



## **Grade 3 EAL** **COURSE SYLLABUS**

**GRADE LEVEL: Grade 3**

**SCHOOL YEAR: 2023 - 2024**

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### **COURSE DESCRIPTION:**

Proficiency in English is an increasingly essential skill in our fast-paced and ever-changing world. Growing up in a country where English is not an official language, not all students have the same opportunity to learn and develop this crucial skill at home. This course has been created and designed with these children in mind, with the objective of helping students raise their proficiency in the areas of listening, speaking, reading and writing. The course aims at providing a safe and interactive environment where students can accelerate academic language proficiency and skills through a variety of participatory teaching methods, in order to ensure their academic success. The backgrounds, needs, and interests of students are taken into account while helping them achieve their goals towards English proficiency.

This course utilizes a variety of teaching materials, as listed below:

**Reach Higher by National Geographic** focuses on the development of language proficiency and academic knowledge by helping students learn about themselves and the world they live in. Reach Higher focuses on delivering interesting and authentic content that encourages critical thinking from a global perspective. This program uses National Geographic's science and social studies content to develop students' literacy skills through inquiry-based learning. The content focuses on developing critical thinking, problem-solving and analytical skills to help them succeed in language studies and beyond.

Reach Higher teaches students the skills and strategies to read, understand and analyze complex texts, which are mainly composed of topics in science and social studies. This program focuses on the key areas of language, including vocabulary, phonics, reading, writing, listening and conversation. Reach Higher is aligned to the Common Core State Standards.

In every unit of Reach Higher, students are exposed to new academic and content vocabulary. Each unit has a new reading and teaches skills including building background knowledge & vocabulary, a reading strategy and activities for comprehension, grammar, and writing. Critical vocabulary and key terms are taught before reading with multiple opportunities to practice. Reading strategies are taught in a step-by-step format to ensure students know when and how to apply the strategies to their own reading. Phonics instruction and practice precede each reading to aid word recognition and spelling. Modeled writing activities give students guided practice in key writing skills. Students are introduced to a wide range of genres such as fiction, poems, biographies, autobiographies and many more. The course aims to prepare students to be able to enter the English Language Arts (ELA) class with sound literacy skills.

To further support students in developing their reading fluency and comprehension, students will use Reading A-Z <https://www.raz-plus.com>. This is a digital, interactive, personalized reading program that includes leveled eBooks spanning 29 levels of reading difficulty. There is a wide variety of both fiction and non-fiction content, which students can choose from based on their interests and assessed level of reading. This is to be facilitated in class with further reading being assigned out of class.

**Read-aloud and shared reading** are instructional practices utilized to assist students in developing comprehension skills. Via the reading aloud and shared reading, students have access to more challenging text which engages students in higher-level thinking, enriches their vocabulary and allows for cooperative learning.

**Independent reading** class is where students do free voluntary reading. The students choose books from the class library (or bring books) that they want to read. Various methods of silent or read out-loud readings are done in class and students come together in groups or pairs to share and discuss what they are reading. The students will use and apply the reading strategies learned in the Reach Higher units, as well as learn how to give book reports.

**Reader's Theater** is a strategy used to develop reading fluency. The objective is to promote reading fluency, give students practice reading aloud with expression and build their reading confidence. Students read aloud selected parts in scripts written for them or written by the students themselves. Students are only required to read their part several times, they do not need to memorize the script, thus developing their reading fluency skills. Students will present their scripts to an audience at the end of the school year.

### **COURSE OBJECTIVES:**

- Structured vocabulary building, reading, comprehension, grammar, and writing activities will develop students' confidence and proficiency in accordance with the common core standards.
- Provide necessary support for students to be successful in mainstream classes.
- Develop communication, collaboration, critical thinking, and problem-solving skills as well encourage creative thinking skills.
- Encourage self-directed learning within a safe and supportive environment.
- Provide the acquisition of literacy skills necessary to function well in all academic subjects.
- Provide Inquiry-based lessons focused on science and social studies to develop language skills focusing on a global perspective.

### **ASSESSMENT:**

Students will be continuously assessed during all class activities. The assessment will provide students with feedback to determine whether the common core standards learning objectives have been met.

Student participation in class activities forms part of ongoing assessment, how well can they listen to and for specific information during learning tasks, how much do they challenge themselves to contribute orally to meet the task given, responding to peers and to teacher input, offering their own ideas and experiences. Students are required to read quietly and aloud to find specific information, develop phonemic awareness, and write to show understanding, describe their feelings, experiences, and practice correct sentence formation. Homework tasks will also be used for assessment. Students will take vocabulary tests, spelling tests, and reading tests to assess their knowledge and competency level.

There will be less focus on scores but more on whether the student can reach the individual learning objectives. Scores can hamper or exaggerate the student's belief in his/her ability. Self-assessment and peer assessment will be used to guide further class practice. Students will keep a portfolio to display their learning. Unit projects and seat work will be used to determine whether the common core standards have been met.

Students will take a reading test after completing a reading in the unit, and a unit exam or project will be used for assessment at the end of each quarter. Quarter exams are administered four times a year. Grades are weighted according to the Dominican International School grading policy found in the student handbook.

<u>Area</u>	<u>Weight</u>
Tests and Quizzes	30%
Homework/Seatwork/Projects	30%
Quarter Exam	30%
Department	10%

### **PRIMARY TEXTBOOK & OTHER RESOURCES**

Frey, N., Linan-Thompson, S., Kratky, L., Short, D., LeSaux, N., Turner, J. (2020). National Geographic Learning: Reach Higher (Book 3A and 3B). Boston, MA: Cengage Learning Inc.

### **ADDITIONAL INFORMATION**

Supplementary Materials:

- Reading A-Z
- Reader's Theatre scripts
- Books borrowed from the Library or brought from home

Materials:

- 2 x Writers notebook (at least 100 pages)
- Google classroom for communicating homework
- Folder (with plastic pockets) for handouts and written work
- Whiteboard markers, pencils, colored pencils, highlighter markers, glue, scissors, eraser, ruler, sticky notes

**Academic Dishonesty** means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

**Any act of academic dishonesty will result in an automatic zero on the entire assignment**

# 1st QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<b>Week 1</b> <b>Aug 10<sup>th</sup> to 11<sup>th</sup></b> <b>Only 2 School Days</b> <i>10 – First Day / Orientation Day</i>	Introduction to EAL 3 Introduction to material, procedures and routines Introductory reading, writing, speaking and listening activities
<b>Week 2</b> <b>Aug 14<sup>th</sup> to 18<sup>th</sup></b> <i>15 – Opening Mass</i>	<a href="#">Unit 1: Happy To Help</a> Language focus: retell a story (plot) Content vocabulary: action, difference, gift, problem, receive, solution Academic vocabulary: kindness, needs, understand, value, want Reading strategy: preview & predict Phonics: compound words Grammar: complete sentences
<b>Week 3</b> <b>Aug 21<sup>st</sup> to 25<sup>th</sup></b>	<a href="#">Unit 1: Happy To Help</a> Language focus: make comparisons Content vocabulary: improve, individual, neighborhood, offer, volunteer Academic vocabulary: benefit, duty, identify, impact, learn Reading strategy: monitor & clarify Phonics: syllable division Grammar: subjects & predicates
<b>Week 4</b> <b>Aug 28<sup>th</sup> to Sep 1<sup>st</sup></b>	<a href="#">Unit 1: Happy To Help</a> Language focus: review Content vocabulary: review Academic vocabulary: review Phonics & grammar: review Writing project: personal narrative Oral language project
<b>Week 5</b> <b>Sep 4<sup>th</sup> to 8<sup>th</sup></b> <i>8 – Holy Mass &amp; VIP Induction</i>	<a href="#">Unit 2: Nature's Balance</a> Language focus: ask and answer questions Content vocabulary: amount, behavior, decrease, increase, supply Academic vocabulary: balance, control, interact, react, scarce Reading strategy: ask questions Phonics: vowel sounds and spellings u_e Grammar: kinds of sentences
<b>Week 6</b> <b>Sep 11<sup>th</sup> to 15<sup>th</sup></b> <i>12-14 – Pre-Exam Days</i>	<a href="#">Unit 2: Nature's Balance</a> Language focus: give and carry out commands Content vocabulary: drought, ecosystem, food chain, level, river Academic vocabulary: competition, nature, negative, positive, resources Reading strategy: ask questions Phonics: vowel sounds and spellings oo Grammar: compound sentences
<b>Week 7</b> <b>Sep 18<sup>th</sup> to 22<sup>nd</sup></b>	<a href="#">Unit 2: Nature's Balance</a> Language focus: review Content vocabulary: review Academic vocabulary: review Phonics & grammar: review Writing project: write a summary Oral language project
<b>Week 8</b> <b>Sep 25<sup>th</sup> to 29<sup>th</sup></b> <b>No Classes</b> <i>25-28 – Teacher's Conference</i> <i>29 – Moon Festival Holiday</i>	<b><u>Teachers Conference &amp; Moon Festival (No Classes)</u></b>
<b>Week 9</b> <b>Oct 2<sup>nd</sup> to 6<sup>th</sup></b> <b>3 Days of Class</b> <i>5-6 – Q1 Exams</i>	<a href="#">Unit 1 &amp; 2 Review</a> Language focus: review Content vocabulary: review Academic vocabulary: review Phonics & grammar: review Readers theater <b>Q1 Exams</b>

## 2<sup>nd</sup> QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<b>Week 1 (10)</b> <b>Oct 9<sup>th</sup> to 13<sup>th</sup></b> <b>3 Days of Class</b> <i>9-10 – Double 10 Holiday</i>	Review of Q1 exams Q1 review & reteach Supplementary reading, writing, speaking and listening activities Preview unit 3 & 4
<b>Week 2 (11)</b> <b>Oct 16<sup>th</sup> to 20<sup>th</sup></b>	<a href="#">Unit 3: Life in the Soil</a> Language focus: giving information Content vocabulary: blossom, cycle, root, seed, soil, sprout Academic vocabulary: characteristic, conditions, depend, growth, produce Reading strategy: make inferences Phonics: two- and three-letter blends Grammar: plural nouns
<b>Week 3 (12)</b> <b>Oct 23<sup>rd</sup> to 27<sup>th</sup></b>	<a href="#">Unit 3: Life in the Soil</a> Language focus: define and explain Content vocabulary: city, desert, rainforest, vine, weed Academic vocabulary: diversity, environment, organism, protect, unique Reading strategy: main idea and details Phonics: plurals (-s, -es, -ies) Grammar: plural nouns
<b>Week 4 (13)</b> <b>Oct 30<sup>th</sup> to Nov 3<sup>rd</sup></b> <i>1 - All Saint's Day Mass</i>	<a href="#">Unit 3: Life in the Soil</a> Language focus: review Content vocabulary: review Academic vocabulary: review Phonics & grammar: review Writing project: write an article Oral language project
<b>Week 5 (14)</b> <b>Nov 6<sup>th</sup> to 10<sup>th</sup></b>	<a href="#">Unit 4: Let's Work Together</a> Language focus: express needs, wants and feelings Content vocabulary: advertisement, buyer, market, money, pay, seller Academic vocabulary: accomplish, cooperation, plenty, purpose, reward Reading strategy: Determine importance Phonics: syllable division Grammar: present-tense action verbs
<b>Week 6 (15)</b> <b>Nov 13<sup>th</sup> to 17<sup>th</sup></b>	<a href="#">Unit 4: Let's Work Together</a> Language focus: persuade Content vocabulary: agriculture, crop, farmer, field, harvest, plow Academic vocabulary: alternative, conservation, future, method, sustain Reading strategy: summarize Phonics: vowel sounds and spellings (al, aw, au) Grammar: Forms of be, have
<b>Week 7 (16)</b> <b>Nov 20<sup>th</sup> to 24<sup>th</sup></b>	<a href="#">Unit 4: Let's Work Together</a> Language focus: review Content vocabulary: review Academic vocabulary: review Phonics & grammar: review Writing project: persuasive essay Oral language project
<b>Week 8 (17)</b> <b>Nov 27<sup>th</sup> to Dec 1<sup>st</sup></b>	<a href="#">Review Unit 3</a> Language focus: review Content vocabulary: review Academic vocabulary: review Phonics & grammar: review Readers theater
<b>Week 9 (18)</b> <b>Dec 4<sup>th</sup> to 8<sup>th</sup></b> <i>8 - Foundation Day Celebrations</i>	<a href="#">Review Unit 4</a> Language focus: review Content vocabulary: review Academic vocabulary: review Phonics & grammar: review Readers theater
<b>Week 10 (19)</b> <b>Dec 11<sup>th</sup> to 15<sup>th</sup></b> <b>3 Days of Class</b> <i>14-15 ~ Q2 Exams</i>	<a href="#">Final Review</a> Review Unit 3 & 4 Readers theater <b>Q2 Exams</b>

Dec 18<sup>th</sup> to Jan 1<sup>st</sup>**Christmas Holiday****3rd QUARTER – TENTATIVE COURSE CONTENT***(NB: Depending on time and interest, the teacher may delete and/or add other selections.)*

Week / Date	Topic / Projects / Assessments
<b>Week 1 (20)</b> <b>Jan 3<sup>rd</sup> to 5<sup>th</sup></b> <b>3 Days of Class</b> <i>4 – New Year Mass</i>	Review of Q2 exams Q2 review & reteach Supplementary reading, writing, speaking and listening activities Preview unit 5 & 6
<b>Week 2 (21)</b> <b>Jan 8<sup>th</sup> to 12<sup>th</sup></b>	<a href="#">Unit 5: Mysteries of Matter</a> Language focus: describe actions Content vocabulary: form, freeze, liquid, melt, solid, temperature, thermometer Academic vocabulary: alter, occur, state, substance, trap Reading strategy: make connections Phonics: endings (-ed, -ing) Grammar: adjectives and articles
<b>Week 3 (22)</b> <b>Jan 15<sup>th</sup> to 19<sup>th</sup></b>	<a href="#">Unit 5: Mysteries of Matter</a> Language focus: describe places Content vocabulary: ground, mixture, sand, water, wetland Academic vocabulary: area, combine, composition, firm, surface Reading strategy: make connections Phonics: prefixes (in-, im-) Grammar: possessive nouns/adjectives
<b>Week 4 (23)</b> <b>Jan 22<sup>nd</sup> to 26<sup>th</sup></b>	<a href="#">Unit 5: Mysteries of Matter</a> Language focus: review Content vocabulary: review Academic vocabulary: review Phonics & grammar: review Writing project: write a literary response Oral language project
<b>Week 5 (24)</b> <b>Jan 29<sup>th</sup> to Feb 2<sup>nd</sup></b>	<a href="#">Unit 6: From Past to Present</a> Language focus: ask for and give information Content vocabulary: heritage, music, region, rhythm, vary Academic vocabulary: express, feelings, perform, popular, style Reading strategy: visualize Phonics: prefixes (un-, re-) Grammar: pronoun agreement
<b>Week 6 (25)</b> <b>Feb 5<sup>th</sup> to 9<sup>th</sup></b> <b>3 Days of Class</b> <i>8-9 – CNY</i>	<a href="#">Unit 6: From Past to Present</a> Language focus: give and follow instructions Content vocabulary: artist, carve, storyteller, tale, tradition, wood Academic vocabulary: communicate, generation, preservation, process, represent Reading strategy: visualize Phonics: prefixes (mis-, dis-) Grammar: pronoun agreement
<b>Feb 8<sup>th</sup> to 16<sup>th</sup></b>	<b>CNY Holiday</b>
<b>Week 7 (26)</b> <b>Feb 19<sup>th</sup> to 23<sup>rd</sup></b> <i>19 – Lenten Mass</i> <i>21-23 – Pre-Exam Days</i>	<a href="#">Unit 6: From Past to Present</a> Language focus: review Content vocabulary: review Academic vocabulary: review Phonics & grammar: review Writing project: write an interview Oral language project
<b>Week 8 (27)</b> <b>Feb 26<sup>th</sup> to March 1<sup>st</sup></b> <b>4 Days of Class</b> <i>28 ~ 228 Memorial Day Holiday</i>	<a href="#">Review Unit 5</a> Language focus: review Content vocabulary: review Academic vocabulary: review Phonics & grammar: review Readers theater <b>IOWA Assessments</b>
<b>Week 9 (28)</b> <b>March 4<sup>th</sup> to 8<sup>th</sup></b> <b>4 Days of Class</b>	<a href="#">Review Unit 6</a> Language focus: review Content vocabulary: review

8 ~ Q3 Exams	Academic vocabulary: review Phonics & grammar: review Readers theater <b>Q3 Exams</b>
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## 4th QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<b>Week 1 (29)</b> <b>March 11<sup>th</sup> to 15<sup>th</sup></b> <b>4 Days of Class</b> <i>11 ~ Q3 Exams</i> <i>12 ~ Q4 Begins</i>	<u>Unit 7: Blast! Crash! Splash!</u> Language focus: tell an original story Content vocabulary: erupt, flow, island, lava, magma, ocean, rock, volcano Academic vocabulary: core, create, develop, force, pressure Reading strategy: draw conclusions Phonics: suffixes (-sion, -tion, -ous) Grammar: adverbs Q3 Exams
<b>Week 2 (30)</b> <b>March 18<sup>th</sup> to 22<sup>nd</sup></b> <i>18-21 ~ Fire Drill</i>	<u>Unit 7: Blast! Crash! Splash!</u> Language focus: express opinions and ideas Content vocabulary: earthquake, plate, shore, tsunami, wave Academic vocabulary: power, rescue, sense, signal, warn Reading strategy: form generalizations Phonics: syllable pattern (consonant + -le, -al, -el) Grammar: prepositional phrases
<b>March 25<sup>th</sup> to Apr 5<sup>th</sup></b>	<b>Easter Holiday</b>
<b>Week 3 (31)</b> <b>Apr 8<sup>th</sup> to 12<sup>th</sup></b> <i>10 ~ Easter Mass</i>	<u>Unit 7: Blast! Crash! Splash!</u> Language focus: review Content vocabulary: review Academic vocabulary: review Phonics & grammar: review Writing project: write a research report Oral language project
<b>Week 4 (33)</b> <b>Apr 15<sup>th</sup> to 19<sup>th</sup></b>	<u>Unit 8: Getting There</u> Language focus: ask for and give advice Content vocabulary: distance, feet, kilometer, measurement, meter, unit Academic vocabulary: achieve, direction, estimate, goal, strategy Reading strategy: review Phonics: suffixes (-ant, -ent) Grammar: past tense
<b>Week 5 (34)</b> <b>Apr 22<sup>th</sup> to 26<sup>th</sup></b> <i>22-26 ~ AP Mock Exams</i>	<u>Unit 8: Getting There</u> Language focus: express intentions Content vocabulary: continent, destination, globe, journey, location Academic vocabulary: challenge, discover, endurance, explore, prepare Reading strategy: review Phonics: words with more than one syllable Grammar: future tense
<b>Week 6 (35)</b> <b>Apr 29<sup>th</sup> to May 3<sup>rd</sup></b> <i>1-2 ~ Pre-Exam</i> <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 – AP Exams</i>	<u>Unit 8: Getting There</u> Language focus: review Content vocabulary: review Academic vocabulary: review Phonics & grammar: review Writing project: write a story Oral language project
<b>Week 7 (36)</b> <b>May 6<sup>th</sup> to 10<sup>th</sup></b> <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 – AP Exams</i>	<u>Review Unit 7</u> Language focus: review Content vocabulary: review Academic vocabulary: review Phonics & grammar: review
<b>Week 8 (37)</b> <b>May 13<sup>th</sup> to 17<sup>th</sup></b> <b>2 Days of Class</b> <i>15-16 ~ Q4 Exams</i> <i>17 ~ Record Day</i>	<u>Review Unit 8</u> Language focus: review Content vocabulary: review Academic vocabulary: review Phonics & grammar: review <b>Q4 Exams</b>

<p><b>Week 9 (38)</b>  <b>May 20<sup>th</sup> to 24<sup>th</sup></b>  <b>ACTIVITIES:</b> <i>Double check the school calendar and emails from the administration.</i></p>	<p><u>End of Year Activities</u></p> <p>-----</p> <p>20-24 ~ Student Clearance Days  21 ~ Baccalaureate Mass for Graduating classes  22 &amp; 23 ~ Middle &amp; High School Sports Day  23 ~ Pre-Kindergarten &amp; Gr. 1 - 4 Recognition/Kindergarten Graduation/Gr. 5 Promotion  24 ~ Gr. 6 – 7 Recognition and Gr. 8 Graduation  24 ~ Lower School Sports Day</p>
<p><b>Week 10 (39)</b>  <b>May 27<sup>th</sup> to 31<sup>st</sup></b>  <b>ACTIVITIES:</b> <i>Double check the school calendar and emails from the administration.</i></p>	<p><u>End of Year Activities</u></p> <p>-----</p> <p>27 ~ House Culminating Activity  28 ~ Gr. 9-11 Recognition and Gr. 12 Graduation  29 ~ Class Party  30 ~ Last Day of School &amp; Report Card Distribution (half day)  31 ~ Teachers/Staff Meeting</p>