tenses</p> <p><b>LC:</b> Varies by ELP level</p>

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two) for a range of discipline-specific tasks, purposes, and audiences.

*SL 3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.*

*L 3.4 D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words or phrases.*

*L 3.1 E Form and use the simple (e.g., I walked, I will walk , I walk) verb tenses.*

**Infer/Predict**

*Explain to students that they can figure out the character's traits, or qualities, by noting the characters' thoughts, actions, and words. These things will also help them figure out a character's motivations, or reasons he or she acts a certain way, and feelings. Students will utilize a graphic organizer to write the traits, feelings, and motivations of the main character. They will be given a vocabulary words worksheet and dictionary to complete task.*

**Write About Reading**

*Tell students that they will write a response to the story *The Extra-Good Sunday* that gives an opinion, or tells what they think about the idea of Beezus and Ramona having to cook dinner. To complete this task, students will be given a graphic organizer and dictionary to ease the process of finishing the work.*

**Objectives**

*Participate in a discussion about trying new things.*

*Acquire and use conversational and general academic words and phrases.*

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		<p><i>Practice words with er, ir, ur, or.</i></p> <p><i>Have students use “remarked” and “recommended” to discuss why people should try things they think they can’t do.</i></p> <p><i>Review and discuss humorous fiction content.</i></p> <p><i>Practice understanding characters and complete a graphic organizer.</i></p> <p><i>Make inferences and predictions about The Extra-Good Sunday.</i></p> <p><i>Practice Target Vocabulary words</i></p> <p><i>Practice using a thesaurus dictionary.</i></p> <p><i>Listen and read aloud a dialogue with expression</i></p> <p><i>Analyze the way characters behave.</i></p> <p><i>Build reading proficiency through peer- supported reading.</i></p> <p><i>Form and use simple -present -past and -future tense verbs.</i></p> <p><i>Discuss and compare selections with characters who try something new.</i></p>
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		<p><i>Make a chart to compare/contrast selections with characters who try something new.</i></p> <p><i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed writing tasks.</i></p>			
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Answer comprehension questions in L1 by using information gained from illustrations and/or in English using gestures and single key words from appropriately leveled text read aloud.	Answer comprehension questions in L1 by using information gained from illustrations and/or in English using short phrases and key content based vocabulary from appropriately leveled text read aloud	Answer comprehension questions by using information gained from illustrations in adapted grade level text using simple sentences and key content based vocabulary.	Answer comprehension questions by using information gained from illustrations in approaching grade level text using complete sentences and some content based vocabulary	Answer comprehension questions by using information gained from illustrations in grade level text using detailed sentences of varying length and content based vocabulary.

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	<p><b><u>Reader's Notebook PDF student workbook (Volume 1)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebook s K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebook s K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF(student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf</a></p>	<p><b><u>Reader's Notebook PDF student workbook (Volume 1)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF(student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF(student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Readers Notebooks K-6/Reader's%20Notebook%20SE/Journeys Readers Notebook G3 Units1-3 student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF(student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf</a></p>	<p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf">s Notebook G3 Units1-3 student.pdf</a></p> <p><b><u>Journey's Write In Reader PDF(student workbook)</u></b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys Write in Reader/journeys write in reader_g3_unit3.pdf</a></p>
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**ELA/ELL Grade 3 Scaffold- Revised 2020**  
**Unit 4: Reading Literature, Reading Informational**  
**Opinion, Narrative, Informative & Explanatory Writing**  
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	Student Learning Objective (SLO) <b>Week 9</b> <b>Compare and Contrast</b> <b>Aligned Journey's Selection</b> <b>Lesson 4: Pop's Bridge</b> <b>Focus Wall</b> <a href="https://wwwk6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume1/assets/pdf/JourneysPrintableTE_G3L4.pdf">https://wwwk6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713/_volume1/assets/pdf/JourneysPrintableTE_G3L4.pdf</a>	Language Objective	Language Needed
<b>SLO: 15</b> NJSLS: RL 3.7  RI 3.1  W 3.3 A  W 3.10  SL 3.1 C  SL 3.1 D  L 3.1 A  RF 3.3 C	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.  RL 3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects, of a character or setting).  W 3.3 A. Establish a situation and introduce a narrator and/or experiences or events using narrative technique, descriptive naturally.  W 3.10 Write routinely over extended time frames (time for research, reflection,	<p style="text-align: center;"><b><u>Pop's Bridge</u></b></p> <p style="text-align: center;"><b><u>Narrative Writing: Prewrite a Personal Narrative</u></b></p> <p style="text-align: center;"><b><u>Focus Trait: Ideas</u></b></p> <p><b><u>Build Background:</u></b> <i>Why is teamwork important in a project?</i></p> <p><b><u>Comprehension:</u></b> <i>Compare/Contrast: Infer/Predict</i></p> <p><b><u>Target Vocabulary:</u></b> <i>balancing, cling, crew, disappears, excitement, foggy, stretch, tide</i></p>	<b>VU:</b> Historical Fiction Informational Text  <b>LFC:</b> Word Families Common and Proper Nouns Multi-syllable words  <b>LC:</b> Varies by ELP level

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<p>WIDA ELDS: 2 Writing</p>	<p>metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two ) for a range of discipline-specific tasks, purposes, and audiences).</p> <p>SL 3.1 C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL 3.1 D Explain their own ideas and understanding in light of the discussion.</p> <p>L 3.1 A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>RF 3.3 C Decode multi-syllable words.</p>	<p><b><u>High-Utility Words:</u></b> <i>dangerous, equal, important, impossible, relief</i></p> <p style="text-align: center;"><b><u>Target Skill/Compare and Contrast</u></b></p> <p style="text-align: center;"><i>Explain to students that when they compare, they tell how two or more things are alike. When they contrast, they tell how those things are different. Explain that when they compare and contrast characters, they should look at the character’s actions and words along with their traits, motivations, and feelings. Students will be utilizing a graphic organizer to complete assignment.</i></p> <p style="text-align: center;"><b><u>Write About Reading</u></b></p> <p style="text-align: center;"><i>Students will look at Pop’s Bridge illustrations to write a paragraph. They will be scaffold throughout the entire assignment. Some questions they may rely to write their response may include:</i></p>	
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- *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?*
- *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.*

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

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Language Objectives	Read informational texts orally in L1 and/or single words from an appropriately leveled text with accuracy, fluency and expression. Expressing own ideas through drawings, gestures, word and phrases. Review and discuss historical fiction. Practice comparing and contrasting and complete a Venn Diagram. Use details to make inferences and predictions about Pop’s Bridge.	Read prose and poetry orally in L1 and/or phrases from an appropriately leveled text with accuracy, fluency and expression. Recognizing how different intonation conveys different meanings. Practice comparing and contrasting and complete a Venn Diagram. Use details to make inferences and predictions about Pop’s Bridge.	Read informational texts orally with fluency, accuracy and expression in adapted or appropriately leveled texts. Express own ideas consistent with the topic discussed. Practice comparing and contrasting and complete a Venn Diagram. Use details to make inferences and predictions about Pop’s Bridge.	Read informational texts orally with fluency and accuracy in grades 2-3 grade level text band. Express own ideas and supporting ideas of others. Practice comparing and contrasting and complete a Venn Diagram. Use details to make inferences and predictions about Pop’s Bridge.	Read grade informational texts orally with fluency, accuracy and expression. Share topic-related information. Use details to make inferences and predictions about Pop’s Bridge.
Learning Supports	<p style="text-align: center;"><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b></p>	<p style="text-align: center;"><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b></p>	<p style="text-align: center;"><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b></p>	<p style="text-align: center;"><b><u>Digital Journeys Resources</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Small group</u></b>    <b><u>Word families list</u></b></p>	<p style="text-align: center;"><b><u>Digital Journeys Resources</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Small group</u></b>    <b><u>Word families list</u></b></p>

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	<p><b>Word families list</b></p> <p><a href="http://www.readingmanipulatives.com/Resources/ProductGuides/250G_SLVWordFadf">http://www.readingmanipulatives.com/Resources/ProductGuides/250G_SLVWordFadf</a></p> <p>Graphic organizer <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p>Nouns <a href="https://www.brainpop.com/english/grammar/nouns/">https://www.brainpop.com/english/grammar/nouns/</a></p> <p><b>Reader's Notebook PDF (Volume 1)</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebook_G3_Units1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</a></p> <p><b>Journey's Write In Reader PDF (student workbook)</b></p>	<p><b>Word families list</b></p> <p><a href="http://www.readingmanipulatives.com/Resources/ProductGuides/250G_SLVWordFadf">http://www.readingmanipulatives.com/Resources/ProductGuides/250G_SLVWordFadf</a></p> <p>Graphic organizer <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p>Nouns <a href="https://www.brainpop.com/english/grammar/nouns/">https://www.brainpop.com/english/grammar/nouns/</a></p> <p><b>Reader's Notebook PDF (Volume 1)</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</a></p> <p><b>Journey's Write In Reader PDF (student workbook)</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in</a></p>	<p><b>Word families list</b></p> <p><a href="http://www.readingmanipulatives.com/Resources/ProductGuides/250G_SLVWordFadf">http://www.readingmanipulatives.com/Resources/ProductGuides/250G_SLVWordFadf</a></p> <p>Graphic organizer <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p>Nouns <a href="https://www.brainpop.com/english/grammar/nouns/">https://www.brainpop.com/english/grammar/nouns/</a></p> <p><b>Reader's Notebook PDF (Volume 1)</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</a></p> <p><b>Journey's Write In Reader PDF (student workbook)</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Read">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Read</a></p>	<p><a href="http://www.readingmanipulatives.com/Resources/ProductGuides/250G_SLVWordFadf">http://www.readingmanipulatives.com/Resources/ProductGuides/250G_SLVWordFadf</a></p> <p>Graphic organizer <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p>Nouns <a href="https://www.brainpop.com/english/grammar/nouns/">https://www.brainpop.com/english/grammar/nouns/</a></p> <p><b>Reader's Notebook PDF (Volume 1)</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</a></p> <p><b>Journey's Write In Reader PDF (student workbook)</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Read">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Read</a></p>	<p><a href="http://www.readingmanipulatives.com/Resources/ProductGuides/250G_SLVWordFadf">http://www.readingmanipulatives.com/Resources/ProductGuides/250G_SLVWordFadf</a></p> <p>Graphic organizer <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p>Nouns <a href="https://www.brainpop.com/english/grammar/nouns/">https://www.brainpop.com/english/grammar/nouns/</a></p> <p><b>Reader's Notebook PDF (Volume 1)</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</a></p> <p><b>Journey's Write In Reader PDF (student workbook)</b></p> <p><a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Read">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Write_in_Read</a></p>
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<b>SLO: 16</b> NJSLS: RI 3.1 RI 3.3 RI 3.4 W 3.4 W 3.10 SL 3.1 A L 3.1 C	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 3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using	<b><i><u>Kamishibai Man</u></i></b> <b><i><u>Opinion Writing: Prewrite a response to literature.</u></i></b> <b><i><u>Focus Trait: Organization</u></i></b>  <b><i><u>Build Background:</u></i></b> <i>How has storytelling changed over time?</i> <b><i><u>Comprehension:</u></i></b> <i>Cause and Effect: Monitor/Clarify</i>	<b>VU:</b> Realistic Fiction, Informational Text  <b>LFC:</b> Vowel diphthongs ow and ou. Dictionary/Glossary Abstract Nouns  <b>LC:</b> Varies by ELP level

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**Opinion, Narrative, Informative & Explanatory Writing**  
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<p>L 3.1 I L 3.4 D L 3.5 B</p> <p>WIDA ELDS: 2 Writing</p>	<p>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><i>W 3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <p>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><b><u>Target Vocabulary:</u></b> <i>applause, blasted, blurry, familiar, jerky, rickety, rude, vacant.</i></p> <p><b><u>High-Utility Words:</u></b> <i>crowd, different, favorite, gather, remember.</i></p> <p style="text-align: center;"><b><u>Target Skill</u></b></p> <p><b><u>Cause and Effect: Analyze Illustrations</u></b>  <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 <b>cause</b>. The event that happens as a result is an <b>effect</b>. 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;"><b><u>Write About Reading</u></b>  <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 <b>sentence frames</b> to complete the assignment.</i></p> <ul style="list-style-type: none"> <li>● <i>A change such as _____ would make me feel _____ because _____.</i></li> </ul>	
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*L 3.1 C Use abstract nouns (e.g., childhood).*

*L 3.1 I produce simple, compound, and complex sentences.*

*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.*

*L 3.5 B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).*

- *If I were Jiichan I would feel \_\_\_\_\_ in the city.*
- *On page #, I noticed \_\_\_\_\_.*
- *It is important to say that \_\_\_\_\_.*
- *After reading Kamishibai Man, I know \_\_\_\_\_.*

**Objectives**

*Participate in a discussion about storytelling.*

*Acquire and use conversational and general academic words and phrases.*

*Practice words with vowel diphthongs ow, ou.*

*Help students use **applause** and **familiar** to discuss storytellers and the stories they tell.*

*Review and discuss realistic fiction.*

*Identify causes and effects and complete a graphic organizer.*

*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.*

*Prewrite a response to literature.*

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		<i>Participate in a daily writing activity to enhance writing skills with the use of story maps, sentence frames, and vocabulary words to help writers organize their more detailed stories.</i>			
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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. Use dictionary and glossaries to clarify meanings of words. Comprehend and discuss informational text. Build reading proficiency</i>	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. Comprehend and discuss informational text. Build reading proficiency through teacher/peer-supported reading.</i>	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 compare selections about storytelling. Make a chart to compare and contrast ways of storytelling.</i>	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 storytelling. Prewrite a response to literature</i>	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. Prewrite a response to literature</i>

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	<p>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>Identify and use abstract nouns. Discuss and compare selections about storytelling. Make a chart to compare and contrast ways of storytelling.</p>			
Learning Supports	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a>  <b><u>Reader's Notebook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a>  <b><u>Reader's Notebook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Picture Card Bank</u></b>  <b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a>  <b><u>Reader's Notebook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Jour">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Jour</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a>  <b><u>Reader's Notebook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s1-3_student.pdf</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>Multimedia Grammar</u></b>  <b><u>Glossary</u></b>  <b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a>  <b><u>Reader's Notebook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Unit_s1-3_student.pdf</a></p>

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	Student Learning Objective (SLO) <b>Week 9</b> <b>Compare and Contrast</b> <b>Aligned Journey's Selection</b> <b>Lesson 13: Yonder Mountain</b> <b>Focus Wall</b> <a href="https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume3/assets/pdf/JourneysPrintableTE_G3L13.pdf">https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ete_9780547977713_/volume3/assets/pdf/JourneysPrintableTE_G3L13.pdf</a>	Language Objective	Language Needed
<b>SLO: 31</b> NJSLS: RI 3.1 RL 3.2 RI 3.4	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.	<b><i>Yonder Mountain: A Cherokee Legend</i></b> <b><i>Informative Writing: Informative Paragraph</i></b> <b><i>Focus Trait: Organization</i></b>	<b>VU:</b> Legend Informational Text

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<p>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  Speaking  Listening  Writing</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>RF 3.4 Read with sufficient accuracy and fluency to support comprehension.</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><b><u>Build Background:</u></b> <i>What makes a good leader?</i></p> <p><b><u>Comprehension:</u></b> <i>Theme, Visualize</i></p> <p><b><u>Target Vocabulary:</u></b> <i>crops, grunted, hollered, plucked, profit, risky, scowled, tugged.</i></p> <p><b><u>High-Utility Words:</u></b> <i>harvesting, planting, season, vegetable, watered, weeded.</i></p> <p style="text-align: center;"><b><u>Target Skill</u></b></p> <p style="text-align: center;"><b><u>Compare/Contrast: Story Message</u></b></p> <p style="text-align: center;"><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 <b>Yonder Mountain: A Cherokee Legend</b>, 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 personages in the story. The graphic organizer students will be using for this activity is on student book p. 468. <b>Analyze/Evaluate:</b> 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</i></p>	<p><b>LFC:</b> Contractions with n’t, ‘d, ‘ve.  Homophones/Homographs  Subject-verb agreement</p> <hr/> <p><b>LC:</b> Varies by ELP level</p>
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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.

*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**

*Participate in a discussion about leaders.*  
*Acquire and use conversational and general academic words and phrases.*  
*Practice contractions n't, 'd, 've.*  
*Help students use **examined** and **pleaded** to discuss what makes a good leader.*

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			<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>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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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 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.</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 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></p>	<p>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></p>	<p>Read texts within the grade 2-3 complexity band and orally explain the purpose and demonstrate comprehension in expanded sentences. <i>Comprehend and discuss informational text. Build reading proficiency through teacher/peer-supported reading. Ensure subject-verb agreement. Discuss and compare selections about Cherokee experiences. Make a chart to compare and contrast Cherokee experiences. Use domain-specific words to write an informative paragraph.</i></p>	<p>Read grade-level texts and orally explain the purpose and demonstrate comprehension in multiple, complex sentences. <i>Discuss and compare selections about Cherokee experiences. Make a chart to compare and contrast Cherokee experiences. Use domain-specific words to write an informative paragraph.</i></p>
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	<p><i>Comprehend and discuss informational text. Build reading proficiency through teacher/peer-supported reading.</i></p>				
<p>Learning Supports</p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar Glossary</u></b>  <b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Reader's Notebook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Reader's_Notebook_G3_Units1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Reader's_Notebook_G3_Units1-3_student.pdf</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar Glossary</u></b>  <b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Reader's Notebook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Reader's_Notebook_G3_Units1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Reader's_Notebook_G3_Units1-3_student.pdf</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>ELL leveled Reader</u></b>  <b><u>Vocabulary Reader</u></b>  <b><u>Multimedia Grammar Glossary</u></b>  <b><u>Picture Card Bank</u></b></p> <p><b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Reader's Notebook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Reader's_Notebook_G3_Units1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Reader's_Notebook_G3_Units1-3_student.pdf</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Reader's Notebook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Reader's_Notebook_G3_Units1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Reader's_Notebook_G3_Units1-3_student.pdf</a></p>	<p><b><u>Digital Journeys Resources</u></b>  <b><u>Multimedia Grammar Glossary</u></b></p> <p><b><u>Graphic organizer</u></b>  <a href="http://www.eduplace.com">www.eduplace.com</a></p> <p><b><u>Reader's Notebook</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Readers_Notebook_G3_Units1-3_student.pdf</a></p> <p><b><u>Write In Reader</u></b>  <a href="https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Reader's_Notebook_G3_Units1-3_student.pdf">https://www-k6.thinkcentral.com/content/hsp/common/reading/Journeys_Readers_Notebooks_K-6/Reader's%20Notebook%20SE/Journeys_Reader's_Notebook_G3_Units1-3_student.pdf</a></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. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of 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 consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

**ELA/ELL Grade 3 Scaffold- Revised 2020**  
**Unit 4: Reading Literature, Reading Informational**  
**Opinion, Narrative, Informative & Explanatory Writing**

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