

# Weekly Planner

Sep 17, 2024 - Sep 23, 2024

Tara Swaffar

Unit 1, Week 5, Tara Swaffar's Class

**Weekly Concept:** ARGUMENTATIVE TEXT

## Tuesday, Sep 17, 2024

Whole Group		Talk About It: <b>SL.3.1b, SL.3.2, SL.3.2, SL.3.3, SL.3.1.B</b> Introduce the Genre: <b>SL.3.2, RL.3.1, SL.3.2, RL.3.1</b> “Preserve and Protect”: <b>RI.3.2, RL.3.1, RL.3.1, RI.3.2</b> Words in Context: <b>RI.3.4, RI.3.4</b> Multiple-Meaning Words: <b>L.3.4a, L.3.4, RI.3.4, RI.3.4, L.3.4.A</b> Simple and Compound Sentences: <b>L.3.1.F, L.3.1h, L.3.1i</b> Talk About It: <b>L.3.1.F, L.3.1h, L.3.1i</b> Long o: <b>L.3.2.D, L.3.2f</b> Connect to Words: <b>L.3.4a, L.3.4, L.3.4.A</b>
Small Group DIFFERENTIATED INSTRUCTION	Approaching Level	Leveled Reader <i>Preserving a Special Place</i> : <b>RI.3.2, RL.3.1, RL.3.1, RI.3.2</b> Decode Words With Long o: <i>oa_</i> : <b>RF.3.3</b> Review High-Frequency Words: <b>L.3.2.D, L.3.2e</b> Multiple-Meaning Words
	On Level	Leveled Reader <i>Preserving a Special Place</i> : <b>L.3.4, RI.3.2, RL.3.1, RI.3.2, RL.3.1</b> Review Vocabulary Words: <b>L.3.4a, L.3.4d, L.3.4, L.3.4.D, L.3.4.A</b>
	Beyond Level	Leveled Reader <i>Preserving a Special Place</i> : <b>L.3.4, RI.3.2, RL.3.1, RL.3.1, RI.3.2</b> Review Domain-Specific Words: <b>L.3.4a, L.3.4, RI.3.2, RI.3.2, L.3.4.A</b>
	English Language Learner	“Preserve and Protect”: <b>RI.3.7, RI.3.2, RI.3.7, RI.3.2</b> <i>Protecting Our Parks</i> : <b>RI.3.2, RL.3.1, RI.3.2, RL.3.1</b>

Whole Group		<p>Ask and Answer Questions: <b>RI.3.10, RL.3.1, RI.3.10, RL.3.1</b></p> <p>Captions, Maps, and Sidebars: <b>RI.3.7, RI.3.7</b></p> <p>Main Idea and Key Details: <b>RI.3.2, RI.3.2</b></p> <p>Craft and Structure: <b>RI.3.1, RI.3.1</b></p> <p>Write About the Shared Read: <b>W.3.10, RI.3.1, W.3.10, RI.3.1</b></p> <p>Long o: o, ow, o_e, oa, oe: <b>RF.3.4.B, RF.3.3, RF.3.4b</b></p> <p>Compound Words: <b>RF.3.4.B, RF.3.3, RF.3.4b</b></p> <p>Fluency: <b>RF.3.4.B, RF.3.3, RF.3.4b</b></p> <p>Facts and Opinions: <b>W.3.8, W.3.2, W.3.8</b></p> <p>Simple and Compound Sentences: <b>L.3.1.F, L.3.1h, L.3.1i</b></p> <p>Talk About It: <b>L.3.1.F, L.3.1h, L.3.1i</b></p> <p>Long o: <b>L.3.2.D, L.3.2f</b></p> <p>Related Words: <b>L.3.4a, L.3.4, L.3.4.A</b></p>
Small Group DIFFERENTIATED INSTRUCTION	Approaching Level	<p>Leveled Reader <i>Preserving a Special Place</i>: <b>RI.3.2, RL.3.1, RL.3.1, RI.3.2</b></p> <p>Genre Passage "A Landmark for All": <b>L.3.4a, L.3.4, RI.3.2, L.3.4.A, RI.3.2</b></p> <p>Review Vocabulary Words: <b>L.3.6, L.3.6</b></p> <p>Answer Yes/No Questions: <b>L.3.4d, L.3.4, L.3.4.D</b></p> <p>Identify Key Details: <b>RI.3.2, RI.3.2</b></p> <p>Review Main Idea And Key Details: <b>RI.3.2, RI.3.2</b></p>
	On Level	<p>Leveled Reader <i>Preserving a Special Place</i>: <b>L.3.4, RI.3.2, RL.3.1, RI.3.2, RL.3.1</b></p> <p>Genre Passage "A Landmark for All": <b>L.3.4a, L.3.4, RI.3.2, L.3.4.A, RI.3.2</b></p> <p>Multiple-Meaning Words: <b>L.3.4a, L.3.4, L.3.4.A</b></p>
	Beyond Level	<p>Leveled Reader <i>Preserving a Special Place</i>: <b>L.3.4, RI.3.2, RL.3.1, RL.3.1, RI.3.2</b></p> <p>Genre Passage "A Landmark for All": <b>L.3.4a, L.3.4, RI.3.2, L.3.4.A, RI.3.2</b></p> <p>Multiple-Meaning Words: <b>L.3.4a, L.3.4, RI.3.2, L.3.4.A, RI.3.2</b></p>
	English Language Learner	<p>"Preserve and Protect": <b>RI.3.7, RI.3.2, RI.3.7, RI.3.2</b></p> <p><i>Protecting Our Parks</i>: <b>RI.3.2, RL.3.1, RI.3.2, RL.3.1</b></p> <p>Leveled Reader <i>Preserving a Special Place</i>: <b>RI.3.2, RI.3.2</b></p> <p>Genre Passage "A Landmark for All": <b>RI.3.2, RI.3.2</b></p>

Whole Group	<p><i>Protecting Our Parks</i>: <b>SL.3.2, SL.3.2</b>                  Respond to the Text: <b>SL.3.2, SL.3.2</b>                  Simple and Compound Sentences: <b>L.3.1.F, L.3.1h, L.3.1i</b>                  Talk About It: <b>L.3.1.F, L.3.1h, L.3.1i</b>                  Long o: <b>L.3.2.D, L.3.2f</b>                  Reinforce the Words: <b>L.3.4a, L.3.4, L.3.4.A</b></p>
Small Group DIFFERENTIATED INSTRUCTION	<p>Approaching Level</p> <p>Leveled Reader <i>Preserving a Special Place</i>: <b>RI.3.2, RL.3.1, RL.3.1, RI.3.2</b>                  Genre Passage "A Landmark for All": <b>L.3.4a, L.3.4, RI.3.2, L.3.4.A, RI.3.2</b>                  Build Words With Long-o Spellings: <b>RF.3.3c, RF.3.3, RF.3.3.C</b>                  Fluency: <b>RF.3.4.A, RF.3.4a, RF.3.4</b></p>
	<p>On Level</p> <p>Leveled Reader <i>Preserving a Special Place</i>: <b>L.3.4, RI.3.2, RL.3.1, RI.3.2, RL.3.1</b>                  Genre Passage "A Landmark for All": <b>L.3.4a, L.3.4, RI.3.2, L.3.4.A, RI.3.2</b>                  Review Main Idea And Key Details: <b>RI.3.2, RI.3.2</b></p>
	<p>Beyond Level</p> <p>Leveled Reader <i>Preserving a Special Place</i>: <b>L.3.4, RI.3.2, RL.3.1, RL.3.1, RI.3.2</b>                  Genre Passage "A Landmark for All": <b>L.3.4a, L.3.4, RI.3.2, L.3.4.A, RI.3.2</b>                  Review Main Idea And Key Details: <b>RI.3.2, RI.3.2</b></p>
	<p>English Language Learner</p> <p>"Preserve and Protect": <b>RI.3.2, RI.3.2</b>                  Grammar in Context: <b>L.3.1, L.3.1i</b>                  Independent Time: <b>L.3.1, L.3.1i</b>  <i>Protecting Our Parks</i>                  Grammar in Context: Text Deconstruction: <b>L.3.1, L.3.1i</b>                  Independent Time: <b>L.3.1, L.3.1i</b>                  Leveled Reader <i>Preserving a Special Place</i>: <b>RI.3.2, RI.3.2</b>                  Genre Passage "A Landmark for All": <b>RI.3.2, RI.3.2</b></p>

<p>Whole Group</p>		<p><i>Protecting Our Parks</i>            "5 Questions For George McDonald": <b>RI.3.8, RI.3.8</b>            Write About the Anchor Text: <b>W.3.10, W.3.10</b>            Author's Purpose: <b>RI.3.2, RI.3.3, RI.3.2, RI.3.3</b>            Persuasive Essay - Expert Model: <b>W.3.10, RL.3.1, W.3.10, W.3.1, RL.3.1</b>            Persuasive Essay - Plan: Choose Your Topic: <b>W.3.1, W.3.5, W.3.5</b>            Persuasive Essay - Plan: Research: <b>W.3.1b, W.3.1, W.3.5, W.3.8, W.3.8, W.3.5, W.3.1.B</b>            Simple and Compound Sentences: <b>L.3.1.F, L.3.1h, L.3.1i</b>            Talk About It: <b>L.3.1.F, L.3.1h, L.3.1i</b>            Long o: <b>L.3.2.D, L.3.2f</b>            Connect to Writing: <b>L.3.4a, L.3.4, L.3.4.A</b></p>
<p>Small Group            DIFFERENTIATED            INSTRUCTION</p>	<p>Approaching Level</p> <hr/> <p>On Level</p> <hr/> <p>Beyond Level</p> <hr/> <p>English Language Learner</p>	<p>Paired Read: "Gateway Arch": <b>L.3.4, RI.3.2, RL.3.1, RI.3.2, RL.3.1</b>            Genre Passage "A Landmark for All": <b>L.3.4a, L.3.4, RI.3.2, L.3.4.A, RI.3.2</b>            Practice Words With Long-o Spellings: <b>RF.3.3c, RF.3.3, RF.3.3.C</b></p> <hr/> <p>Paired Read: "Gateway Arch"            Genre Passage "A Landmark for All": <b>L.3.4a, L.3.4, RI.3.2, L.3.4.A, RI.3.2</b></p> <hr/> <p>Paired Read: "Gateway Arch": <b>RI.3.1, L.3.4, RI.3.2, RI.3.2, RI.3.1</b>            Genre Passage "A Landmark for All": <b>L.3.4a, L.3.4, RI.3.2, L.3.4.A, RI.3.2</b></p> <hr/> <p>Independent Time: <b>L.3.1, L.3.1i</b>            Independent Time: <b>L.3.1, L.3.1i</b>            Paired Read: "Gateway Arch": <b>RI.3.2, RI.3.2</b>            Respond to Reading            Level Up</p>

Whole Group	<p>Text Connections: <b>RI.3.9, RI.3.9</b>                  Fluency: <b>RF.3.4.A, RF.3.4a, RF.3.4</b>                  "5 Questions For George McDonald": <b>RI.3.8, RI.3.8</b>                  Persuasive Essay - Draft: <b>W.3.1b, W.3.4, W.3.1, W.3.2b, L.3.1.K, W.3.2.B, W.3.4, W.3.1.B</b>                  Simple and Compound Sentences: <b>L.3.1.F, L.3.1h, L.3.1i</b>                  Talk About It: <b>L.3.1.F, L.3.1h, L.3.1i</b>                  Long o: <b>L.3.2.D, L.3.2f</b>                  Word Squares: <b>L.3.4a, L.3.4, L.3.4.A</b>                  Progress Monitoring</p>	
Small Group DIFFERENTIATED INSTRUCTION	Approaching Level	<p>Literature Circles                  Self-Selected Reading: <b>RI.3.10, RI.3.2, RI.3.2, RI.3.10</b></p>
	On Level	<p>Literature Circles                  Self-Selected Reading: <b>RI.3.10, RI.3.2, RI.3.2, RI.3.10</b></p>
	Beyond Level	<p>Literature Circles                  Self-Selected Reading: <b>RI.3.10, RI.3.2, RI.3.2, RI.3.10</b></p>
	English Language Learner	<p>Independent Time: <b>L.3.1, L.3.1i</b>                  Independent Time: <b>L.3.1, L.3.1i</b>                  Self-Selected Reading                  Literature Circles                  Level Up</p>