

Remember to visit your TACA from last year as you start to plan.

Grade/School: 3 Unit: 1 Timeline: September 6 - October 28 SMART Goal Assessment Learning Targets Planning Intervention IABs		
Grade Level Proficiency Scales Grade Level Book Resource List Parent Communication		
Team SMART Goal		
<u>BIG IDEAS:</u> <p style="text-align: center;">Friendship</p>	<u>ESSENTIAL QUESTIONS:</u> What does it take to be a good friend? How will students be able to read closely to determine what the text says explicitly? How will students use specific evidence from the text to support their answer? How will students produce clear and coherent narrative writing?	
STANDARDS ADDRESSED IN THIS UNIT		
<u>Reading Literary & Informational Text</u> 3.RI.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <ul style="list-style-type: none"> • Proficiency Scale 	<u>Writing</u> 3.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. <ul style="list-style-type: none"> A. Establish a situation and introduce a narrator and/or characters; organize an event sequence 	<u>Speaking & Listening</u> 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> A. Come to discussions prepared, having read or studied required material;

		<p>that unfolds naturally.</p> <p>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>C. Use temporal words and phrases to signal event order.</p> <p>D. Provide a sense of closure.</p>		<p>explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p> <ul style="list-style-type: none"> • Proficiency Scale
LEARNING PROGRESSION				

Grade Below

Grade Above

2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.W.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure

2.SL.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

4.RL.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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

4.SL.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Common Core Essential Elements -

EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.

ACCESS POINTS Built on Three levels of Complexity

Student will identify text details, such as character, in a text	Students will answer questions about characters in a text.	Student will use details to answer questions about the plot and characters in a text
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Less Complex



More Complex

EE.W.3.3 Write about events or personal experiences.

ACCESS POINTS Built on Three levels of Complexity

Students will identify an event or personal experience, either real or imagined.	Students will write about an event or personal experience.	Students will write about an event or personal experience using details..
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Less Complex



More Complex

ELL Learning Support

Grade Level WIDA Can Do Descriptors

[WIDA English Language Development Standards](#) - full document

STUDENT-FRIENDLY LEARNING TARGETS

Reading Literature:

Reading Informational:

2.RLI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

What are your learning targets that move your learners from the standard from the grade before to the standard they need as they exit your grade level?

3.RLI.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Writing:

2.W.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

What are your learning targets that move your learners from the standard from the grade before to the standard they need as they exit your grade level?

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

- A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- C. Use temporal words and phrases to signal event order.
- D. Provide a sense of closure.

Speaking and Listening:

2.SL.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

ASSESSMENTS AND EVIDENCE

Please read:

[White River School District Assessment Guidelines Supporting Learners with Special Needs - Assessment Accommodation Options](#)

Pre-Assessments

Writing – Narrative
Baseline

- [Teacher Directions](#)
- [Anchor Papers](#)
- [Rubrics](#)

Formative Assessments (Team Generated)

Post-Assessments

Reading

[Directions for Computer Assessments](#)

- [Informational – Friendly Faces](#)

<p>B. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>What are your learning targets that move your learners from the standard from the grade before to the standard they need as they exit your grade level?</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p>		<ul style="list-style-type: none"> • Informational Goobric • Literary – Treasure Hunt • Literary Goobric • Teacher Scoring • Literary Paper Copy • Informational Paper Copy <p>Information for Level 4 Advanced Assessment</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> • Narrative PT - Unlikely Friends • Teacher Scoring and directions • Computer Version Part 1 • Computer Version Day 2 • Narrative Goobric
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KEY ACADEMIC VOCABULARY

passage	narrative	dialogue	source	
detail	similar	description		
evidence	sequence	elaboration		

On-going Instruction

Reading

Ongoing:

Ongoing:

- Reading Foundational Skills
 - Fountas and Pinnell
- Vocabulary (RL.4 and L.4 and 5)
 - [Proficiency Scale](#)
- Fluency (RF.4)
 - [Proficiency Scale](#)
- Comprehension/Text Complexity (RLI.10)
- CLOSE Reading and Text Dependent Questions (RLI.1)

Writing and Language

Ongoing:

- L - Language
- W.4 - organization and purpose
- W.5 – revision and editing
 - [Proficiency Scale \(L1\)](#)
 - [Proficiency Scale \(L2\)](#)
- W.6 – technology in writing

Speaking and Listening

Ongoing:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.(3.SL.1)
 - [Proficiency Scale](#)

Differentiated Lessons

Additional Unit 1 Resources

Narrative Writing

- [Narrative Pre Write Organizers](#)

- [Samples for Elementary Pre Write Organizers](#)
- [Conventions Progression Document](#)
- [Elaboration Document](#)
- [Narrative Briefwrite](#)
- [Narrative Briefwrite Goobric](#)
- [Anchor Papers](#)

[Distant Learning Weekly Planning Template](#)




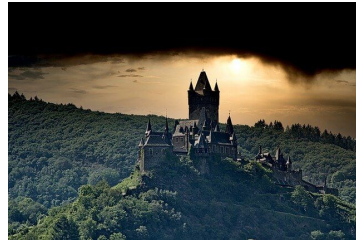

Week 1 Weekly Plans				
Monday, 9/5 No School: Labor Day	Tuesday, 9/6	Wednesday, 9/7	Thursday, 9/8	Friday, 9/9
	LT: Reading: Fluency Read Fred and Pete Sequencing of Events	LT: Reading: Fluency “We Do” Mapping	LT: Reading: Literary Pre Fluency	LT: Reading: Literary Pre Fluency
	LT: Writing: Baseline Assessment Complete Sentence Anchor Chart Writer’s workshop: Detail Mountain. Let students practice: Thomas went swimming (detail mountain example) Miley drank a milkshake. Fix the Sentence	LT: Writing: Baseline Assessment Fix the Sentence Writer’s workshop: Detail Mountain. With a partner: He could not sleep. Independent: (Teacher) went to the store.	LT: Writing: 5 minute write Fix the sentence Mapping Writer’s workshop: Detail Mountain. With a partner: The teachers walked. Independent: Mrs. Markey ate lunch	LT: Writing: 5 minute write Fix the sentence Mapping and Share out Writer’s workshop: Detail Mountain. With a partner: We read a book. Independent: They played.
Week 2 (AIMSWEB Testing) Weekly Plans				





Monday, 9/12	Tuesday, 9/13	Wednesday, 9/14	Thursday, 9/15	Friday, 9/16
<p>LT: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Reading: Fluency Hero 2 Doors Down Vocab and read Chapter prologue ☐ Hero Two Doors Down</p> <p>ORF 10:05-11:30 & 1:45-2:15</p>	<p>LT: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Reading: Fluency H2DD Chapter prologue questions ☐ Hero Two Doors Do...</p> <p>Aimsweb testing 9:30 (reading)</p>	<p>LT: Reading: Fluency H2DD Vocab and Chapter 1 ☐ Hero Two Doors Down</p>	<p>LT: Reading: H2DD Chapter 1 questions ☐ Hero Two Doors Down</p> <p>Aimsweb testing 9:30 (math)</p>	<p>LT: Reading: Informational questions</p> <p>ORF 9:05-11:15</p>
<p>LT: Writing: 5 minute write Fix the sentence Door Writing: Introduction</p>	<p>LT: Writing: 5 minute write Fix the sentence Door Writing: Introduction</p>	<p>LT: Writing: 5 minute write Fix the sentence Door Writing: Event one</p>	<p>LT: Writing: 5 minute write Fix the sentence Door Writing: Event two</p>	<p>LT: Writing: 5 minute write Fix the sentence Door Writing: Event three</p> <p><u>Spelling Test:</u> Week 1 Spelling Lists</p>
<p>Week 3 Weekly Plans</p>				
Monday, 9/19	Tuesday, 9/20	Wednesday, 9/21	Thursday, 9/22	Friday, 9/23
	<p>Reading Intervention: Close reading Best Friends Forever! Steps 1, 2, 3</p>	<p>Reading Intervention: Close reading Best Friends Forever! Steps 4, 5</p>	<p>Reading Intervention: Close reading Best Friends Forever! Steps 6, 7</p>	<p>Reading Intervention: Close reading Biggest Pumpkin Ever Look for can they close read & answer questions U1 Close Reading Passages w/ Questions</p>
LT:	LT:	LT:	LT:	LT:

WRSD CCSS Unit Template

<p>Reading: H2DD Vocab and Chapter 2 H2DD Vocab : disbelief, opposed</p>	<p>Reading: H2DD Chapter 2 questions 📄 Hero Two Doors Do...</p>	<p>Reading: H2DD Vocab and Chapter 3 H2DD Vocab : tenant, pester</p>	<p>Reading: H2DD Chapter 3 questions 📄 Hero Two Doors Down</p>	<p>Reading: Williams Sister</p>
<p>LT: Writing: 5 minute write Fix the sentence Door Writing: Conclusion</p>	<p>LT: Writing: 5 minute write Fix the sentence</p>	<p>LT: Writing: 5 minute write Fix the sentence</p>	<p>LT: Writing: 5 minute write Fix the sentence</p>	<p>LT: Writing: 5 minute write <u>Spelling Test:</u> Week 2 Spelling Lists</p>
<p>Week 4 Weekly Plans</p>				
Monday, 9/26	Tuesday, 9/27	Wednesday, 9/28	Thursday, 9/29	Friday, 9/30
	<p>Reading Intervention: Special Bird: Read for gist, vocabulary, number paragraphs</p>	<p>Reading Intervention: Special Bird: Underline important details, quick sketch</p>	<p>Reading Intervention: Special Bird: Questions</p>	<p>Reading Intervention: Close reading The New Clubhouse Look for can they close read & answer questions U1 Close Reading Passages w/ Questions</p>
<p>LT: Reading: H2DD Chapter 4 H2DD Vocab : looming, balked</p>	<p>LT: Reading: H2DD Chapter 4 questions 📄 Hero Two Doors Do...</p>	<p>LT: Reading: H2DD Chapter 5 H2DD Vocab : charm, willpower</p>	<p>LT: Reading: H2DD Chapter 5 questions 📄 Hero Two Doors Down</p>	<p>LT: Reading: Informational</p>
<p>LT: Writing: 5 minute write Fix the sentence</p>	<p>LT: Writing: 5 minute write Fix the sentence</p>	<p>LT: Writing: 5 minute write Fix the sentence</p>	<p>LT: Writing: 5 minute write Fix the sentence</p>	<p>LT: Writing: 5 minute write <u>Spelling Test:</u> Week 3 Spelling Lists</p>
<p>Week 5 (October)</p>				


<u>Weekly Plans</u>				
Monday, 10/3	Tuesday, 10/4	Wednesday, 10/5	Thursday, 10/6	Friday, 10/7
LT: Reading: H2DD Chapter 6 H2DD Vocab : verbal, chastised	LT: Reading: H2DD Chapter 6 questions <input type="checkbox"/> Hero Two Doors Do...	LT: Reading: H2DD Chapter 7 H2DD Vocab : influence, defiantly	LT: Reading: H2DD Chapter 7 questions <input type="checkbox"/> Hero Two Doors Down	LT: Reading: Informational
LT: Writing: 5 minute write Fix the sentence	LT: Writing: 5 minute write Fix the sentence	LT: Writing: 5 minute write Fix the sentence	LT: Writing: 5 minute write Fix the sentence	LT: Writing: 5 minute write <u>Spelling Test:</u> Week 4 Spelling Lists
Week 6 <u>Weekly Plans</u>				
Monday, 10/10	Tuesday, 10/11	Wednesday, 10/12	Thursday, 10/13	Friday, 10/14 NO SCHOOL: PD DAY
LT: Reading: H2DD Chapter 8 H2DD Vocab : giddy, sacrifice <u>Fluency:</u> Henry Ford: Automobile Manufacturer	LT: Reading: H2DD Chapter 8 questions <input type="checkbox"/> Hero Two Doors Do... <u>Fluency:</u> Henry Ford: Automobile Manufacturer	LT: Reading: H2DD Chapter 9 H2DD Vocab : intent, replicas <u>Fluency:</u> Henry Ford: Automobile Manufacturer	LT: Reading: H2DD Chapter 9 questions <input type="checkbox"/> Hero Two Doors Down <u>Fluency:</u> Henry Ford: Automobile Manufacturer	
LT: Writing: 5 Minute Free Write Slides	LT: Writing: 5 Minute Free Write Slides	LT: Writing: 5 Minute Free Write Slides	LT: Writing: 5 Minute Free Write Slides	

				
<p><u>Fix the sentence:</u> the leefs falled from the treez</p>	<p><u>Fix the sentence:</u> ashton got too pumpkins n carved them last nights</p>	<p><u>Fix the sentence:</u> liam and addie gots to wok thru the haunted hows</p>	<p><u>Spelling Test:</u> Week 5 Spelling Lists</p> <p><u>Fix the sentence:</u> do u think they wuz scared wokng thru the haunted hows</p>	
<p>Week 7 Weekly Plans</p>				
<p>Monday, 10/17</p>	<p>Tuesday, 10/18</p>	<p>Wednesday, 10/19</p>	<p>Thursday, 10/20</p>	<p>Friday, 10/21</p>
<p>LT: Reading: H2DD Chapter 10 H2DD Vocab : retorted, sentiment</p> <p>Fluency: The Model T: The Car that Changed America</p>	<p>LT: Reading: H2DD Chapter 10 questions <input type="checkbox"/> Hero Two Doors Down</p> <p>Fluency: The Model T: The Car that Changed America</p>	<p>LT: Reading: H2DD Epilogue H2DD Vocab : justice, ambition</p> <p>Fluency: The Model T: The Car that Changed America</p>	<p>LT: Reading: H2DD Chapter Epilogue questions <input type="checkbox"/> Hero Two Doors Down</p> <p>Fluency: The Model T: The Car that Changed America</p>	<p>LT: Reading: Informational</p> <p>Fluency: The Model T: The Car that Changed America</p>
<p>LT: Writing: 5 Minute Free Write Slides</p>	<p>LT: Writing: 5 Minute Free Write Slides</p>	<p>LT: Writing: 5 Minute Free Write Slides</p>	<p>LT: Writing: 5 Minute Free Write Slides</p> 	<p>LT: Writing: 5 Minute Free Write Slides</p>

 <p><u>Fix the sentence:</u> they wached the Mariners pley basbal ovr thu weekend</p>	 <p><u>Fix the sentence:</u> thu third grade teechers eat lunch twogether</p>	 <p><u>Fix the sentence:</u> she wached hur dad moe thu lon</p>	<p><u>Fix the sentence:</u> mrs. killingsworth lik two ete keewi in the sumr</p>	 <p><u>Spelling Test:</u> Week 6 Spelling Lists</p> <p><u>Fix the sentence:</u> mr. hopes favrit drink is a chocolate melkshak</p>
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Week 8
[Weekly Plans](#)

Monday, 10/24	Tuesday, 10/25	Wednesday, 10/26	Thursday, 10/27	Friday, 10/28
<p>LT: Reading: Rehearsal (Literary) "Am I Dreaming" Working as a whole group</p> <p>Fluency: Garter Snakes</p>	<p>LT: Reading: Post Assessment (Literary) "Treasure Hunting" Grade 3 Unit 1 Litera...</p> <p>Fluency: Garter Snakes</p>	<p>LT: Reading: Rehearsal (Informational) "Watching the Weather" Working as a whole group</p> <p>Fluency: Garter Snakes</p>	<p>LT: Reading: Post Assessment (Informational) "Friendly Faces" Grade 3 Unit 1 Inform...</p> <p>Fluency: Garter Snakes</p>	<p>LT: Reading: END OF UNIT 1 Informational</p> <p>Fluency: Garter Snakes</p>
<p>LT:</p> <p>Writing:</p> <p>*No fix the sentence or 5 minute free write*</p> <p>Performance Task: 3grunit1PTstudent.doc Going over 3 sources (part</p>	<p>LT:</p> <p>Writing:</p> <p>*No fix the sentence or 5 minute free write*</p> <p>Performance Task: 3grunit1PTstudent... Answering questions as</p>	<p>LT:</p> <p>Writing:</p> <p>*No fix the sentence or 5 minute free write*</p> <p>Performance Task: 3grunit1PTstudent.doc Review PT directions</p>	<p>LT:</p> <p>Writing:</p> <p>*No fix the sentence or 5 minute free write*</p> <p>Performance Task: 3grunit1PTstudent.doc Finish PT planning</p>	<p>LT:</p> <p>Writing:</p> <p>*No fix the sentence or 5 minute free write*</p> <p><u>Spelling Test:</u> Week 7 Spelling Lists</p>

1)	a class (part 1) Go over PT directions (part 2)	Students plan PT	Begin PT writing	Performance Task:  3grunit1PTstudent.doc Finish PT writing
Intervention Plan				
Spreadsheet of Groups				

Reading: Start close reading strategies right away. Have close reading strategies align with writing (color coding, finding topic sentence and evidence in text). Talk to students about giving more than one detail. Color coding for sequence of events. Intentional vocabulary words. Continue spelling words (Unit 2 go into prefix and suffix). Writing: Read Fred and Pete to introduce narrative writing. Start with door writing or have them write a story about something that has happened in their life. The door: FIRST ONE FOR NEXT YEAR? give the students an introduction. Writing about Friendship to better tie into our unit. Recess Queen and Kraken. Then another to scaffold them another level to be independent. Maybe read a story and then have them write. The struggling students give sentence starters to help them get going. Dissect the introduction to look at the components in a good introduction. We can then have a checklist of the components for the students to use to create a good introduction.