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

* Beginning in the 2016-17 school year the ELA K-5 SCS curriculum maps will include six or more “TWAG outlines” throughout the year in each grade. *ESL has opted to develop TWAGs for the entire year, 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. 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. TWAG outlines were developed by SCS teachers and coaches in partnership with [Student Achievement Partners](http://achievethecore.org/) and other districts across the country.

**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.**

**Elements of Lesson Planning with Attention to Language:**

Effective lesson planning for ELLs begins with, and includes all 6 of the following components (in no particular order):

* Identify student’s language strengths and other assets using WIDA’s CAN DO philosophy.
* Attend to sociocultural contexts of language use.
* Create contexts for meaningful use of language.
* Recognize language development processes (current proficiency level within a domain and context).
* Identify language embedded in content standards (Features of Academic Language).
* Use language supports (e.g., word banks, sentence frames, and/or paragraph models).
* Incorporate all 4 language domains (listening, reading, speaking, writing).

**Using the WIDA MPIs**

* WIDA English Language Development (ELD) standards and links to Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. 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.
* Used in conjunction with a WIDA Can Do Name Chart and *WIDA Can Do* *Key Uses* booklet found within the ESL Teacher notebook, the ESL teacher can also discuss reasonable expectations for each ELL with classroom teachers for mainstream classroom instruction.

*Sample MPI for grade 1 Reading for Information* [Model Performance Indicators (MPIs](http://www.livebinders.com/play/play?id=1089921))

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| --- | --- | --- | --- | --- | --- |
| Reading for Information #1  Ask and answer questions about key details in a text. | | | | | |
| Reading | **Level 1: Entering** | **Level 2: Emerging** | **Level 3: Developing** | **Level 4: Expanding** | **Level 5: Bridging** | |
| |  | | --- | | *Identify answers to yes/no or WH- questions about informational text with labeled visual support.* | | |  | | --- | | *Answer questions about key details from illustrated informational texts written in repetitive sentence patterns with labeled visual support.* | | |  | | --- | | *Ask and answer questions about key details in illustrated texts written in simple and compound sentence structures while working with a partner.* | | |  | | --- | | *Ask and answer questions about key details in illustrated/non-illustrated texts written in compound sentence structures while working with a partner.* | | |  | | --- | | *Ask and answer questions about key details in a text written in compound and complex sentence structures while working with a partner.* | | |

**Using the** **Curriculum Maps, Grade K-5 ESL TWAG**

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** 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.

\*Locate the **TDOE Standards and related MPIs** at the end of each week. 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 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:

* 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.
* CCR Reading Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

1. Consult your **Journeys Teachers’ Edition (TE)** and other **cited references** to map out your week(s) of instruction.
2. Plan your weekly and daily objectives, using the **Model Performance Indicators (MPIs)** 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).
3. Study the suggested **culminating activity** at the end of each week, and match them to your objectives. Consider how tasks best target the essential question and content for the week, as well as alignment to standards. **Develop a writing rubric,** which encompasses weekly skills students are required to display within their writing (vocabulary, grammar, syntax, etc.)
4. 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.
5. 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 you choose for your ELLs.
6. Consider how you will support building student knowledge through supplemental reading, content, research, and/or writing around the topic for the week. Review how the two weeks work together to build knowledge by previewing suggested (linked) resources.

Remember to include differentiated activities for small group instruction and literacy stations- based on **MPIs** and student English Language Proficiency. Reference “**SWAG” documents** for resources within literacy work stations.

Please reference the ESL K-5 Lesson Plan template for assistance in arranging Literacy Stations during week 1 and Text Stations during week 2 for each TWAG.

**2- Week version:** Unit 2: Quarter 2 weeks 1-2

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| **Grade 3** | DAYS: WEEK 1 |
| **Unit Topic: Bats** | |
| Essential Questions: Why is sound important to bats? | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | [RI 3.3, 3.4, 3.10; W.3.2 SL 3.1](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text (Text type, Lexile)   * Text based comprehension * Text based discussion   (Whole and Small Group) | Read Aloud: [“Bats Are the Best Beasts”.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume2/launch.html)  [Anchor Text: Bat Loves the Night](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume2/launch.html)  \*\*\* Hyperlink connects to Journeys Teacher’s Edition. Teachers must scroll to the story.  Respond to text questions orally and in writing. Use questions 1-3 and 6-7, questions from [Guided Summary Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896625_/launch.html?page=21A) and A Closer Look. |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole and Small Group) | **Option 1:** Google Images: [how does echolocation work?](https://www.bing.com/images/search?q=echolocation+images&qpvt=echolocution+images&qpvt=echolocution+images&qpvt=echolocution+images&FORM=IGRE)  **Teachers should choose several images bats or other animals that use sound to help build knowledge.**   1. What do you notice about the animals in the picture? 2. What do all of the pictures have in common? 3. Look at the image of \_\_\_\_\_\_, what do you think the lines represent?   **Option 2:**[*Bat Loves the Night* Journey’s Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547953151_/volume/launch.html?page=6A)  The same questions will apply to the Language Support Card  **Option 3:** [Reading A-Z Bats](https://www.readinga-z.com/books/leveled-books/book/?id=127)  The pictures and the vocabulary can be used to introduce the topic and for language support |
| Vocabulary  Drawn from the texts | twitch, swoops, squeak, echoes, detail, slithers, snuggles, dozes, gliding, fluttering, plunges, nocturnal, echolocation |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities  Spelling: Short and Long vowels   * Students will write complete sentences using words with short and long vowel sounds to explain why sound is important to bats.   Grammar: Verbs   * Students will work with a partner to identify the actions of bats in *Bat Loves the Night*.   <http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf> Section G:  Discourse markers include coordinating conjunctions *so*, *for*, and adverbials such as *therefore*, *as a result*, *for that reason*. |
| Writing   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | |  | | --- | | Reread aloud “Bats Are the Best Beasts”. Using the questions from Listening Comprehension have students respond with a think/pair/share and have each student record the responses on a graphic organizer.    Write an explanatory paragraph to answer the question, “Why is sound important to Bat?”  Note: There is an example of a student response to this prompt on p. 237. You may use this as an exemplar text to help students analyze writing before starting their own responses.  Sentence Starters for explaining, describing, and supporting: <http://moodle.asw.waw.pl/mod/page/view.php?id=135345>  ACE graphic organizer for using evidence to explain: <http://betterlesson.com/community/document/2657521/grade-5-ace-oeq-graphic-organizer-docx> | |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities  [VCV patterns](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=71)   * The teacher should choose several words from the worksheet and ask students to write or say sentences about bats using the VCV pattern.   -able, -ible words |

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| --- | --- |
| **Grades 3** | DAYS: WEEK 2 |
| Essential Question: Why is sound important to bats? | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | [RI 3.3, 3.4, 3.10; W.3.2 SL 3.1](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | Students should read a variety of leveled texts on sports and team work. See resources below.  Text Dependent Question Stems:  <http://1.usa.gov/23pFZAE> |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole/Small Group, and Independent work)  **All students experience all texts and resources regardless of level** | Leveled Reader – Chased by a Bat!  Other Resources   * This article has an audio component and explains how scientists learned about echolocation   <https://www.highlightskids.com/audio-story/how-bats-see-night>   * Website with information about bats, including how bats help humans   <http://www.bats4kids.org/>   * All About Bats for Kids   <https://www.youtube.com/watch?v=9FVoTMOorXA>   * This 820L piece is at the top of the 3rd grade band, and explains how studying bats’ use of echolocation has benefitted humans   https://newsela.com/articles/blind-echolocation/id/11259/ |
| Vocabulary  Drawn from the texts | twitch, swoops, squeak, echoes, detail, slithers, snuggles, dozes, gliding, fluttering, plunges, nocturnal, echolocation  Teacher should choose Tier 2 vocabulary related to the supplemental resources. |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities-  Spelling: Short and Long vowels   * Students will write complete sentences using words with short and long vowel sounds to explain why sound is important to bats.   Grammar: Verbs   * Students will work with a partner to identify the actions of bats in *Bat Loves the Night*.   <http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf> Section G:  Discourse markers include coordinating conjunctions *so*, *for*, and adverbials such as *therefore*, *as a result*, *for that reason* |
| Writing   * Response to text * Writing Process * Culminating task | Complete the Writing Process (edit, revise, and publish) to answer the following prompt:  Reread aloud “Bats Are the Best Beasts”. Using the questions from Listening Comprehension have students respond with a think/pair/share and have each student record the responses on a graphic organizer.    Write an explanatory paragraph to answer the question, “Why is sound important to Bat?”  Note: There is an example of a student response to this prompt on p. 237. You may use this as an exemplar text to help students analyze writing before starting their own responses. |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities  [VCV patterns](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=71)   * The teacher should choose several words from the worksheet and ask students to write or say sentences about bats using the VCV pattern.   -able, -ible word |

**ESL Supplemental Work Station and Gradual Release Template**

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| --- | --- |
| **STORY INFORMATION: Topic: Bats** | |
| [Anchor Text: Bat Loves the Night](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume2/launch.html) | **Grade 3 Q2 Weeks 1-2** |
| Essential Question: | Why is sound important to bats? |
| Culminating Task | Reread aloud “Bats Are the Best Beasts”. Using the questions from Listening Comprehension have students respond with a think/pair/share and have each student record the responses on a graphic organizer.    Write an explanatory paragraph to answer the question, “Why is sound important to Bat?”  Note: There is an example of a student response to this prompt on p. 237. You may use this as an exemplar text to help students analyze writing before starting their own responses.  Sentence Starters for explaining, describing, and supporting: <http://moodle.asw.waw.pl/mod/page/view.php?id=135345>  ACE graphic organizer for using evidence to explain: <http://betterlesson.com/community/document/2657521/grade-5-ace-oeq-graphic-organizer-docx> |
| Stations Activities:  [FS. 3.3 Know and apply grade-level phonics and word analysis skills in decoding words.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [RL 3. 1 Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [RL 3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [L. 3.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf) | **1): Phonics:**  [**VCV patterns**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=71)   * The teacher should choose several words from the worksheet and ask students to write or say sentences about bats using the VCV pattern.   -able, -ible words  [Language and Literacy Guide:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/extra_support_9780547895826_/launch.html?page=74) p. 164  [Have Fun Teaching](https://www.havefunteaching.com/worksheets/phonics-worksheets/ending-sounds-worksheets/suffixes-worksheet-2-able-ible/) worksheets  A Readers Notebook p. 71  **Students will work with a partner to use the text to describe what bats are able to do and what is edible to bats.**  **2Comprehension/Building Knowledge:**  [Oral Language Card](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896625_/launch.html?page=21A)s: students will work with a partner to answer the question located on the cards. Students will use the cards to say/write a summary of *Bats Loves the Night.*   * From the Journeys Leveled Readers: For each reader: Students will use the illustrations to help them understand what they are reading. Students will partner read to summarize how bats use echolocation to survive.   From the Journeys Leveled Readers and other resources:  Leveled Reader [– Chased by a Bat!](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/strategic_intervention_9780547896182_/lr/bl/lesson6/lesson6.pdf)  Other Resources   * This article has an audio component and explains how scientists learned about echolocation   <https://www.highlightskids.com/audio-story/how-bats-see-night>   * <http://www.bats4kids.org/> * [All About Bats for Kids](https://www.youtube.com/watch?v=9FVoTMOorXA) * This 820L piece is at the top of the 3rd grade band, and explains how studying bats’ use of echolocation has benefitted humans   https://newsela.com/articles/blind-echolocation/id/11259/  [**Think and Write**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume3/launch.html?page=16)**:** follow guidelines for beginning, on-level, and reach higher. (p. 10)  **3)Vocabulary:**  [Journey’s Vocabulary Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895956_/WordStudy_WordCards_BLM_VocabCards_gr3.pdf) (Lesson 6)  [Journey’s Literacy Station Word Work: I](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume2/launch.html) Like Pie  Teachers should follow directions from the work station.  twitch, swoops, squeak, echoes, detail, slithers, snuggles, dozes, gliding, fluttering, plunges, nocturnal, echolocation  [Target Vocabulary Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume1/launch.html)  Students will work in a group to complete a write around, using the targeted vocabulary to write a summary of the story.  ***\*\*\*Hyperlink connects to Unit 1 Teacher’s Edition. You must scroll to get to the text***  **4.) Fluency:**  [Journey’s Listen and Read](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume1/launch.html) (lesson 6) |
| Other notes | For scaffolding:  Language frames: [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Very simple frames](http://www.xenia.k12.oh.us/userfiles/251/Sentence%20Frame%20Sample%20on%20Classroom%20)  [More frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- for every standard, this resource provides additional support to teachers for creating scaffolded activities. |

**2- Week version:** Unit 2: Quarter 2 weeks 3-4

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| **Grade 3** | DAYS: WEEK 1 |
| **Unit Topic: Farming and Natural Resources** | |
| Essential Questions: Why was it important for Juan to use natural resources to help him create a productive farm? | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | [RI 3.3, 3.4, 3.10; W.3.2 SL 3.1](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text (Text type, Lexile)   * Text based comprehension * Text based discussion   (Whole and Small Group) | Read Aloud: [Sweet Berries](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume2/launch.html)  Anchor Text: [The *Harvest Birds*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume2/launch.html)  \*\*\* Hyperlink connects to Journeys Teacher’s Edition. Teachers must scroll to the story.  Respond to text questions orally and in writing.  Text Dependent questions from text: #1, 4, A Closer Look (T211, T 214)  [Oral Language Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896625_/launch.html?page=29A) |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole and Small Group) | **Option 1:** Google Images: [farming and natural resources](https://www.bing.com/images/search?q=farming+and+natural+resources+images&qpvt=farming+and+natural+resources+images&qpvt=farming+and+natural+resources+images&qpvt=farming+and+natural+resources+images&FORM=IGRE)  **Teachers should choose several images farming and the resources they depict to help build knowledge.**   1. What do you notice about the resources used in the picture? 2. What do all of the pictures have in common?   **Option 2:**[*The Harvest Birds*Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547953151_/volume/launch.html?page=8A)  The same questions will apply to the Language Support Card  **Option 3: GetEpic.com:** [*Life in a Farming Community*](https://www.getepic.com/app/profile) (this is a free website but requires teachers to set up an account) **Link connects to the website-search for the title.**  The pictures and the vocabulary can be used to introduce the topic and for language support |
| Vocabulary  Drawn from the texts | Harvest, borders, advice, patch, borrowed, ([vocabulary in context](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume2/launch.html))  Burst, |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities  Spelling: unexpected consonant patterns   * Students will work with a partner to identify unexpected consonant pairs in an excerpt from the text. Students will use the words in a sentence in writing or orally.   Grammar: Using commas in a series   * Students will use the text to identify the resources that Juan used to create his farm. Students will write sentences using commas in a series to identify the resources.   <http://www.dpi.state.nc.us/docs/acre/profdev/institute/esl/achievement.pdf> Section G:  Discourse markers include coordinating conjunctions *so*, *for*, and adverbials such as *therefore*, *as a result*, *for that reason*. |
| Writing   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | Choose one of the following based upon your students’ language proficiency.   1. Describe why Juan felt it was important to work with nature in creating his farm. Use evidence from the text to support your description. 2. The townspeople do not believe that Juan is capable of having his own land. Imagine that you are a townsperson talking to Juan. Write a paragraph telling Juan your opinion about how successful he will be in starting a farm. 3. At the end of the story Juan states that he “learned to listen to the voice of nature”. What actions does Juan take that proves that he listened to nature? What were the results?  |  | | --- | | Sentence Starters for explaining, describing, and supporting: <http://moodle.asw.waw.pl/mod/page/view.php?id=135345>  [OREO opinion graphic organizer](http://lcps.k12.nm.us/wp-content/uploads/2015/07/OreoOpinionWritingGraphicOrganizer.pdf) | |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities  Phonics:  /kn/, /wr/   * Students will work with a partner to discuss what Juan *knows* about why listening to nature is important. * Students will work with a partner to discuss why the townspeople were *wrong* about Juan’s dreams. |

Unit 2 weeks 3-4

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| **Grades 3** | DAYS: WEEK 2 |
| Essential Question: Why is it important to use natural resources in farming and agriculture? | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | [RI 3.3, 3.4, 3.10; W.3.2 SL 3.1](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | Students should read a variety of leveled texts on sports and team work. See resources below.  Text Dependent Question Stems:  <http://1.usa.gov/23pFZAE> |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole/Small Group, and Independent work)  **All students experience all texts and resources regardless of level** | *Journeys Leveled Reader*   * *The Life of George Washington Carver*   *Other Resources:*  *RAZ resources: Grade 3* [*Food’s Global Web Resources*](https://www.readinga-z.com/project-based-learning/project-based-learning-packs/)  *Grade 5* [*Rethink Farming Resources*](https://www.readinga-z.com/project-based-learning/project-based-learning-packs/)  *Readworks.org:* [*Magic Tomatoes*](http://www.readworks.org/passages/magic-tomatoes)  *YouTube:* [*Life of a Farmer*](https://www.youtube.com/watch?v=amhcPiE3Wa4)  This is a series of farming throughout the year. Teachers may choose videos from each month of the year. |
| Vocabulary  Drawn from the texts | *Teacher should choose Tier 2 vocabulary related to the supplemental resources.* |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities-  Spelling: unexpected consonant patterns   * Students will work with a partner to identify unexpected consonant pairs in an excerpt from the text. Students will use the words in a sentence in writing or orally.   Grammar: Using commas in a series   * Students will use the text to identify the resources that in farming. Students will write sentences using commas in a series to identify the resources. |
| Writing   * Response to text * Writing Process * Culminating task | Complete the Writing Process (edit, revise, and publish) to answer the following prompt:  Why is it important to use natural resources in farming and agriculture?  Using *Harvest Birds* and one other text, describe it is important to work with nature in farming. Use evidence 2-3 examples from each text to support your answer. |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities  /kn/, /wr/   * Students will work with a partner to discuss what we *know* about why listening to nature is important in farming. |

**ESL Supplemental Work Station and Gradual Release Template**

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| **STORY INFORMATION: Topic: Farming and Natural Resources** | |
| [The *Harvest Birds*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume2/launch.html) | **Grade 3 Q2 Weeks 3-4** |
| Essential Question: | Why was it important for Juan to use natural resources to help him create a productive farm? |
| Culminating Task | Choose one of the following based upon your students’ language proficiency.   1. Describe why Juan felt it was important to work with nature in creating his farm. Use evidence from the text to support your description. 2. The townspeople do not believe that Juan is capable of having his own land. Imagine that you are a townsperson talking to Juan. Write a paragraph telling Juan your opinion about how successful he will be in starting a farm. 3. At the end of the story Juan states that he “learned to listen to the voice of nature”. What actions does Juan take that proves that he listened to nature? What were the results?  |  | | --- | | Sentence Starters for explaining, describing, and supporting: <http://moodle.asw.waw.pl/mod/page/view.php?id=135345>  [OREO opinion graphic organizer](http://lcps.k12.nm.us/wp-content/uploads/2015/07/OreoOpinionWritingGraphicOrganizer.pdf) | |
| Stations Activities:  [FS. 3.3 Know and apply grade-level phonics and word analysis skills in decoding words.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [RL 3. 1 Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [RL 3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [L. 3.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf) | **1): Phonics/Grammar:**  Spelling: unexpected consonant patterns   * Students will work with a partner to identify unexpected consonant pairs in an excerpt from the text. Students will use the words in a sentence in writing or orally.   Grammar: Using commas in a series   * Students will use the text to identify the resources that Juan used to create his farm. Students will write sentences using commas in a series to identify the resources.   Phonics:  /kn/, /wr/   * Students will work with a partner to discuss what Juan *knows* about why listening to nature is important. * Students will work with a partner to discuss why the townspeople were *wrong* about Juan’s dreams.   **2.) Comprehension/Building Knowledge:**  [Oral Language Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896625_/launch.html?page=33A): students will work with a partner to answer the question located on the cards. Students will use the cards to say/write a summary of *Harvest Birds*  From the Journeys Leveled Readers: For each reader: Students will use the illustrations to help them understand what they are reading. Students will partner read to summarize why it is important to listen to nature in farming.  *Journeys Leveled Reader*   * *The Life of George Washington Carver*   *Other Resources:*  *RAZ resources: Grade 3* [*Food’s Global Web Resources*](https://www.readinga-z.com/project-based-learning/project-based-learning-packs/)  *Grade 5* [*Rethink Farming Resources*](https://www.readinga-z.com/project-based-learning/project-based-learning-packs/)  *Readworks.org:* [*Magic Tomatoes*](http://www.readworks.org/passages/magic-tomatoes)  *YouTube:* [*Life of a Farmer*](https://www.youtube.com/watch?v=amhcPiE3Wa4)  This is a series of farming throughout the year. Teachers may choose videos from each month of the year.  [**Think and Write**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume3/launch.html?page=16)**:** follow guidelines for beginning, on-level, and reach higher. (p. 14)  **3)Vocabulary:**  [Journey’s Vocabulary Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895956_/WordStudy_WordCards_BLM_VocabCards_gr3.pdf) (Lesson 7)  Harvest, borders, advice, patch, borrowed  [Target Vocabulary Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume1/launch.html)  Students will work in a group to complete a write around, using the targeted vocabulary to write a summary of the story.  ***\*\*\*Hyperlink connects to Unit 1 Teacher’s Edition. You must scroll to get to the text***  **4.) Fluency:**  [Journey’s Listen and Read](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume1/launch.html) (lesson 7) |
| Other notes | For scaffolding:  Language frames: [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Very simple frames](http://www.xenia.k12.oh.us/userfiles/251/Sentence%20Frame%20Sample%20on%20Classroom%20)  [More frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- for every standard, this resource provides additional support to teachers for creating scaffolded activities. |

**2- Week version:** Unit 2: Quarter 2 weeks 5-6

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| **Grade 3** | DAYS: WEEK 1 |
| **Unit Topic: Performing Arts** | |
| Essential Questions: What do Jiichan’s stories reveal about the importance of telling a story versus watching one on television? | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | [RI 3.3, 3.4, 3.10; W.3.1 SL 3.1](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text (Text type, Lexile)   * Text based comprehension * Text based discussion   (Whole and Small Group) | Read Aloud: [*The Magical Art of Mime*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tc_te_9780547979656_/launch.html?page=17)  Anchor Text: [*Kamishibai Man*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume2/launch.html) (T298)  \*\*\* Hyperlink connects to Journeys Teacher’s Edition. Teachers must scroll to the story.  Respond to text questions orally and in writing.  Text questions #3, 10, 11, 12, 13, 14, 16, 17  A Closer Look (T305)  [Oral Language Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896625_/launch.html?page=33A) |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole and Small Group) | **Option 1:** [*Kamishibai Man Language Support Cards*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547953151_/volume/launch.html?page=9A)   * Engage students in a discussion about how stories are told. (back side of the card provides resources)   **Option 2:** [Storyline Online](http://www.storylineonline.net/)   * Teachers should choose any story from the website and allow students to listen to the story.   + What is the difference between hearing the story and watching a movie?   + Teachers can use the questions from the language support cards to support the resource.   **Option 3:** [*Arit’s Fables: Jabu and the Lion*](https://www.youtube.com/watch?v=JelF8axBaRU&list=PLy9ynzI4xTZ3f2V8TpgGzGa6BoG4WIF01)   * Same questions as above |
| Vocabulary  Drawn from the texts | Familiar, applause, oral, rounds, jewel, clappers |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities  Spelling: /ow/ /ou/  Students will identify /ou/ /ow/ words in the story *Kamishibai Man* and write or say a sentence using the word.  Ex: Jiichan made his *rounds*. The clappers made a *sound.*  Grammar: abstract nouns  Students will work with a partner to describe Jiichan’s feelings in the story using abstract nouns.  Ex: Jiichan was feeling **sadness** when the noodle shop was gone.  [Readers Notebook using abstract nouns and the story](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=115) |
| Writing   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | Choose one of the following based upon your students’ language proficiency.   1. Describe why Jiichan called his stories little “jewels”. Use evidence for fine and to support your description. 2. How does television change Jiichan’s storytelling? Write a paragraph from the point of view of one of the children explaining why they might like television better than the stories. 3. On page 334, Jiichan states that” television antennas started to sprout from the rooftops like weeds in the springtime.” What is Jiichan’s opinion of television? Write a paragraph from Jiichan’s describing his opinion of television.  |  | | --- | | Sentence Starters for explaining, describing, and supporting: <http://moodle.asw.waw.pl/mod/page/view.php?id=135345>  [OREO opinion graphic organizer](http://lcps.k12.nm.us/wp-content/uploads/2015/07/OreoOpinionWritingGraphicOrganizer.pdf) | |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities  Decoding: /ow/ /ou/  Fluency: Intonation |

**2-Week Version (TWAG):** Unit 2 weeks 5-6

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| **Grades 3** | DAYS: WEEK 2 |
| Essential Question: What can we gain from performing arts that we might not gain from television? | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | [RI 3.3, 3.4, 3.10; W.3.2 SL 3.1](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | [*The True Story of Kamishibai*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume2/launch.html)  Students should read a variety of leveled texts on sports and team work. See resources below.  Text Dependent Question Stems:  <http://1.usa.gov/23pFZAE> |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole/Small Group, and Independent work)  **All students experience all texts and resources regardless of level** | *Journeys Leveled Resources:*   * *Student Magazine:* [*Acting Across Generations*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ese_9780547953007_/launch.html) * *[Before the Talkies](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/strategic_intervention_9780547896182_/lr/bl/lesson9/index.html)* * [*The Kabuki Kid*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/strategic_intervention_9780547896182_/lr/al/lesson9/index.html) * Journey’s Write-In reader: [*Puppets Around the World*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ancillary_9780547896120_/launch.html) * Journeys Reading Toolkit Comprehension: [*The Traveling Guitar*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/ancillary_9780544149137_/pdf/Leveled_Readers/Comprehension/Stage_2/Lesson20/Reader_The_Traveling_Guitar.pdf)   Other Resources:  Readworks.org: [*The Art of Singing*](http://www.readworks.org/passages/art-singing)  YouTube: [*Tron Dance Crew*](https://www.youtube.com/watch?v=Ql5O0IIOC-U) |
| Vocabulary  Drawn from the texts | *Teacher should choose Tier 2 vocabulary related to the supplemental resources.* |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities-  RAZ: [*The Clown who lost her Smile*](https://www.readinga-z.com/book.php?id=371)  Spelling: /ow/ /ou/  Students will identify /ou/ /ow/ words in the story *Kamishibai Man* and write or say a sentence using the word.  Ex: Jiichan made his *rounds*. The clappers made a *sound.*  Grammar: abstract nouns  Students will work with a partner to describe Jiichan’s feelings in the story using abstract nouns.  Ex: Jiichan was feeling **sadness** when the noodle shop was gone.  [Readers Notebook using abstract nouns and the story](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=115) |
| Writing   * Response to text * Writing Process * Culminating task | Complete the Writing Process (edit, revise, and publish) to answer the following prompt:  What can we gain from performing arts that we might not gain from television?  Think about Jiichan’s storytelling and the stories you saw or read? Write a paragraph from the point of view of person watching a live performance explaining why they might like television better than the stories. Use examples from the Kamishibai story and one other text to support your answer. |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities  Decoding: /ow/ /ou/  Fluency: Intonation |

**ESL Supplemental Work Station and Gradual Release Template**

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| **STORY INFORMATION: Topic: Performing Arts** | |
| [*Kamishibai Man*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume2/launch.html) | **Grade 3 Q2 Weeks 5-6** |
| Essential Question: | What do Jiichan’s stories reveal about the importance of telling a story versus watching one on television? |
| Culminating Task | Choose one of the following based upon your students’ language proficiency.   1. Describe why Jiichan called his stories little “jewels”. Use evidence for fine and to support your description. 2. How does television change Jiichan’s storytelling? Write a paragraph from the point of view of one of the children explaining why they might like television better than the stories. 3. On page 334, Jiichan states that” television antennas started to sprout from the rooftops like weeds in the springtime.” What is Jiichan’s opinion of television? Write a paragraph from Jiichan’s describing his opinion of television.  |  | | --- | | Sentence Starters for explaining, describing, and supporting: <http://moodle.asw.waw.pl/mod/page/view.php?id=135345>  [OREO opinion graphic organizer](http://lcps.k12.nm.us/wp-content/uploads/2015/07/OreoOpinionWritingGraphicOrganizer.pdf) | |
| Stations Activities:  [FS. 3.3 Know and apply grade-level phonics and word analysis skills in decoding words.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [RL 3. 1 Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [RL 3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [L. 3.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf) | **1): Phonics:**  Decoding: /ow/ /ou/   * [Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html) page 72   + Students will work with a partner to choose a portion of the text to find words that have the /ow/ /ou/ sound.   RAZ: [*The Clown who lost her Smile*](https://www.readinga-z.com/book.php?id=371)  Spelling: /ow/ /ou/  Students will identify /ou/ /ow/ words in the story *Kamishibai Man* and write or say a sentence using the word.  Ex: Jiichan made his *rounds*. The clappers made a *sound.*  **2Comprehension/Building Knowledge:**  [Oral Language Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896625_/launch.html?page=33A): students will work with a partner to answer the question located on the cards. Students will use the cards to say/write a summary of *Kamishibai Man*  From the Journeys Leveled Readers: For each reader: Students will use the illustrations to help them understand what they are reading. Students will partner read to summarize why performing arts are different than watching TV.  *Journeys Leveled Reader*   * *Student Magazine:* [*Acting Across Generations*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ese_9780547953007_/launch.html) * *[Before the Talkies](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/strategic_intervention_9780547896182_/lr/bl/lesson9/index.html)* * [*The Kabuki Kid*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/strategic_intervention_9780547896182_/lr/al/lesson9/index.html) * Journey’s Write-In reader: [*Puppets Around the World*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ancillary_9780547896120_/launch.html) * Journeys Reading Toolkit Comprehension: [*The Traveling Guitar*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/ancillary_9780544149137_/pdf/Leveled_Readers/Comprehension/Stage_2/Lesson20/Reader_The_Traveling_Guitar.pdf)   Other Resources:  Readworks.org: [*The Art of Singing*](http://www.readworks.org/passages/art-singing)  YouTube: [*Tron Dance Crew*](https://www.youtube.com/watch?v=Ql5O0IIOC-U)  [**Think and Write**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume3/launch.html?page=16)**:** follow guidelines for beginning, on-level, and reach higher. (p. 16)  **3)Vocabulary:**  [Journey’s Vocabulary Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895956_/WordStudy_WordCards_BLM_VocabCards_gr3.pdf) (Lesson 8)  Harvest, borders, advice, patch, borrowed  [Target Vocabulary Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume1/launch.html)  Students will work in a group to complete a write around, using the targeted vocabulary to write a summary of the story.  ***\*\*\*Hyperlink connects to Unit 1 Teacher’s Edition. You must scroll to get to the text***  **4.) Fluency:**  [Journey’s Listen and Read](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume1/launch.html) (lesson 8) |
| Other notes | For scaffolding:  Language frames: [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Very simple frames](http://www.xenia.k12.oh.us/userfiles/251/Sentence%20Frame%20Sample%20on%20Classroom%20)  [More frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- for every standard, this resource provides additional support to teachers for creating scaffolded activities. |

**2- Week version:** Unit 3: Quarter 2 weeks 7-8

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| **Grade 3** | DAYS: WEEK 1 |
| **Unit Topic: Native Americans** | |
| Essential Questions: Why will Soaring Eagle make a good leader of the Cherokee people? | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | [RI 3.3, 3.4, 3.10; W.3.1 SL 3.1](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text (Text type, Lexile)   * Text based comprehension * Text based discussion   (Whole and Small Group) | [*Yonder Mountain: A Cherokee Legend*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume3/launch.html)  \*\*\* Hyperlink connects to Journeys Teacher’s Edition. Teachers must scroll to the story.  Text Questions: #1-10 and both A Closer Look questions  Respond to text questions orally and/or in writing from the  [Oral Language Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547896625_/launch.html?page=49A) |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole and Small Group) | **Option 1:**  [Website of Museum of the Cherokee Indian -student exploration](http://www.cherokeemuseum.org/exhibits/story-of-the-cherokee/)  [Cherokee Leaders](http://www.tn4me.org/tpsapage.cfm/sa_id/10/era_id/2)  Teachers can choose images or small articles on Cherokee leaders and have students identify possible leadership traits.  **Option 2:**  RAZ: [*The Cherokees*](https://www.readinga-z.com/books/leveled-books/book/?id=1269) (this is a 5th grade level text: teachers can focus on the “Life in the past section”  **Option 3:**  [Journeys Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547953151_/volume/launch.html?page=13A) |
| Vocabulary  Drawn from the texts | examined, peak, fondly, steep, rugged, mist, pausing, pleaded, yonder, soaring |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities  **Contractions:**  Students will write or say sentences using contraction to describe the characters in *Yonder Mountain.*  **Subject-Verb Agreement**  Students will work with a partner to describe the actions of the characters in *Yonder Mountain.* |
| Writing   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | Choose one of the following based on the proficiency level of students   1. Explain why 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 about the decision and ends with their understanding of why Soaring Eagle was chosen over them.  |  | | --- | | Sentence Starters for explaining, describing, and supporting: <http://moodle.asw.waw.pl/mod/page/view.php?id=135345>  ACE graphic organizer for using evidence to explain: <http://betterlesson.com/community/document/2657521/grade-5-ace-oeq-graphic-organizer-docx>  [Narrative writing lesson](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=60) | |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities  [Contractions worksheets](http://www.corestandards.org/ELA-Literacy/W/3/)  Reading Rate |

**2-Week Version (TWAG):** Unit 2 weeks 7-8

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| **Grades 3** | DAYS: WEEK 2 |
| Essential Question: What can we learn about the culture and legacy of the Cherokee? | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | [RI 3.3, 3.4, 3.10; W.3.1 SL 3.1](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [Livebinder for MPI](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | Students should read a variety of leveled texts on sports and team work. See resources below.  Text Dependent Question Stems:  <http://1.usa.gov/23pFZAE> |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole/Small Group, and Independent work)  **All students experience all texts and resources regardless of level** | **From Journeys:**  [*The Daily Life of the Cherokee*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/strategic_intervention_9780547896182_/vr/bl/lesson13/index.html)  *[The Trail of Tears](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume3/launch.html)*  **Other Resources:**  [*Native American Tribes: Cherokee*](http://www.education.com/worksheet/article/native-americans-cherokee/)  [*Cherokee in the United States*](http://www.readworks.org/passages/cherokee-united-states)  [*Talking Leaves*](http://www.readworks.org/passages/talking-leaves)  Video: [*The Trail of Tears*](http://www.gpb.org/georgiastories/videos/trail_of_tears) |
| Vocabulary  Drawn from the texts | *Teacher should choose Tier 2 vocabulary related to the supplemental resources.* |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities-  **Contractions:**  Students will write or say sentences using contraction to describe the characters in *Yonder Mountain.*  [Journeys Readers’ Notebook contractions](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=190)  **Subject-Verb Agreement**  Students will work with a partner to describe the actions of the characters in *Yonder Mountain.*  [Journeys Readers’ Notebook subject-verb agreement](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=188) |
| Writing   * Response to text * Writing Process * Culminating task | 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. |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities  [Contractions worksheets](http://www.corestandards.org/ELA-Literacy/W/3/)  Reading Rate |

**ESL Supplemental Work Station and Gradual Release Template**

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| **STORY INFORMATION: Topic: Native Americans** | |
| [*Yonder Mountain: A Cherokee Legend*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume3/launch.html) | **Grade 3 Q2 Weeks 7-8** |
| Essential Question: | Why will Soaring Eagle make a good leader of the Cherokee people? |
| Culminating Task | Choose one of the following based on the proficiency level of students   1. Explain why 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 about the decision and ends with their understanding of why Soaring Eagle was chosen over them.  |  | | --- | | Sentence Starters for explaining, describing, and supporting: <http://moodle.asw.waw.pl/mod/page/view.php?id=135345>  ACE graphic organizer for using evidence to explain: <http://betterlesson.com/community/document/2657521/grade-5-ace-oeq-graphic-organizer-docx>  [Narrative writing lesson](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/practice_book_se_9780547895697_/launch.html?page=60) | |
| Stations Activities:  [FS. 3.3 Know and apply grade-level phonics and word analysis skills in decoding words.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [RL 3. 1 Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [RL 3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf)  [L. 3.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening](http://tn.gov/assets/entities/education/attachments/std_eng_gr_3.pdf) | Follow the daily **Grammar** and **Spelling** sequence of activities  **Contractions:**  Students will write or say sentences using contraction to describe the characters in *Yonder Mountain.*  **Subject-Verb Agreement**  Students will work with a partner to describe the actions of the characters in *Yonder Mountain.*  **Phonics: Contractions**  [**Language and Literacy Guide**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895802_/launch.html?page=80) **p. 80**  [**Readers Notebook**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/practice_book_se_9780547895673_/volume1/launch.html?page=190) **p. 190**  **2Comprehension/Building Knowledge:**  Oral Language Cards: students will work with a partner to answer the question located on the cards. Students will use the cards to say/write a summary of *Yonder Mountain*  From the Journeys Leveled Readers: For each reader: Students will use the illustrations to help them understand what they are reading. Students will partner read to summarize what makes a good Cherokee leader.  **From Journeys:**  [*The Daily Life of the Cherokee*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/strategic_intervention_9780547896182_/vr/bl/lesson13/index.html)  *[The Trail of Tears](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume3/launch.html)*  **Other Resources:**  [*Native American Tribes: Cherokee*](http://www.education.com/worksheet/article/native-americans-cherokee/)  [*Cherokee in the United States*](http://www.readworks.org/passages/cherokee-united-states)  [*Talking Leaves*](http://www.readworks.org/passages/talking-leaves)  Video: [*The Trail of Tears*](http://www.gpb.org/georgiastories/videos/trail_of_tears)  [**Think and Write**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume3/launch.html?page=16)**:** follow guidelines for beginning, on-level, and reach higher. (p. 24)  **3)Vocabulary:**  [Journey’s Vocabulary Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/extra_support_9780547895956_/WordStudy_WordCards_BLM_VocabCards_gr3.pdf) (Lesson 13)  Harvest, borders, advice, patch, borrowed  [Target Vocabulary Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr3/ete_9780547894362_/volume1/launch.html)  Students will work in a group to complete a write around, using the targeted vocabulary to write a summary of the story.  ***\*\*\*Hyperlink connects to Unit 1 Teacher’s Edition. You must scroll to get to the text***  **4.) Fluency:**  [Journey’s Listen and Read](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/tslr_9780547897981_/volume1/launch.html) (lesson 13) |
| Other notes | For scaffolding:  Language frames: [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Very simple frames](http://www.xenia.k12.oh.us/userfiles/251/Sentence%20Frame%20Sample%20on%20Classroom%20)  [More frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- for every standard, this resource provides additional support to teachers for creating scaffolded activities. |

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| **Gradual Release of Responsibility Example Behaviors** | | |
| **Teacher** | | **Student** |
| **I do it**  **Modeled Instruction** | * **Provides direct instruction** * **Establishes goals and purpose** * **Models the expectation** * **Think aloud** | * **Actively listens** * **Takes notes** * **Asks for clarification** |
| **We do it**  **Guided Instruction /**  **Guided Practice** | * **Interactive instruction** * **Works with students** * **Checks, prompts, clues** * **Provides additional modeling** * **Meets with needs-based groups** | * **Asks and responds to questions** * **Works with teacher and classmates** * **Completes process alongside others** |
| **They do it**  **together**  **Collaborative Practice** | * **Provides feedback** * **Moves among groups** * **Clarifies confusion** * **Provides support** | * **Works with classmates, shares outcome** * **Collaborates on authentic task** * **Consolidates learning** * **Completes process in small group** * **Looks to peers for clarification** |
| **You do it**  **Independently**  **Independent Practice** | * **Provides feedback** * **Evaluates progress toward the learning expectation** | * **Works alone** * **Relies on notes, activities, classroom learning to complete assignment** * **Takes full responsibility for outcome** |

**Week 9:**

Week 9 affords the opportunity to assess decodable words, high-frequency words, reading sentences, fluency, and comprehension. Skills may be assessed via the use of the *Journeys Progress Monitoring Assessment* and by using the Reading A-Z and ReadWorks documents listed below. **Keeping a portfolio of student progress can assist in helping school personnel to determine if intervention or additional English Language Development scheduling is needed.**

During week 9, writing should remain an area of focus. For grade 3, it is important to note the 3 types of writing students are responsible for as they are listed within [TDOE’s ELA Writing Standards](http://www.tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf). A review of past writing experiences and assessment of student need should lead teachers to focus on one type of writing to teach further.

**Grade 3 Writing Standards**

Standard Text Types and Purposes

1. Write **opinion pieces** on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

d. Provide a concluding statement or section related to the opinion presented.

2. Write **informative/explanatory texts** to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

3. Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words and phrases to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events

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[**Journeys Progress Monitoring Assessments:**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/assessment_guide_te_9780547953090_/launch.html) The test should take three to five minutes per lesson set. Prepare a test form for children (pages 1-12) and return to the teacher’s test form from the beginning of the year (pages xi, xii) for each child being tested. Use the teacher’s test form to record the child’s responses and scores *Assess students through lessons 15-16 (pages 13-24).*

*See pages viii-ix for Scoring and Interpretation of assessment results.*

**Purpose:**

•  To check on a child’s growth or problems in learning skills and high- frequency words

•  To target learning gaps by using these test results combined with test results from the core instructional program

**Sections on the Test**

* A: Decodable Words This section measures a child’s ability to read decodable words independently. The words target phonics and structural elements taught in the last two lessons. Words in each row target skills from a single week’s lesson.
* B: Lessons 1–4, B: Reading Sentences measures a student’s ability to read sentences accurately. The sentences include decodable and high- frequency words taught in previous grades.
* B: Lessons 5–30, B: Oral Reading of paragraphs measures a student’s reading fluency, which is a combination of accuracy and rate. Comprehension and vocabulary questions are also included to evaluate the student’s understanding of what is read. Fluency goals are based on below grade-level norms in order to measure progress with intervention instruction. Use grade-level fluency norms, along with observation and program assessment, to determine whether or not a student can transition out of intervention.
* Lessons 1–14, C: Reading Sentences measures a child’s ability to read sentences accurately. The sentences are a combination of decodable and familiar high-frequency words and become more complex as the year progresses.

**Please note:** Grade 3 students may need to be assessed via the Journey’s[*grades 1*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/assessment_guide_te_9780547953052_/launch.html)*,* [*grade 2*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/assessment_guide_te_9780547953069_/launch.html) *,* [*grade 3*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/assessment_guide_te_9780547953076_/launch.html) *, or* [*grade 4*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/assessment_guide_te_9780547953090_/launch.html) *Progress Monitoring Assessments (or a combination thereof).* Please review grades 1-4 week 9 Quarter 2 curriculum for specific areas to be assessed.

**Administering the Grade 3 Tests**

To administer the **oral reading** section:

•  Have a clock or watch with a second hand or a stopwatch available to time the student’s reading.

•  Explain that the test has two parts. First, you’ll listen to the student read a passage aloud. Then you’ll ask questions about it. If a student has trouble decoding a word, remind him or her to use the Decoding Strategy.

•  Time the student’s reading for 30 seconds.

•  Record errors by drawing a line through mispronounced or omitted words. Write in words that the student inserts. Mark self-corrections with SC above the word.

•  Mark an X on the last word that the student reads at 30 seconds.

•  Allow the student to finish reading the entire passage.

To administer the **comprehension** and **vocabulary** questions:

•  At the end of the reading ask the questions provided, and have the student respond orally.

•  Give the student a reasonable time to respond. Use the rubric on the teacher’s test form to evaluate the response. Record a number.

**Additional resources for week 9 assessment:**

**Fluency:** [Reading A-Z fluency passages](https://www.readinga-z.com/fluency/fluency-practice-passages/) (Reading A-Z [Grade level correlation chart](https://www.readinga-z.com/learninga-z-levels/level-correlation-chart/))

**Additional Comprehension Passages:**  [ReadWorks Reading Passages](http://www.readworks.org/books/passages)