

Weekly Planner

Nov 20, 2024 - Dec 03, 2024

Tara Swaffar

Unit 3, Week 2, Tara Swaffar's Class

Weekly Concept: EXPOSITORY: INFORMATIONAL TEXT

Whole Group

Earth: **W.3.10, L.3.4b, RI.3.2, RL.3.1, W.3.10, RL.3.1, RI.3.2, L.3.4.B**
Write About the Anchor Text: **RI.3.7, RI.3.5, RI.3.7, RI.3.5**
Expository Essay - Plan: Choose Your Topic: **W.3.5, W.3.2, W.3.5**
Subject-Verb Agreement: **L.3.1.A, L.3.1.D, L.3.1a, L.3.1f**
Talk About It: **L.3.1.A, L.3.1.D, L.3.1a, L.3.1f**
r-Controlled Vowels /är/, /ôr/: **L.3.2.D, L.3.2f, L.3.2g**
Build Vocabulary: **L.3.4b, L.3.5a, L.3.5.A, L.3.4.B**

Small Group
DIFFERENTIATED
INSTRUCTION

Approaching
Level

Review Main Idea And Key Details: **RI.3.2, RI.3.2**
Self-Selected Reading: **RI.3.2, RI.3.2**

On Level

Review Vocabulary Words: **L.3.6, L.3.6**
Self-Selected Reading: **RI.3.2, RI.3.2**

Beyond Level

Review Domain-Specific Words: **L.3.6, L.3.6**
Self-Selected Reading: **RI.3.2, RI.3.2**

English
Language
Learner

Earth: **RI.3.2, RI.3.2**
Self-Selected Reading

Whole Group	<p>“Why the Sun Is Red”: W.3.10, RI.3.6, RI.3.2, RI.3.3, RL.3.6, RL.3.3, SL.3.1.D, RL.3.2, SL.3.1.A, RI.3.2, RI.3.3, RL.3.2, RL.3.3, RI.3.6, W.3.10, SL.3.1a, RL.3.6, SL.3.1d</p> <p>Expository Essay - Plan: Research: W.3.8, W.3.2, W.3.8</p> <p>Subject-Verb Agreement: L.3.1.A, L.3.1.D, L.3.1a, L.3.1f</p> <p>Talk About It: L.3.1.A, L.3.1.D, L.3.1a, L.3.1f</p> <p>r-Controlled Vowels /är/, /ör/: L.3.2.D, L.3.2f, L.3.2g</p> <p>Use a Dictionary: L.3.4b, L.3.5a, L.3.5.A, L.3.4.B</p>	
Small Group DIFFERENTIATED INSTRUCTION	Approaching Level	<p>Genre Passage “Seeing Red”: RI.3.2, RI.3.3, RI.3.2, RI.3.3</p> <p>Self-Selected Reading: RI.3.2, RI.3.2</p>
	On Level	<p>Genre Passage “Seeing Red”: RI.3.2, RI.3.3, RI.3.2, RI.3.3</p> <p>Self-Selected Reading: RI.3.2, RI.3.2</p>
	Beyond Level	<p>Genre Passage “Seeing Red”: RI.3.2, RI.3.3, RI.3.2, RI.3.3</p> <p>Self-Selected Reading: RI.3.2, RI.3.2</p>
	English Language Learner	<p><i>Earth</i>: RI.3.2, RI.3.2</p> <p>Self-Selected Reading</p> <p>Genre Passage “Seeing Red”: RI.3.2, RI.3.3, RI.3.2, RI.3.3</p>

Whole Group		<p>“Why the Sun Is Red”: W.3.10, RI.3.6, RI.3.2, RI.3.3, RL.3.6, RL.3.3, SL.3.1.D, RL.3.2, SL.3.1.A, RI.3.2, RI.3.3, RL.3.2, RL.3.3, RI.3.6, W.3.10, SL.3.1a, RL.3.6, SL.3.1d</p> <p>Expository Essay - Draft: W.3.4, W.3.2b, W.3.2, L.3.1.K, W.3.2.B, W.3.4</p> <p>Subject-Verb Agreement: L.3.1.A, L.3.1.D, L.3.1a, L.3.1f</p> <p>Talk About It: L.3.1.A, L.3.1.D, L.3.1a, L.3.1f</p> <p><i>r</i>-Controlled Vowels /är/, /ör/: L.3.2.D, L.3.2f, L.3.2g</p> <p>Suffixes: L.3.4b, L.3.5a, L.3.5.A, L.3.4.B</p>
Small Group DIFFERENTIATED INSTRUCTION	Approaching Level	<p>Genre Passage “Seeing Red”: RI.3.2, RI.3.3, RI.3.2, RI.3.3</p> <p>Decode Words With <i>r</i>-Controlled Vowels /är/: RF.3.3</p> <p>Suffixes -y And -ly</p>
	On Level	<p>Genre Passage “Seeing Red”: RI.3.2, RI.3.3, RI.3.2, RI.3.3</p> <p>Suffixes -y And -ly: RF.3.3a, L.3.4b, L.3.4.B, RF.3.3.A</p>
	Beyond Level	<p>Genre Passage “Seeing Red”: RI.3.2, RI.3.3, RI.3.2, RI.3.3</p> <p>Suffixes -y And -ly: RF.3.3a, L.3.4b, L.3.4.B, RF.3.3.A</p>
	English Language Learner	<p><i>Earth:</i> RI.3.2, RI.3.2</p> <p>Grammar in Context: Text Deconstruction: L.3.1d, L.3.1.C</p> <p>Independent Time: L.3.1d, L.3.1.C</p> <p>Genre Passage “Seeing Red”: RI.3.2, RI.3.3, RI.3.2, RI.3.3</p>

Whole Group

Text Connections: **RI.3.9, RI.3.9**
 Word Choice: **RL.3.3, RL.3.2, RL.3.3, RL.3.2**
r-Controlled Vowels /är/ and /ôr/: **L.3.4b, RF.3.3a, L.3.2f, L.3.2g, RF.3.4a, L.3.2.D, RF.3.4.A, L.3.4.B, RF.3.3.A**
 Prefixes *un-*, *re-*, *pre-*: **RF.3.3a, L.3.4b, RF.3.4a, RF.3.4.A, L.3.4.B, RF.3.3.A**
 Fluency: **RF.3.3a, L.3.4b, RF.3.4a, RF.3.4.A, L.3.4.B, RF.3.3.A**
 Expository Essay - Draft: **W.3.4, W.3.2b, W.3.2, L.3.1.K, W.3.2.B, W.3.4**
 Subject-Verb Agreement: **L.3.1.A, L.3.1.D, L.3.1a, L.3.1f**
 Talk About It: **L.3.1.A, L.3.1.D, L.3.1a, L.3.1f**
r-Controlled Vowels /är/, /ôr/
 Shades of Meaning: **L.3.4b, L.3.5a, L.3.5.A, L.3.4.B**

Small Group
 DIFFERENTIATED
 INSTRUCTION

Approaching
 Level

Practice Words With *r*-Controlled Vowels: /är/, /ôr/: **RF.3.3c, RF.3.3, RF.3.3.C**
 Fluency: **RF.3.4.B, RF.3.4b**
 Self-Selected Reading: **RI.3.2, RI.3.2**

On Level

Self-Selected Reading: **RI.3.2, RI.3.2**

Beyond Level

Self-Selected Reading: **RI.3.2, RI.3.2**

English
 Language
 Learner

Independent Time: **L.3.1d, L.3.1.C**
 Self-Selected Reading
 Respond to Reading
 Level Up

Whole Group		Present Your Work: SL.3.6, W.3.8, SL.3.6, W.3.8 Expository Essay - Draft: W.3.4, W.3.2b, W.3.2, L.3.1.K, W.3.2.B, W.3.4 Subject-Verb Agreement: L.3.1.A, L.3.1.D, L.3.1a, L.3.1f Talk About It: L.3.1.A, L.3.1.D, L.3.1a, L.3.1f <i>r</i> -Controlled Vowels /är/, /ôr/: L.3.2.D, L.3.2f, L.3.2g Morphology: L.3.4b, L.3.5a, L.3.5.A, L.3.4.B Progress Monitoring
Small Group DIFFERENTIATED INSTRUCTION	Approaching Level	Review Vocabulary Words: L.3.6, L.3.6
	On Level	Review Vocabulary Words: L.3.6, L.3.6
	Beyond Level	Review Domain-Specific Words: L.3.6, L.3.6
	English Language Learner	Independent Time: L.3.1d, L.3.1.C