

Paramount Unified School District
Educational Services



English Language Arts Curriculum Guide
Grade 3
2016-17



What's Continuing in 2016-17?

The following table provides a summary of the components of the Curriculum Guide that will continue in 2016-17.

Understanding the Curriculum Guide	
Write from the Beginning...and Beyond	<ul style="list-style-type: none"> Teachers will continue to build upon their implementation of the Narrative and Expository Genre of writing. To help support the use of the Write from the Beginning... and Beyond writing program, suggestions will be included in the curriculum guide for each unit.
K-5 Writing Program	<ul style="list-style-type: none"> Writing guidelines for modeled and prompt writing are clarified for the two kinds of writing experiences. Modeled writing prompts will be chosen by the teacher, whereas prompt writing will be district prompts. There is a separate writing section in the Learning Plan of the Curriculum Guide.
Research and Investigation Unit Investigation Board	<p>In order to meet the Common Core Standards and facilitate students' ability to conduct research, all K-5 classrooms will replace the Concept Question Board with a Unit Investigation Board. The Unit Investigation Board is designed to:</p> <ul style="list-style-type: none"> maintain focus and purpose of daily learning experiences that support the Unit's Essential Questions and Understandings facilitate the process of conducting research promote students' ability to identify and utilize quality resources for their research incorporate Thinking Maps throughout the investigation <p>Note: Each unit will have an Investigation Board designed to support the Unit's Big Idea, Essential Understandings, and Questions</p>



What's New in 2016-17?

A team of teachers, coaches, and curriculum specialists representing each grade level worked to revise last year's curriculum guides and assessments based on teacher feedback and assessment data to further align them with the Common Core State Standards and prepare students for the rigor of the SBAC assessments. The following table provides a summary of the components of the curriculum guide that have been changed or added in 2016-17.

Understanding the Curriculum Guide	
Understand by Design Stage 1 – Desired Results	<ul style="list-style-type: none"> The title of Transfer, Meaning Making, and Acquisition have been incorporated into stage 1 to reflect the level of understanding. Knowledge and Skills section reflect the themes of the ELA Common Core Frameworks themes of: making meaning, effective expression, language development, foundational skills, and content knowledge.
Understand by Design Stage 2 – Evidence	<ul style="list-style-type: none"> There is a distinction between summative and formative assessments. Standards are listed
Understand by Design Stage 3 – Learning Plan	<ul style="list-style-type: none"> The Learning Plan is divided into weeks of instruction with the following components addressed each week: <ul style="list-style-type: none"> Whole group ELA instruction Whole group ELD instruction Small group instruction Research and investigation goals
ELD Instruction	<ul style="list-style-type: none"> Integrated ELD instruction – daily use of the CA ELD Standards in tandem with the CA CCSS for ELA Designated ELD instruction – daily protected time of the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English
End of Unit Assessment	<ul style="list-style-type: none"> The assessments will have two genres of text for students to use to answer selected and constructed response questions
Year-at-a-Glance	<ul style="list-style-type: none"> Standards that will be addressed for the year are mapped out by units
Introduction to the Common Core Classroom	<p>Two weeks have been added to beginning of Unit 1 to ensure that all students have been introduced to the elements of the Common Core Classroom. These routines and procedures are introduced in Start Smart, but should be practiced throughout the year.</p> <p>During the first two weeks, teachers will...</p> <ul style="list-style-type: none"> teach the skills necessary for building a classroom community (e.g., participate in whole group, small group, and partner conversations using Talk Moves; respond to questions and prompts through academic discussions and writing) introduce strategies that address the Common Core Standards for Speaking and Listening (CCSS SL 1) review Thinking Maps and how it can be used as a tool for discussion Assess students to place in small groups based on student needs



Building the Common Core Classroom

<p>Focus</p> <p>The purpose of building the Common Core Classroom is to:</p> <ul style="list-style-type: none"> introduce students to the routines and procedures of the Common Core Classroom introduce the skills necessary for building a classroom community (e.g., participate in whole group, small group, and partner conversations using Talk Moves; respond to questions and prompts through academic discussions and writing) develop students' ability to listen to, read, and respond to texts through discussions and writing review the proper use of Thinking Maps as tools for discussion and for planning/organizing writing introduce and discuss the different types of genre and purposes of writing introduce the Investigation Board as a tool to teach students the process of conducting research 	<p>Transfer Goals</p> <ol style="list-style-type: none"> Read, comprehend, and evaluate a range of increasingly complex texts and media written for various audiences and purposes. Communicate ideas effectively in writing and speaking to suit a particular audience and purpose. Listen actively to engage in a range of conversations and to analyze and synthesize ideas, positions, and accuracy in order to learn, reflect and respond. Generate open-ended questions and conduct research to find answers through critical analysis of text, media, interviews, and/or observations. 		
	<p style="text-align: center;">Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Learning is supported with structured routines and procedures Participating in academic conversations requires purposeful listening, speaking, reading, and writing which leads to greater comprehension of text Different types of text are used to communicate different ideas Thinking Maps are an essential tool for organizing thinking Inquiry is a means to investigate their interests and contribute to the learning community 	<p style="text-align: center;">Essential Questions</p> <p><i>Students will consider...</i></p> <ul style="list-style-type: none"> How can classroom rules and procedures help to support my learning? How can I effectively communicate my ideas about what I am learning, thinking, and wondering? How can I comprehend and critique complex text? What writing type fits the purpose of my writing? How can Thinking Maps be used to help me organize and explain my thinking? How can inquiry help me to learn? 	<p style="text-align: center;">Instructional Activities</p> <ul style="list-style-type: none"> Collaboratively establish classroom rules and procedures (behavior, retrieve materials, independent work, group work) Review each Talk Move individually—model first, check for understanding and use in context Establish appropriate behaviors for listening and speaking (e.g., eye contact, lean in, strong voice, speak clearly, linguistic patterns, etc.) Review expectations for working collaboratively (everyone contributes, listen to each other, add on to classmates' thinking, agree/disagree with and others respectfully) Identify thought process and questions associated with each Thinking Map
	<p style="text-align: center;">Knowledge</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> Agreed upon classroom rules and procedures All 8 Talk Moves Cooperative learning structures (think-write-pair-share, A/B Partners, etc.) Linguistic patterns used for participating in academic discussions Thinking Maps 	<p style="text-align: center;">Skills</p> <p><i>Students will be skilled at and able to...</i></p> <ul style="list-style-type: none"> Follow classroom rules and procedures Participate in academic conversations using Talk Moves, appropriate body language and a variety of active participation strategies Respond to questions and prompts orally and in writing using academic language Use Thinking Maps to represent different types of thinking 	



Year-at-a-Glance

# of Days	Unit Title	Unit Big Idea	RF	RL	RI	W	SL	L
8/31/16 – 10/17/16 (33 days)	Growing and Learning	How can learning help us grow?	RF.3.4	RL.3.1 RL.3.3	RI.3.1 RI.3.2 RI.3.8	W.3.3 W.3.7 W.3.8	SL.3.1 SL.3.2 SL.3.3 SL.3.4	L.3.1 L.3.4
10/18/16 – 12/9/16 (33 days)	Figure It Out	What does it take to solve a problem?	RF.3.4	RL.3.1 RL.3.2 RL.3.4 RL.3.6 RL.3.7	RI.3.1 RL.3.3 RI.3.6	W.3.2 W.3.7 W.3.8	SL.3.1 SL.3.2 SL.3.3 SL.3.4	L.3.1 L.3.2 L.3.4
12/12/16 – 2/21/17 (33 days)	One of a Kind	Why are individual qualities important?	RF.3.4	RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.7	RI.3.1 RI.3.2 RI.3.8	W.3.1 W.3.7 W.3.8	SL.3.1 SL.3.2 SL.3.3 SL.3.4	L.3.1 L.3.4
2/22/17 – 4/7/17 (33 days)	Meet the Challenge	What are different ways to meet challenges?	RF.3.4	RL.3.1 RL.3.2 RL.3.4 RL.3.5 RL.3.6 RL.3.7	RI.3.1 RI.3.5 RI.3.8	W.3.3 W.3.7 W.3.8	SL.3.1 SL.3.2 SL.3.3 SL.3.4	L.3.1 L.3.2 L.3.4
4/10/17 – 6/2/17 (34 days)	Take Action	What are ways people can take action?	RF.3.4	RL.3.1 RL.3.2 RL.3.6 RL.3.7	RI.3.1 RI.3.3 RI.3.5 RI.3.8 RI.3.6	W.3.2 W.3.7 W.3.8	SL.3.1 SL.3.2 SL.3.3 SL.3.4	L.3.1 L.3.2 L.3.4



Unit 1 Learning Plan
Building a Common Core Classroom
August 17 – August 30 (10 days)

	Days 1-2	Days 3-4	Days 5-6	Days 7-8	Days 9-10
Start Smart	<p>Introduce the Concept (T.E.S5)</p> <ul style="list-style-type: none"> Build background Talk About It 	<p>Listening Comprehension (T.E.S11-14)</p> <ul style="list-style-type: none"> Reread “Kaffa’s Discovery” Use Text Evidence to 	<p>Introduce the Concept (T.E.S19)</p> <ul style="list-style-type: none"> Build background Talk About It 	<p>Listening Comprehension (T.E.S23-26)</p> <p>START SMART 6-7 PDF</p> <ul style="list-style-type: none"> Reread “Desert Meerkats” 	<p>Independent Reading (T.E.S32)</p> <p>-Independent Reading Routines</p>
	<p>Listening Comprehension (T.E.S6)</p> <p>Procedures for participating in class discussions</p> <ul style="list-style-type: none"> Take Turns Talking Listen Carefully Add New Ideas 	<p>Understand</p> <ul style="list-style-type: none"> Theme Write About Reading Genre: Literature 	<p>Listening Comprehension (T.E.S20)</p> <p>Procedures for participating in class discussions</p> <ul style="list-style-type: none"> Prepare for Discussions Ask and Answer Questions Take on Discussion Roles Be Open to All Ideas 	<p>Use Text Evidence to Understand</p> <ul style="list-style-type: none"> Author’s Point of View Write About Reading Text Connections Genre: Informational Text 	<p>Write to Sources (T.E.S33-34)</p> <ul style="list-style-type: none"> Analyze the Prompt Analyze the Model Share the Prompt Set Up Writer’s Notebooks
	<p>Vocabulary (T.E.S7-8)</p> <ul style="list-style-type: none"> Define/Example/Ask Routine Word Walls 	<p>Vocabulary (T.E.S15-S16)</p> <ul style="list-style-type: none"> Context Clues Thesaurus 	<p>Close Reading of Informational Text (T.E.S21-22)</p> <ul style="list-style-type: none"> Read “Desert Meerkats” Genre: Expository Text 	<p>Vocabulary (T.E.S27-28)</p> <p>START SMART 4 Online PDF</p> <ul style="list-style-type: none"> Dictionary and Glossary Morphology 	<p>Integrate Ideas (T.E.S35-36)</p> <ul style="list-style-type: none"> Research and Inquiry Text Connections Inquiry Space
	<p>Close Reading of Literature (T.E.S9-10)</p> <ul style="list-style-type: none"> Read “Kaffa’s Discovery” Genre: Folktale 	<p>Phonics and Decoding (T.E.S17-18)</p> <ul style="list-style-type: none"> Multisyllabic Words 		<p>START SMART 5 Online PDF</p> <ul style="list-style-type: none"> Syllable Types Links to Spelling 	
				<p>Phonics and Decoding (T.E.S29-30)</p> <p>START SMART 5 Online PDF</p> <ul style="list-style-type: none"> Syllable Types Links to Spelling 	
				<p>Fluency (T.E.S31)</p> <ul style="list-style-type: none"> Fluency Routines 	



Unit 1 Learning Plan
Building a Common Core Classroom
August 17 – August 30 (10 days)

	Days 1-2	Days 3-4	Days 5-6	Days 7-8	Days 9-10
Thinking Maps	<p>Thinking Map Review</p> <ul style="list-style-type: none"> Circle Map Bubble Map <p><i>*The content in Smart Start may be used to review the maps. Another resource is the Thinking Maps Teacher's Edition pages 96-122.</i></p>	<p>Thinking Map Review</p> <ul style="list-style-type: none"> Double Bubble Map Tree Map 	<p>Thinking Map Review</p> <ul style="list-style-type: none"> Brace Map Flow Map 	<p>Thinking Map Review</p> <ul style="list-style-type: none"> Multi-flow Map Bridge Map 	<p>Thinking Map Review</p> <ul style="list-style-type: none"> All maps
Small Group Building Capacity	<p>Questions for Consideration:</p> <ul style="list-style-type: none"> What procedures will you develop for entering the classroom and getting ready to work? What procedures need to be completed before instruction begins? 	<p>Questions for Consideration:</p> <ul style="list-style-type: none"> How will you teach your expectations? What procedures will you have students follow when requesting or receiving assistance? 	<p>Questions for Consideration:</p> <ul style="list-style-type: none"> What procedures will you have students use when assisting others? What procedures will you put in place to ensure that student safety is maintained at all times? 	<p>Questions for Consideration:</p> <ul style="list-style-type: none"> What procedures will you use to end the class period or day and prepare to leave? 	<p>Questions for Consideration:</p> <ul style="list-style-type: none"> How will you ensure that procedures become, and maintain, routine?
Placement and Diagnostic Assessments	<p>Placement and Diagnostic Assessment (T.E. S37-38)</p> <p>Diagnostic Assessment Includes:</p> <ul style="list-style-type: none"> Foundational Skills Assessments <ul style="list-style-type: none"> Basic assessment Phonics survey Fluency Passages <ul style="list-style-type: none"> Determine oral reading fluency rate, oral reading accuracy, and prosody level Leveled Passages <ul style="list-style-type: none"> Determine reading level and comprehension abilities Vocabulary <ul style="list-style-type: none"> Determine speaking and reading vocabulary proficiency Inventory of Developmental Spelling <ul style="list-style-type: none"> Determine encoding abilities 				

Name _____

Kaffa's Discovery

An African Folktale

On the plains of Botswana lived a mob of meerkats. Their leader, Annie, was the oldest and knew the most about survival. However, Annie's boastful brother Kaffa had a different idea about who the leader should be.

"I don't know why Annie is our leader," he told his younger sister Mandi one day. "Annie may be older, but I am more important. She doesn't really do that much!"

Kaffa was the mob's lookout. He kept watch for danger. If he saw a threat, he yelled, "Run for your lives!" The meerkats would disappear into their burrows. They only reappeared when Kaffa told them it was safe. "I am the one who warns the mob of danger," he boasted. "I should be the leader."

"You are not the most important!" squeaked Mandi. "We each have an important job. I know where to dig for the best insects to eat. And Annie teaches the young meerkats how to dig and make burrows. She gives the rest of us advice. She is a great leader."

"What you and Annie do is useful," said Kaffa. "But what I do is definitely more important."

Mandi and Kaffa argued and argued. All of a sudden, a loud bark interrupted them. Danger! They ran to the burrows with the other meerkats. Safely inside, they saw Annie. She stared at Kaffa.

Name _____

“Kaffa, a huge hunting eagle made an appearance above us. Where were you? Why didn’t you alert us to the danger?” she asked. Then she sighed. “Luckily, I saw the eagle and alerted everyone.”

Kaffa hung his head. He was ashamed that he had not noticed the danger. He had not done his job. Annie was the one who saved the mob.

“We were arguing,” said Mandi. “Kaffa said he was more important than anyone else in the mob. I told him he was wrong!”

“You and every other member of our mob are all equally important,” said Annie quietly. “We need each other for food and protection. As a team, we are the strongest and smartest we can be. But boasting and arguing can lead to no good, Kaffa. It can truly hurt us all.”

From that day Kaffa kept careful watch over the mob. He knew his job was important. Now, he knew that every other member of the mob was important, too. And the most important of all was Annie.

Name _____

Genres

Type	Key Characteristics	Examples
Adventure		
Drama (Play)		
Fable		
Fairy Tale		
Fantasy		
Folktale		
Historical Fiction		
Legend		
Myth		
Poetry		
Realistic Fiction		
Science Fiction		
Autobiography		
Biography		
Expository		
Narrative Nonfiction		
Technical/Procedural		

Name _____

Dictionary Entry

Guide words each • eagle

Entry word **each** Every one of two or more things or persons thought of separately: *Did you speak to **each** child?* *Adjective.*

- Every one in a group: **Each** of us had a turn at bat. *Pronoun.*
- For each one: *The bananas cost a quarter **each**.* *Adverb.*

each (ēch) *adjective; pronoun; adverb.*

eager Wanting very much to do something: *We were **eager** to get started.* **ea•ger** (ē'gər) *adjective.*

Syn. anxious

eagle A large, powerful bird that hunts small animals and fish. Eagles have sharp eyesight and strong claws. **ea•gle** (ē'gəl) *noun, plural eagles.*

Pronunciation guide **Part of speech** **Definition**

Thesaurus Entry

Guide words look/new

Entry word **look** *v.* to see with one's eyes. *Look at what I found.*

Synonyms **glance** to look quickly. *The spy glanced over his shoulder.*
peer to look closely. *We peered through the window of the shop.*
stare to look at for a long time with eyes wide open. *Mac stared at me as though I were crazy.*

Cross-reference *See also see.*

loud *adj.* having a strong sound. *The band was playing loud music.*

noisy full of sounds, often unpleasant. *Their apartment is located above a noisy street.*

antonyms: *See quiet.*

M

make *v.* to bring into being. *Maya makes her lunch every day.*

build to create by putting together pieces. *They build birdhouses in shop class.*

Antonyms **Part of speech**

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Name _____

Decoding Strategy Chart

Step 1	Look for word parts (prefixes) at the beginning of the word.
Step 2	Look for word parts (suffixes) at the end of the word.
Step 3	In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned.
Step 4	Sound out and blend together the word parts.
Step 5	Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: "Is this a word I have heard before?" Then read the word in the sentence and ask: "Does it make sense in this sentence?"

Name _____

Desert Meerkats

Meerkats live in the deserts and prairies of southwest Africa. They have cute pointed faces and tiny ears. Black patches of hair surround their eyes. They are adorable little creatures. Some people even tame them. They keep them as pets to kill rodents. Most meerkats live in the wild, though.

It can be very hot in the places where meerkats live. But they have a smart way to avoid the heat. They burrow tunnels in the ground. They use their strong claws to dig the tunnels.

Just One of the Gang

A group of meerkats is called a “mob” or a “gang.” In the morning, the gang goes out in search of food. Meerkats are very social animals. They work together to find food. They like to eat insects. The insects can be found in rocks.

While searching for food, the meerkats are out in the open. This means they are in danger of being hunted. Large birds can swoop down and snatch them up. Jackals can sneak up and attack them. But some meerkats are sentinels. They act as guards. First, the sentinel finds some food to eat. It eats until it is full. Next, the sentinel stands up on its hind legs so it can look out for enemies. If anything tries to sneak up on them, the sentinel shrieks loudly. This tells the rest of the gang to run and hide. Then the gang moves on to the next place to search for more food. It is a very smart system.



These adult meerkats are about 12 inches tall and weigh about 2 pounds.

John Warburton-Lee/SuperStock

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Name _____



Michael Weber/SuperStock

An adult meerkat babysits two pups.

Safety in Numbers

Meerkats work together to raise their young. When a litter of “pups” is born, it is not just the mother who protects them. Other meerkats help. At three weeks old, pups start eating insects. After five weeks, the pups leave the den during the day. They follow the gang around, begging for food. When the pups fall behind, helpers carry them on their backs.

At night, the gang returns to the tunnel. Families gather together in groups. They cuddle up and go to sleep. These very cute animals have developed smart ways to survive.

Name _____

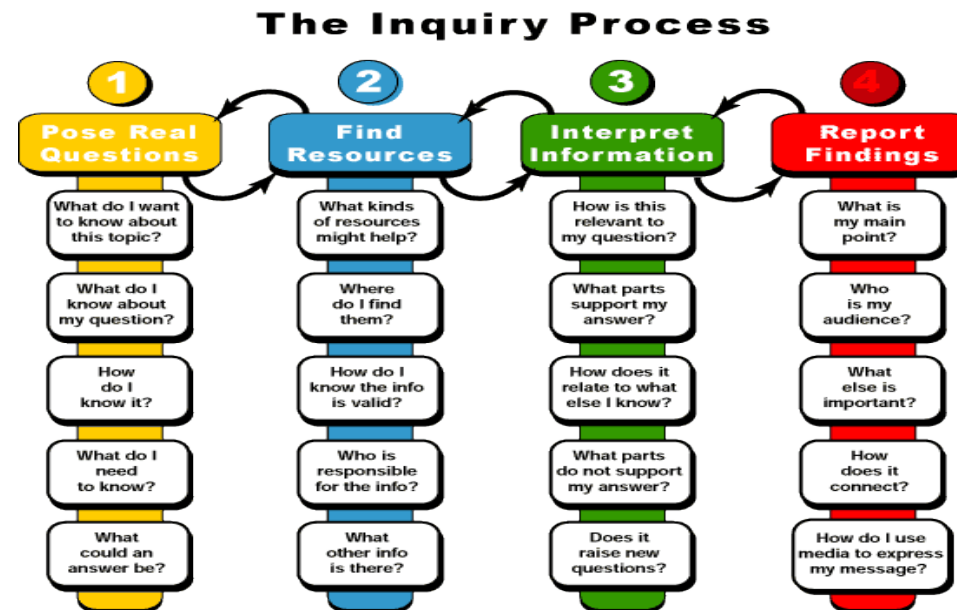
Syllable Speed Drill

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por	tween	hap	nev	ness
non	mis	ly	ic	less
lect	heav	sub	rep	semi
ma	mid	tend	pre	cial



Research and Investigation

The Common Core Standards require that students conduct research projects in order to build a deeper understanding of the world around them. To meet the Common Core Standards, K-5 students will work individually and collaboratively on research projects based on the unit's essential questions and themes. Pacing guides will include a grade level investigation theme and research project to be completed by the end of each unit. Throughout the year, students should develop their research skills through the use of the Investigation Board, the following Inquiry Process and the Wonders ELA/ELD Program (Research and Inquiry Section).



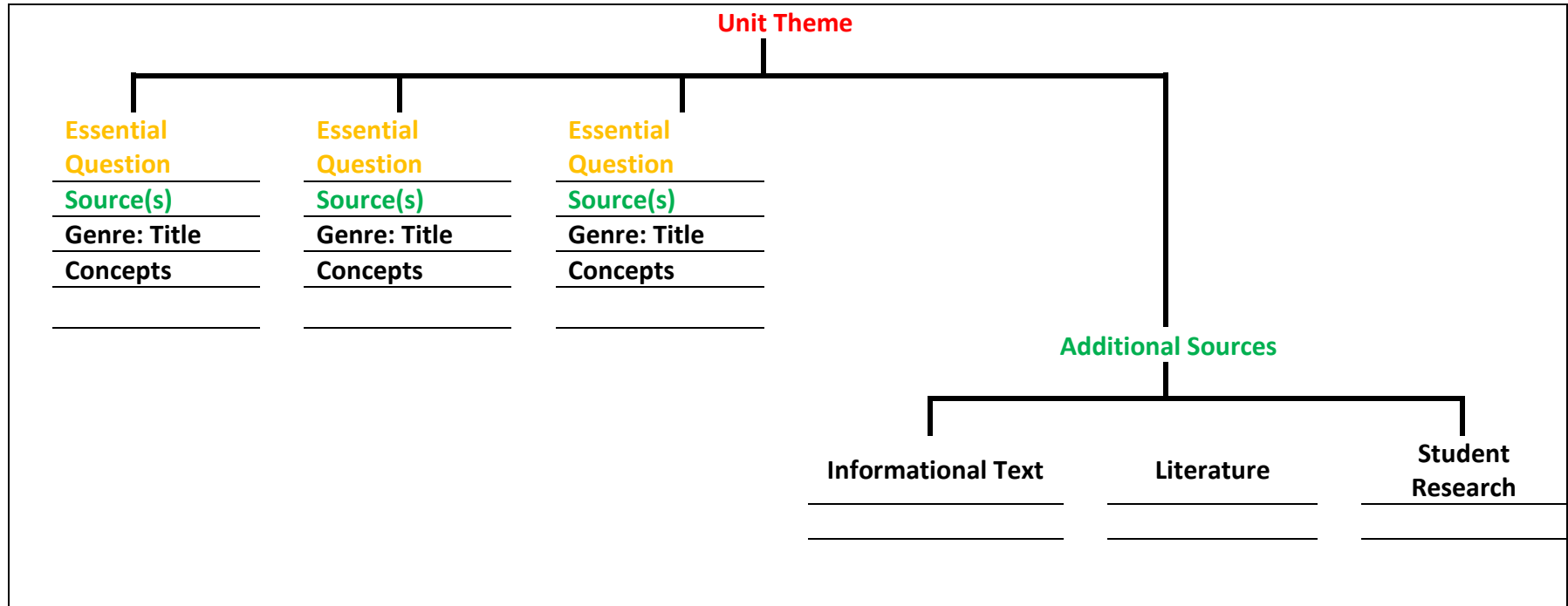
College and Career Readiness Anchor Standards for Writing

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research



Unit Investigation Board

Big Idea



The **Unit Investigation Board** transforms the Concept Question board into a purposeful tool that outlines a course of study. It identifies key components of the UbD model.

1. The **Big Idea** identifies the overarching understanding that the students will develop throughout the course of study.
2. The **Unit Essential Question** addresses the **Big Idea** and drives the investigation (End of Unit Performance Task)
3. **Sources** are short complex text, anchor text, paired text, trade books, articles, photographs, web-based resources, and artifacts that are worthy of investigation because it addresses an **Essential Question/Understanding**. (Addresses Common Core Shifts)
4. **Focus Questions** are the essential questions for each lesson that support the **Unit Essential Question**
5. **Additional Sources** are supplemental resources that support the **Big Idea**. (Classes may identify their own set of sources as the class progresses through each unit.)



Theme: Growing and Learning
August 31 – October 17 (33 days)

Transfer Goals

1. Read, comprehend, and evaluate a range of increasingly complex texts and media written for various audiences and purposes.
2. Communicate ideas effectively in writing and speaking to suit a particular audience and purpose.
3. Listen actively to engage in a range of conversations and to analyze and synthesize ideas, positions, and accuracy in order to learn, reflect and respond.
4. Generate open-ended questions and conduct research to find answers through critical analysis of text, media, interviews, and/or observations

Making Meaning

Essential Understandings - Student Outcomes

Students will understand that...

- Diverse experiences contribute to growth.
- Authors develop and support main ideas with key details.
- Readers use many strategies to figure out unknown words.
- Authors use devices such as transitions, organizational patterns, and strategies to emphasize certain ideas, events, concepts, or information to build meaning.
- Collaborative conversations with others help to build and clarify ideas.
- Writers tell stories by using descriptive details and clear event sequences.
- A command of English Language conventions and grammar brings clarity and sophistication to writing.
- Investigating topics of interest builds knowledge.

Essential Questions

Students will keep considering...

- How can learning help us grow?
- What is the author trying to tell me?
- How do authors build ideas?
- How do I share what I know?
- What story do I want to tell?
- How do I make my writing better?
- How do I learn more about topics that are interesting to me?



Acquisition	
Knowledge	Skills
<p><i>Students will need to know...</i></p> <p><u>Making Meaning</u></p> <ul style="list-style-type: none"> • Textual Evidence • Understanding a text involves asking and finding answers • Main idea, key details, summary • Story elements: characters, setting or plot • Text structure: sequence, cause and effect <p><u>Effective Expression</u></p> <ul style="list-style-type: none"> • Textual evidence • Elements of narrative writing • Process for research and investigation • Rules of collaborative conversations • Paraphrasing • Presentation of information <p><u>Language Development</u></p> <ul style="list-style-type: none"> • Subjects and predicates • Sentence structure • Academic vocabulary • Vocabulary strategies: context clues and word structure • Multiple meaning words • Compound words • Metaphors <p><u>Foundational Skills</u></p> <ul style="list-style-type: none"> • Spelling patterns based on short vowel a, e, i, o, u • Spelling patterns based on long vowel a and o • Inflectional endings • Plurals with –s and -es • Fluency strategies <p><u>Content Knowledge</u></p> <ul style="list-style-type: none"> • Social Studies • Science 	<p><i>Students will need to develop skill at and able to...</i></p> <p><u>Making Meaning</u></p> <ul style="list-style-type: none"> • Ask and answer questions and cite textual evidence to demonstrate understanding RL.3.1, RI. 3.1 • Determine the main idea and details RI. 3.2 • Describe how characters respond to major events RL. 3.3 • Describe the text structure RI. 3.8 <p><u>Effective Expression</u></p> <ul style="list-style-type: none"> • Cite textual evidence both orally and in writing W.3.8, SL.3.1a-d • Write narrative texts W.3.3 • Conduct research W. 3.8 • Engage in collaborative conversations SL.3.1a-d, SL.3.2, SL.3.3 • Paraphrase information SL.3.2 • Present information SL.3.4 <p><u>Language Development</u></p> <ul style="list-style-type: none"> • Use conventions of grammar to produce coherent sentences L.3.1i • Acquire and use academic vocabulary L.3.4 • Use vocabulary strategies to understand the meaning of a word L.3.4 <p><u>Foundational Skills</u></p> <ul style="list-style-type: none"> • Read with fluency to comprehend text RF.3.4 <p><u>Content Knowledge</u></p> <ul style="list-style-type: none"> • Investigate and explore diverse communities and American heroes. HSS.3.3.3, HSS 3.4.6 • Investigate and explore how the same species provide advantages and how scientists develop possible solutions. NGSS 3-LS4-2, NGSS 3-5.ETS1.A



Theme: Growing and Learning
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Reading Standards for Foundational Skills	
RF.3.4—Fluency and comprehension Read with sufficient accuracy and fluency to support comprehension.	
Reading Standards	
RL.3.1—Text evidence Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer. RL.3.3—Character, setting, plot: character and sequence Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RI.3.1—Text evidence Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2—Main idea and key details Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.8—Text structure: Sequence, cause and effect Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	ELD.P1.3.6-Reading/viewing closely Emerging- Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support. Expanding- Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support. Bridging- Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support. ELD.P1.3.7-Evaluating language choices Emerging- Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence), with prompting and substantial support. Expanding- Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and moderate support. Bridging- Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with light support.
Language Standards	
L.3.1i—Sentence fragments, simple and compound sentences, commands and exclamations, subjects, and predicates Produce simple, compound, and complex sentences. L.3.4a—Multiple-meaning words, synonyms, and sentence clues Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4b—Suffixes: -ful Determine the meaning of the new word formed when a known affix is added to a known word.	ELD.P1.3.8-Analyzing language choices Emerging- Distinguish how different words produce different effects on the audience (e.g., describing a character as happy versus sad). Expanding- Distinguish how different words with similar meanings (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience. Bridging- Distinguish how multiple different words with similar meanings (e.g., pleased versus happy versus ecstatic, heard versus knew versus believed) produce shades of meaning and different effects on the audience. ELD.P2.3.6-Connecting ideas Emerging- Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so). Expanding- Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came) or to make a concession (e.g., She studied all night even though she wasn't feeling well). Bridging- Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion approached them), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to link two ideas that happen at the same time.



Writing Standards	
<p>W.3.3a-d—Narrative Performance Task Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.7—Conduct research Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8—Writing about text Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>ELD.P1.3.10-Writing Emerging- a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b. Paraphrase texts and recount experiences using key words from notes or graphic organizers. Expanding- a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b. Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers. Bridging- a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b. Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.</p> <p>ELD.P2.3.2-Understanding cohesion Emerging- a. Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., then, next) to comprehending texts and writing basic texts. Expanding- a. Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., at the beginning/ end, first/next) to comprehending texts and writing texts with increasing cohesion. Bridging- a. Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., for example, afterward, first/next/last) to comprehending texts and writing cohesive texts.</p>
Speaking and Listening Standards	
<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>ELD.P1.3.1-Exchanging information and ideas Emerging- Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases. Expanding- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. Bridging- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback</p> <p>ELD.P1.3.5-Listening actively Emerging- Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support. Expanding- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support. Bridging- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p>



Stage 2: Evidence

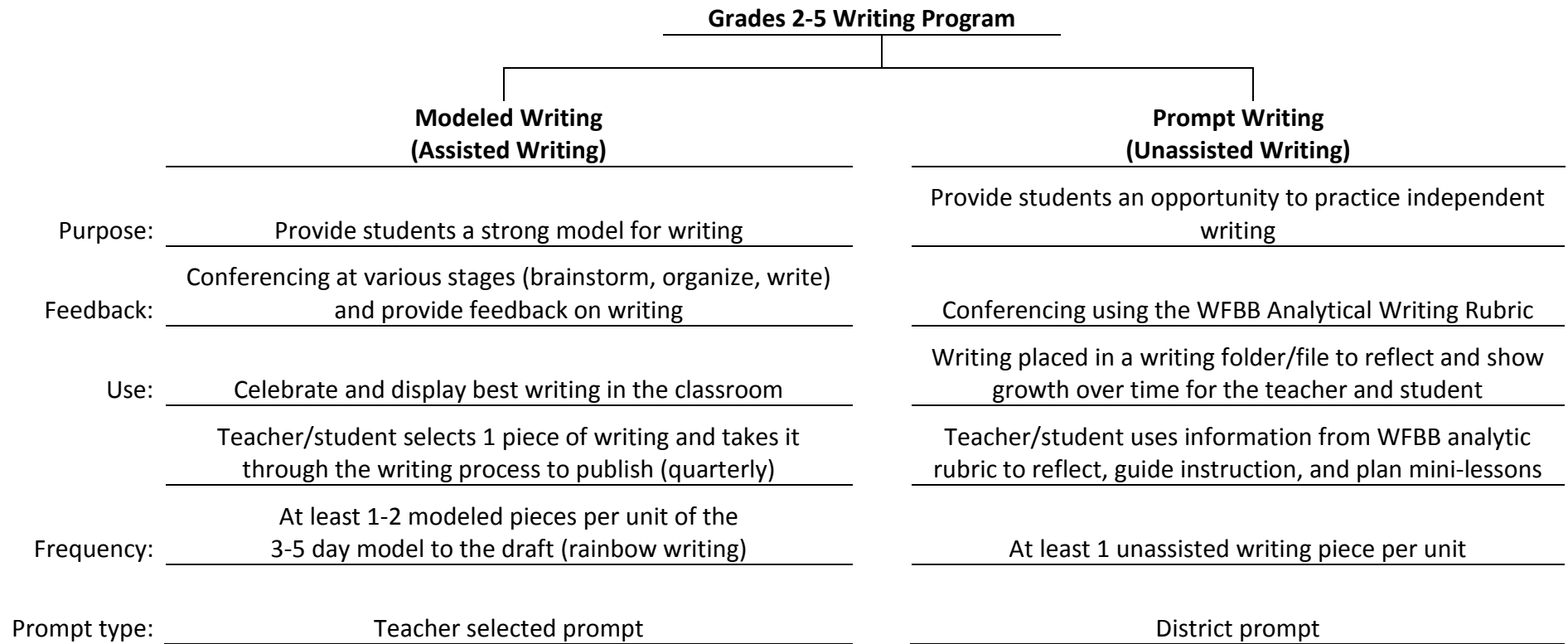
Assessments		Unit investigation												
Summative "Assessment OF learning"	Formative "Assessment FOR learning"	Inquiry and Investigation												
<p>Summative assessments evaluate student learning and understanding at the end of the unit of study.</p> <p>End of Unit Benchmark Assessments will be sent to sites before the assessment window. They will include the following components:</p> <p>Foundational Skills Standard Students are given a one-minute timed fluency passage to address the following standard:</p> <ul style="list-style-type: none"> RF.3.4 <p>Reading and Language Standards Students will read passages and answer selected and constructed response questions addressing the following standards:</p> <ul style="list-style-type: none"> RL.3.1 RL.3.3 RI.3.1 RI.3.2 RI.3.8 L.3.1 L.3.4 <p>Writing Standard Student will write to an on-demand prompt addressing the following standard:</p> <ul style="list-style-type: none"> W.3.3 	<p>Formative assessments monitor student learning and provide ongoing feedback to improve student learning during the unit of study.</p> <p>Formative assessments address all the learning goals for the unit of study. However, not all learning goals are formally addressed in the summative assessment.</p> <p>Teacher created tests, quizzes, and observations should be used as evidence to address the following standards:</p> <table border="0"> <tr> <td>Foundational Skills</td> <td>Writing</td> </tr> <tr> <td> <ul style="list-style-type: none"> RF.3.4 </td> <td> <ul style="list-style-type: none"> W.3.3 W.3.7 W.3.8 </td> </tr> <tr> <td>Reading</td> <td>Speaking and Listening</td> </tr> <tr> <td> <ul style="list-style-type: none"> RL.3.1 RL.3.3 RI.3.1 RI.3.2 RI.3.8 </td> <td> <ul style="list-style-type: none"> SL.3.1 SL.3.2 SL.3.3 SL.3.4 </td> </tr> <tr> <td>Language</td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> L.3.1 L.3.4 </td> <td></td> </tr> </table> <p>Writing</p> <p>Modeled Writing (Assisted Writing): Teacher selects writing prompt.</p> <p>Prompt Writing (Unassisted Writing): Write about a time you learned something new.</p>	Foundational Skills	Writing	<ul style="list-style-type: none"> RF.3.4 	<ul style="list-style-type: none"> W.3.3 W.3.7 W.3.8 	Reading	Speaking and Listening	<ul style="list-style-type: none"> RL.3.1 RL.3.3 RI.3.1 RI.3.2 RI.3.8 	<ul style="list-style-type: none"> SL.3.1 SL.3.2 SL.3.3 SL.3.4 	Language		<ul style="list-style-type: none"> L.3.1 L.3.4 		<p>During the unit, students will participate in the inquiry process. They will...</p> <ol style="list-style-type: none"> Pose a class question to research Find relevant resources to support the research which may include digital sources Study the resources and interpret the information to answer the question Report findings in a variety of ways that may include the following: <ul style="list-style-type: none"> Class Thinking Maps Class poster Class Power Point Class essay <p>Research findings should be reported on or before October 17, 2016.</p> <p>The Unit Investigation Board should be used as a resource center for students to interact with relevant resources and artifacts that pertain to the class investigation.</p> <p>College and Career Readiness Anchor Standards for Writing</p> <ol style="list-style-type: none"> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Foundational Skills	Writing													
<ul style="list-style-type: none"> RF.3.4 	<ul style="list-style-type: none"> W.3.3 W.3.7 W.3.8 													
Reading	Speaking and Listening													
<ul style="list-style-type: none"> RL.3.1 RL.3.3 RI.3.1 RI.3.2 RI.3.8 	<ul style="list-style-type: none"> SL.3.1 SL.3.2 SL.3.3 SL.3.4 													
Language														
<ul style="list-style-type: none"> L.3.1 L.3.4 														



Learning Plan

Common Core Writing Standard

The purpose of writing instruction is to help strengthen students’ writing skills so they become successful independent writers. A careful balance between assisted writing and unassisted writing must be established to provide opportunities for students to observe good writing and also practice writing on their own. The following writing guidelines clarify the two kinds of writing experiences.





Unit 1 Learning Plan
Common Core Writing Standards
August 31 – October 17 (33 days)

Common Core Writing Standard for Narrative Writing		
Narrative Writing Type	Timeline	How many for the unit?
Universal Screening: Narrative Writing <ul style="list-style-type: none"> Teacher selects writing prompts Unassisted writing Use WFBB Analytical Rubric to assess for baseline data Use baseline data to plan for mini-lessons to fit students' needs 	To be completed at the beginning of the school year	1
Modeled Writing (Assisted Writing): Focused Modeled Writing <ul style="list-style-type: none"> Teacher selects writing prompt Teacher models "I do, you do, I monitor" strategy 3-5 day model to the draft (rainbow writing) Suggested prompts for narrative modeled writing can be found: <ul style="list-style-type: none"> WFBB Setting the Stage for grade 3, pages 53-54 	To be completed during the unit: August 31 – October 17, 2016	At least 1-2 within the unit
Prompt Writing (Unassisted Writing): Write about a time you learned something new. <ul style="list-style-type: none"> Use district writing prompt for all students Unassisted writing Use WFBB Analytical Rubric to assess student skills 	To be completed during the unit: August 31 - October 17, 2016	1

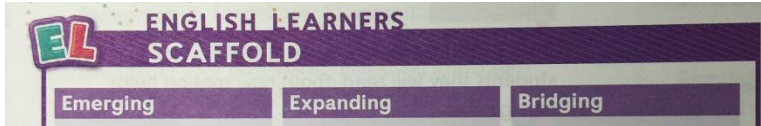
What else should be happening in the classroom?	
Conferencing with Students <ul style="list-style-type: none"> Goal of conferencing is to help the student react to his or her own writing so that he or she can identify possible writing problems and improve upon them. WFBB Setting the Stage, pages 317 – 319 	Mini-Lessons <ul style="list-style-type: none"> Goal of mini-lessons are to create a climate in which students develop as writers as they are <u>exposed repeatedly</u> to those criteria necessary for effective writing. WFBB Setting the Stage, pages 131 – 265



Big Idea: How can learning help us grow?

Week 1 - Essential Question: What can stories teach you?

Whole Group: ELA Core	Teach and Model Days 1-2	Source: <ul style="list-style-type: none"> • Reading/Writing Workshop, Short Complex Text: Bruno’s New Home (Fantasy)
	Practice and Apply Days 3-5	Source: <ul style="list-style-type: none"> • Literature Anthology, Anchor Text: Wolf! (Fantasy) • Literature Anthology, Compare Text: Jennie and the Wolf (Fable) • Close Reading Companion
Integrated ELD	How will integrated ELD allow students to access the new learning?	
	<p>Daily integrated ELD opportunities for Emerging, Expanding, and Bridging language levels are found in the TE under the section English Learner Scaffolds. Integrated ELD is required for daily whole group instructions.</p>	

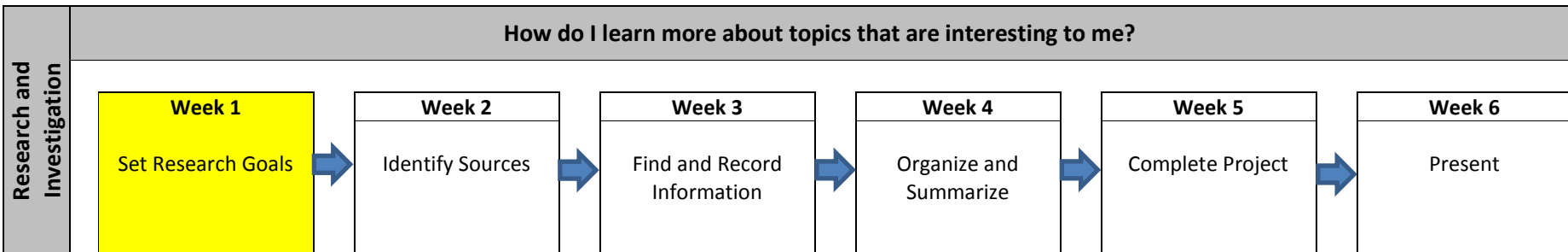


		Emerging ● B/EI	Expanding ■ I	Bridging ◆ EA/A
		Whole Group: ELD Core	Designated ELD	Day 1 Language Support, pages 6-7 <ul style="list-style-type: none"> • Set Purpose • Oral Language Shared Read, pages 8-9 <ul style="list-style-type: none"> • Source: Bruno’s New Home
Day 2 Language Support, pages 14-15 <ul style="list-style-type: none"> • Set Purpose • Vocabulary Close Read, pages 16-17 <ul style="list-style-type: none"> • Source: Bruno’s New Home 	Language Support, pages 14-15 <ul style="list-style-type: none"> • Set Purpose • Vocabulary Close Read, pages 18-19 <ul style="list-style-type: none"> • Source: Bruno’s New Home 			Language Support, pages 14-15 <ul style="list-style-type: none"> • Set Purpose • Vocabulary Close Read, pages 18-19 <ul style="list-style-type: none"> • Source: Bruno’s New Home
Day 3 Writing, page 21 <ul style="list-style-type: none"> • Write to Sources 	Writing, page 22 <ul style="list-style-type: none"> • Write to Sources 			Writing, page 22 <ul style="list-style-type: none"> • Write to Sources
Day 4 Differentiated Text, pages 24-25 <ul style="list-style-type: none"> • Set Purpose • Source: Wake Up, Bruno • Respond to the Text 	Differentiated Text, pages 24-25 <ul style="list-style-type: none"> • Set Purpose • Source: Wake Up, Bruno • Respond to the Text 			Differentiated Text, pages 24-25 <ul style="list-style-type: none"> • Set Purpose • Source: Wake Up, Bruno • Respond to the Text
Day 5 Writing, page 28 <ul style="list-style-type: none"> • Set Purpose • Write to Two Sources 	Writing, page 28 <ul style="list-style-type: none"> • Set Purpose • Write to Two Sources 			Writing, page 28 <ul style="list-style-type: none"> • Set Purpose • Write to Two Sources



Big Idea: How can learning help us grow?

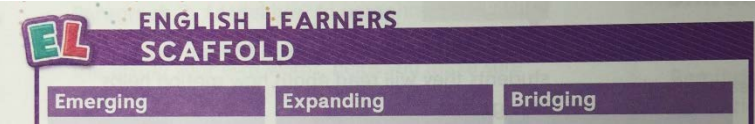
Week 1 - Essential Question: What can stories teach you?					
Approaching Level		On Level	Beyond Level	EL	
Source: <ul style="list-style-type: none"> • Leveled Reader: Berries, Berries, Berries (Fantasy) • Paired Read: The Heron and the Fish (Fable) 		Source: <ul style="list-style-type: none"> • Leveled Reader: Duck's Discovery (Fantasy) • Paired Read: The Lion and the Fox (Fable) 	Source: <ul style="list-style-type: none"> • Leveled Reader: Robot Race (Fantasy) • Paired Read: The Hare and the Tortoise (Fable) 	Source: <ul style="list-style-type: none"> • Short Complex Text: Bruno's New Home (Fantasy) • Leveled Reader: Duck's Discovery (Fantasy) • Paired Read: The Lion and the Fox (Fable) 	
Additional small group instructional activities based on formative assessment needs					
Small Group	Phonics/Decoding: <ul style="list-style-type: none"> • Decode words with short vowel a • Build words with short vowels a, i • Practice short vowels a, i • Word families 	Vocabulary: <ul style="list-style-type: none"> • Review vocabulary words • Context clues: synonyms 	Vocabulary: <ul style="list-style-type: none"> • Review domain-specific words • Context clues: synonyms 	Vocabulary: <ul style="list-style-type: none"> • Preteach vocabulary • Review vocabulary • Context clues: synonyms • Additional vocabulary 	
	Vocabulary: <ul style="list-style-type: none"> • Review high frequency words • Review vocabulary words • Identify related words • Context clues: synonyms 	Comprehension: <ul style="list-style-type: none"> • Review character, setting, plot, character • Self-selected reading 	Comprehension: <ul style="list-style-type: none"> • Review character, setting, plot, character • Self-selected reading 	Writing/Spelling: <ul style="list-style-type: none"> • Writing trait: ideas • Spell words with short a and short i 	
Comprehension: <ul style="list-style-type: none"> • Fluency • Identify important details about a character • Review character, setting, plot, character • Self-selected reading 				Grammar: <ul style="list-style-type: none"> • Sentences and sentence fragments 	





Big Idea: How can learning help us grow?

Week 2 - Essential Question: What can traditions teach you about cultures?

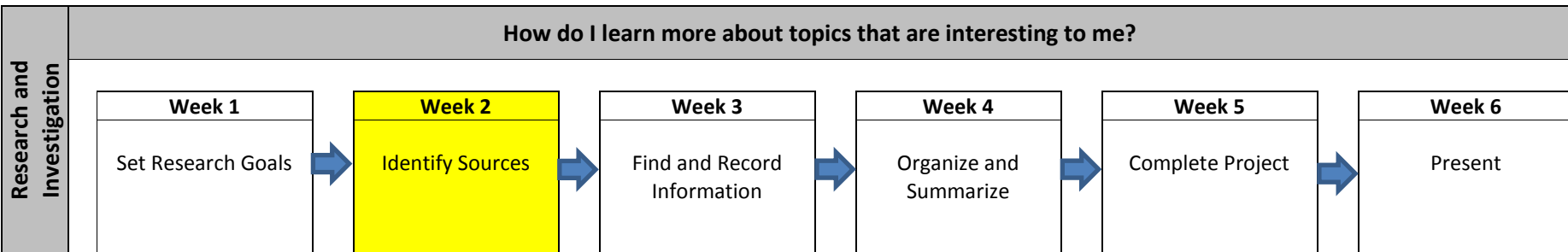
Whole Group: ELA Core	Teach and Model Days 1-2	Source: <ul style="list-style-type: none"> Reading/Writing Workshop, Short Complex Text: The Dream Catcher (Realistic Fiction)
	Practice and Apply Days 3-5	Source: <ul style="list-style-type: none"> Literature Anthology, Anchor Text: Yoon and the Jade Bracelet (Realistic Fiction) Literature Anthology, Compare Text: Family Traditions (Expository) Close Reading Companion
Integrated ELD	How will integrated ELD allow students to access the new learning?	
	<p>Daily integrated ELD opportunities for Emerging, Expanding, and Bridging language levels are found in the TE under the section English Learner Scaffolds. Integrated ELD is required for daily whole group instructions.</p> <div style="text-align: right; margin-top: 10px;">  </div>	

		Emerging ● B/EI	Expanding ■ I	Bridging ◆ EA/A	
		Whole Group: ELD Core Designated ELD		Day 1	Language Support, pages 32-33 <ul style="list-style-type: none"> Set Purpose Oral Language Shared Read, pages 34-35 <ul style="list-style-type: none"> Source: The Dream Catcher
Day 2	Language Support, pages 40-41 <ul style="list-style-type: none"> Set Purpose Vocabulary Close Read, pages 42-43 <ul style="list-style-type: none"> Source: The Dream Catcher 			Language Support, pages 40-41 <ul style="list-style-type: none"> Set Purpose Vocabulary Close Read, pages 44-45 <ul style="list-style-type: none"> Source: The Dream Catcher 	Language Support, pages 40-41 <ul style="list-style-type: none"> Set Purpose Vocabulary Close Read, pages 44-45 <ul style="list-style-type: none"> Source: The Dream Catcher
Day 3	Writing, page 47 <ul style="list-style-type: none"> Write to Sources 			Writing, page 48 <ul style="list-style-type: none"> Write to Sources 	Writing, page 48 <ul style="list-style-type: none"> Write to Sources
Day 4	Differentiated Text, pages 50-51 <ul style="list-style-type: none"> Set Purpose Source: Peter's Powwow Dance Respond to the Text 			Differentiated Text, pages 50-51 <ul style="list-style-type: none"> Set Purpose Source: Peter's Powwow Dance Respond to the Text 	Differentiated Text, pages 50-51 <ul style="list-style-type: none"> Set Purpose Source: Peter's Powwow Dance Respond to the Text
Day 5	Writing, page 54 <ul style="list-style-type: none"> Set Purpose Write to Two Sources 			Writing, page 54 <ul style="list-style-type: none"> Set Purpose Write to Two Sources 	Writing, page 54 <ul style="list-style-type: none"> Set Purpose Write to Two Sources



Big Idea: How can learning help us grow?

Week 2 - Essential Question: What can traditions teach you about cultures?				
Approaching Level		On Level	Beyond Level	EL
Small Group	Source: <ul style="list-style-type: none"> • Leveled Reader: The Special Meal (Realistic Fiction) • Paired Read: More about Mole (Expository) 		Source: <ul style="list-style-type: none"> • Leveled Reader: A Row of Lamps (Realistic Fiction) • Paired Read: Diwali (Expository) 	
	Source: <ul style="list-style-type: none"> • Leveled Reader: Dragons on the Water (Realistic Fiction) • Paired Read: A Great Tradition (Expository) 		Source: <ul style="list-style-type: none"> • Short Complex Text: The Dream Catcher (Realistic Fiction) • Leveled Reader: A Row of Lamps (Realistic Fiction) • Paired Read: Diwali (Expository) 	
Additional small group instructional activities based on formative assessment needs				
Phonics/Decoding: <ul style="list-style-type: none"> • Decode words with short vowel u • Build words with short vowels e, o, u • Practice short vowels e, o, u • Inflectional endings Vocabulary: <ul style="list-style-type: none"> • Review high frequency words • Review vocabulary words • Answer choice questions • Context clues: sentence clues Comprehension: <ul style="list-style-type: none"> • Fluency • Identify sequence of events • Review character, setting, plot: sequence • Self-selected reading 		Vocabulary: <ul style="list-style-type: none"> • Review vocabulary words • Context clues: sentence clues Comprehension: <ul style="list-style-type: none"> • Review character, setting, plot: sequence • Self-selected reading 		Vocabulary: <ul style="list-style-type: none"> • Preteach vocabulary • Review vocabulary • Context clues: sentence clues • Additional vocabulary Writing/Spelling: <ul style="list-style-type: none"> • Writing trait: word choice • Spell words with short e, o, u Grammar: <ul style="list-style-type: none"> • Commands and exclamations

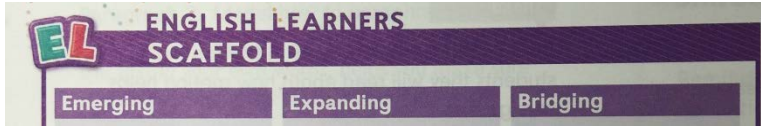




Big Idea: How can learning help us grow?

Week 3 - Essential Question: How do people from different cultures contribute to a community?

Whole Group: ELA Core	Teach and Model Days 1-2	Source: <ul style="list-style-type: none"> • Reading/Writing Workshop, Short Complex Text: Room to Grow (Narrative Nonfiction)
	Practice and Apply Days 3-5	Source: <ul style="list-style-type: none"> • Literature Anthology, Anchor Text: Gary the Dreamer (Narrative Nonfiction) • Literature Anthology, Compare Text: Sharing Polkas and Pitas (Expository) • Close Reading Companion
Integrated ELD	How will integrated ELD allow students to access the new learning?	
	<p>Daily integrated ELD opportunities for Emerging, Expanding, and Bridging language levels are found in the TE under the section English Learner Scaffolds. Integrated ELD is required for daily whole group instructions.</p>	

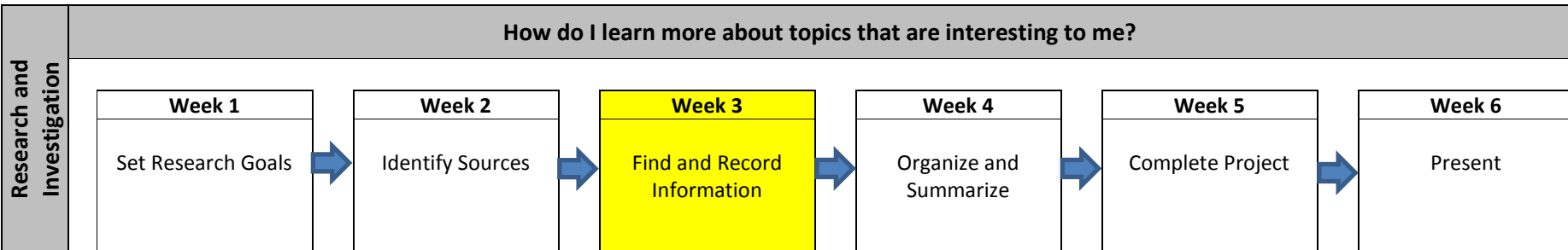


		Emerging ● B/EI	Expanding ■ I	Bridging ◆ EA/A
		Whole Group: ELD Core	Designated ELD	Day 1 Language Support, pages 58-59 <ul style="list-style-type: none"> • Set Purpose • Oral Language Shared Read, pages 60-61 <ul style="list-style-type: none"> • Source: Room to Grow
Day 2 Language Support, pages 66-67 <ul style="list-style-type: none"> • Set Purpose • Vocabulary Close Read, pages 68-69 <ul style="list-style-type: none"> • Source: Room to Grow 	Language Support, pages 66-67 <ul style="list-style-type: none"> • Set Purpose • Vocabulary Close Read, pages 70-71 <ul style="list-style-type: none"> • Source: Room to Grow 			Language Support, pages 66-67 <ul style="list-style-type: none"> • Set Purpose • Vocabulary Close Read, pages 70-71 <ul style="list-style-type: none"> • Source: Room to Grow
Day 3 Writing, page 73 <ul style="list-style-type: none"> • Write to Sources 	Writing, page 74 <ul style="list-style-type: none"> • Write to Sources 			Writing, page 74 <ul style="list-style-type: none"> • Write to Sources
Day 4 Differentiated Text, pages 76-77 <ul style="list-style-type: none"> • Set Purpose • Source: The Culture Fair • Respond to the Text 	Differentiated Text, pages 76-77 <ul style="list-style-type: none"> • Set Purpose • Source: The Culture Fair • Respond to the Text 			Differentiated Text, pages 76-77 <ul style="list-style-type: none"> • Set Purpose • Source: The Culture Fair • Respond to the Text
Day 5 Writing, page 80 <ul style="list-style-type: none"> • Set Purpose • Write to Two Sources 	Writing, page 80 <ul style="list-style-type: none"> • Set Purpose • Write to Two Sources 			Writing, page 80 <ul style="list-style-type: none"> • Set Purpose • Write to Two Sources



Big Idea: How can learning help us grow?

Week 3 - Essential Question: How do people from different cultures contribute to a community?				
Approaching Level		On Level	Beyond Level	EL
Small Group	Source: <ul style="list-style-type: none"> • Leveled Reader: Judy Baca (Biography) • Paired Read: Vibrant Los Angeles (Expository) 		Source: <ul style="list-style-type: none"> • Leveled Reader: Judy Baca (Biography) • Paired Read: Vibrant Los Angeles (Expository) 	
	Source: <ul style="list-style-type: none"> • Leveled Reader: Judy Baca (Biography) • Paired Read: Vibrant Los Angeles (Expository) 		Source: <ul style="list-style-type: none"> • Short Complex Text: Room to Grow (Narrative Nonfiction) • Leveled Reader: Judy Baca (Biography) • Paired Read: Vibrant Los Angeles (Expository) 	
Additional small group instructional activities based on formative assessment needs				
Phonics/Decoding: <ul style="list-style-type: none"> • Decode words with final e: a_e • Build words with final e: a_e, e_e, i_e, o_e, u_e • Practice words with final e • Inflectional endings: drop final e Vocabulary: <ul style="list-style-type: none"> • Review high frequency words • Review vocabulary words • Identify related words • Compound words Comprehension: <ul style="list-style-type: none"> • Fluency • Text structure • Review text structure: sequence • Self-selected reading 		Vocabulary: <ul style="list-style-type: none"> • Review vocabulary words • Compound words Comprehension: <ul style="list-style-type: none"> • Review text structure: sequence • Self-selected reading 		Vocabulary: <ul style="list-style-type: none"> • Preteach vocabulary • Review vocabulary • Compound words • Additional vocabulary Writing/Spelling: <ul style="list-style-type: none"> • Writing traits: organization • Spell words with final e Grammar: <ul style="list-style-type: none"> • Subjects

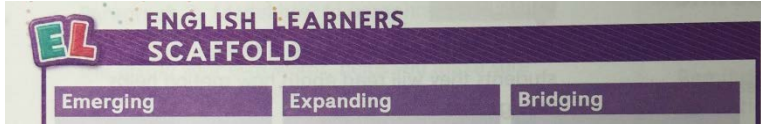




Big Idea: How can learning help us grow?

Week 4 - Essential Question: How can problem solving lead to new ideas?

Whole Group: ELA Core	Teach and Model Days 1-2	Source: <ul style="list-style-type: none"> Reading/Writing Workshop, Short Complex Text: Mary Anderson’s Great Invention (Biography)
	Practice and Apply Days 3-5	Source: <ul style="list-style-type: none"> Literature Anthology, Anchor Text: All Aboard! (Biography) Literature Anthology, Compare Text: Lighting the World (Biography) Close Reading Companion
Integrated ELD	How will integrated ELD allow students to access the new learning?	
	<p>Daily integrated ELD opportunities for Emerging, Expanding, and Bridging language levels are found in the TE under the section English Learner Scaffolds. Integrated ELD is required for daily whole group instructions.</p>	



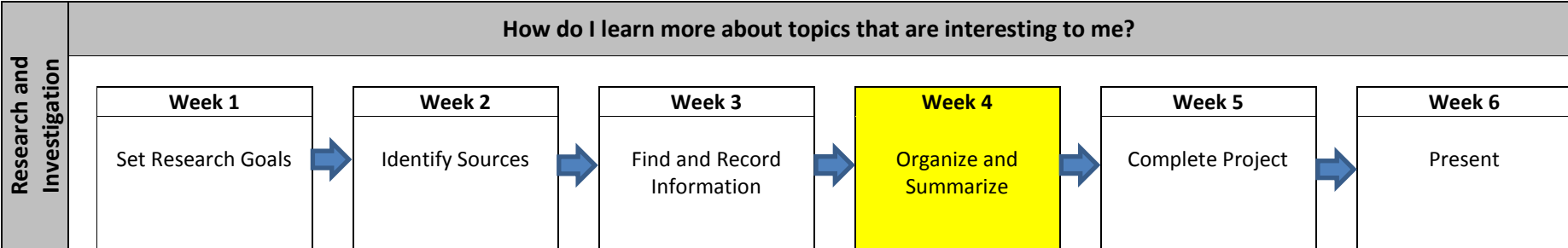
		Emerging ● B/EI	Expanding ■ I	Bridging ◆ EA/A
		Whole Group: ELD Core	Designated ELD	Day 1 Language Support, pages 84-85 <ul style="list-style-type: none"> Set Purpose Oral Language Shared Read, pages 86-87 <ul style="list-style-type: none"> Source: Mary Anderson’s Great Invention
Day 2 Language Support, pages 92-93 <ul style="list-style-type: none"> Set Purpose Vocabulary Close Read, pages 94-95 <ul style="list-style-type: none"> Source: Mary Anderson’s Great Invention 	Language Support, pages 92-93 <ul style="list-style-type: none"> Set Purpose Vocabulary Close Read, pages 96-97 <ul style="list-style-type: none"> Source: Mary Anderson’s Great Invention 		Language Support, pages 92-93 <ul style="list-style-type: none"> Set Purpose Vocabulary Close Read, pages 96-97 <ul style="list-style-type: none"> Source: Mary Anderson’s Great Invention 	
Day 3 Writing, page 99 <ul style="list-style-type: none"> Write to Sources 	Writing, page 100 <ul style="list-style-type: none"> Write to Sources 		Writing, page 100 <ul style="list-style-type: none"> Write to Sources 	
Day 4 Differentiated Text, pages 102-103 <ul style="list-style-type: none"> Set Purpose Source: Garrett Morgan’s Safety Hood Respond to the Text 	Differentiated Text, pages 102-103 <ul style="list-style-type: none"> Set Purpose Source: Garrett Morgan’s Safety Hood Respond to the Text 		Differentiated Text, pages 102-103 <ul style="list-style-type: none"> Set Purpose Source: Garrett Morgan’s Safety Hood Respond to the Text 	
Day 5 Writing, page 106 <ul style="list-style-type: none"> Set Purpose Write to Two Sources 	Writing, page 106 <ul style="list-style-type: none"> Set Purpose Write to Two Sources 		Writing, page 106 <ul style="list-style-type: none"> Set Purpose Write to Two Sources 	



Big Idea: How can learning help us grow?

Week 4 - Essential Question: How can problem solving lead to new ideas?


	Approaching Level	On Level	Beyond Level	EL
Small Group	Source: <ul style="list-style-type: none"> • Leveled Reader: The Amazing Benjamin Franklin (Biography) • Paired Read: Beulah Henry: Inventor (Biography) 	Source: <ul style="list-style-type: none"> • Leveled Reader: The Amazing Benjamin Franklin (Biography) • Paired Read: Beulah Henry: Inventor (Biography) 	Source: <ul style="list-style-type: none"> • Leveled Reader: The Amazing Benjamin Franklin (Biography) • Paired Read: Beulah Henry: Inventor (Biography) 	Source: <ul style="list-style-type: none"> • Short Complex Text: Mary Anderson’s Great Invention (Biography) • Leveled Reader: The Amazing Benjamin Franklin (Biography) • Paired Read: Beulah Henry: Inventor (Biography)
	Additional small group instructional activities based on formative assessment needs			
	Phonics/Decoding: <ul style="list-style-type: none"> • Decode words with long a: ay • Build words with long a: ay, ai, a_e, eigh • Practice words with long a spellings • Plural endings: -s and -es Vocabulary: <ul style="list-style-type: none"> • Review high frequency words • Review vocabulary words • Identify related words • Metaphors Comprehension: <ul style="list-style-type: none"> • Fluency • Text structure • Review text structure: cause and effect • Self-selected reading 	Vocabulary: <ul style="list-style-type: none"> • Review vocabulary words • Metaphors Comprehension: <ul style="list-style-type: none"> • Review text structure: cause and effect • Self-selected reading 	Vocabulary: <ul style="list-style-type: none"> • Review domain-specific words • Metaphors Comprehension: <ul style="list-style-type: none"> • Review text structure: cause and effect • Self-selected reading 	Vocabulary: <ul style="list-style-type: none"> • Preteach vocabulary • Review vocabulary • Metaphors • Additional vocabulary Writing/Spelling: <ul style="list-style-type: none"> • Writing traits: word choice • Spell words with long a Grammar: <ul style="list-style-type: none"> • Predicates





Big Idea: How can learning help us grow?

Essential Question, Week 5: How do landmarks help us understand our country's story?

Whole Group: ELA Core	Teach and Model Days 1-2	Source: <ul style="list-style-type: none"> Reading/Writing Workshop, Short Complex Text: A Natural Beauty (Expository)
	Practice and Apply Days 3-5	Source: <ul style="list-style-type: none"> Literature Anthology, Anchor Text: A Mountain of History (Expository) Literature Anthology, Compare Text: A Landmark Street (Expository) Close Reading Companion
Integrated ELD	How will integrated ELD allow students to access the new learning?	
	<p>Daily integrated ELD opportunities for Emerging, Expanding, and Bridging language levels are found in the TE under the section English Learner Scaffolds. Integrated ELD is required for daily whole group instructions.</p> <div style="text-align: right;">  </div>	

		Emerging ● B/EI	Expanding ■ I	Bridging ◆ EA/A	
		Whole Group: ELD Core	Designated ELD	Day 1	Language Support, pages 110-111 <ul style="list-style-type: none"> Set Purpose Oral Language Shared Read, pages 112-113 <ul style="list-style-type: none"> Source: A Natural Beauty
Day 2	Language Support, pages 118-119 <ul style="list-style-type: none"> Set Purpose Vocabulary Close Read, pages 120-121 <ul style="list-style-type: none"> Source: A Natural Beauty 			Language Support, pages 118-119 <ul style="list-style-type: none"> Set Purpose Vocabulary Close Read, pages 122-123 <ul style="list-style-type: none"> Source: A Natural Beauty 	Language Support, pages 118-119 <ul style="list-style-type: none"> Set Purpose Vocabulary Close Read, pages 122-123 <ul style="list-style-type: none"> Source: A Natural Beauty
Day 3	Writing, page 125 <ul style="list-style-type: none"> Write to Sources 			Writing, page 126 <ul style="list-style-type: none"> Write to Sources 	Writing, page 126 <ul style="list-style-type: none"> Write to Sources
Day 4	Differentiated Text, pages 128-129 <ul style="list-style-type: none"> Set Purpose Source: Independence Rock Respond to the Text 			Differentiated Text, pages 128-129 <ul style="list-style-type: none"> Set Purpose Source: Independence Rock Respond to the Text 	Differentiated Text, pages 128-129 <ul style="list-style-type: none"> Set Purpose Source: Independence Rock Respond to the Text
Day 5	Writing, page 132 <ul style="list-style-type: none"> Set Purpose Write to Two Sources 			Writing, page 132 <ul style="list-style-type: none"> Set Purpose Write to Two Sources 	Writing, page 132 <ul style="list-style-type: none"> Set Purpose Write to Two Sources

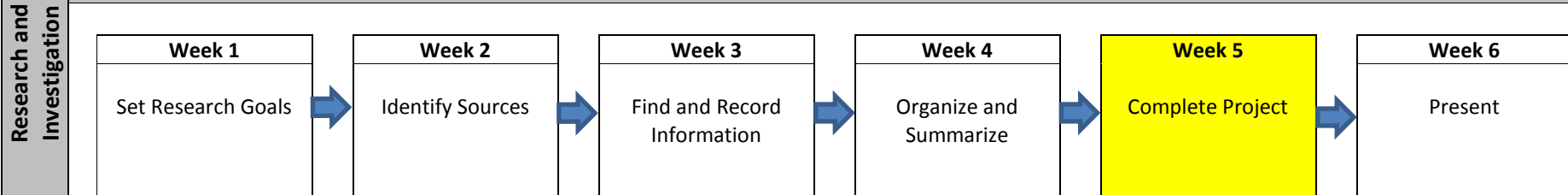


Big Idea: How can learning help us grow?

Essential Question, Week 5: How do landmarks help us understand our country's story?

	Approaching Level	On Level	Beyond Level	EL
Small Group	Source: <ul style="list-style-type: none"> • Leveled Reader: The National Mall (Expository) • Paired Read: Gateway Arch (Expository) 	Source: <ul style="list-style-type: none"> • Leveled Reader: The National Mall (Expository) • Paired Read: Gateway Arch (Expository) 	Source: <ul style="list-style-type: none"> • Leveled Reader: The National Mall (Expository) • Paired Read: Gateway Arch (Expository) 	Source: <ul style="list-style-type: none"> • Short Complex Text: A Natural Beauty (Expository) • Leveled Reader: The National Mall (Expository) • Paired Read: Gateway Arch (Expository)
	Additional small group instructional activities based on formative assessment needs			
	Phonics/Decoding: <ul style="list-style-type: none"> • Decode words with long o: oa_ • Build words with long o spellings • Practice words with long o spellings • Compound words Vocabulary: <ul style="list-style-type: none"> • Review high frequency words • Review vocabulary words • Answer yes/no questions • Multiple-meaning words Comprehension: <ul style="list-style-type: none"> • Fluency • Identify key details • Review main idea and key details • Self-selected reading 	Vocabulary: <ul style="list-style-type: none"> • Review vocabulary words • Multiple-meaning words Comprehension: <ul style="list-style-type: none"> • Review main idea and key details • Self-selected reading 	Vocabulary: <ul style="list-style-type: none"> • Review domain-specific words • Multiple-meaning words Comprehension: <ul style="list-style-type: none"> • Review main idea and key details • Self-selected reading 	Vocabulary: <ul style="list-style-type: none"> • Preteach vocabulary • Review vocabulary • Multiple-meaning words • Additional vocabulary Writing/Spelling: <ul style="list-style-type: none"> • Writing traits: sentence fluency • Spell words with long o Grammar: <ul style="list-style-type: none"> • Simple and compound sentences

How do I learn more about topics that are interesting to me?





Suggested Sample 1

2 Small Group Sessions

Content	Instructional Delivery	Time (minutes)
Reading	Whole Group	30-35
Reading/Foundational Skills/Writing	Small Group	20-25
Foundational Skills	Whole Group	5-10
Reading/Foundational Skills/Writing	Small Group	20-25
Genre Writing (includes daily mini-lesson)	Whole/Small Group	20-25
Total Number of Minutes		120

Designated ELD	Whole Group	35
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Suggested Sample 2

3 Small Group Sessions

Content	Instructional Delivery	Time (minutes)
Reading	Whole Group	20-25
Foundational Skills	Whole Group	5-10
Reading/Foundational Skills/Writing	Small Group	15-20
Reading/Foundational Skills/Writing	Small Group	15-20
Genre Writing (includes daily mini-lesson)	Whole/Small Group	20-25
Reading/Foundational Skills/Writing	Small Group	15-20
Total Number of Minutes		120

Designated ELD	Whole Group	35
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