**Grade 3 Integrated ENL/ELA**

**My View Unit 1 Title:**  Environments

**IB Transdisciplinary Theme Connections: How We Organize Ourselves**

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| Week 1:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Grandma and the Great Gourd | How do people travel in different environments? | Inquirer ([TE p. T30](https://reader.savvasrealize.com/#/book/A5L80E4LZX/view/spread/page/52))Question and Investigate: Have students review the map on Student Interactive pp. 14-15 to develop questions about how people travel in different environments. Invite them to do research during the week to answer the questions. | Tier 1:* table, north

Tier 2:* fierce, baring, flexing, crouching, swipe

Tier 3:* competition, solve, custom, occasion, organization
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| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL4: 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.R: 3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)W: 3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other). | **L**:Listening Comprehension: The Boy’s Advice ([TE pp. T20-T21](https://reader.savvasrealize.com/#/book/A5L80E4LZX/view/spread/page/42))**S**: Discuss the Infographic: Going From Here To There ([TE pp. T18-T19](https://reader.savvasrealize.com/#/book/A5L80E4LZX/view/spread/page/40))Describe: Tell About the main characters in The Boy’s Advice ([TE p. T22](https://reader.savvasrealize.com/#/book/A5L80E4LZX/view/spread/page/42))**R**: Syllable Patterns ([TE pp. T26-T27](https://reader.savvasrealize.com/#/book/A5L80E4LZX/view/spread/page/48))Pre-Reading Support ([TE pp. T32-T33](https://reader.savvasrealize.com/#/book/A5L80E4LZX/view/spread/page/54))Using Context Clues ([TE p. T38](https://reader.savvasrealize.com/#/book/A5L80E4LZX/view/spread/page/60))**W**: Respond and Analyze: ([TE pp. T56-T57](https://reader.savvasrealize.com/#/book/A5L80E4LZX/view/spread/page/78)) | \*Demonstrate listening comprehension of traditional tales\*Generate and answer questions about a text to deepen understanding and gain information\*Share in cooperative groups about the ways people communicate\*Learn academic vocabulary related to environments that is heard during classroom instructions\*Use syllable patterns to help students pronounce unfamiliar wordsIdentify subject and predicates and use simple sentences([Language Awareness Handbook pp. 8-9](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T28-T29](https://reader.savvasrealize.com/#/book/A5L80E4LZX/view/spread/page/50))Grandma and the Great Gourd ([Student Interactive p. 19](https://reader.savvasrealize.com/#/book/A5L80E4LZX/view/spread/page/54))Videos:[Traditional Tales Video](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/cfbbe13f-a0af-320c-a492-6d12e3875347/34/lesson/7e8b21b2-3935-3c4c-aca4-c693055721af/30/content/27fe928f-db35-3acd-a783-1c32be258689/30)[Grandma and the Great Gourd Audio](https://www.savvasrealize.com/community/search/content/51d7e37d-bb3c-3a1c-a3e5-ba0a9597cf7f/63?keywords=grandma%20gourd)Organizers: Traditional Tales Anchor Chart ([TE p. T23](https://reader.savvasrealize.com/#/book/A5L80E4LZX/view/spread/page/42)) |
| Week 2:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Why The Sky Is Far Away | How do different cultures relate to their environment? | Inquirer ([TE p. T100](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/122))Question and Investigate: Have students review the Folktale Anchor Chart on Student Interactive p. 61 to identify the characteristics of folktales that they may find in their independent reading. Ask students to use these characteristics to help understand the stories. | Tier 1:* story, draw

Tier 2:* preparations, magnificent, brooded, rejoicing, satisfied

Tier 3:* competition, solve, custom, occasion, organization
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| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).R: 3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.W: 3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Listening Comprehension: The Gift Horse ([TE pp. T90-T91](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/112))**S**: Discuss the Infographic: Explore the Poem – Friends ([TE pp. T88-T89](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/110))Describe the Theme of The Gift Horse ([TE p. T92](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/114))Pronunciation ([TE p. T97](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/118))**R**: Pre-Reading Support ([TE pp. T102-T103](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/124))**W**: Respond and Analyze ([TE pp. T118-T119](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/140)) | \*Identify words and phrases heard in a discussion about folktales\*Use pre-reading and visual supports to understand and talk about a story\*Ask questions and give information about a story\*Use strategies such as synonyms and antonyms to learn new vocabulary\*Use inflectional endings to use and write singular and plural nouns\*Use simple sentences to write about the characters of a folktale([Language Awareness Handbook pp. 10-11](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T98-T99](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/120))Why The Sky Is Far Away ([Student Interactive p. 63](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/124))Videos:[Traditional Tales: Folktales Video](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/cfbbe13f-a0af-320c-a492-6d12e3875347/34/lesson/7e8b21b2-3935-3c4c-aca4-c693055721af/30/content/1692fdd7-e540-3617-b417-d7cb23bebc35/30)Organizers: Folktale Anchor Chart ([TE p. T93](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/114)) |
| Week 3:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Cocoliso | How can an environment affect lives and relationships? | Inquirer ([TE p. T162](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/184))Question and Investigate: Have students use the diagram on Student Interactive pp. 94-95 to generate questions about how environments affect the ways people live and then choose one to investigate. Throughout the week, have them conduct research about the question. | Tier 1:* notice, slowly

Tier 2:* dreams, amazing, bored, discovery, proud

Tier 3:* competition, solve, custom, occasion, organization
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| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL1d: Explain their own ideas and understanding of the discussion.R: 3RF3c: Identify, know the meanings of, and decode words with suffixes.W: 3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically. | **L**: Listening Comprehension: Feeling the Cold ([TE pp. 152-T153](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/174))**S**: Discuss the Infographic- Exploring a Rainforest Environment ([TE pp. T150-T151](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/172))Describe Major/Minor Characters([TE p. T154](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/176))**R**: Pre-Reading Support ([TE pp. T164-T165](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/186))**W**: Respond and Analyze ([TE pp. T180-T181](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/202)) | \*Identify words and phrases heard in a discussion about realistic fiction\*Use visual and contextual support to understand the setting of a realistic fiction selection\*Express opinions, ideas, and feelings about a text using text evidence\*Use strategies such as looking for context clues to determine the meaning of academic vocabulary\*Recognize base words and endings\*Use and reuse the words and, but, and or in a discussion about likes and dislikes([Language Awareness Handbook pp. 12-13](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T160-T161](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/182))Cocoliso ([Student Interactive p. 99](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/186))Videos:[Realistic Fiction Video](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/cfbbe13f-a0af-320c-a492-6d12e3875347/34/lesson/7e8b21b2-3935-3c4c-aca4-c693055721af/30/content/d695cc5f-2907-3575-a5c1-b8891566126b/30)Organizers: Realistic Fiction Anchor Chart ([TE p. T155](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/176)) |
| Week 4:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Living In Deserts | What creative solutions do people come up with to survive in their environment? | Inquirer ([TE p. T224](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/246))Question and Investigate: Have students use the infographic on Student Interactive pp. 130-131 to generate questions about surviving in challenging environments and then choose one to investigate. | Tier 1:* voice, south

Tier 2:* shield, lack, exposure, nomadic, landscape

Tier 3:* competition, solve, custom, occasion, organization
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| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).R: 3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)W: 3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Listening Comprehension: Surviving in the Four Corners ([TE pp. T214-T215](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/236))**S**: Discuss the Infographic- How Do People Survive in an Environment? ([TE pp. T212-T213](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/234))Describe Informational Text Features ([TE p. T216](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/238))**R**: Vowel Digraphs ([TE pp. T220-T221](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/242))Pre-Reading Support ([TE p. T226](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/248))**W**: Respond and Analyze ([TE pp. T250-T251](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/272)) | \*Identify words and phrases heard in a discussion about informational texts\*Use visual and contextual support such as previewing text features to develop background knowledge about living in the desert\*Share in cooperative groups about the ways to use text evidence to make connections between texts\*Use and reuse academic vocabulary in an activity about figurative language\*between sounds and letters by learning the vowel digraphs ee, ea, ei, ay, ow, and oa\*Speak about environments using a variety of compound sentences([Language Awareness Handbook pp. 14-15](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T222-T223](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/244))Living in Deserts ([Student Interactive p. 135](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/248))Videos:[BrainPOP The Desert](https://jr.brainpop.com/science/habitats/desert/)[Informational Texts Video](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/cfbbe13f-a0af-320c-a492-6d12e3875347/34/lesson/7e8b21b2-3935-3c4c-aca4-c693055721af/30/content/2f365a99-5873-3891-ac10-07f0bf7f2162/30)Organizers: Informational Text Anchor Chart ([TE p. T217](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/238)) |
| Week 5:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| The Golden Flower | Why should we appreciate our environment? | Inquirer ([TE p. T294](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/316))Have students investigate the media on Student Interactive pp. 174-175 to develop and research questions about why we should appreciate our environment. | Tier 1:* unit, figure

Tier 2:* pouch, globe, murmuring, mountainside, footpath

Tier 3:* competition, solve, custom, occasion, organization
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| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL4: 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.R: 3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.W: 3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Listening Comprehension- The Beaded Necklace ([TE pp. T284-T285](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/306))**S**: Discuss the Infographic- The World Around Us ([TE pp. T282-T283](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/304))**R**: Parts of Speech ([TE p. T228](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/310))Diphthongs ou, ow, oi, oy ([TE pp. T290-T291](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/312))Pre-Reading Support ([TE pp. T296-T297](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/318))**W**: Respond and Analyze ([TE pp. T312-T313](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/334)) | \*Identify words and phrases heard in a discussion about myths\*Show comprehension of an origin myth through basic reading skills such as making predictions\*Share ideas about environments\*Use strategies such as a dictionary to learn the meaning of academic vocabulary\*Identify words with the diphthongs ou, ow, oi, and oy\*Participate in a conversation about common nouns and proper nouns in The Golden Flower([Language Awareness Handbook pp. 16-17](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T292-T293](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/314))The Golden Flower ([Student Interactive p. 179](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/318))Videos:[Traditional Tales: Myth Video](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/cfbbe13f-a0af-320c-a492-6d12e3875347/34/lesson/7e8b21b2-3935-3c4c-aca4-c693055721af/30/content/54e9203d-1d3d-38c6-9b8c-1be20a1aaa79/30)Organizers: Origin Myth Anchor Chart ([TE p. T287](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/308)) |

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| **Summative Assessments/Task** |
| **Entering and Emerging****Students Will:**\*research what could be done to improve a local park or playground**Compare Across Texts**Read aloud the Essential Question: *How does our environment affect us?*  Ask simple questions such as, *Does your neighborhood affect what you do each day?* Expand students’ responses through discussion and write their comments on the board.**Explore and Plan**Echo read the article with students. After each paragraph, help students identify words and phrases that reveal the author’s opinion about being outside.**Where Did My Baseball Go? – Summative Assessment(**[**Summative Assessment Manual pp. 9-12**](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/content/a5ec8ec5-c4f6-3356-b682-4f64768d1c1d/64)**)** |
| **Transitioning and Expanding****Students Will:** \*write an opinion letter to the town mayor or a park official**Compare Across Texts**Have students reread part of one text from the unit in small groups and talk about ways that the environment affects the people or characters in the text.**Explore and Plan**Have students read “Getting Outside.” Then have pairs work together to complete the sesentence frames: *The author’s opinion on being outside is \_\_\_\_. The author supports this opinion by stating \_\_\_\_.***Writing – Summative Assessment(**[**Summative Assessment Manual pp. 19-22**](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/content/a5ec8ec5-c4f6-3356-b682-4f64768d1c1d/64)**)** |

**Grade 3 Integrated ENL/ELA**

**My View Unit 2 Title:**  Interactive

**IB Transdisciplinary Theme Connections: Sharing The Planet**

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| Week 1:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Patterns in Nature | How do patterns in nature help plants and animals? | Inquirer ([TE p. T30](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/626))Question and Investigate: Have students use the infographic on Student Interactive pp. 234-235 to generate questions about the ways plants and animals depend on each other for survival. Throughout the week, have them conduct research about one of the questions. | Tier 1:* certain, half

Tier 2:* patterns, nature, repeat, sequence, symmetry

Tier 3:* prefer, features, investigate, associate, avoid
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| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others.R: 3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.W: 3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Listening Comprehension- Dance of the Bees ([TE pp. T20-T21](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/616))**S**: Discuss the Infographic- Amazing Interactions ([TE pp. T18-T19](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/614))**R**: Add –tion to the end of a word ([TE p. T24](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/620))Syllable Patterns ([TE pp. T26-T27](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/622))Pre-Reading Support ([TE pp. T32-T33](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/628))**W**: Respond and Analyze ([TE pp. T48-T49](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/644)) | \*Use support such as headings, pictures, and organizers to talk about informational texts\*Take notes and reread to enhance and confirm understanding\*Ask questions and share information about a text\*Learn new vocabulary about interactions\*Learn relationships between sounds and letters\*Identify and use singular and plural nouns([Language Awareness Handbook pp. 19-20](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T28-T29](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/624))Patterns in Nature ([Student Interactive p. 239](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/628))Videos:[Plants and Animals Need Each Other](https://www.bing.com/videos/search?q=plants+depend+on+animals+video&view=detail&mid=DC5C36FE440C49F9FBEADC5C36FE440C49F9FBEA&FORM=VIRE)Organizers: Informational Text Anchor Chart ([TE p. T23](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/618)) |
| Week 2:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Weird Friends: Unlikely Allies in the Animal Kingdom | How do living things in a habitat support one another? | Inquirer ([TE p. T92](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/688))Question and Investigate: Have students use the infographic on Student Interactive pp. 234-235 to generate questions about the ways plants and animals depend on each other and their habitat. Throughout the week, have students conduct research about one of the questions. | Tier 1:* finally, money

Tier 2:* predators, protection, immune, species, emerges

Tier 3:* prefer, features, investigate, associate, avoid
 |
| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.R: 3R5: In informational texts, identify and use text features to build comprehension. (RI)3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.W: 3W1b: Use precise language and content-specific vocabulary. | **L**: Listening Comprehension- The Dreamtime of the Australian Aborigines ([TE pp. T82-T83](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/678))**S**: Discuss the Infographic- On The African Savanna ([TE pp. T80-T81](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/676))**R**: R-Controlled Vowels ([TE pp. T88-T89](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/684))Pre-Reading Support ([TE pp. T94-T95](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/690))**W**: Write Using Sentence Frames ([TE p. T100](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/696))Respond and Analyze ([TE pp. T110-T111](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/706)) | \*Use pre-reading supports such as graphic organizers to understand the structure of an informational text\*Use visual and contextual support to read and talk about animals\*Use support such as graphic organizers and sentence frames to share information about a text\*Learn and use new vocabulary about interactions\*Learn to pronounce words with r-controlled vowels\*Identify and write irregular plural nouns([Language Awareness Handbook pp. 21-22](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T90-T91](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/686))Weird Friends: Unlikely Allies in the Animal Kingdom ([Student Interactive p. 275](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/690))Videos:[Informational Text- Text Structure](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/cfbbe13f-a0af-320c-a492-6d12e3875347/34/lesson/7e8b21b2-3935-3c4c-aca4-c693055721af/30/content/ffbe922a-ffab-3c75-ba35-c9d907cc7b18/30)[BrainPOP Bossy R](https://jr.brainpop.com/readingandwriting/phonics/bossyr/)Organizers: Informational Text Structures Anchor Chart ([TE p. T85](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/680)) |
| Week 3:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Wolf Island | How can a chain of events affect plants and animals? | Inquirer ([TE p. T154](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/750))Question and Investigate: Have students use the diagram on Student Interactive pp. 306-307 to generate questions about how living things are affected by a chain of events and then choose one to investigate. Throughout the week, have them conduct research about the question. | Tier 1:* minutes, decided

Tier 2:* depended, well-being, population, available, balance

Tier 3:* prefer, features, investigate, associate, avoid
 |
| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3L4a: Use sentence-level context as a clue to the meaning of a word or phrase.R: 3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)W: 3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge. | **L**: Listening Comprehension- Producer and Consumer ([TE pp. T144-T145](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/740))**S**: Discuss the Infographic- The Food Chain ([TE pp. T142-T143](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/738))**R**: Context Clues ([TE p. T148](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/744))Compound Words ([TE p. T151](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/746))Pre-Reading Support ([TE pp. T156-T157](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/752))**W**: Respond and Analyze ([TE pp. T170-T171](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/766)) | \*Use pre-reading supports and graphic organizers to talk about elements of realistic fiction\*Talk about the cause-and-effect in Wolf Island\*Share information in cooperative learning interactions\*Use context clues and a dictionary to figure out and confirm the meaning of new words\*Write using compound words\*Work with partners and teachers to identify and use singular possessive nouns([Language Awareness Handbook pp. 23-24](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T152-T153](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/748))Wolf Island ([Student Interactive p. 311](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/752))Videos:[BrainPOP The Food Chain](https://jr.brainpop.com/science/animals/foodchain/)Organizers: Realistic Fiction Anchor Chart ([TE p. T147](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/742)) |
| Week 4:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Welcome Back, Wolves!Wolves Don’t Belong in Yellowstone | How do reintroduction of a species affect plants and animals in a habitat? | Inquirer ([TE p. T214](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/810))Question and Investigate: Have students use the infographic on Student Interactive pp. 340-341 to generate questions about ways plants and animals depend on each other for survival. Throughout the week, have students research one of the questions. | Tier 1:* fact, course

Tier 2:* habitat, solitude, multiplied, eliminated, reintroduced

Tier 3:* prefer, features, investigate, associate, avoid
 |
| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL1d: Explain their own ideas and understanding of the discussion.R: 3R6: Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL)W: 3W1: Write an argument to support claim(s), using clear reasons and relevant evidence. | **L**: Listening Comprehension- Recess For Middle School ([TE pp. T204-T205](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/800))**S**: Discuss the Infographic- Bringing Animals Back ([TE pp. T202-T203](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/798))**R**: Persuasive Text- Author’s Opinion ([TE p. T206](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/802))Figurative Language ([TE p. T208](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/804))Pre-Reading Support ([TE pp. 216-T217](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/812))**W**: Respond and Analyze ([TE p. T232](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/828)) | \*Talk about an author’s opinion\*Use visual and contextual support to compare two persuasive texts\*Express opinions about a persuasive text\*Create sentences with new vocabulary\*Learn words with the syllable pattern VCe\*Identify and use plural possessive nouns in sentences([Language Awareness Handbook pp. 25-26](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T212-T213](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/808))Welcome Back, Wolves! ([Student Interactive p. 345](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/812))Wolves Don’t Belong In Yellowstone ([Student Interactive p. 353](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/820))Videos:[Wolves of Yellowstone Video](https://education.nationalgeographic.org/resource/wolves-yellowstone)[How Wolves Saved Yellowstone Video](https://www.bing.com/videos/search?q=reintroduction+of+a+species+kids+video&&view=detail&mid=FB5BDCFBBAAB5346237AFB5BDCFBBAAB5346237A&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dreintroduction%2Bof%2Ba%2Bspecies%2Bkids%2Bvideo%26FORM%3DHDRSC4)Organizers: Persuasive Text Anchor Chart ([TE p. T207](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/802)) |
| Week 5:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Nature’s Patchwork Quilt | Why is it important for plants and animals to depend on each other? | Inquirer ([TE p. T276](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/872)).Question and Investigate: Have students use the diagram on Student Interactive pp. 376-377 to generate questions. Throughout the week, have them conduct research about the question. | Tier 1:* contain, front

Tier 2:* interdependence, camouflage, adaptations, food chain, biodiversity

Tier 3:* prefer, features, investigate, associate, avoid
 |
| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL4: 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.R: 3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.W: 3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Listening Comprehension- Amazing Monarchs ([TE pp. T266-T267](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/862))**S**: Discuss the Infographic- Plants and Animals Need Each Other ([TE pp. T264-T265](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/860))**R**: Parts of Speech ([TE p. T270](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/866))Contractions ([TE pp. T272-T273](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/868))Pre-Reading Support ([TE pp. T278-T279](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/874))**W**: Author’s Purpose Using Sentence Frames ([TE p. T268](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/864))Respond and Analyze ([TE pp. T294-T295](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/890)) | \*Use new vocabulary to talk about text features of informational texts\*Use pre-reading supports, such as asking and answering questions to comprehend a text\*Share information in cooperative groups when talking about environments\*Use parts of speech to learn vocabulary\*Identify, use, and form contractions\*Use main and helping verbs in sentences([Language Awareness Handbook pp. 27-28](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T274-T275](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/870))Nature’s Patchwork Quilt ([Student Interactive p. 381](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/874))Videos:[Explain Author’s Purpose Video](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/cfbbe13f-a0af-320c-a492-6d12e3875347/34/lesson/6599bef7-9adc-3744-985f-8b64b162f19a/23/content/909b7d39-a0a4-3492-a81a-fee74d4f7f65/23)Organizers: Features of Informational Text Anchor Chart ([TE p. T269](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/864)) |

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| **Summative Assessments/Task** |
| **Entering and Emerging****Students Will:**\*research plant and animal relationships**Compare Across Texts**Read aloud the Essential Question: *How do plants and animals live together?* Ask simple yes-and-no questions that lead students to find similarities between the texts that they have read in the unit, such as *Do animals depend on each other? Do animals eat plants? Do animals eat other animals?*Have students share any similarities they find.**Explore And Plan**Read the article aloud with students. Check students’ understanding by asking questions such as: *What is one important fact the author gives about coral reefs? Why do you think the author included this fact?***Operating Clean-Up! – Summative Assessment(**[**Summative Assessment Manual pp. 27-28**](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/content/a5ec8ec5-c4f6-3356-b682-4f64768d1c1d/64)**)** |
| **Transitioning and Expanding****Students Will:** \*create a scrapbook about a plant and animal relationship.**Compare Across Texts**Read aloud the Essential Question: *How do plants and animals live together?*Have students reread part of one text from the unit in small groups and talk about the similarities with other texts they have read in the unit.**Explore And Plan**Read the article aloud with students. Then, write the headings Facts and Details on the board. Give students sentences and have them use what they know from the article and listen for words that identify facts and details. Write their answers under the correctheadings.**Writing – Summative Assessment(**[**Summative Assessment Manual pp. 33-36**](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/content/a5ec8ec5-c4f6-3356-b682-4f64768d1c1d/64)**)** |

**Grade 3 Integrated ENL/ELA**

**My View Unit 3 Title:**  Heroes

**IB Transdisciplinary Theme Connections: Who We Are**

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| --- | --- | --- | --- |
| Week 1:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Below Deck: A Titanic Story | What qualities do we see in heroes? | Inquirer ([TE p. T30](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1182))Question and Investigate: Have students use the primary sources on Student Interactive pp. 16-17 to generate questions about historic events and then choose one to investigate. Throughout the week, have them conduct research about the question. | Tier 1:* surface, produce

Tier 2:* abandon, appeared, enormous, interfered, stationary

Tier 3:* encourage, defeat, distinguish, achieve, command
 |
| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.R: 3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)W: 3W2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension. | **L**: Listening Comprehension- Crossing the Rockies ([TE pp. T20-T21](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1172))**S**: Discuss the Infographic- Steps on the Moon ([TE pp. T18-T19](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1170))Describe the Characteristics of Historical Fiction ([TE pp. T22-T23](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1174))**R**: Prefixes ([TE pp. T26-T27](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1178))Pre-Reading Support ([TE pp. T32-T33](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1184))**W**: Respond and Analyze ([TE pp. T56-T57](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1208)) | \*Use visual supports to identify elements of historical fiction\*Use a graphic organizer to make predictions about events in a story\*Share and compare opinions about what makes a hero\*Analyze base words and affixes to learn new vocabulary\*Use visual and contextual support to understand words with prefixes\*Collaborate with students and teacher to check for subject-verb agreement([Language Awareness Handbook pp. 30-31](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp T28-T29](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1180))Below Deck: A Titanic Story ([Student Interactive p. 21](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1184))Videos:[Historical Fiction Video](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/cfbbe13f-a0af-320c-a492-6d12e3875347/34/lesson/7e8b21b2-3935-3c4c-aca4-c693055721af/30/content/1683ec9f-67dd-3a00-874d-76629be5b041/30)[BrainPOP Titanic](https://www.brainpop.com/technology/transportation/titanic/)Organizers: Historical Fiction Anchor Chart ([TE p. T23](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1174)) |
| Week 2:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Granddaddy’s Turn: A Journey to the Ballot Box | How can a hero’s actions affect other people? | Inquirer ([TE p. T100](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1252))Question and Investigate: Have students use the poem on Student Interactive pp. 60-61 to generate questions about how the actions of heroes affect individuals and communities. Throughout the week, have students conduct research about the question. | Tier 1:* building, ocean

Tier 2:* figured, complain, patience, temper, remembered

Tier 3:* encourage, defeat, distinguish, achieve, command
 |
| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL1d: Explain their own ideas and understanding of the discussion.R: 3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)W: 3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL) | **L**: Listening Comprehension- Heart Mountain ([TE pp. T90-T91](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1242))**S**: Discuss the Infographic- You Are My Hero ([TE pp. T88-T89](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1240))Describe A Setting ([TE p. T92](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1244))**R**: Abbreviations ([TE pp. T96-T97](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1248))Pre-Reading Support ([TE p. T102](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1254))**W**: Respond and Analyze ([TE p. T116](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1268)) | \*Talk and write information about characters, settings, and narrator in a story\*Take notes about characters in historical fiction\*Share and ask about connections to characters in historical fiction\*Learn synonyms and antonyms of academic vocabulary\*Decode popular abbreviations\*Edit writing for correct subject-verb agreement with verb to be([Language Awareness Handbook pp. 32-33](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T98-T99](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1250))Granddaddy’s Turn: A Journey To The Ballot Box ([Student Interactive p. 65](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1254))Videos:[Historical Fiction For Kids Video](https://www.bing.com/videos/search?q=historical+fiction+kids+video&&view=detail&mid=3BFF14F82E70802E36FF3BFF14F82E70802E36FF&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dhistorical%2Bfiction%2Bkids%2Bvideo%26FORM%3DHDRSC4)Organizers: Historical Fiction Anchor Chart ([TE p. T93](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1244)) |
| Week 3:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Little House on the PrairieBy The Shores of Silver Lake | How do challenges turn ordinary people into heroes? | Inquirer ([TE p. T160](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1312))Question and Investigate: Have students use the infographic on Student Interactive pp. 94-95 to generate questions about the three heroic presidents and then choose one to investigate. Throughout the week, have them conduct research on the question.  | Tier 1:* nothing, scientists

Tier 2:* horribly, furious, insisted, terribly, disturbed

Tier 3:* encourage, defeat, distinguish, achieve, command
 |
| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL4: 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.R: 3RF3a: Identify and know the meaning of the most common prefixes and suffixes.W: 3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically. | **L**: Listening Comprehension- Everyday Superheroes ([TE pp. T150-T151](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1302))**S**: Discuss the Infographic- American Heroes ([TE pp. T148-T149](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1300))**R**: Suffixes ([TE pp. T156-T157](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1308))Pre-Reading Support ([TE p. T162](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1314))**W**: Learn Vocabulary Using Sentence Frames ([TE p. T152](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1304))Respond and Analyze ([TE pp. T178-T179](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1330)) | \*Listen for and talk about a sequence of events\*Use connecting words to compare and contrast texts\*Share and support opinions about different characters\*Use context clues to determine the relevant meanings of unfamiliar words or multiple-meaning words\*Identify and use words with suffixes\*Identify verbs and their tense forms([Language Awareness Handbook pp. 34-35](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T158-T159](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1310))Little House on the Prairie ([Student Interactive p. 95](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1314))By The Shores of Silver Lake ([Student Interactive p. 107](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1322))Videos:[BrainPOP George Washington](https://jr.brainpop.com/socialstudies/biographies/georgewashington/)[BrainPOP Abraham Lincoln](https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/)Organizers: Historical Fiction Anchor Chart ([TE p. T153](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1304)) |
| Week 4:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Mama Miti: Wangari Maathai and the Trees of Kenya | Why do people need heroes? | Inquirer ([TE p. T222](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1374))Question and Investigate: Have students use the time line on Student Interactive pp. 130-131 to generate questions about heroes and then choose one to investigate. Throughout the week, have them conduct research about the question.Caring ([Student Interactive p. 149](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1390))Wangari Maathai cared for nature and people. She used her knowledge about trees to help people and animals. | Tier 1:* island, machine

Tier 2:* ceremonies, tradition, medicine, lamenting, offering

Tier 3:* encourage, defeat, distinguish, achieve, command
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| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL1d: Explain their own ideas and understanding of the discussion.R: 3L4a: Use sentence-level context as a clue to the meaning of a word or phrase.W: 3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Listening Comprehension- Brave-Courageous ([TE pp. T212-T213](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1364))**S**: Discuss the Infographic- Needing Heroes ([TE pp. T210-T211](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1362))**R**: Figurative Language- Identify Similes ([TE p. T216](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1368))Vowel Teams oo, ew, ue, ui, eu ([TE p. T218](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1370))Pre-Reading Support ([TE p. T224](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1376))**W**: Respond and Analyze ([TE pp. T238-T239](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1390)) | \*Identify cause-effect relationships\*Use visual and contextual support to summarize events\*Use connecting words to talk about similarities and differences between characters\*Learn new vocabulary through similes\*Understand when different vowel teams make the same sound and make different sounds\*Identify and use irregular verbs in sentences([Language Awareness Handbook pp. 36-37](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T220-T221](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1372))Mama Miti: Wangari Maathai and the Trees of Kenya ([Student Interactive p. 35](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1376))Videos:[Tree Time: Mama Miti Video](https://www.bing.com/videos/search?q=wangari+maathai+video+kids&&view=detail&mid=45B052CE6CF59D7B61A745B052CE6CF59D7B61A7&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dwangari%2520maathai%2520video%2520kids%26qs%3Dn%26form%3DQBVR%26%3D%2525eManage%2520Your%2520Search%2520History%2525E%26sp%3D-1%26pq%3Dwangari%2520maathai%2520video%2520kids%26sc%3D0-26%26sk%3D%26cvid%3D1AF4A1DD7C3E44EA9E7171AF87C66FF0%26ghsh%3D0%26ghacc%3D0%26ghpl%3D)Organizers: Biography Anchor Chart ([TE p. T215](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1366)) |
| Week 5:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Poems About Heroes | What kinds of actions can be heroic? | Inquirer ([TE p. T282](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1434))Question and Investigate: Have students use the infographic on Student Interactive pp. 164-165 to generate questions about different actions that are heroic, and then choose one to investigate. Throughout the week, have them conduct research on the question. | Tier 1:* ago, stood

Tier 2:* triumphant, company, challenge, twinkle, curious

Tier 3:* encourage, defeat, distinguish, achieve, command
 |
| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL4: 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.R: 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL)W: 3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Listening Comprehension- There For Me ([TE pp. T272-T273](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1424))**S**: Discuss the Infographic- Acting Heroically ([TE pp. T270-T271](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1422))**R**: Irregular Plural Nouns ([TE pp. T278-T279](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1430))Pre-Reading Support ([TE p. T284](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1436))**W**: Respond and Analyze ([TE pp. T296-T297](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1448)) | \*Identify elements used in poetry\*Recognize sound devices and talk about what students visualize\*Express ideas about heroic characters in poems\*Use parts of speech to learn new vocabulary\*Use visual and contextual support to understand irregular plurals\*Identify nouns that can be replaced by pronouns([Language Awareness Handbook pp. 38-39](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE p. T280-T281](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1432))Poems About Heroes ([Student Interactive p. 169](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1436))Videos:[Poetry Video](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/cfbbe13f-a0af-320c-a492-6d12e3875347/34/lesson/7e8b21b2-3935-3c4c-aca4-c693055721af/30/content/9a7c165f-830c-3027-ab96-15e76d9f2627/30)[BrainPOP Poems](https://jr.brainpop.com/readingandwriting/writing/poems/)Organizers: Poetry Anchor Chart ([TE p. T275](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1426))4-Column Chart (Nouns) ([TE p. T276](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1428)) |

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| **Summative Assessments/Task** |
| **Entering and Emerging****Students Will:**\*research evidence that supports their claim and persuades their audience**Compare Across Texts**Read aloud the activity and display these sentence frames: *Who is \_\_\_\_? What is \_\_\_\_?* Have students work with a partner to ask and answer questions. They should monitor each other for pronunciation or grammatical mistakes.**Explore And Plan**Assist students in reading the text. Have students identify words or phrases they do not understand and list the words on a word wall. Say the words together and discuss their meanings. Provide sentences that students can complete with the words, such as *I am\_\_\_\_ to write a poem. (inspired)***William Meets Richard the Lionhearted – Summative Assessment(**[**Summative Assessment Manual pp. 37-40**](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/content/a5ec8ec5-c4f6-3356-b682-4f64768d1c1d/64)**)** |
| **Transitioning and Expanding****Students Will:** \*write an opinion speech about why it is important to take advantage of heroic opportunities**Compare Across Texts**Have students use what they recall from the texts to practice the format of this activity. For example, one student may say, “A ship that hit an iceberg,” and another would respond, “What is the *Titanic?* ” Students should monitor their understanding, and ask their partner for clarification as needed.**Explore And Plan**Have students read the text with a partner and identify words or phrases in the text that they do not understand. Have students use context clues to determine the meaning of the words. Then discuss the words and their meanings collectively.**Writing – Summative Assessment(**[**Summative Assessment Manual pp. 47-50**](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/content/a5ec8ec5-c4f6-3356-b682-4f64768d1c1d/64)**)** |

**Grade 3 Integrated ENL/ELA**

**My View Unit 4 Title:**  Events

**IB Transdisciplinary Theme Connections: Where We Are In Place And Time**

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| Week 1:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| The House That Jane Built | How can one person improve a community? | Inquirer ([TE p. T30](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1744))Question and Investigate: Have students generate a question about their community. Throughout the week, have them conduct research about the question. | Tier 1:* system, brought

Tier 2:* community, donate, convince, generous, transformed

Tier 3:* benefit, generation, advice, consumer, familiar
 |
| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others.R: 3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)W: 3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Listening Comprehension- The Bridges That Ruby Built ([TE pp. T20-T21](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1734))**S**: Discuss the Infographic- Daniel Burnham ([TE pp. T18-T19](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1732))**R**: R-Controlled Vowels ([TE pp. T26-T27](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1740))Pre-Reading Support ([TE pp. T32-T33](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1746))**W**: Describe Someone Using Sentence Frames ([TE p. T22](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1736))Respond and Analyze ([TE pp. T50-T51](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1764)) | \*Ask and answer questions to develop vocabulary needed to talk about the genre of biography\*Use visual clues to make predictions to enhance comprehension of written text\*Express opinions about a text and solicit responses\*Learn new vocabulary about how communities change\*Learn relationships between sounds and letters\*Identify and use possessive pronouns([Language Awareness Handbook pp. 41-42](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T28-T29](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1742))The House That Jane Built ([Student Interactive p. 225](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1746))Videos:[BrainPOP Ruby Bridges](https://jr.brainpop.com/socialstudies/biographies/rubybridges/)[Narrative Nonfiction Video](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/cfbbe13f-a0af-320c-a492-6d12e3875347/34/lesson/7e8b21b2-3935-3c4c-aca4-c693055721af/30/content/2b54b5a6-851e-3849-ad75-1fa09d627b41/30)Organizers: Narrative Nonfiction Anchor Chart ([TE p. T23](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1736)) |
| Week 2:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Frederick Douglass | How can personal stories change societies? | Inquirer ([TE p. T94](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1808))Question and Investigate: Have students use the primary source on Student Interactive pp. 258-259 to develop questions about Sojourner Truth and then choose one to investigate. Throghout the week, have them conduct research about the question. | Tier 1:* common, though

Tier 2:* slavery, abolitionist, violence, equality, influential

Tier 3:* benefit, generation, advice, consumer, familiar
 |
| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.R: 3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)W: 3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories. | **L**: Listening Comprehension- The Man Who Made People Smile ([TE pp. T84-T85](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1798))**S**: Discuss the Infographic- Sojourner Truth ([TE pp. T82-T83](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1796))**R**: Teach VCCCV Pattern ([TE pp. T90-T91](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1804))Pre-Reading Support ([TE p. T96](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1810))**W**: Time Order Words with Sentence Frames ([TE p. T86](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1800))Respond and Analyze ([TE p. T110](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1824)) | \*Use visual and contextual support to develop vocabulary needed to discuss the biography genre\*Use visual and contextual support to develop the background knowledge needed to read and talk about the abolitionist movement\*Use support such as graphic organizers and sentence frames to share information about the qualities of a person in a biography\*Learn and use new vocabulary about how communities change\*Learn to pronounce words with the VCCCV syllable pattern\*Identify and write contractions([Language Awareness Handbook pp. 43-44](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T92-T93](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1806))Frederick Douglass ([Student Interactive p. 263](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1810))Videos:[Frederick Douglass For Kids Video](https://www.bing.com/videos/search?q=frederick+douglass+kids+video&&view=detail&mid=B3B9962C928285578C3CB3B9962C928285578C3C&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dfrederick%2Bdouglass%2Bkids%2Bvideo%26FORM%3DHDRSC4)[Biography Video](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/cfbbe13f-a0af-320c-a492-6d12e3875347/34/lesson/7e8b21b2-3935-3c4c-aca4-c693055721af/30/content/21aafdd0-1cd9-305a-9c55-540df2ea993d/30)Organizers: Biography Anchor Chart ([TE p. T87](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1800)) |
| Week 3:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Milton Hershey: Chocolate King, Town Builder | How do big ideas change communities? | Inquirer ([TE p. T154](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1868))Question and Investigate: Have students use the “Think Big” infographic to generate questions about the big ideas it presents and then choose one to investigate. Throughout the week, have them conduct research about the question. | Tier 1:* language, clear

Tier 2:* succeed, determined, impressed, eventually, imagined

Tier 3:* benefit, generation, advice, consumer, familiar
 |
| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.S: 3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others.R: 3R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)W: 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | **L**: Listening Comprehension- George Washington Carver ([TE pp. T144-T145](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1858))**S**: Discuss the Infographic- Think Big ([TE p. T142](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1856))**R**: Synonyms and Antonyms ([TE pp. T148-T149](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1862))Suffixes ([TE pp. T150-T151](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1864))Pre-Reading Support ([TE pp. T156-T157](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1870))**W**: Cloze Sentences ([TE p. T174](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1888)) | \*Use pre-reading supports and graphic organizers to talk about the elements of biographies\*Use text features to develop background knowledge needed to read a biography\*Ask for clarification in a conversation about biographies\*Use context clues to acquire basic and grade-level vocabulary\*Decode words with Latin suffixes and identify their parts of speech\*Speak using prepositional phrases([Language Awareness Handbook pp. 45-46](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T152-T153](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1866))Milton Hershey: Chocolate King, Town Builder ([Student Interactive p. 297](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1870))Videos:[George Washington Carver For Kids](https://www.bing.com/videos/search?q=george+washington+carver+video+kids&docid=608042914243416532&mid=9587702EF35D2D8057009587702EF35D2D805700&view=detail&FORM=VIRE)Organizers: Elements of a Biography Anchor Chart ([TE p. T147](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1860)) |
| Week 4:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Green City: How One Community Survived A Tornado and Rebuilt For A Sustainable Future | How can a leader’s experiences inspire change? | Inquirer ([TE p. T218](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1932))Question and Investigate: Have students use the time line on Student Interactive pp. 330-331 to develop questions about Sir Tim Berners-Lee and then choose one question to investigate. Throughout the week, have them conduct research about the question. | Tier 1:* equation, among

Tier 2:* destroyed, opportunity, sustainability, reclaimed, constructed

Tier 3:* benefit, generation, advice, consumer, familiar
 |
| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL4: 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.R: 3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)W: 3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge. | **L**: Listening Comprehension- Never A Quitter ([TE pp. T208-T209](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1922))**S**: Discuss the Infographic- Changing the World With One Idea ([TE p. T207](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1920))**R**: Homographs ([TE pp. T214-T215](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1928))Pre-Reading Support ([TE pp. T220-T221](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1934))**W**: Respond and Analyze ([TE pp. T240-T241](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1954)) | \*Use pre-reading supports such as graphic organizers to enhance comprehension of narrative nonfiction\*Use support from peers and teachers to develop background knowledge needed to read narrative nonfiction\*Share information in cooperative learning interactions\*Use analogies to learn the meaning of academic vocabulary\*Understand the meaning of and pronounce homographs\*Use support from peers and teachers to understand language structures such as adjectives used routinely in the classroom([Language Awareness Handbook pp. 47-48](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T216-T217](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1930))Green City: How One Community Survived A Tornado and Rebuilt For A Sustainable Future ([Student Interactive p. 235](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1934))Videos:[Ellen Ochoa Facts For Kids](https://www.bing.com/search?q=ellen+ochoa+video+kids&cvid=34d1f60426ff4d328b3f652965ee6dd3&aqs=edge..69i57j0l3.3770j0j9&FORM=ANAB01&PC=U531)[Narrative Nonfiction Video](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/cfbbe13f-a0af-320c-a492-6d12e3875347/34/lesson/7e8b21b2-3935-3c4c-aca4-c693055721af/30/content/2b54b5a6-851e-3849-ad75-1fa09d627b41/30)Organizers: Elements of Narrative Nonfiction Anchor Chart ([TE p. T211](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1924)) |
| Week 5:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Grace And Grandma | How do people support each other in difficult times? | Caring ([TE p. T273](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1986))The poems on Student Interactive pp. 370-371 are about ways that people can support others who are going through a difficult time. | Tier 1:* government, material

Tier 2:* heritage, immigrants, interview, permission, arrival

Tier 3:* benefit, generation, advice, consumer, familiar
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| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL1a: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.R: 3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readingsW: 3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Listening Comprehension- The Comforts of Home ([TE pp. T274-T275](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1988))**S**: Discuss the Infographic- Thank You For Understanding ([TE pp. T272-T273](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1986))Describe the Elements of a Drama ([TE p. T276](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1990))**R**: Parts of Speech ([TE pp. T278-T279](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1992))Homophones ([TE pp. T280-T281](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1994))Pre-Reading Support ([TE pp. T286-T287](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2000))**W**: Sentence Frames ([TE p. T300](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2014)) | \*Identify elements of drama\*Use visual and contextual supports to identify play elements\*Expand and internalize English vocabulary by learning and using language needed to express opinions and ask questions\*Use strategies such as analyzing word parts to learn the meaning of academic vocabulary\*Understand the meaning of and pronounce homophones\*Use support from peers and teachers to understand language structures such as adverbs used routinely in the classroom([Language Awareness Handbook pp. 49-50](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T282-T283](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1996))Grace and Grandma ([Student Interactive p. 375](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2000))Videos:[Drama Video](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/cfbbe13f-a0af-320c-a492-6d12e3875347/34/lesson/7e8b21b2-3935-3c4c-aca4-c693055721af/30/content/846925e5-da37-32b6-9b12-fd2d0fd3d857/30)Organizers: Drama Anchor Chart ([TE p. T277](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/1990)) |

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| **Summative Assessments/Task** |
| **Entering and Emerging****Students Will:**\*create a poster showing a part of a city or town that has changed.**Compare Across Texts**Ask yes/no questions that lead students to talk about their communities, such as:  *Would building parks benefit your community?* Expand students’ responses through discussion and write their comments on the board.**Explore And Plan**Read the article aloud to students. Check students’ understanding by asking simple questions, such as: *Did many people go to the stadium? Did the Yankees have to share the first stadium? Did the stadium have lights?***Frederick Law Olmstead – Summative Assessment(**[**Summative Assessment Manual pp. 73-77**](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/content/a5ec8ec5-c4f6-3356-b682-4f64768d1c1d/64)**)** |
| **Transitioning and Expanding****Students Will:** \*research communities that have changed over time.**Compare Across Texts**Read aloud the Essential Question: *How do communities change over time?* Have students use the Academic Vocabulary to write two or three sentences that relate to the question.**Explore And Plan**Read the article aloud with students. Then, write the headings *Then*  and *Now* on the board. Give students sentences and have them use what they know from the article to write their answers under the correct headings.**Writing – Summative Assessment(**[**Summative Assessment Manual pp. 84-86**](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/content/a5ec8ec5-c4f6-3356-b682-4f64768d1c1d/64)**)** |

**Grade 3 Integrated ENL/ELA**

**My View Unit 5 Title:**  Solutions

**IB Transdisciplinary Theme Connections: Sharing The Planet**

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| Week 1:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Deep Down and Other Extreme Places To Live | How can nature change people’s lives? | Inquirer ([TE p. T30](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2308))Question and Investigate: Have students research a person or event on the Nature Rocks time line from the weekly launch.  | Tier 1:* special, heavy

Tier 2:* extreme, spectacular, attracts, region, transport

Tier 3:* analysis, threat, damage, anticipate, pollution
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| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL4: 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.R: 3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)W: 3W2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension. | **L**: Listening Comprehension- The Amazing Rainforest ([TE pp. T20-T21](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2298))**S**: Discuss the Infographic- Nature Rocks ([TE pp. T18-T19](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2296))**R**: Affixes ([TE p. T24](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2302))Vowel Patterns au, aw, al, augh, ough ([TE p. T26](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2304))Pre-Reading Support ([TE p. T32](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2310))**W**: Respond and Analyze [(TE pp. T52-T53](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2330)) | \*Monitor understanding of spoken language while listening to informational text\*Make predictions about a text\*Share in cooperative groups about the ways people survive and stay safe under extreme conditions\*Identify related words to learn academic vocabulary\*Use vowel patterns to help students decode and pronounce unfamiliar words([Language Awareness Handbook pp. 52-53](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T28-T29](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2306))Deep Down and Other Extreme Places To Live ([Student Interactive p. 435](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2310))Videos:[BrainPOP Rainforests](https://jr.brainpop.com/science/habitats/rainforests/)[Informational Texts: Text Features](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/cfbbe13f-a0af-320c-a492-6d12e3875347/34/lesson/7e8b21b2-3935-3c4c-aca4-c693055721af/30/content/346b8d82-4846-39cf-a665-64b409fde56e/30)Organizers: Text Features Anchor Chart ([TE p. T23](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2300)) |
| Week 2:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Earthquakes, Eruptions, and Other Events That Change Earth | How do changes on Earth affect the environment? | Inquirer ([TE p. T96](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2374))Question and Investigate: Have students use the map on Student Interactive pp. 470-471 to develop questions about natural disasters to investigate. Throughout the week, have students conduct research on the question. | Tier 1:* built, square

Tier 2:* surface, landforms, processes, damaging, produces

Tier 3:* analysis, threat, damage, anticipate, pollution
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| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL4: 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.R: 3R5 In informational texts, identify and use text features to build comprehension. (RI)W: 3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Listening Comprehension- Hurricane Force ([TE pp. T86-T87](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2364))**S**: Discuss the Infographic- When Earth Changes ([TE pp. T84-T85](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2362))**R**: Antonyms and Synonyms ([TE p.T90](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2368))Vowel Patterns ei, eigh ([TE pp. T92-T93](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2370))Pre-Reading Support ([TE pp. T98-T99](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2376))**W**: Respond and Analyze ([TE pp. T110-T111](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2388)) | \*Use pre-reading supports such as graphic organizers to enhance comprehension of informational text\*Use support from peers and teachers to read an informational text\*Share in cooperative groups how natural events can change the environment\*Use a thesaurus to identify synonyms and antonyms and acquire basic and grade-level vocabulary\*Learn relationships between sounds and letters\*Speak using sentences with comparative and superlative adverbs([Language Awareness Handbook pp. 54-55](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T94-T95](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2372))Earthquakes, Eruptions, and Other Events That Change Earth ([Student Interactive p. 475](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2376))Videos:[BrainPOP Hurricanes](https://www.brainpop.com/science/weather/hurricanes/)Organizers: Informational Text Anchor Chart ([TE p. T89](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2366)) |
| Week 3:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| A Safety Plan: In Case of Emergency | What are some ways to prepare for an emergency? | Inquirer ([TE p. T154](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2432))Question and Investigate: Have students use the infographic on Student Interactive pp. 502-503 to generate questions about emergency preparedness organizations and then choose one to investigate. Throughout the week, have them conduct research about the question. | Tier 1:* syllables, direction

Tier 2:* prepared, emergency, memorize, responsible, instructions

Tier 3:* analysis, threat, damage, anticipate, pollution
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| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others.R: 3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)W: 3W2a: Introduce a topic and organize related information together. | **L**: Listening Comprehension- Conducting A School Fire Drill ([TE pp. T144-T145](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2422))**S**: Discuss the Infographic- Emergency! ([TE pp. T142-T43](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2420))**R**: Context Clues ([TE p. T148](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2426))Suffix –en ([TE pp. T150-T151](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2428.))Pre-Reading Support ([TE pp. T156-T157](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2434))**W**: Respond and Analyze ([TE pp. T170-T171](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2448)) | \*Use pre-reading supports such as graphic organizers to enhance comprehension of a procedural text\*Use visual and contextual support to develop vocabulary needed to comprehend a procedural text\*Share in cooperative groups about preparing for emergencies\*Use context clues to acquire basic and grade-level vocabulary\*Identify and write words with the suffix –en\*Write complex sentences with subordinating conjunctions([Language Awareness Handbook pp. 56-57](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T152-T153](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2430))A Safety Plan: In Case of Emergency ([Student Interactive p. 507](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2434))Videos:[BrainPOP Fire Safety](https://jr.brainpop.com/health/besafe/firesafety/)Organizers: Procedural Text Anchor Chart ([TE p. T147](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2424)) |
| Week 4:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Nora’s Ark | How should people respond during a disaster? | Inquirer ([TE p. T214](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2492))Question and Investigate: Have students use the primary source on Student Interactive pp. 536-537 do develop questions about how people respond to natural disasters and then select one question to investigate. Throughout the week, have students conduct research on the question. | Tier 1:* ready, anything

Tier 2:* survived, astonished, dangerous, piteously, relief

Tier 3:* analysis, threat, damage, anticipate, pollution
 |
| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL3: Ask and answer questions in order to evaluate a speaker’s point of view, offering appropriate elaboration and detail.R: 3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.W: 3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Listening Comprehension- Black Blizzards ([TE pp. T204-T205](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2482))**S**: Discuss the Infographic- The Dust Bowl ([TE pp. T202-T203](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2480))**R**: Figurative Language ([TE p. T208](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2486))Schwa Vowel Sound ([TE pp. T210-T211](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2488))Pre-Reading Support ([TE p. T216](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2494))**W**: Respond and Analyze ([TE pp. T238-T239](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2516)) | \*Identify the cause and effect of events in a primary source\*Use graphic organizers to understand the narrator’s point of view in a story\*Use details from the text to support a discussion about responding to a disaster\*Learn new vocabulary through similes\*Distinguish the schwa sound in unstressed syllables\*Identify what pronouns are referring to in sentences([Language Awareness Handbook pp. 58-59](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T212-T213](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2490))Nora’s Ark ([Student Interactive p. 541](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2494))Videos:[The Dust Bowl Facts For Kids](https://www.bing.com/videos/search?q=1930s+Dust+Bowl+Fact+Videos+for+Kids&&view=detail&mid=46BE6662F58924816FCC46BE6662F58924816FCC&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3D1930s%2BDust%2BBowl%2BFact%2BVideos%2Bfor%2BKids%26FORM%3DRESTAB)[The Dust Bowl and Black Blizzards](https://www.bing.com/videos/search?q=black+blizzards+for+kids+video&&view=detail&mid=FEDFAD000FFE6814575CFEDFAD000FFE6814575C&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dblack%2Bblizzards%2Bfor%2Bkids%2Bvideo%26FORM%3DHDRSC4)Organizers: Historical Fiction Anchor Chart ([TE p. T207](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2484)) |
| Week 5:  | My View Essential Question  | IB Learner Profiles  | Tiered Vocabulary  |
| Aesop’s Fox | What can nature teach us about ourselves? | Inquirer ([TE p. T282](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2560))Question and Investigate: Have students use the lesson launch poem “Lesson From The Forest” to generate questions about natural disasters and then choose one to investigate. Throughout the week, have them conduct research about the question. | Tier 1:* love, developed

Tier 2:* elegant, remarkable, flattery, spectacle, imitation

Tier 3:* analysis, threat, damage, anticipate, pollution
 |
| Next Generation Standards  | Language Development Activities | Scaffolds and Supports | Resources and Materials  |
| L: 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.S: 3SL4: 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.R: 3RF3b: Decode multi-syllabic words.W: 3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Listening Comprehension- The Ant and the Grasshopper ([TE pp. T272-T273](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2550))**S**: Discuss the Infographic- Lesson From The Forest ([TE pp. T270-T271](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2548))**R**: Parts of Speech ([TE p. T276](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2554))Final Syllables –le, -ture, -ive, -ize ([TE p. T278](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2556))Pre-Reading Support ([TE pp. T284-T285](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2562))**W**: Respond and Analyze ([TE pp. T300-T301](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2578)) | \*Use a genre anchor chart to discuss elements of a fable\*Infer theme and identify morals in a fable\*Express ideas about positive and negative character traits\*Identify a word’s part of speech\*Decode multi-syllabic words with the final stable syllables -le,-ture, -ive, and –ize\*Use commas when writing dates and items in a series.([Language Awareness Handbook pp. 60-61](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/tier2/c3fe2830-ce24-3110-81c9-03b02202d603/63/content/234d1fa7-d586-3765-9869-9736c8fedd25/64)) | Text:Leveled Readers ([TE pp. T280-T281](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2558))Aesop’s Fox ([Student Interactive p. 583](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2562))Videos:[Traditional Tales: Fables](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/cfbbe13f-a0af-320c-a492-6d12e3875347/34/lesson/7e8b21b2-3935-3c4c-aca4-c693055721af/30/content/968f35da-24c8-31a8-a626-dd98bae2268e/30)Organizers: Fable Anchor Chart ([TE p. T275](https://reader.savvasrealize.com/book/A5L80E4LZX/view/spread/page/2552)) |

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| **Summative Assessments/Task** |
| **Entering and Emerging****Students Will:**\*research evidence that supports their claim and persuades their audience.**Compare Across Texts**Explain to students that they can use visuals when they scan the unit texts to help them identify pages that may include words related to solutions. Have student pairs use the visuals and their newly acquired vocabulary to identify and say the theme words.**Explore And Plan**To help students determine the author’s purpose, write the following question on the board: *What is the author’s opinion about Rome?* Read the article aloud. Have students follow along as you identify words and phrases that reveal the author’s opinion.**Hurricanes – Summative Assessment(**[**Summative Assessment Manal pp. 87-89**](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/content/a5ec8ec5-c4f6-3356-b682-4f64768d1c1d/64)**)** |
| **Transitioning and Expanding****Students Will:** \*write a travel brochure that persuades readers to visit, or not visit, a place likely to be affected by a natural disaster.**Compare Across Texts**Direct students to use visuals and headings as they scan the unit texts to help them identify words related to solutions. Have students use their newly acquired vocabulary to select theme words for each text and share them aloud.**Explore And Plan**Provide definitions and give students examples of facts and opinions. As students read “The City I Love,” have them write facts on one side of a T-chart and opinions on the other side.**Writing – Summative Assessment(**[**Summative Assessment Manual pp. 98-100**](https://www.savvasrealize.com/community/program/3c841816-9aeb-361b-b83a-6c660f53aac7/62/tier/4baa33bc-b9b0-326c-be11-57d796e02985/63/content/a5ec8ec5-c4f6-3356-b682-4f64768d1c1d/64)**)** |