

## Third Grade Wonders Designated English Language Development (ELD) Scope & Sequence

### Overview

We have provided two weeks of launching lessons for the beginning of the school year and three units of Designated English Language Development (ELD) lessons based on our Wonders ELD curriculum to support the daily 30 minute mandated Designated ELD lesson grouped by ELPAC proficiency level. The first two weeks of Designated ELD are the *Launching ELD* units focused on community and self-image. This time serves as a community building time and provides the structures for multilingual learners to engage with their peers. You can use the launching lessons from the first day of school during the Designated ELD block. We adapted Wonders ELD curriculum as Google slide lessons at the links below which follows the [Wonders ELD Scope and Sequence](#), please let us know if you have any questions.

<u>August</u>	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
<ul style="list-style-type: none"><li>• <a href="#">Launching ELD: Week 1</a></li><li>• <a href="#">Launching ELD: Week 2</a></li><li>• <a href="#">Wonders Assessments</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Unit 1 Week 1</a></li><li>• <a href="#">Unit 1 Week 2</a></li><li>• <a href="#">Unit 1 Week 3</a></li><li>• <a href="#">Unit 1 Week 4</a></li><li>• <a href="#">Unit 1 Week 5</a></li><li>• <a href="#">Unit 1 Assessment</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Unit 2 Week 1</a></li><li>• <a href="#">Unit 2 Week 2</a></li><li>• <a href="#">Unit 2 Week 3</a></li><li>• <a href="#">Unit 2 Week 4</a></li><li>• <a href="#">Unit 2 Week 5</a></li><li>• <a href="#">Unit 2 Assessment</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Unit 3 Week 1</a></li><li>• <a href="#">Unit 3 Week 2</a></li><li>• <a href="#">Unit 3 Week 3</a></li><li>• <a href="#">Unit 3 Week 4</a></li><li>• <a href="#">Unit 3 Week 5</a></li><li>• <a href="#">Unit 3 Assessment</a></li></ul>

### **ELPAC Preparation:**

[ELPAC Practice Books PDFs](#), [Writing Preparation](#), [Listening Preparation](#)  
[Practice Quiz #1 \(Nearpod\)](#), [Practice Quiz #2 \(Nearpod\)](#), [Practice Quiz #3 \(Nearpod\)](#), [Practice Quiz #4 \(Nearpod\)](#)

## August

Week 1: Unit theme - [Self](#)

Launching  
ELD: [Week 1](#)



Vocabulary: [special](#), [supportive](#), [community](#)  
Sentence Frames:

- I'm special because I am \_\_\_\_\_.
- The child in the poem is special because \_\_\_\_.
- I'm/the girl is special because I can\_\_\_\_.
- I shared that I am/can \_\_\_\_.
- I see/notice\_\_\_\_.
- This picture shows my supportive community because \_\_\_\_\_.

Week 2: Unit theme - [Community](#)

Launching  
ELD: [Week 2](#)



Vocabulary: [teamwork](#), [community](#)  
Sentence Frames:

- On my \_\_\_\_ teamwork is when we \_\_\_\_\_.
- In my small group we cooperate when we \_\_\_\_\_.
- I think \_\_\_\_ because \_\_\_\_\_.
- My evidence is \_\_\_\_\_.
- I notice\_\_\_\_\_, therefore I think\_\_\_\_\_.
- It said\_\_\_\_\_.
- I learned that \_\_\_\_\_ because \_\_\_\_\_.

Weekly Theme:  
Storytime

[Unit 1 Week 1 Slides](#)

Lesson



- [Text](#)
- [Read Aloud Video](#)

**Day 1: Background Knowledge-Vocabulary**

**ELD Routines**

- Find Mistakes: Irregular Past Tense Verbs - went
- Beginning of a Sentence: Capital Letters, Pronoun - I
- End of a Sentence: Period (Day 1-5)

**Language Focus**

Explain: How to care for animals.  
Vocabulary: Needs  
Sentence Frame: Bruno learned that\_\_\_\_.

**Day 2: Sequencing Words**

**ELD Routines**

- Find Mistakes: Irregular Past Tense Verbs - went
- Capital Letters: Beginning of a Sentence, Special Names, Days of the Week, Pronoun - I

**Language Focus**

Sequencing Words: First, Next, Then, Finally

**Day 3: Time Connectives**

**ELD Routines**

- Find Mistakes: Irregular Past Tense Verbs - saw
- Capital Letters: Beginning of a Sentence, Special Names, Days of the Week, Pronoun - I

**Language Focus**

Time Connectives: a minute, a few minutes, a few minutes later

**Day 4: Adjectives**

**ELD Routines**

- Find Mistakes: Past Tense Verbs - walked
- Capital Letters: Beginning of a Sentence, Special Names, Days of the Week, Pronoun - I

**Language Focus**

Identify & Use Adjectives: warm place, warm person

**Day 5: Adjectives**

**ELD Routines**

- Find Mistakes: Past Tense Verbs - worked
- Capital Letters: Beginning of a Sentence, Special Names, Days of the Week, Pronoun - I

**Language Focus**

Identify & Use Adjectives: bright place, bright sunny spot, warm safe place

Weekly Theme:  
Traditions

[Unit 1 Week 2 Slides](#)  
Lesson



- [Text](#)
- [Read Aloud Video](#)

### Day 1: Background Knowledge-Vocabulary

#### ELD Routines

Adjectives: Color and Taste Words

#### Language Focus

Explain: Traditions  
Vocabulary: Traditions  
Sentence Frame: In my family we \_\_\_\_\_ because \_\_\_\_\_. The woman is sharing traditions by \_\_\_\_\_. She shares traditions because \_\_\_\_\_.

### Day 2: Shared Reading

#### ELD Routines

Adjectives: Color and Taste Words

#### Language Focus

Explain: the character's feelings/actions using text evidence language.  
Sentence Frame: My evidence is \_\_\_\_\_. In the text, it says/tells \_\_\_\_\_.

### Day 3: Pronouns

#### ELD Routines

Adjectives: Color and Taste Words

#### Language Focus

Pronouns: he, she, it

### Day 4: Past Tense Verbs

#### ELD Routines

Adjectives: Color and Taste Words

#### Language Focus

Regular/Irregular Past Tense Verbs: hopped over, ate, ran quickly, ran slowly

### Day 5: Sentence

#### ELD Routines

Adjectives: Color and Taste Words

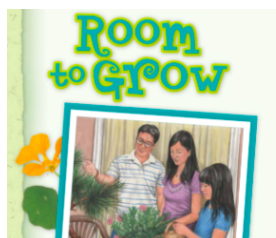
#### Language Focus

Identify the parts of a sentence:

- Subject (who)
- Predicate (what)

Weekly Theme:  
Communities

[Unit 1 Week 3 Slides](#)



- [Text](#)
- [Read Aloud Video](#)

### Day 1: Background Knowledge-Vocabulary

#### ELD Routines

- Find Mistakes: Irregular Past Tense Verbs - ran
- Capital Letters: Beginning of a Sentence, Special Names, Days of the Week, Pronoun - I
- End of a Sentence: Period

#### Language Focus

Explain: Sharing about one's culture.  
Vocabulary: Community & Culture  
Sentence Frame: I identify with \_\_\_ culture because my family is from \_\_\_\_\_. In my culture, we eat \_\_\_\_\_.

### Day 2: Shared Reading

#### ELD Routines

- Find Mistakes: Irregular Past Tense Verbs - ate
- Capital Letters: Beginning of a Sentence, Special Names, Days of the Week, Pronoun - I
- End of a Sentence: Period

#### Language Focus

Explain: How the main character's family contributes to their community.  
Sentence Frame: Her family helped their community by \_\_\_\_\_. Kiki and her family shared their \_\_\_\_\_.

### Day 3: Time Connectives

#### ELD Routines

- Find Mistakes: Past Tense Verbs - saw, hopped over
- Capital Letters: Beginning of a Sentence, Pronoun - I
- End of a Sentence: Period

#### Language Focus

Time Connectives: at first, soon, the next day

### Day 4: Time Connectives

#### ELD Routines

- Adjectives: Use two adjectives to describe pizza in a sentence.
- Vocabulary: Adjective size, shape, taste words

#### Language Focus

Time Connectives: at first, soon, the next day


### Day 5: Past Tense Verbs

#### ELD Routines

- Adjectives: Use two adjectives to describe pizza in a sentence.
- Vocabulary: Adjective size, shape, taste words

#### Language Focus

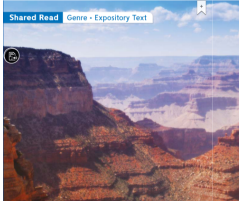
Past Tense Verbs: Identify regular and irregular past tense verbs. Use two of them: worked and brought.

	Day 1: Background Knowledge-Vocabulary	
<p>Weekly Theme: Inventions</p> <p><a href="#">Unit 1 Week 4 Slides</a></p>  <ul style="list-style-type: none"> <li><a href="#">Text</a></li> <li><a href="#">Read Aloud Video</a></li> </ul>	ELD Routines	Language Focus
	<ul style="list-style-type: none"> <li>Find Mistakes: Regular Past Tense Verbs - worked</li> <li>Capital Letters: Beginning of a Sentence, Special Names, Days of the Week, Pronoun - I</li> <li>End of a Sentence: Period</li> </ul>	<p>Explain: How do inventions help us?</p> <p>Vocabulary: invented, invention</p> <p>Sentence Frame: The invention of the _____ helps us because_____.</p>
	Day 2: Shared Reading	
	ELD Routines	Language Focus
	<ul style="list-style-type: none"> <li>Find Mistakes: Irregular Past Tense Verbs - brought</li> <li>Capital Letters: Beginning of a Sentence, Special Names, Days of the Week, Pronoun - I</li> <li>End of a Sentence: Period</li> </ul>	<p>Explain: How did Mary Anderson's invention solve the car's windshield problem using evidence from the text?</p> <p>Sentence Frames: Use the <b>Response to Text</b>.</p>
	Day 3: Pronouns	
	ELD Routines	Language Focus
	<ul style="list-style-type: none"> <li>Find Mistakes: Irregular Past Tense Verbs - grew</li> <li>Capital Letters: Beginning of a Sentence, Special Names, Days of the Week, Pronoun - I</li> <li>End of a Sentence: Period</li> </ul>	Pronouns: they, this, her, his
	Day 4: Prepositions of Time	
	ELD Routines	Language Focus
	<ul style="list-style-type: none"> <li>Adjectives: Use two adjectives to describe a sunflower in a sentence.</li> <li>Vocabulary: Adjective size, color, opinion</li> </ul>	Prepositions of Time: in the afternoon, in the summer, in a year, on Saturday afternoons, in a month/day/year
	Day 5: Conjunctions	
	ELD Routines	Language Focus
	<ul style="list-style-type: none"> <li>Adjectives: Use two adjectives to describe a sunflower in a sentence.</li> <li>Vocabulary: Adjective size, color, opinion</li> </ul>	Cause and Effect Conjunctions: because, as a result

## October

Weekly Theme:  
Conservation

[Unit 1 Week 5 Slides](#)



[Read Aloud Video](#)

### Day 1: Background Knowledge-Vocabulary

#### ELD Routines

Details: Use adjectives to add details in a sentence  
Adjectives: Size words, Color words

#### Language Focus

Opinion: Make an opinion on San Francisco landmarks

### Day 2: Shared Reading

#### ELD Routines

Details: Use adjectives to add details in a sentence  
Adjectives: Opinion Words

#### Language Focus

Answer essential questions in the text, "A Natural Beauty."

### Day 3: Pronouns

#### ELD Routines

Details: Use adjectives to add details in a sentence  
Adjectives: Spotted cat, striped couch, color words.

#### Language Focus

Identify pronouns in the text, "A Natural Beauty."

### Day 4: Coordinating Conjunctions

#### ELD Routines

Details: Use adjectives to describe  
Adjectives: Size words, color words, opinion words

#### Language Focus

Combine two sentences into one using and/but coordinating conjunction.

### Day 5: Coordinating Conjunctions

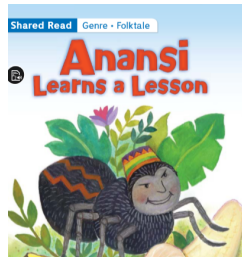
#### ELD Routines

Details: Use adjectives to describe  
Adjectives: Size words, color words, opinion words

#### Language Focus

Use and & but coordinating conjunctions.

Weekly Theme:  
Learning a Lesson



[Unit 2 Week 1 Slides](#)

[Read Aloud Video](#)

Day 1: Background Knowledge-Vocabulary	
ELD Routines	Language Focus
Describe: Use adjectives to add details Adjectives: Color words, opinion words	Explain: how the characters collaborate (work together) to solve a problem in the story, <i>Anansi Learns a Lesson</i> .
Day 2: Shared Reading	
ELD Routines	Language Focus
Describe: Use adjectives to add details Adjectives: Color words, size words	Retell: beg/mid/end of the story using time connectives
Day 3: Adjectives	
ELD Routines	Language Focus
Retell: Use time connectives to retell events	Adjectives: sly, filthy, awkward
Day 4: Adjectives	
ELD Routines	Language Focus
Retell: Use time connectives to retell events	Adjectives: sly, filthy, awkward
Day 5: Commas	
ELD Routines	Language Focus
Retell: Use time connectives to retell events	Use of commas: listing items, conjunctions



Weekly Theme:  
Immigration



[Unit 2 Week 2 Slides](#)

[Read Aloud Video](#)

**Day 1: Background Knowledge-Vocabulary**

**ELD Routines**

Combine two sentences into one: **and/but**  
coordinating conjunction

**Language Focus**

Family Immigration: Where, When, Why, How

**Day 2: Shared Reading**

**ELD Routines**

Combine two sentences into one: **and/but**  
coordinating conjunction

**Language Focus**

Immigration Stories: Where did Nora's family come from?

**Day 3: Verbs**

**ELD Routines**

Combine two sentences into one: **and/but**  
coordinating conjunction

**Language Focus**

Identify different types of verbs: Being verbs, Having verbs, Doing verbs, Saying verbs

**Day 4: Verbs**

**ELD Routines**

Combine two sentences into one: **and/but**  
coordinating conjunction

**Language Focus**

Identify different kinds of saying verbs: Happy: Cheer, giggle, laugh, Sad : whine, sob, bawl, Loudly: yell, shout, scream, Quietly: mutter, whisper, mumbled.

**Day 5: Adverbs**

**ELD Routines**

Combine two sentences into one: and/but  
coordinating conjunction

**Language Focus**

Use adverbs: Quietly, Excitedly, Beautifully

Weekly Theme:  
Voting



[Unit 2 Week 3 Slides](#)

[Read Aloud Video](#)

### Day 1: Background Knowledge-Vocabulary

#### ELD Routines

Use adjectives and adverbs to describe a GIF visual. (Whole group activity)

#### Language Focus

Explain: the role of government leaders and citizens and the importance of voting.

### Day 2: Share Read

#### ELD Routines

Use adjectives and adverbs to describe a GIF visual. (Whole group activity)

#### Language Focus

Explain: why learning to vote is important for kids.

### Day3: Pronouns

#### ELD Routines

Use adjectives and adverbs to describe a GIF visual. (Whole group activity)

#### Language Focus

Identify: pronouns in the text, *Every Vote Counts*, and the nouns they refer to.

### Day 4: Relative Pronouns

#### ELD Routines

Vocabulary activity: Select appropriate saying verbs.

#### Language Focus

Combine two sentences into one using *who* relative pronoun.

### Day 5: Relative Pronouns

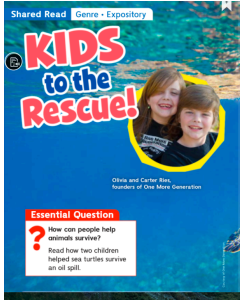
#### ELD Routines

Vocabulary activity: Select appropriate saying verbs.

#### Language Focus

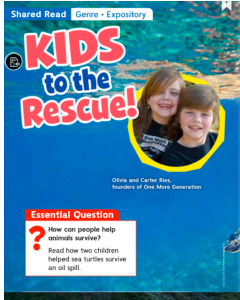
Combine two sentences into one using relative pronouns: *who, that, and which*.

Weekly Theme:  
Survival



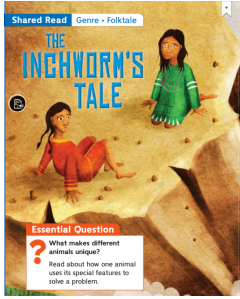
[Unit 2 Week 4 Slides](#)

[Read Aloud Video](#)

<div>Weekly Theme: Survival</div> <div>  </div> <div> <a href="#">Unit 2 Week 4 Slides</a>   <a href="#">Read Aloud Video</a> </div>	<b>Day 1: Background Knowledge-Vocabulary</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	Describe a Picture: Write a complete sentence that describes a picture with a capital letter, end punctuation and verb agreement.	Develop background knowledge and essential vocabulary to ensure text is comprehensible.
	<b>Day 2: Shared Reading</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	Write a complete sentence that describes a picture. <ul style="list-style-type: none"> <li>Capital letter</li> <li>End punctuation</li> <li>Verb agreement</li> </ul>	Shared reading of text, stopping to check for comprehension by asking text dependent questions,
	<b>Day3: Text Level</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	Cause and Effect <ul style="list-style-type: none"> <li>Review Time Connectives</li> <li>Explain cause and effect text connectives</li> </ul>	Reread section of <i><b>Kids to the Rescue!</b></i> text and discuss the effects of the oil spill.
	<b>Day 4: Word Level</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	Explain the meaning of each adjective: helpful, helpless	Through prompts and responses, students use the adjectives: helpful and helpless.
	<b>Day 5: Sentence Level</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	Teach suffixes and their meaning: <ul style="list-style-type: none"> <li>-less</li> <li>-full</li> <li>-er</li> </ul>	Students identify words with a suffix and discuss afterwards.

<p>Weekly Theme: Figure it Out</p> <p>Unit 2 Week 5 Slides</p> <p>Read Aloud Video</p>	<b>Day 1: Background Knowledge-Vocabulary</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	Describe a Picture: Write a complete sentence that describes a picture with a capital letter, end punctuation and verb agreement.	Develop background knowledge and essential vocabulary to ensure text is comprehensible.
	<b>Day 2: Shared Reading</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	Write a complete sentence that describes a picture. <ul style="list-style-type: none"> <li>Capital letter</li> <li>End punctuation</li> <li>Verb agreement</li> </ul>	Shared reading of text, stopping to check for comprehension by asking text dependent questions,
	<b>Day3: Text Level</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	Elements of Poetry: Alliteration, Rhyming	Review the elements of poetry. Explain similes as another element of poetry.
	<b>Day 4: Word Level</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	Subordinating Conjunctions: As, While, When	Through prompts and responses, students use the subordinating conjunction <b>as</b> .
	<b>Day 5: Sentence Level</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	<ul style="list-style-type: none"> <li>Subordinating Conjunctions: As, While, When</li> </ul>	Through prompts and responses, students use the subordinating conjunction <b>while</b> .

Weekly Theme:  
Be Unique



[Unit 3 Week 1](#)  
[Slides](#)

[Read Aloud](#)  
[Video](#)

## Day 1: Background Knowledge-Vocabulary

### ELD Routines

### Language Focus

Describe a Picture: Write a complete sentence that describes a picture with a capital letter, end punctuation and verb agreement.

Develop background knowledge and essential vocabulary to ensure text is comprehensible.

## Day 2: Shared Reading

### ELD Routines

### Language Focus

Write a complete sentence that describes a picture.

- Capital letter
- End punctuation
- Verb agreement

Students will participate in a shared reading of the text and check for comprehension by asking text dependent questions.

## Day3: Text Level

### ELD Routines

### Language Focus

Find and correct mistakes in a sentence.

Identify the prefixes in words.  
Discuss the meaning of each prefix and the word with a prefix.

## Day 4: Word Level

### ELD Routines

### Language Focus

Use a coordinating conjunction to combine two sentences into one using and & but.

Identify the suffixes in words.  
Discuss the meaning of each suffix and the word with a suffix.

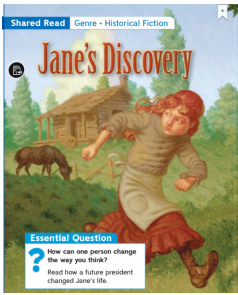
## Day 5: Sentence Level

### ELD Routines

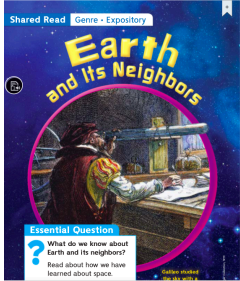
### Language Focus

Use a coordinating conjunction to combine two sentences into one using and & but.

Discuss the meaning of each word with a suffix and use these words in sentences.

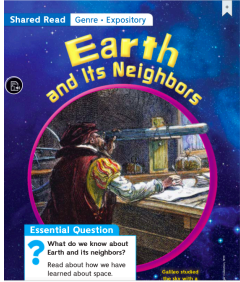
<p>Weekly Theme: Leadership</p>  <p><a href="#">Unit 3 Week 2 Slides</a></p> <p><a href="#">Read Aloud Video</a></p>	<b>Day 1: Background Knowledge-Vocabulary</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	Describe a Picture: Write a complete sentence that describes a picture with a capital letter, end punctuation and verb agreement.	Develop background knowledge and essential vocabulary to ensure text is comprehensible.
	<b>Day 2: Shared Reading</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	Write a complete sentence that describes a picture. <ul style="list-style-type: none"> <li>Capital letter</li> <li>End punctuation</li> <li>Verb agreement</li> </ul>	Shared reading of text, stopping to check for comprehension by asking text dependent questions.
	<b>Day3: Text Level</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	Find and correct the mistakes in sentences.	Students will be able to identify the <b>cause</b> and <b>effect text connectives</b> and the cause & effect ideas in <i>Jane's Discovery</i> .
	<b>Day 4: Word Level</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	Use a coordinating conjunction (and/but) to combine two sentences into one.	Students will be able to identify the subject & the predicate in a simple sentence.
	<b>Day 5: Sentence Level</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	Use a coordinating conjunction to combine two sentences into one. <ul style="list-style-type: none"> <li>and</li> <li>but</li> </ul>	Students will be able to identify the compound predicate in a sentence.

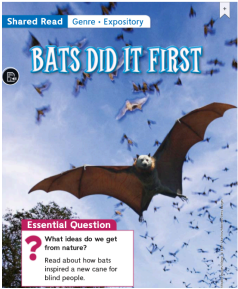
Weekly Theme:  
Discoveries



[Unit 3 Week 3  
Slides](#)

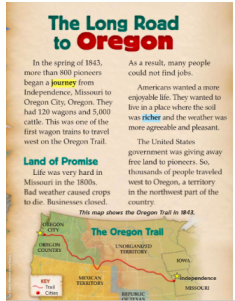
[Read Aloud  
Video](#)

Day 1: Background Knowledge-Vocabulary		
<div>Weekly Theme: Discoveries</div> <div>  </div> <div> <a href="#">Unit 3 Week 3 Slides</a> </div> <div> <a href="#">Read Aloud Video</a> </div>	ELD Routines	Language Focus
	Describe a Picture: Write a complete sentence that describes a picture with a capital letter, end punctuation and verb agreement.	Develop background knowledge and essential vocabulary to ensure text is comprehensible.
	Day 2: Shared Reading	
	ELD Routines	Language Focus
	Write a complete sentence that describes a picture. <ul style="list-style-type: none"> <li>Capital letter</li> <li>End punctuation</li> <li>Verb agreement</li> </ul>	Students will participate in a shared reading of the text and check for comprehension by asking text dependent questions.
	Day3: Text Level	
	ELD Routines	Language Focus
	<ul style="list-style-type: none"> <li>Describe this picture using adjectives.</li> <li>Have students chorally read the sentence frame</li> </ul>	Students will be able to use a cause & effect text connective to explain the main idea in the text, <b><i>Earth and Its Neighbors.</i></b>
	Day 4: Word Level	
	ELD Routines	Language Focus
	<ul style="list-style-type: none"> <li>Chorally read the sentences.</li> <li>Go over the mistakes afterward.</li> </ul>	Students will be able to use cause & effect text connectives to explain a main idea in the text, <b><i>Earth and Its Neighbors.</i></b>
	Day 5: Sentence Level	
	ELD Routines	Language Focus
	<ul style="list-style-type: none"> <li>Chorally read the sentences.</li> <li>Go over the mistakes afterward.</li> </ul>	Students will be able to use a <b>cause</b> and <b>effect text connective</b> in a sentence.

<p>Weekly Theme: New Ideas</p>  <p><a href="#">Unit 3 Week 4 Slides</a></p> <p><a href="#">Read Aloud Video</a></p>	<b>Day 1: Background Knowledge-Vocabulary</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	Describe a Picture: Write a complete sentence that describes a picture with a capital letter, end punctuation and verb agreement.	Develop background knowledge and essential vocabulary to ensure text is comprehensible.
	<b>Day 2: Shared Reading</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	Write a complete sentence that describes a picture. <ul style="list-style-type: none"> <li>Capital letter</li> <li>End punctuation</li> <li>Verb agreement</li> </ul>	Students will participate in a shared reading of the text and check for comprehension by asking text dependent questions.
	<b>Day3: Text Level</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	Describe the picture using adjectives.	Students will identify pronouns and the nouns they are referring to in the text, <i>Bats Did It First</i> .
	<b>Day 4: Word Level</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	<ul style="list-style-type: none"> <li>Chorally read the sentences.</li> <li>Review the mistakes after.</li> </ul>	Students will identify words with suffixes and their meaning.
	<b>Day 5: Sentence Level</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	<ul style="list-style-type: none"> <li>Chorally read the sentences.</li> <li>Review the mistakes after.</li> </ul>	Students will use words with a suffix in a sentence.

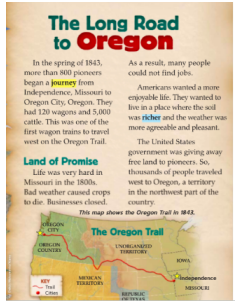


Weekly Theme:  
Value the Past



Unit 3 Week 5  
Slides

[Read Aloud  
Video](#)

Day 1: Background Knowledge-Vocabulary		
<div>Weekly Theme: Value the Past</div> <div>  </div> <div>Unit 3 Week 5 Slides</div> <div><a href="#">Read Aloud Video</a></div>	ELD Routines	Language Focus
	Describe a Picture: Write a complete sentence that describes a picture with a capital letter, end punctuation and verb agreement.	Develop background knowledge and essential vocabulary to ensure text is comprehensible.
	Day 2: Shared Reading	
	ELD Routines	Language Focus
	Write a complete sentence that describes a picture. <ul style="list-style-type: none"> <li>Capital letter</li> <li>End punctuation</li> <li>Verb agreement</li> </ul>	Students will participate in a shared reading of the text and check for comprehension by asking text dependent questions.
	Day3: Text Level	
	ELD Routines	Language Focus
	<ul style="list-style-type: none"> <li>Circle the mistakes</li> <li>Chorally read the sentences.</li> <li>Go over the mistakes in the sentences.</li> </ul>	Students will be able to explain the main idea and supporting details on sections of the text, <b><i>The Long Road to Oregon.</i></b>
	Day 4: Word Level	
	ELD Routines	Language Focus
	<ul style="list-style-type: none"> <li>Correct the past tense verbs in the sentences.</li> <li>Chorally read the sentences and review the answers.</li> </ul>	Students will be able to use the prepositional phrases, <b><i>from &amp; to.</i></b>
	Day 5: Sentence Level	
	ELD Routines	Language Focus
	<ul style="list-style-type: none"> <li>Correct the past tense verbs in the sentences.</li> <li>Chorally read the sentences and review the answers.</li> </ul>	Students will be able to use prepositional phrases.

<b>TEMPLATE</b>	<b>Day 1: Background Knowledge-Vocabulary</b>	
Weekly Theme:  Unit Week Slides  Read Aloud Video	<b>ELD Routines</b>	<b>Language Focus</b>
	<b>Day 2: Shared Reading</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	<b>Day3: Text Level</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	<b>Day 4: Word Level</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>
	<b>Day 5: Sentence Level</b>	
	<b>ELD Routines</b>	<b>Language Focus</b>