**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

1. **80% of our students will graduate from high school college or career ready**
2. **90% of students will graduate on time**
3. **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The plan ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students and across content areas. Destination 2025, the Comprehensive Literacy Improvement Plan, and TN State Standards establish common goals and expectations for student learning across schools and are the underpinning for the development of the curriculum maps.

**Purpose** - This curriculum map is meant to help teachers and their support providers (e.g., coaches, leaders) on their path to effective, college and career ready (CCR) aligned instruction and our pursuit of Destination 2025. It is a resource for organizing instruction around the TN State Standards, which define what to teach and what students need to learn at each grade level. The map is designed to reinforce the grade/course-specific standards and content—the major work of the grade (scope)—and provides a *suggested* sequencing and pacing and time frames, aligned resources—including complex texts, sample questions and tasks, and other planning tools. Our hope is that by curating and organizing a variety of standards-aligned resources, teachers will be able to spend less time wondering what to teach and searching for quality materials (though they may both select from and/or supplement those included here) and have more time to plan, teach, assess, and reflect with colleagues to continuously improve practice and best meet the needs of their students.

The map is meant to support effective planning and instruction to rigorous standards; it is *not* meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. Teachers who are knowledgeable about and intentionally align the learning target (standards and objectives), topic, text(s), task, and needs (and assessment) of the learners are best-positioned to make decisions about how to support student learning toward such mastery. Teachers are therefore expected--with the support of their colleagues, coaches, leaders, and other support providers--to exercise their professional judgment aligned to our shared vision of effective instruction, the Teacher Effectiveness Measure (TEM) and related best practices. However, while the framework allows for flexibility and encourages each teacher/teacher team to make it their own, our expectations for student learning are non-negotiable. We must ensure all of our children have access to rigor—high-quality teaching and learning to grade level specific standards, including purposeful support of literacy and language learning across the content areas.

A standards-based curriculum, performance-based learning and assessments, and high quality instruction are at the heart of the ELA Curriculum maps. Educators will use this map and the standards as a road map for curriculum and instruction. Carefully crafted curricular sequences and quality instructional resources enable teachers to devote more time and energy in delivering instruction and assessing the effectiveness of instruction for all learners in their classrooms, including those with special learning needs.

To support literacy and language learning across the content areas and support deeper knowledge building in the content area, throughout this curriculum map, you will see high-quality texts from both the textbook(s) and external/supplemental texts to ensure students are reading appropriately complex, worthwhile material. These texts have been evaluated by district staff to ensure that they meet criteria for text complexity--Quantitative, Qualitative, and Reader & Task Factors.  Lexile Levels are listed on the Curriculum Maps, and additional information is cited, where available.

In order to plan effective lessons that allow students to do the majority of the thinking, teachers should employ the CLIP instructional model in their daily lesson planning, including:

1. Whole-Group Instruction (20-25 minutes)-This time is for grade-level instruction. Regardless of a student’s reading level, exposure to complex texts supports language and comprehension development which is necessary for continual reading growth.
2. Small-Group Instruction (45-60 minutes)-This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide: 1. instruction for students learning to read based on their specific needs and using texts at their reading level; 2. instruction for different learners using grade-level texts to support whole-class instruction; 3. extension for proficient readers using challenging texts, and 4. practice with and applying skills.
3. Whole-Group Closure (5-10 minutes)-This time is for closure of the day’s lesson and a time for a quick assessment of the students.

**How to Use the Literacy Curriculum Maps**

Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, students must receive literacy instruction aligned to each of the elements of effective literacy program seen in the figure to the right.

This curriculum map is designed to help teachers make effective decisions about what literacy content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

**(1) Regular practice with complex text and its academic language.**

**(2)** **Reading, writing, and speaking grounded in evidence from text, both literary and informational.**

**(3)** **Building knowledge through content-rich nonfiction.**

Throughout this curriculum map, you will see high-quality texts that students should be reading, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around each of the three shifts that teachers should consistently access:

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| **The Tennessee State ELA Standards** |
| **The Tennessee State ELA Standards (also known as the College and Career Ready Literacy Standards):**[**http://tn.gov/education/article/english-language-arts-standards**](http://tn.gov/education/article/english-language-arts-standards) | Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. |
| **Shift 1: Regular Practice with Complex Text and its Academic Language** |
| **Student Achievement Partners Text Complexity Collection:**[**http://achievethecore.org/page/642/text-complexity-collection**](http://achievethecore.org/page/642/text-complexity-collection) | Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.  |
| **Student Achievement Partners Academic Word Finder:**  [**http://achievethecore.org/page/1027/academic-word-finder**](http://achievethecore.org/page/1027/academic-word-finder) | Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text. |
| **Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text** |
| **Student Achievement Partners Text-Dependent Questions Resources:**[**http://achievethecore.org/page/710/text-dependent-question-resources**](http://achievethecore.org/page/710/text-dependent-question-resources) | Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis. |
| **Shift 3: Building Knowledge through Content-Rich Non-fiction** |
| **Student Achievement Partners Text Set Projects Sequenced:**<http://achievethecore.org/page/1099/text-set-project-building-knowledge-and-vocabulary> | Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world. |

**Using the Curriculum Maps, Grades K-2**

1. Begin by examining the selected text(s). Read the text carefully and consider what topic or content students should learn from reading the text. Then, review the aligned essential question and culminating task for your topic focus for the week. Review the target Reading Foundational Skills resources to internalize the weekly outcomes for students. At this grade band, **foundational skills and language comprehension are of equal importance** and need to be addressed fully every day.
2. Locate the TDOE Standards in the left column and the aligned evidence statements. Analyze the language of the standards and consider how the text supports the listed reading standards. Note that Reading Anchor Standard 1 and Reading Anchor Standard 10 are not included in the curriculum maps, but should be addressed every week, as students should consistently be reading rigorous grade-level texts and citing evidence when writing or speaking about the text:
	1. CCR Reading Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	2. CCR Reading Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
3. Consult your *Journeys* Teachers’ Edition (TE) and other cited references to map out your week(s) of instruction.
4. Plan your weekly and daily objectives, using the evidence statements and sample objectives as a guide. Be sure to plan your own objectives to meet the needs of your students. As a reminder, while lesson and unit objectives should be aligned to grade-level standards, standards and objectives are not synonymous and standards mastery develops over time (not in a single lesson). Consistent with Teach 1-4 of the TEM, teachers/teams are expected to carefully develop literacy learning objectives that carefully consider the text, target (standard, objective), task, and learner (including assessment of/for learning).
5. Study the suggested performance assessments in the right-hand column, and match them to your objectives. Consider which tasks best target the essential question and content for the week, as well as alignment to standards.
6. When planning for the reading of a text, plan the questions you will ask each day using these three types of questions: those that derive general understanding, those that address craft and structure, and those that elicit an overall meaning of the text. Be sure that the questions you ask will lead students to better understand the text and lead to success on your selected performance assessments. They should also build toward your essential question. Remember at this grade band, complex texts need to be addressed through a **read aloud or shared reading**, as students have not fully mastered decoding skills well enough to tackle complex text on their own.
7. Examine the other standards and skills you will need to address—writing, language skills, and speaking and listening skills. Review the suggested vocabulary for explicit instruction as listed in the map *in addition* to the words listed in the TE.
8. Consider how you will support building student knowledge through supplemental reading, content, research, and/or writing around the topic for the week. If a TWAG (Two-Weeks at a Glance) outline is available, review how the two weeks work together to build knowledge.
9. Remember to include differentiated activities for small group instruction.

**Two-Weeks at a Glance (TWAG) Outlines**

Beginning in the 2016-17 school year the SCS curriculum maps will include six or more “TWAG outlines” throughout the year in each grade. These outlines demonstrate how to spend two weeks digging deeply into a high-quality, complex anchor text from the *Journeys* series in order to build student knowledge around the topic of the story. By studying a high-leverage topic over two weeks, students will have more opportunities to grow their knowledge and vocabulary, while simultaneously building their literacy skills. The curriculum map will *align* to the TWAG outline, but the *full outline* will be found in the Appendix to the map. It is important to note that while the map will skip some texts in *Journeys* to build in time for the TWAG outlines, teachers should **continue with the foundational skills strand** as outlined in the text and the maps. The foundational skills strand follows a systematic, research based progression, and it is highly recommended that teachers use that progression to guide their instruction. SCS teachers and coaches in partnership developed TWAG outlines with [Student Achievement Partners](http://achievethecore.org/) and other districts across the country.

**Using the WIDA MPIs**

WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards. By referencing the provided MPIs and those MPIs within the given links, teachers can craft "I can" statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.

**Key Terms:**

1. **Fluency**: The ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning form what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.
2. **Academic Language or Vocabulary:** The language of schools and books – language that is used across many domains and topics. Students do not learn academic language in everyday social situations. As students read extensively over time, they develop academic language. This language helps them to read more complex texts.
3. **Foundational Skills:** The basic skills that need to be taught and developed first. These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.
4. **Text Complexity:** Is used in evaluating student readiness for college and careers. There are three equally important components of text complexity: qualitative, quantitative, and reader and task.
5. **Evidence Statements:** Are taken directly from the standards. The standards contain multiple skills. Because the evidence statements usually divide each standard into individual skills, the statements can be used to craft objectives, which directly align to TEACH 1 of TEM. TEACH 1 says to “engage students in objective-driven lessons based on content standards.” If teachers design their objectives by using the evidence statements, then TEACH 1 is achieved because the objective comes directly from the standard. It is important to note that although sample objectives are embedded in the map, teachers must still craft their own objectives based on the needs of their individual classes.
6. **Essential Questions:** Are specific to the text(s) and often summarize the “big understanding” of what students should receive from the text or texts for the lesson. They are open-ended questions that do not have a single, final correct answer, and often call for higher-order thinking and are not answered by recall. Answers to the essential question will require support and justification from the text.

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| **Gradual Release of Responsibility Example Behaviors** |
| **Teacher** | **Student** |
| **I do it****Modeled Instruction**  | 1. **Provides direct instruction**
2. **Establishes goals and purpose**
3. **Models the expectation**
4. **Think aloud**
 | 1. **Actively listens**
2. **Takes notes**
3. **Asks for clarification**
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| **We do it****Guided Instruction /**  **Guided Practice** | 1. **Interactive instruction**
2. **Works with students**
3. **Checks, prompts, clues**
4. **Provides additional modeling**
5. **Meets with needs-based groups**
 | 1. **Asks and responds to questions**
2. **Works with teacher and classmates**
3. **Completes process alongside others**
 |
| **They do it** **together****Collaborative Practice** | **Provides feedback**1. **Moves among groups**

**Clarifies confusion****Provides support** | 1. **Works with classmates, shares outcome**
2. **Collaborates on authentic task**
3. **Consolidates learning**
4. **Completes process in small group**
5. **Looks to peers for clarification**
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| **You do it****Independently****Independent Practice** | 1. **Provides feedback**
2. **Evaluates progress toward the learning expectation**
 | 1. **Works alone**
2. **Relies on notes, activities, classroom learning to complete assignment**
3. **Takes full responsibility for outcome**
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| **TDOE Curriculum Standards** | **Evidence Statements** | **Content & Tasks** |
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| **Week 1- Lesson 7****Reading Selections:** * “What Do Illustrators Do?” (Lexile Level 490)
* “Jack Draws a Beanstalk” (Lexile Level 670)

**Essential Question:** How do pictures help to tell a story? |
| **Reading Literature and Informational Text****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.**RL.3.3-**Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**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.**Related WIDA Standard****RI.3.5-** Use text features and search tools (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | * Provides a description of the relationship between a series of historical events, using language that pertains to time, sequence and/or cause/effect.
* Provides a description of the relationship between scientific ideas or concepts, using language that pertains to time, sequence and/or cause/effect.
* Provides a description of the relationship between steps in technical procedures in a text, using language that pertains to time, sequence and/or cause/effect.
* Provides a description of characters in a story (e.g., their traits, motivations, or feelings).
* Provides an explanation of how characters’ actions contribute to the sequence of events.
* Provides references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza.
* Provides a description of how each successive part of a text builds on earlier sections.
* Demonstrates use of text features to locate relevant information (e.g., key words, sidebars).
* Demonstrates use of search tools to locate relevant information (e.g., key words, sidebars, hyperlinks).

**Sample Objectives (I Can):*** Analyze the text *What Do Illustrators Do*? and use text and graphic features to locate information and demonstrate understanding.
* Describe the traits, motivations, or feelings of Jack to explain how his actions contribute to the sequence of events in the text *Jack Draws a Beanstalk*.
* Use text and graphic features to demonstrate understanding of the text *What Do Illustrators Do?.*
 | **Performance Assessments*** *Journeys* Grab-and-Go Assessments, Lesson 7
* *Journeys* Progress Monitoring, Lesson 7
* Teacher created

**Performance Tasks - Optional*** Make a list detailing the events in *What Do Illustrators Do?*
* On page T 146, the text says, “A fairy tale is the type of traditional tale in which the characters face fantastic beasts or powerful villains. Magical event occur, and characters have amazing powers. Fairy tales often tell of good overcoming evil and have happy endings.” Based on this definition, would you consider the text *Jack Draws a Beanstalk* to be a fairy tale? Why or why not? Use evidence from the text to support your opinion.

**Text-Dependent Questions*** Why does the illustrator need to fit everything into 32 pages? (key ideas)
* What does the word “scale” mean on page 250? (vocabulary)
* Why did the author put the words “point of view” in italics on page 249 and “giant” in all capital letters or page 251? (author’s craft)
* Why do you think the author uses a humorous tone in the dog’s and cat’s speech balloons and a serious tone in the main text? (inference, opinion)
* How do the illustrations on page 255 contribute to your understanding of the text? (inference)

**Leveled Readers*** **Advanced:** *Art in Caves* (910L)
* **On-level:** *Artists All Around You* (700L)
* **Struggling Readers:** *Making Murals* (690L)
* **Vocabulary** **Reader:** *Painting From Caves to Computers* (440L)
* **English Language Support:** *Artists Are Everywhere* (650L)

**Literacy Station Activities*** Comprehension station-complete a sequence graphic organizer, use retelling cards to retell the story, write a story using text features, *Journeys* flip chart, comprehension activities from <http://www.fcrr.org/curriculum/studentCenterActivities23.shtm>
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| **WIDA Standard 2:** English language learners **communicate** information, ideas and concepts necessary for **academic success** in the content area of **Language Arts**.**RI.3.5-** Use text features and search tools (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
|  | **Level 1 Entering** | **Level 2 Emerging** | **Level 3: Developing** | **Level 4: Expanding** | **Level 5: Bridging** |
| **Reading** | Match to the text features using independent level text with support from illustrations, environmental print or an illustrated word bank.  | Identify text features from familiar text with a partner.  | Locate information using text features, and graphic organizers with a partner | Locate information relevant to a given topic using text features, and a graphic organizer.  | Locate information relevant to a given topic using text features. Connect the relationships of the parts using graphic organizers. |
| For additional information on scaffolding within the domains of Reading, Writing, Listening, and Speaking please see: North Carolina Livebinder <http://www.livebinders.com/play/play?id=1089921>  Click on Transformed MPIs/ELAs |
| **Writing/Research****W.3.2-**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.b. Develop the topic with facts, definitions, and details.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.d. Provide a concluding statement or section. | * Addresses the prompt and shows effective development of the topic and/or narrative elements by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.
* Demonstrates purposeful and controlled organization and includes an introduction and conclusion.
* Uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.
* Demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.

**Sample Objectives (I Can):*** Write paragraphs with a clear introduction about how illustrations are important to stories.
* Use evidence from the texts *What Do Illustrators Do?* and *Jack Draws a Beanstalk* to support my explanation in my writing.
 | **Writing**Informative/explanatory Writing**Routine Writing*** Writing to explain
* Citing evidence
* Using linking words
* Having a clear topic sentence

**Performance Task** * This week, we’ve talked about how illustrations are important to stories. Write a paper explaining why illustrations are important. Make sure to include clear topic sentences and to explain your answer and cite at least 4 different pieces of evidence from the texts *What Do Illustrators Do?* and *Jack Draws a Beanstalk* to support your answer.

Use scoring rubric from TDOE: <https://www.tn.gov/assets/entities/education/attachments/rubric_writing_g3_explanatory.pdf>  |
| **Speaking and Listening****SL.3.1a**- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **SL.3.1b** -Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  | * Demonstrates ability to effectively engage in a range of collaborative discussions on grade 3 topics and texts, building on others’ ideas and expressing own ideas clearly.
* Demonstrates readiness for discussions by drawing on the required reading and other information known about the topic to explore ideas under discussion.
* Demonstrates ability to follow agreed-upon rules for discussions.
* Demonstrates ability to ask questions to check understanding of information presented.
* Demonstrates ability to stay on topic and link comments to the remarks of others.
* Demonstrates the ability to explain one’s own ideas and understanding in light of the discussion.

**Sample Objectives (I Can):*** Collaborate with peers in discussions to facts and opinions using text.
* Understand rules for discussions.
* Ask and answer questions.
 | **Performance Assessments*** *Journeys* Progress Monitoring, Lesson 7
* *Journeys* Grab-and-Go, Lesson 7
* Teacher- created
* Following classrooms rules and procedures
* Participation in class discussion
* Using Accountable Talk
* Using formal English in appropriate situations
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| **Language****L.3.1e**- Form and use the simple (e.g., I walked, I walk, I will walk (verb tenses)**L.3.3a**- Choose words and phrases for effect.**L.3.4a**-Use sentence-level context as a clue to the meaning of a word or phrase. | * Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase.
* FOR DIAGNOSTIC ONLY: Demonstrates the ability to determine the• meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
* FOR DIAGNOSTIC ONLY: Demonstrates the ability to use a known root• word as a clue to the meaning of an unknown word with the same root.

**Sample Objectives (I Can):*** Identify and use synonyms.
* Generate synonyms.
* Discuss the qualities of each simple verb tenses.
* Identify each simple verb tense while reading.
* Explain the differences between the simple verb tenses.
* Ensure that I am writing with a consistent verb tense.
* Edit writing for capitalization errors and spelling errors.
 | **Vocabulary*** Synonyms

**Lesson Vocabulary*** tracing, imagine, illustrate, scribbles, sketches, research, textures, tools

**Literacy Station Activities*** Vocabulary station-illustrate vocabulary words, write student-friendly definitions for vocabulary words, word sorts using synonyms, vocabulary activities from the Florida Center for Reading Research <http://www.fcrr.org/curriculum/studentCenterActivities23.shtm>

**Language Arts*** Simple Verb Tenses (past, present, and future)

**Performance Assessments** * *Journeys* Progress Monitoring, Lesson 7
* *Journeys* Grab-and-Go, Lesson 7
* *Journeys* Reader’s Notebook, Lesson 7
 |
| **Reading Foundational Skills****RF.3.3 c**- Decode multi-syllable words. **RF.3.4a**- Read on-level text with purpose and understanding. **RF.3.4b-**Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**RF.3.4c-** Use context to confirm or self-correct word recognition that pertains to time, sequence, and cause/effect. | * Uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
* Reads on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
* Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Sample Objectives (I Can):*** Decode, read and spell words with three-letter clusters (*scr, spr, str, thr*).
* Spell and write words with three-letter clusters (*scr, spr, str, thr*).
* Read with fluency from a variety of texts (poetry, drama, current events, novels).
* Read grade level text with fluency, accuracy, expression and comprehension.
 | **Phonics and fluency*** Three-Letter Clusters (*scr, spr, str, thr*)

**Performance assessments*** *Journeys* Progress Monitoring*,* Lesson 7
* *Journeys* Grab-and-Go, Lesson 7
* *Journeys* Cold Reads, Lesson 7
* *Journeys* Reader’s Notebook, Lesson 7
* Oral reading fluency checks/running records
* Use of learned patterns to decode unfamiliar words
* Teacher created

**Literacy Station Activities*** Phonics/word study station-word building with three-letter clusters, word building with multi-syllabic words, review activities with phonics skills not yet mastered
* Fluency station (optional)-Read aloud and pause appropriately using punctuation as a guide; time each other and graph results
* See Florida Center for Reading Research, Student Center Activities, for ideas for phonics and fluency stations
* <http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm>
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| **Week 2-Lesson 9****Reading Selections:** * **“**Kamishibai Man” (Lexile Level 610)
* “The True Story of Kamishibai” (Lexile Level 700)

**Essential Question:** How do the events in the story impact Jiichan’s decisions about being a performer? |
| **Reading Literature and Informational Text****RL. 3.3-** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**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.**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.**RI. 3.7-**Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).**Related WIDA Standards****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).**Related Social Studies Standards** **3.14-**Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music. (C, H) | * Provides a description of characters in a story (e.g., their traits, motivations, or feelings).
* Provides an explanation of how characters’ actions contribute to the sequence of events.
* Provides a description of the relationship between a series of historical events, using language that pertains to time, sequence and/or cause/effect.
* Provides a description of the relationship between scientific ideas or concepts, using language that pertains to time, sequence and/or cause/effect.
* Provides a description of the relationship between steps in technical procedures in a text, using language that pertains to time, sequence and/or cause/effect.
* Provides references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza.
* Provides a description of how each successive part of a text builds on earlier sections.
* Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of the text (e.g., where, when, why, and how key events occur).
* Provides an explanation of how a specific aspect of a text’s illustrations contributes to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting).

**Sample Objectives (I Can):*** Identify actions and events that cause other events to happen the text *Kamishibai Man*.
* Demonstrate understanding through monitoring and clarifying story events.
* Ask and answer questions to demonstrate understanding of the text *Kamishibai Man*.
 | **Performance Assessments*** *Journeys* Progress Monitoring*,* Lesson 8-9
* *Journeys* Grab-and-Go, Lesson 8-9
* *Journeys* Cold Reads, Lesson 8-9
* *Journeys* Reader’s Notebook, Lesson 8-9
* Oral reading fluency checks/running records
* Use of learned patterns to decode unfamiliar words
* Teacher created

**Performance Task - Optional*** After reading both texts, think about the events that caused the lives of Kamishibai men to change over time. Use evidence from both texts to explain what happened.

**Text-Dependent Questions*** How does Jiichan know that this is the same neighborhood he used to visit? (key details)
* What does the illustration on p. 341 tell you about the Japanese culture? (key details)
* How does the illustration on p. 329 help you determine the meaning of the word “clappers?” (vocabulary)
* How does the illustration on p. 331 help you understand the sequence of the story? (author’s craft)
* Why did Jiichan stop being a Kamishibai man when he was young? (inference)

**Leveled Readers*** **Advanced:** *The Kabuki Kid* (580L)
* **On-level:** *Tall Tale Tuesday* (560L)
* **Struggling Readers:** *Before the Talkies* (480L)
* **Vocabulary** **Reader:** *Puppets, Puppets, Puppets* (540L)
* **English Language Support:** *Manny’s Story* (420L)

**Literacy Station Activities*** Comprehension station-Comprehension station-complete a cause and effect graphic organizer, use retelling cards to retell the story, *Journeys* flip chart, comprehension activities from <http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm>
 |
| **WIDA Standard 2:** English language learners **communicate** information, ideas and concepts necessary for **academic success** in the content area of **Language Arts**.**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). |
|  | **Level 1 Entering** | **Level 2 Emerging** | **Level 3: Developing** | **Level 4: Expanding** | **Level 5: Bridging** |
| **Reading** | After studying an illustration in a simple picture book, select words to describe a character or setting from an illustrated word bank. Select new words to describe character and setting after reading the text.  | Select illustrated statements that best describe the character, setting and mood after studying an illustration and again after reading a page from an appropriately leveled text.  | Select statements that best describe the character, setting and mood after studying an illustration and again after reading a page from an appropriately leveled text | Make statements that describe character, setting and mood after studying an illustration and again after reading a page from an appropriately leveled text using sentence starters and a word bank of academic language to support explanation.  | Make statements that describe the character, setting and mood after studying an illustration and again after reading a page from an appropriately leveled text using a word bank of academic language to support explanation.  |
| For additional information on scaffolding within the domains of Reading, Writing, Listening, and Speaking please see: North Carolina Livebinder <http://www.livebinders.com/play/play?id=1089921>  Click on Transformed MPIs/ELAs |
| **Writing/Research****W.3.2-**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.b. Develop the topic with facts, definitions, and details.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.d. Provide a concluding statement or section. | * Addresses the prompt and shows effective development of the topic and/or narrative elements by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.
* Demonstrates purposeful and controlled organization and includes an introduction and conclusion.
* Uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.
* Demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.

**Sample Objectives (I Can):*** Write a paragraph about the similarities and differences of the texts *Kamishibai Man* and *The True Story of Kamishibai*.
* Use evidence from the texts *Kamishibai Man* and *The True Story of Kamishibai*.to support my written explanation.
 | **Writing**Informative/Explanatory Writing**Routine Writing*** Writing to explain
* Citing evidence
* Using linking words
* Having a clear topic sentence
* Writing a clear concluding statement

**Performance Task** * After reading both texts, think about Jiichan in *Kamishibai Man*. How is he like a real kamishibai described in *The True Story of Kamishibai?* How is he different? Write a paragraph about the similarities and differences.

Use scoring rubric from TDOE: <https://www.tn.gov/assets/entities/education/attachments/rubric_writing_g3_explanatory.pdf>  |
| **Speaking and Listening****SL.3.1g-**Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**SL.3.1h-** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**SL.3.6**-Speak in complete sentences to provide detail or clarification. | * Demonstrates ability to effectively engage in a range of collaborative discussions on grade 3 topics and texts, building on others’ ideas and expressing own ideas clearly.
* Demonstrates readiness for discussions by drawing on the required reading and other information known about the topic to explore ideas under discussion.
* Demonstrates ability to follow agreed-upon rules for discussions.
* Demonstrates ability to ask questions to check understanding of information presented.
* Demonstrates ability to stay on topic and link comments to the remarks of others.
* Demonstrates the ability to explain one’s own ideas and understanding in light of the discussion.

**Sample Objectives (I Can):*** Use accountable talk procedures to take turns.
* Use accountable talk procedures to show active listening skills while working in a group.
* Use accountable talk procedures to engage effectively in a discussion about literature and informational text.
* Identify behaviors that are appropriate for group activities.
 | **Performance Assessments*** *Journeys* Progress Monitoring, Lesson 8-9
* *Journeys* Grab-and-Go, Lesson 8-9
* Teacher- created
* Following classrooms rules and procedures
* Participation in class discussion
* Using Accountable Talk

Using formal English in appropriate situations |
| **Language****L.3.1c**- Use abstract nouns (e.g., childhood)**L.3.2**- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.3.3-** Use knowledge of language and its conventions when writing, speaking, reading, or listening.**L.3.4a-** Use sentence-level context as a clue to the meaning of a word or phrase.**L.3.4b-**Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  | * Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase.
* FOR DIAGNOSTIC ONLY: Demonstrates the ability to determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
* FOR DIAGNOSTIC ONLY: Demonstrates the ability to use a known root word as a clue to the meaning of an unknown word with the same root.

**Sample Objectives (I Can):*** Use glossaries and print and digital dictionaries to determine or clarify word meanings and related information.
* Choose words and phrases to convey ideas precisely.
* Use context as a clue to the meaning of a word or phrase.
* Discuss the qualities of an abstract noun.
* Identify abstract nouns while reading.
* Ensure that I am using abstract nouns correctly when I write.
* Edit writing for capitalization errors and spelling errors.
 | **Vocabulary*** Dictionary/Glossary

**Lesson Vocabulary*** familiar, jerky, vacant, rickety, blurry, rude, blasted, applause

**Literacy Station Activities*** Vocabulary station-illustrate vocabulary words, write student-friendly definitions for vocabulary words, word sorts, vocabulary activities from the Florida Center for Reading Research <http://www.fcrr.org/curriculum/studentCenterActivities23.shtm>

**Language Arts*** Abstract Nouns

**Performance Assessments** * *Journeys* Progress Monitoring, Lesson 8-9
* *Journeys* Grab-and-Go, Lesson 8-9
* *Journeys* Reader’s Notebook, Lesson 8-9
 |
| **Reading Foundational Skills****RF.3.3c**- Decode multi-syllable words. **RF.3.4a**- Read on-level text with purpose and understanding. **RF.3.4b-**Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **RF.3.4c-** Use context to confirm or self-correct word recognition that pertains to time, sequence, and cause/effect  | * Uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
* Reads on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
* Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Sample Objectives (I Can):*** Decode, read, and spell multisyllable words with the vowel dipthongs *ow* and *ou*
* Read with fluency from a variety of texts (poetry, drama, current events, novels).
* Read grade level text with fluency, accuracy, expression and comprehension.
 | **Phonics and fluency*** Vowel Diphthongs *ow* and *ou*

**Performance assessments*** *Journeys* Progress Monitoring*,* Lesson 8-9
* *Journeys* Grab-and-Go, Lesson 8-9
* *Journeys* Cold Reads, Lesson 8-9
* *Journeys* Reader’s Notebook, Lesson 8-9
* Oral reading fluency checks/running records
* Use of learned patterns to decode unfamiliar words
* Teacher created

**Literacy Station Activities*** Phonics/word study station-word building with ow and os; word building with multi-syllabic words, review activities with phonics skills not yet mastered
* Fluency station (optional)-Read aloud and pause appropriately using punctuation as a guide; time each other and graph results
* See Florida Center for Reading Research, Student Center Activities, for ideas <http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm>
 |
| **Weeks 3-4 -Lesson 10****Reading Selections:** * **“**Young Thomas Edison” (Lexile Level 810)
* “Moving Pictures” (Lexile Level 740)
* *The Hubble* (Donyall Dickey, Complex Text, RI 3.4)

**Essential Question:** What important traits must an inventor have? |
| **Reading Literature and Informational Text****RI.3.2-** Determine the main idea of a text; recount the key details and explain how they support the main idea.**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.**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.**Related Science Standards****GLE 0307.T/E.2 -**Recognize that new tools, technology, and inventions are always being developed.**GLE 0307.T/E.4** Recognize the connection between scientific advances, new knowledge, and the availability of new tools and technologies.  | * Provides a statement of the main idea of a text.
* Provides a recounting of key details in a text.
* Provides an explanation of how key details in a text support the main idea.
* Provides a description of the relationship between a series of historical events, using language that pertains to time, sequence and/or cause/effect.
* Provides a description of the relationship between scientific ideas or concepts, using language that pertains to time, sequence and/or cause/effect.
* Provides a description of the relationship between steps in technical procedures in a text, using language that pertains to time, sequence and/or cause/effect.
* Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 3 topic or subject area.
* FOR DIAGNOSTIC ONLY: Demonstrates the ability to determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**Sample Objectives (I Can…)*** Analyze the text *Young Thomas Edison* to explain how key details support the main idea.
* Use sequence words to identify the sequence of historical events in the text *Young Thomas Edison*.
* Closely read the text *Young Thomas Edison* to determine the meaning of unfamiliar words in context.
 | **Performance Assessments*** *Journeys* Grab-and-Go, Lesson 10
* *Journeys* Progress Monitoring, Lesson 10
* Teacher created

**Performance Task - Optional*** Use a graphic organizer to summarize the main events in Thomas Edison’s life, as indicated in the text. (See Donyall Dickey, Graphic Organizer for RI3.2)

**Close Reading** on pp. 368-372**Text-Dependent Questions*** How did Thomas Edison’s mother encouraging him to ask questions help him to become an inventor? (general understanding)
* How did Young Al’s job as a paperboy help him become an inventor? (key details)
* How could reading every book in the library help Edison become an inventor? (inference)
* What effect did Edison’s failures have on him? (key details and opinion)

**Leveled Readers*** **Advanced:** *The TV Kid* (910L)
* **On-level:** *George Washington Carver* (790L)
* **Struggling Readers:** *The Wright Brothers* (640L)
* **Vocabulary** **Reader:** *Everyday Inventions* (490L)
* **English Language Support:** *The Life of George Washington Carver* (690L)

**Literacy Station Activities**Comprehension station-main idea/details and sequence of events graphic organizers, write a summary of a paragraph from the text, use retelling cards to retell/summarize the story, *Journeys* flip chart, see comprehension activities from <http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm>  |
| **Writing/Research****W.3.2-**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.b. Develop the topic with facts, definitions, and details.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.d. Provide a concluding statement or section. | * Addresses the prompt and shows effective development of the topic and/or narrative elements by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.
* Demonstrates purposeful and controlled organization and includes an introduction and conclusion.
* Uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.
* Demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.

**Sample Objectives (I Can):*** Write a well-organized paragraph about how inventions are similar and different in two different texts.
* Use evidence from the texts to support my written explanation.
 | **Writing**Informative/Explanatory Writing**Routine Writing*** Write to inform
* Citing evidence
* Using linking words
* Having a clear topic sentence
* Writing a clear concluding statement

**Performance Task*** Choose an invention from *Young Thomas Edison* that Edison created or made possible. Compare it with the kinetoscope described in *Moving Pictures*. Use information from both texts to write a paragraph about how the inventions are similar and different.

Use scoring rubric from TDOE: <https://www.tn.gov/assets/entities/education/attachments/rubric_writing_g3_explanatory.pdf>  |
| **Speaking and Listening****SL.3.1g-**Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**SL.3.1h-**Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | * Demonstrates ability to effectively engage in a range of collaborative discussions on grade 3 topics and texts, building on others’ ideas and expressing own ideas clearly.
* Demonstrates readiness for discussions by drawing on the required reading and other information known about the topic to explore ideas under discussion.
* Demonstrates ability to follow agreed-upon rules for discussions.
* Demonstrates ability to ask questions to check understanding of information presented.
* Demonstrates ability to stay on topic and link comments to the remarks of others.
* Demonstrates the ability to explain one’s own ideas and understanding in light of the discussion.

**Sample Objectives (I Can):*** Use accountable talk procedures to take turns.
* Use accountable talk procedures to show active listening skills while working in a group.
* Use accountable talk procedures to engage effectively in a discussion about literature and informational text.
 | **Performance Assessments*** *Journeys* Progress Monitoring, Lesson 10
* *Journeys* Grab-and-Go, Lesson 10
* Teacher- created
* Following classrooms rules and procedures
* Participation in class discussion
* Using Accountable Talk
* Using formal English in appropriate situations
 |
| **Language****L.3.1f**- Ensure subject-verb and pronoun-antecedent agreement**L.3.5c**-Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). | * Provides distinctions between the literal and non-literal meanings of words and phrases.
* Provides distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty (e.g. knew, believed, suspected, heard, wondered).
* FOR DIAGNOSTIC ONLY: Demonstrates the ability to identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

**Sample Objectives (I Can):*** Distinguish shades of meaning among related words
* Choose words and phrases to convey ideas precisely.
* Use context as a clue to the meaning of a word or phrase.
* Discuss the qualities of both pronouns and antecedents.
* Identify pronouns and antecedents while reading.
* Ensure that I am using pronouns and antecedents correctly when I write.
* Edit writing for capitalization errors and spelling errors.
 | **Vocabulary*** Shades of Meaning

**Lesson Vocabulary*** signal, genius, gadget, invention, laboratory, experiment, occasional, electric

**Literacy Station Activities*** Vocabulary station-illustrate vocabulary words, write student-friendly definitions for vocabulary words, word sorts using synonyms/shades of meaning, vocabulary activities from the Florida Center for Reading Research <http://www.fcrr.org/curriculum/studentCenterActivities23.shtm>

**Language Arts*** Pronoun
* Antecedent

**Performance Assessments** * *Journeys* Progress Monitoring, Lesson 10
* *Journeys* Grab-and-Go, Lesson 10
* *Journeys* Reader’s Notebook, Lesson 10
 |
| **Reading Foundational Skills****RF.3.3 c**- Decode multi-syllable words. **RF.3.4a**- Read on-level text with purpose and understanding. **RF.3.4b-**Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **RF.3.4c-** Use context to confirm or self-correct word recognition that pertains to time, sequence, and cause/effect.  | * Uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
* Reads on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
* Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Sample Objectives (I Can):*** Decode, read and spell words with *au*, *aw*, *al,* and *o.*
* Spell and write Words with *au*, *aw*, *al,* and *o.*
* Read with fluency from a variety of texts (poetry, drama, current events, novels).
* Read grade level text with fluency, accuracy, expression and comprehension.
 | **Phonics and fluency*** Words with *au*, *aw*, *al,* and *o*

**Performance assessments*** Use of learned phonics patterns to decode unfamiliar words
* Oral reading fluency checks/running records
* Fluency: Current goal of 61-81 WCPM with expression and understanding

**Literacy Station Activities*** Phonics/word study station-word building with au, aw, al, and o; word building with multi-syllabic words, review activities with phonics skills not yet mastered
* Fluency station-partner reading, timed reading, performance reading
* See Florida Center for Reading Research, Student Center Activities, for ideas <http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm>
 |
| **Week 5—Lesson 11****Reading Selections:** * “Technology Wins the Game” (Lexile Level 760)
* “Science for Sports Fans” (Lexile Level 790)

**Essential Question:** How do inventions help athletes? |
| **Reading Literature and Informational Text****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. **RI. 3.5-** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.**RI. 3.8-** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).**Related WIDA Standard****RI.3.1**-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**Related Science Standards****GLE 0307.T/E.**1 Describe how tools, technology, and inventions help to answer questions and solve problems.**GLE 0307.T/E.2** Recognize that new tools, technology, and inventions are always being developed.  | * Provides a description of the relationship between a series of historical events, using language that pertains to time, sequence and/or cause/effect.
* Provides a description of the relationship between scientific ideas or concepts, using language that pertains to time, sequence and/or cause/effect.
* Provides a description of the relationship between steps in technical procedures in a text, using language that pertains to time, sequence and/or cause/effect.
* Demonstrates use of text features to locate relevant information (e.g., key words, sidebars).
* Demonstrates use of search tools to locate relevant information (e.g., key words, sidebars, hyperlinks).
* Provides a description of the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
* Provides questions and answers that show understanding of a text, referring explicitly to the text as the basis for the answers.

**Sample Objectives (I Can):*** Use charts, diagrams, and headings to make meaning in the text *Technology Wins the Game.*
* Analyze and evaluate the content of the text *Technology Wins the Game* to describe the sequence of events*.*
 | **Performance Assessments*** *Journeys* Grab-and-Go, Lesson 11
* *Journeys* Progress Monitoring, Lesson 11
* Teacher created

**Performance Tasks - Optional*** Complete a problem/solution graphic organizer to show how the author structured the text “Technology Wins the Game.”
* Create a Venn Diagram comparing and contrasting the most important points and ideas about sports-related science presented in both texts this week.

**Text-Dependent Questions*** How has technology changed running shoes over history? (key details)
* In “Technology Wins the Game,” why did the author start the sections “Jump Higher” and “Run Faster” with questions? (author’s craft)
* Why is science important in the field of sports? Use evidence from both texts to support your response. (intertextual connections)

**Leveled Readers*** **Advanced:** *All About Sports* (970L)
* **On-level:** *The Paralympic Games* (890L)
* **Struggling Readers:** *The Olympics* (810L)
* **Vocabulary** **Reader:** *Sports Safety* (650L)
* **English Language Support:** *The Special Games of the Paralympics* (730L)

**Literacy Station Activities*** Comprehension station-problem/solution and sequence of events graphic organizers, write a summary of a paragraph from the text, use retelling cards to retell/summarize the story, *Journeys* flip chart, comprehension activities from <http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm>
 |
| **WIDA Standard 2:** English language learners **communicate** information, ideas and concepts necessary for **academic success** in the content area of **Language Arts**.**RI.3.1**-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
|  | **Level 1 Entering** | **Level 2 Emerging** | **Level 3: Developing** | **Level 4: Expanding** | **Level 5: Bridging** |
| **Reading** | Answer simple oral questions about an informational text read aloud by selecting the correct picture with a partner. | Answer oral questions with a modeled sentence structure about informational text read aloud by selecting the correct picture with a partner.  | Answer multi-part oral questions with simple compound sentences about informational text read aloud by selecting the correct picture with a partner and referencing the page where the answer is found.  | Answer multi-part oral questions containing technical language about informational text read aloud by choosing the correct paragraph with a partner and referencing the page where the answer is found.  | Answer multi-part oral questions containing technical language about informational text read aloud by choosing the correct paragraph with a partner and referencingthe page where the answer is found. |
| For additional information on scaffolding within the domains of Reading, Writing, Listening, and Speaking please see: North Carolina Livebinder <http://www.livebinders.com/play/play?id=1089921>  Click on Transformed MPIs/ELAs |
| **Writing/Research****W.3.2-**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.b. Develop the topic with facts, definitions, and details.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.d. Provide a concluding statement or section. | * Addresses the prompt and shows effective development of the topic and/or narrative elements by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.
* Demonstrates purposeful and controlled organization and includes an introduction and conclusion.
* Uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.
* Demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.

**Sample Objectives (I Can):*** Write a paragraph about science in sports-related fields.
* Use evidence from the texts to support my written explanation.
 | **Writing**Informative/Explanatory Writing**Routine Writing*** Informative writing-compare/contrast
* Citing evidence
* Using linking words
* Having a clear topic sentence
* Writing a clear concluding statement

**Performance Task*** You just read two articles about the importance of science in sports-related fields. Write a paragraph comparing and contrasting the most important points about sports-related science from these two articles. Use science terms, such as *force* and *energy*, to develop your paper.

Use scoring rubric from TDOE:<https://www.tn.gov/assets/entities/education/attachments/rubric_writing_g3_explanatory.pdf>  |
| **Speaking and Listening****SL. 3.1g-** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**SL. 3.1h-**Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | * Demonstrates ability to effectively engage in a range of collaborative discussions on grade 3 topics and texts, building on others’ ideas and expressing own ideas clearly.
* Demonstrates readiness for discussions by drawing on the required reading and other information known about the topic to explore ideas under discussion.
* Demonstrates ability to follow agreed-upon rules for discussions.
* Demonstrates ability to ask questions to check understanding of information presented.
* Demonstrates ability to stay on topic and link comments to the remarks of others.
* Demonstrates the ability to explain one’s own ideas and understanding in light of the discussion.

**Sample Objectives (I Can):*** Use accountable talk procedures to take turns.
* Use accountable talk procedures to show active listening skills while working in a group.
* Use accountable talk procedures to engage effectively in a discussion about literature and informational text.
* Identify behaviors that are appropriate for group activities.
 | **Performance Assessments*** *Journeys* Progress Monitoring, Lesson 11
* *Journeys* Grab-and-Go, Lesson 11
* Teacher- created
* Following classrooms rules and procedures
* Participation in class discussion
* Using Accountable Talk
* Using formal English in appropriate situations
 |
| **Language****L.3.1a**- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **L.3.1b**- Form and use regular and irregular plural nouns**L.3.4a-**Use sentence-level context as a clue to the meaning of a word or phrase.**L.3.4b-**Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).**L.3.4c-**Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). | * Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase.
* FOR DIAGNOSTIC ONLY: Demonstrates the ability to determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
* FOR DIAGNOSTIC ONLY: Demonstrates the ability to use a known root word as a clue to the meaning of an unknown word with the same root.

**Sample Objectives (I Can):*** Identify and use words with the suffixes –*less, -ful, -ous.*
* Determine the meaning of words with the suffixes –*less, -ful, -ous.*
* Use context and prior knowledge of affixes to determine the meanings of unknown words.
* Discuss examples singular and plural nouns.
* Identify singular and plural nouns while reading.
* Explain the difference between singular and plural nouns.
* Revise writing for incorrectly written singular and plural nouns.
* Edit writing for capitalization errors and spelling errors.
 | **Vocabulary*** Suffixes –*less, -ful, -ous*

**Lesson Vocabulary*** contribute, athletes, improve, power, flexible, process, compete, fraction

**Literacy Station Activities*** Vocabulary station-illustrate vocabulary words, write student-friendly definitions for vocabulary words, word sorts and word building using suffixes –less, -ful, -ous; vocabulary activities from the Florida Center for Reading Research <http://www.fcrr.org/curriculum/studentCenterActivities23.shtm>

**Language Arts*** Plural Nouns

**Performance Assessments*** *Journeys* Progress Monitoring, Lesson 11
* *Journeys* Grab-and-Go, Lesson 11
* *Journeys* Reader’s Notebook, Lesson 11
 |
| **Reading Foundational Skills****RF.3.3 c**- Decode multi-syllable words. **RF.3.4a**- Read on-level text with purpose and understanding. **RF.3.4b-**Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **RF.3.4c-** Use context to confirm or self-correct word recognition that pertains to time, sequence, and cause/effect  | * Uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
* Reads on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
* Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Sample Objectives (I Can):*** Decode, read, and spell words with vowel diphthongs *oi, oy.*
* Read with fluency from a variety of texts (poetry, drama, current events, novels).
* Read grade level text with fluency, accuracy, expression and comprehension.
 | **Phonics and fluency*** Vowel Diphthongs *oi, oy*

**Performance assessments*** *Journeys* Progress Monitoring*,* Lesson 11
* *Journeys* Grab-and-Go, Lesson 11
* *Journeys* Cold Reads, Lesson 11
* *Journeys* Reader’s Notebook, Lesson 11
* Oral reading fluency checks/running records
* Use of learned patterns to decode unfamiliar words
* Teacher created

Fluency: Current goal of 61-81 WCPM with expression and understanding **Literacy Station Activities*** Phonics/word study station-word building with diphthongs oi, oy; word building with multi-syllabic words, review activities with phonics skills not yet mastered
* Fluency station (optional)-Time a partner, read chorally, performance reading
* See Florida Center for Reading Research, Student Center Activities, for ideas <http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm>
 |
| **Weeks 6-7- Lesson 13 \***See TWAG in Appendix**Reading Selections:*** **“**Yonder Mountain: A Cherokee Legend” (Lexile 680)
* “The Trail of Tears” (Lexile 470)
* “My Life” (Lexile Level 650) <http://www.readworks.org/passages/my-life>

**Essential Question:** Why will Soaring Eagle make a good leader of the Cherokee people? |
| **Reading Literature and Informational Text****RL. 3.3-** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**RI .3.7-** Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur). **RI. 3.9-** Compare and contrast the most important points and key details presented in two texts on the same topic.**Related WIDA Standard****RL. 3.2-** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in text. | * Provides a description of characters in a story (e.g., their traits, motivations, or feelings).
* Provides an explanation of how characters’ actions contribute to the sequence of events.
* Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of the text (e.g., where, when, why, and how key events occur).
* Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic.
* Provides a recounting of stories, including fables, folktales, and myths from diverse cultures.
* Provides a statement of the central message, lesson, or moral in a text.
* Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text.

**Sample Objectives (I Can):*** Compare and contrast characters in the text *Yonder Mountain*.
* Analyze a Soaring Eagle’s traits, motivations, or feelings and explain how his actions contribute to the sequence of events.
 | **Performance Assessments*** *Journeys* Grab-and-Go Assessments, Lesson 12-13
* *Journeys* Progress Monitoring, Lesson 12-13
* *Journeys* Reader’s Notebook, Lesson 12-13
* Anecdotal evidence from classroom discussions

**Performance Task - Optional*** Compare Texts, Text to Text, p. T239: How were the journeys of the Cherokee men in “Yonder Mountain” similar to the journey of the Cherokee described in “The Trail of Tears?” How were they different? With a partner, compare and contrast the reasons each group had for traveling, and discuss the challenges they faced.

**Text-Dependent Questions*** Why does Chief Sky choose Soaring Eagle as the next chief? (key details)
* How does the illustration on p. 475 help you determine what the word “yonder” means? (vocabulary)
* How does the map on p. 495 help you understand the difficulty of the journey the Cherokee had to endure? (craft and purpose)
* What does Chief Sky mean when he says that they need a leader who has “seen beyond the mountain’ and how does this help you understand the big idea of this text? (inferences)
* \*See TWAG

**Leveled Readers*** **Advanced:** *The Lonely Man* (600L)
* **On-level:** *Tuk Becomes a Hunter* (610L)
* **Struggling Readers:** *Timid Boy and Mama Bear* (480L)
* **Vocabulary** **Reader:** *The Daily Life of the Cherokee* (570L)
* **English Language Support:** *Tuk the Hunter* (470L)

**Literacy Station Activities*** Comprehension Station-Venn diagram comparing and contrasting characters or events, illustrate the text, write a summary of a passage, Journeys flip chart, write answers to text-dependent questions
* Comprehension activity from <http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm> Comprehension part 3, C.021-Compare and Contrast
* Activities on compare/contrast: <http://www.ohiorc.org/Literacy_K5/strategy/strategy_each.aspx?id=000005>
* <https://pals.virginia.edu/pdfs/activities/comprehension/venn_diagram.pdf> (Venn diagram)
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| **WIDA Standard 2:** English language learners **communicate** information, ideas and concepts necessary for **academic success** in the content area of **Language Arts**.**RL. 3.2-** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in text. |
|  | **Level 1 Entering** | **Level 2 Emerging** | **Level 3: Developing** | **Level 4: Expanding** | **Level 5: Bridging** |
| **Writing** | Label events from a fable, folktale or myth with words, phrases and simple sentences using an illustrated word bank. | Create an illustrated graphic organizer describing the sequence of events and moral of a fable, folktale or myth using a word bank. | Create an illustrated graphic organizer with simple and expanded sentences describing the sequence of events and moral of the fable, folktale or myth. | Express ideas in detailed responses describing the sequence of events and moral of the fable, folktale or myth. | Express ideas describing the sequence of events and moral of the fable, folktale or myth using a broad range of sentence patterns and grammatical structures. |
| For additional information on scaffolding within the domains of Reading, Writing, Listening, and Speaking please see: North Carolina Livebinder <http://www.livebinders.com/play/play?id=1089921>  Click on Transformed MPIs/ELAs |
| **Writing/Research****W.3.1**-Write opinion pieces on topics or texts, supporting a point of view with reasons.**W.3.1a** – Introduce the topic or text they are writing about, state and opinion, and create an organizational structure that lists reasons.**W.3.1b**-Provide reasons that support the opinion. **W.3.1c**- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.**W.3.1d**- Provide a concluding statement or section. | * Addresses the prompt and shows effective development of the topic and/or narrative elements by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.
* Demonstrates purposeful and controlled organization and includes an introduction and conclusion.
* Uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.
* Demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.

**Sample Objectives (I Can):*** Analyze the text *Yonder Mountain* and write an opinion piece about Soaring Eagle’s point of view.
* Use linking words to connect my opinion to textual evidence.
 | **Writing**Opinion Writing**Routine Writing*** Forming a text-based opinion
* Citing evidence to support opinion
* Using linking words
* Including topic sentence and concluding statement

**Performance Task** * \*See TWAG
 |
| **Speaking and Listening****SL.3.1a-** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**SL.3.1b-** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**SL.3.1c-** Ask questions to check for understanding, stay on topic, and link comments to others’ remarks.**SL.3.1d-** Explain own ideas and understanding in light of the discussion. | * Demonstrates ability to effectively engage in a range of collaborative discussions on grade 3 topics and texts, building on others’ ideas and expressing own ideas clearly.
* Demonstrates readiness for discussions by drawing on the required reading and other information known about the topic to explore ideas under discussion.
* Demonstrates ability to follow agreed-upon rules for discussions.
* Demonstrates ability to ask questions to check understanding of information presented.
* Demonstrates ability to stay on topic and link comments to the remarks of others.
* Demonstrates the ability to explain one’s own ideas and understanding in light of the discussion.

**Sample Objectives (I Can):*** Use accountable talk procedures to take turns.
* Use accountable talk procedures to show active listening skills while working in a group.
* Use accountable talk procedures to engage effectively in a discussion about literature and informational text.
 | **Performance Assessments*** *Journeys* Progress Monitoring, Lesson 12-13
* *Journeys* Grab-and-Go, Lesson 12-13
* Teacher- created
* Following classrooms rules and procedures
* Participation in class discussion
* Using Accountable Talk
* Using formal English in appropriate situations
 |
| **Language****L.3.1**- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.3.1f**- Ensure subject-verb and pronoun-antecedent agreement **L.3.2**- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.3.4a-** Use sentence-level context as a clue to the meaning of a word or phrase. **L.3.4d-** Use glossaries or dictionaries, both print and digital, to determine or clarify meanings of words or phrases.**L.3.5b-** Identify real-life connections between words and their use.**L.3.6-** Acquire and use conversational, general academic, and domain specific words and phrases. | * Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. (1)
* FOR DIAGNOSTIC ONLY: Demonstrates the ability to use a known root word as a clue to the meaning of an unknown word with the same root.
* Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. (1)
* Provides a statement demonstrating the accurate meaning and use of grade-appropriate conversational and general academic words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

**Sample Objectives (I Can):*** Use context as a clue to the meaning of a word or phrase.
* Discuss the multiple meanings of specific words.
 | **Vocabulary*** Homophones and Homographs

**Lesson Vocabulary*** examined, peak, fondly, steep, rugged, mist, pausing, pleaded, yonder, soaring

**Literacy Station Activities*** Vocabulary Station-word sorts, homophone/homograph booklet, illustrate vocabulary words
* Vocabulary in context activity: <https://pals.virginia.edu/pdfs/activities/comprehension/paired_questions.pdf>

**Language Arts*** Subject- Verb Agreement

**Performance Assessments** * *Journeys* Progress Monitoring, Lesson 12-13
* *Journeys* Grab-and-Go, Lesson 12-13
* *Journeys* Reader’s Notebook, Lesson 12-13
 |
| **Reading Foundational Skills****RF 3.3-**Know and apply grade-level phonics and word analysis skills in decoding words.**RF.3.4a**- Read on-level text with purpose and understanding. **RF.3.4b-**Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **RF.3.4c-** Use context to confirm or self-correct word recognition that pertains to time, sequence, and cause/effect. | * Uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
* Reads on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
* Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Sample Objectives (I Can):*** Read and spell words with contractions.
* Read grade level text with fluency, accuracy, expression and comprehension.
* Apply phonics and word analysis skills effectively when reading and writing.
 | **Phonics and fluency*** Contractions with *n’t, ‘d, ‘ve*
* Reading Rate
* Fluency: Current goal of 82-107 WCPM with expression and understanding

**Performance assessments*** Use of learned phonics patterns to decode unfamiliar words
* Oral reading fluency checks/running records
* Teacher-made or district common assessments

**Literacy Station Activities*** Phonics/word study station-word building with contractions, building with multi-syllabic words, review activities with phonics skills not yet mastered
* Fluency station (optional)-partner reading for pace and expression; performance reading
* See Florida Center for Reading Research, Student Center Activities, <http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm> Fluency Part 3, F.014-Phrase Speed Practice
* See Internet4 classrooms for fluency passages and activities:

<http://www.internet4classrooms.com/common_core/read_sufficient_accuracy_fluency_support_comprehension_reading_foundational_skills_third_3rd_grade_english_language_arts.htm>  |
| **Weeks 8-9-Lesson 14 \***See TWAG in Appendix**Reading Selections:*** “Aero and Officer Mike” (Lexile 800)
* “Kids and Critters: A Nature Newsletter (Lexile 740)
* *Survivor Kid: A Practical Guide to Wilderness Survival* (Donyall Dickey, Complex Text, RI.3.1)

**Essential Question**: What makes Aero and Officer Mike partners? |  |
| **Reading Literature and Informational Text****RI .3.2-** Determine the main idea of a text; recount the key details and explain how they support the main idea. **RI. 3.6-** Distinguish their own point of view from that of the author of the text.**Related WIDA Standard****RI.3.1-**Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for an answer. | * Provides a statement of the main idea of a text.
* Provides a recounting of key details in a text.
* Provides an explanation of how key details in a text support the main idea.
* Provides questions and answers that show understanding of a text, referring explicitly to the text as the basis for the answers.

**Sample Objectives (I Can):*** Use text details to determine an author’s purpose for writing *Aero and Officer Mike.*
* Use key details from *Aero and Officer Mike* to determine the main ideas of the text.
 | **Performance Assessments*** *Journeys* Grab-and-Go Assessments, Lesson 14
* *Journeys* Progress Monitoring, Lesson 14
* *Journeys* Reader’s Notebook, Lesson 14
* Anecdotal evidence from classroom discussions

**Performance Task – Optional*** Develop a list questions to ask your classmates about one of the stories we have read. Be sure that your questions can only be answered by using evidence from the text. See Donyall Dickey’s Graphic Organizer for RI.3.1 to assist.

**Text-Dependent Questions*** Look at the heading on page 512. What does the heading tell you about this section of the text? (vocabulary and text structure)
* Why do you think Aero behaves differently when visiting in the community than when chasing a criminal? (opinion)
* What does the word “fellow” mean on p. 521? (vocabulary)
* Do you think the author of Aero and Office Mike thinks it is beneficial to have animals interact with people? What about the author or *Survivor Kid*? Support your opinion with evidence from the text. (opinion)
* \*See TWAG

**Leveled Readers*** **Advanced:** *Dogs to the Rescue* (800L)
* **On-level:** *Good Dogs, Guide Dogs* (880L)
* **Struggling Readers:** *Helper Monkeys* (650L)
* **Vocabulary** **Reader:** *Dog Helpers* (660L)
* **English Language Support:** *Dogs That Help People* (650L)

**Literacy Station Activities**Comprehension station-Write a paragraph explaining the author’s point of view, use retelling cards to retell the story, *Journeys* flip chart, comprehension activity from <http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm> Comprehension Part 3, C.023 –Persuade, Inform, and Entertain Sort |
| **WIDA Standard 2:** English language learners **communicate** information, ideas and concepts necessary for **academic success** in the content area of **Language Arts**.**RI.3.1-**Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for an answer. |
|  | **Level 1 Entering** | **Level 2 Emerging** | **Level 3: Developing** | **Level 4: Expanding** | **Level 5: Bridging** |
| **Reading** | Answer simple questions about an illustrated text by marking the answer in the book with a sticky note.  | Answer questions about an illustrated text by finding the answer in a book and marking with a sticky note.  | Answer questions about an illustrated text by finding the answer in a book and marking with a sticky note using a sentence stem to defend answer.  | Answer questions about a text by finding the answer in a book and marking with a sticky note. Defend answer with extended sentences. | Answer questions about a text by finding the answer in a book and marking with a sticky note. Defend answer with multi-sentence discourse. |
| For additional information on scaffolding within the domains of Reading, Writing, Listening, and Speaking please see: North Carolina Livebinder <http://www.livebinders.com/play/play?id=1089921>  Click on Transformed MPIs/ELAs |
| **Writing/Research****W.3.1a** – Introduce the topic or text they are writing about, state and opinion, and create an organizational structure that lists reasons**W.3.1b**-Provide reasons that support the opinion. **W.3.1c**- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.**W.3.1d**- Provide a concluding statement or section | * Addresses the prompt and shows effective development of the topic and/or narrative elements by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.
* Demonstrates purposeful and controlled organization and includes an introduction and conclusion.
* Uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.
* Demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.

**Sample Objectives (I Can):*** Form an opinion about the text *Aero and Officer Mike* and use textual evidence to support my claim.
* Give between 4 to 5 reasons from the text *Aero and Officer Mike* that support my opinion.
* Use linking words to connect my opinion to my written reasons.
 | **Routine Writing*** Forming a text-based opinion
* Citing evidence to support opinion
* Using linking words
* Including topic sentence and concluding statement

**Performance Task*** \*See TWAG
 |
| **Speaking and Listening****SL.3.1a-** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**SL.3.1b-** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**SL.3.1c-** Ask questions to check for understanding for information presented, stay on topic, and link their comments to others to the remarks of others.**SL.3.1d-** Explain own ideas and understanding in light of the discussion. | * Demonstrates ability to effectively engage in a range of collaborative discussions on grade 3 topics and texts, building on others’ ideas and expressing own ideas clearly.
* Demonstrates readiness for discussions by drawing on the required reading and other information known about the topic to explore ideas under discussion.
* Demonstrates ability to follow agreed-upon rules for discussions.
* Demonstrates ability to ask questions to check understanding of information presented.
* Demonstrates ability to stay on topic and link comments to the remarks of others.
* Demonstrates the ability to explain one’s own ideas and understanding in light of the discussion.

**Sample Objectives (I Can):*** Use accountable talk procedures to take turns.
* Use accountable talk procedures to show active listening skills while working in a group.
* Use accountable talk procedures to engage effectively in a discussion about literature and informational text.
 | **Performance Assessments*** *Journeys* Progress Monitoring, Lesson 14
* *Journeys* Grab-and-Go, Lesson 14
* Teacher- created
* Following classrooms rules and procedures
* Participation in class discussion
* Using Accountable Talk
* Using formal English in appropriate situations
 |
| **Language****L.3.1f**- Ensure subject-verb and pronoun-antecedent agreement **L.3.2**- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.3.4b-** Determine the meaning of a new word with a known affix and a known word.**L.3.4d-** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.  | * Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase.
* FOR DIAGNOSTIC ONLY: Demonstrates the ability to determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
* FOR DIAGNOSTIC ONLY: Demonstrates the ability to use a known root word as a clue to the meaning of an unknown word with the same root.

**Sample Objectives (I Can):*** Identify the meanings of words by recognizing the meanings of prefixes.
* Discuss the qualities of the pronoun and the verb in a sentence, when a pronoun is the subject
* Identify when pronoun (subject) and verbs agree while reading.
* Ensure that I am using the correct pronoun-verb agreement when I write.
 | **Vocabulary*** Prefixes *in-, im-*

**Lesson Vocabulary*** lying, loyal, partners, shift, quiver, patrol, ability, snap, competent, versatile, experts, attentive, eager, exercise, unique, demonstrate

**Literacy Station Activities*** Vocabulary station-illustrate vocabulary words, write student-friendly definitions for vocabulary words, construct/deconstruct words with prefixes

**Language Arts*** Pronoun-Verb Agreement

**Performance Assessments** * *Journeys* Progress Monitoring, Lesson 14
* *Journeys* Grab-and-Go, Lesson 14
* *Journeys* Reader’s Notebook, Lesson 14
 |
| **Reading Foundational Skills****RF. 3.3c- D**ecode multi-syllable words.**RF. 3.4a-** Read on-level text with purpose and understanding.**RF. 3.4b-** Read orally with accuracy, appropriate rate, and expression.**RF. 3.4c-** Use context to confirm or self-correct word recognition and understanding. | * Uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
* Reads on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
* Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Sample Objectives (I Can):*** Identify correctly or incorrectly spelled words in context.
* Read and spell words with r-controlled vowels.
* Read grade level text with fluency, accuracy, expression and comprehension.
* Apply learned phonics and word analysis skills effectively when reading and writing.
 | **Phonics and Fluency*** Words with –ar, -or, -are
* Accuracy
* Fluency: Current goal of 82-107 WCPM with expression and understanding

**Performance assessments*** *Journeys* Progress Monitoring*,* Lesson 14
* *Journeys* Grab-and-Go, Lesson 14
* *Journeys* Cold Reads, Lesson 14
* *Journeys* Reader’s Notebook, Lesson 14
* Oral reading fluency checks/running records
* Use of learned patterns to decode unfamiliar words
* Teacher created

**Literacy Station Activities*** Phonics/word study station-word building with r-controlled vowels, word sorts with r-controlled vowels, word building with multi-syllabic words, review activities with phonics skills not yet mastered
* Fluency station (optional)-timed reading to practice pace and expression, performance reading
* See Florida Center for Reading Research, Student Center Activities, for additional station ideas. <http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm> - Phonics Part 3, P.022-Word Stars
* See Internet4 classrooms for fluency passages and activities
* <http://www.internet4classrooms.com/common_core/read_sufficient_accuracy_fluency_support_comprehension_reading_foundational_skills_third_3rd_grade_english_language_arts.htm>
 |

**Weeks 6-7:** Yonder Mountain (Unit 3, Lesson 13)

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|  | Week 6 |
| **Essential Question:** Why will Soaring Eagle make a good leader of the Cherokee people? |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Anchor Text (Text type, Lexile)1. Text based comprehension
2. Text based discussion

(Whole and Small Group) | 1. Yonder Mountain: A Cherokee Legend (legend, 680L)
2. Anchor Text Questions: #1-10 (all) and both “A Closer Look” questions
3. Respond to text questions orally and/or in writing from the Retelling/Oral Language (cards and questions)
 |  |
| Building Knowledge1. Leveled readers
2. Paired Text
3. Supplemental Materials

(Whole and Small Group) |  |
| VocabularyDrawn from the texts | examined, peak, fondly, steep, rugged, mist, pausing, pleaded, yonder, soaring |
| Foundational Skills1. Fluency
2. Decoding
3. Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activities |
| Language/ Syntax1. Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities |
| Writing1. Response to text
2. Writing Process
3. Culminating task

Aligned with topic for the week |  The Readers’ Notebook (independent reading and written response to text) | Choose one of the following based on the type of writing to be highlighted:1. Why did Chief Sky choose Soaring Eagle to become the new tribe leader over Gray Wolf and Black Bear? Use text evidence to support your answer.
2. What conversation did Black Bear and Grey Wolf have after they weren’t chosen to be chief? Write a narrative that illustrates their feelings and concludes with the realization of why Soaring Eagle was chosen over them.
 |

**Weeks 6-7:** Yonder Mountain (Unit 3, Lesson 13)

|  |  |
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| **Grades 3-5** | Week 6 Continued |
| **Essential Question:** Why will Soaring Eagle make a good leader of the Cherokee people? |
|  | 1 | 2 | 3 | 4 | 5 |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | Reading: LiteratureRL.3.1, RL.3.2, RL.3.3, RL 3.4, RL.3.10  |
| WritingW.3.2, W.3.3  |
| Speaking and ListeningSL.3.1 |

**Weeks 6-7:** Yonder Mountain (Unit 3, Lesson 13)

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| --- | --- |
|  | Week 7 |
| **Essential Question:** What can we learn about the culture and legacy of the Cherokee? |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Anchor TextRereading for fluency practice, additional comprehension support or independent reading practiceWriting Support | Optional 🡪🡪 |
| Building KnowledgeLeveled readersPaired TextSupplemental Materials(Whole/Small Group, and Independent work)**All students experience all texts and resources regardless of level** | **From the Vocabulary Reader:***The Daily Life of the Cherokee***Paired Text (Journeys Series)***The Trail of Tears***Other Resources:**“Native American Tribes: Cherokee” – reading passage, questions - <http://www.education.com/download/worksheet/99882/native-americans-cherokee.pdf>  “Cherokee in the United States” – reading passage, vocabulary, questions - <http://www.readworks.org/passages/cherokee-united-states> (although this is a 1090 Lexile, it is still appropriate for this lesson)“Talking Leaves” –reading passage, vocabulary, questions - <http://www.readworks.org/passages/talking-leaves> Website of Museum of the Cherokee Indian – student exploration (identify 2-3 takeaways/insights after exploration)- <http://www.cherokeemuseum.org/exhibits/story-of-the-cherokee/> Video: The Trail of Tears (7 min.) - <http://www.gpb.org/georgiastories/videos/trail_of_tears>  |
| VocabularyDrawn from the texts | Complete Rolling Vocabulary activity |
| Foundational SkillsFluencyDecodingWord Work | Follow the daily **Phonics** and **Fluency** sequence of activities |

**Weeks 6-7:** Yonder Mountain (Unit 3, Lesson 13)

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| --- | --- |
| **Grades 3-5** | Week 7 Continued |
| **Essential Question:** What can we learn about the culture and legacy of the Cherokee? |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Language/ SyntaxSpelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities |
| WritingResponse to textWriting ProcessCulminating taskAligned with topic for the week | Writing prompts: 1. The Trail of Tears was also called The Trail Where They Cried. What was the reasoning behind this name? Use evidence to support your writing.
2. Think about the legacy the Cherokee are responsible for. Sequoyah was one Cherokee who played a major role in that legacy. What role did he play and how did it affect the culture and legacy of the Cherokee people? Use evidence to support your writing.
 |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.3.3, RI.3.4, RI 3.7, RI.3.9  |
| WritingW.3.2 |
| Speaking and ListeningSL 3.1 |

**Weeks 8-9:** *Aero and Officer Mike* (Unit 3, Lesson 14)

|  |  |
| --- | --- |
| **Grades 3-5** | Week 8 |
| **Essential Question:** What makes Aero and Officer Mike partners? |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Anchor Text (Text type, Lexile)1. Text based comprehension
2. Text based discussion

(Whole and Small Group) | 1. Aero and Officer Mike: Police Partners (NF, 800)
2. Respond to text questions orally and/or in writing from Think Through the Text #1, #4, #6, #11, #14, #15 and Guided Summary card questions (especially 1-3)
 |  |
| Building Knowledge1. Leveled readers
2. Paired Text
3. Supplemental Materials

(Whole and Small Group) |  |
| VocabularyDrawn from the texts | lying, loyal, partners, shift, quiver, patrol, ability, snap, competent, versatile, experts, attentive eager, exercise, unique, demonstrate |
| Foundational Skills1. Fluency
2. Decoding
3. Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activities |
| Language/ Syntax1. Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities |
| Writing1. Response to text
2. Writing Process
3. Culminating task

Aligned with topic for the week | Readers notebook pages 207-208 |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.3.1, RI.3.4, RI. 3.5, RI.3.7, RI.3.10;  |
| Reading: Foundational SkillsRF.3.3c, RF.3.4a-c  |
| WritingW.3.2, W.3.5, W.3.8, W.3.10 |

**Weeks 8-9:** *Aero and Officer Mike* (Unit 3, Lesson 14)

|  |  |
| --- | --- |
|  | Week 9 |
| **Essential Question:** Why are service dogs important to people? |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Anchor Text1. Rereading for fluency practice, additional comprehension support or independent reading practice
2. Writing Support
 | Optional 🡪🡪 |
| Building Knowledge1. Leveled readers
2. Paired Text
3. Supplemental Materials

(Whole/Small Group, and Independent work)**All students experience all texts and resources regardless of level** | **From the Leveled Readers**1. Good Dogs, Guide Dogs
2. Dogs to the Rescue

**Vocabulary Reader** Dog Helpers**Other Resources**Epic Books (<https://www.getepic.com>) has several good titles including: Guide Dogs, Therapy Dogs, R.E.A.D. Dogs, Service Dogs, Police Dogs What Makes Bloodhounds Good Detectives? - <http://wonderopolis.org/wonder/what-makes-bloodhounds-good-detectives>Top 5 Service Dogs - [www.youtube.com/watch?v=tUbwnzNY54w](http://www.youtube.com/watch?v=tUbwnzNY54w) |
| VocabularyDrawn from the texts | Complete the Rolling Vocabulary activity. |
| Foundational Skills1. Fluency
2. Decoding
3. Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activities |
| Language/ Syntax1. Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities |

**Weeks 8-9:** *Aero and Officer Mike* (Unit 3, Lesson 14)

|  |  |
| --- | --- |
|  | Week 9 Continued |
| **Essential Question:** Why are service dogs important to people? |
|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Writing1. Response to text
2. Writing Process
3. Culminating task

Aligned with topic for the week | Choose one type of service dog and write an essay, using evidence from the text, explaining the special skills and training this dog would need to do its job.  |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.3.4, RI.3.5, RI.3.7, RI.3.9, RI.3.10  |
| Reading: Foundational SkillsRF.3.4a-c |
| WritingW.3.2, W.3.5, W.3.8, W.3.10 |