UNIT THEME

Environments

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|  |  | | | WEEK 1 |  | WEEK 2 |  | WEEK 3 |  |
|  |  | | | Traditional Tale |  | Folktale |  | Realistic Fiction |  |
|  |  | | | Grandma and the Great Gourd |  | Why the Sky Is Far Away |  | Cocoliso |  |
|  |  | | |  | CCSS |  | CCSS |  | CCSS |
| READING WORKSHOP | Minilesson  Bank | | | Map: Going from Here to There | RI.3.10 | Poem/Illustration: Friends | RL.3.10 | Diagram: Exploring a Rainforest Environment | RI.3.10 |
| Traditional Tale: *Grandma and the Great Gourd* | RL.3.10 | Folktale: *Why the Sky Is Far Away* | RL.3.10 | Realistic Fiction: *Cocoliso* | RL.3.10 |
| Describe Characters and Their Actions | L.3.6 | Convey Information about Characters and Events | L.3.6 | Describe Characters and How They Change | L.3.6 |
| Analyze Plot and Setting | RL.3.10 | Infer Theme | RL.3.2 | Analyze Characters | RL.3.3 |
| Use Text Evidence | RL.3.10 | Ask and Answer Questions | RL.3.1 | Make Inferences | RL.3.3 |
| Talk About It: Ask Questions | SL.3.1 | Write to Sources: Ask and Answer Questions | RL.3.1 | Write to Sources: Use text evidence to support opinions | W.3.1 |
| READING-WRITING  WORKSHOP BRIDGE | Academic Vocabulary | | Related Words | L.3.5 | Synonyms and Antonyms | L.3.5 | Context Clues | L.3.4.a |
| Word Study | | Syllable Patterns | RF.3.3.c | Inflected Endings | RF.3.3 | Base Words and Endings | RF.3.3.a |
| Read Like a Writer | | Describe Figurative Language | RL.3.4 | Analyze Graphic Features | RL.3.7 | Analyze Imagery | RL.3.4 |
| Write for a Reader | | Use Figurative Language | W.3.3 | Use Graphic Features | W.3.3 | Use Imagery | W.3.3 |
| WRITING WORKSHOP | Weekly Focus | | | Introduce and Immerse | | Develop Elements | | Develop Structure | |
| Minilesson Bank | | | Personal Narrative | W.3.3 | Develop an Engaging Idea | W.3.3 | Compose an Introduction | W.3.3.a |
| Narrator | W.3.3.a | Narrator | W.3.3.a | Develop an Event Sequence | W.3.3.c |
| Setting and Sequence of Events | W.3.3.a | Compose a Setting | W.3.3 | Develop Dialogue | W.3.3.b |
| Brainstorm and Set a Purpose | W.3.4 | Problem | W.3.3.a | Describe Actions, Thoughts, and Feelings | W.3.3.b |
| Plan Your Personal Narrative | W.3.8 | Resolution | W.3.3.d | Compose a Conclusion | W.3.3.d |
| READING-WRITING  WORKSHOP BRIDGE | | Spelling | Spell Words with the VC/CV Pattern | L.3.2.f | Spell Inflected Endings | L.3.2.e | Spell Base Words and Endings | L.3.2.e |
| Language and Conventions | Simple Sentences | L.3.1.i | Subjects and Predicates | L.3.1 | Compound Sentences | L.3.1.i |

Essential Question

How does our environment affect us?

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| WEEK 4 |  | WEEK 5 |  |
| Informational Text |  | Myth |  |
| Living in Deserts |  | The Golden Flower |  |
|  | CCSS |  | CCSS |
| Infographic: How Do  People Survive in an Environment | RI.3.10 | Media: The World Around Us | RI.3.10 |
| Informational Text: *Living in Deserts* | RI.3.10 | Myth: *The Golden Flower* | RL.3.10 |
| Use domain-specific words | RI.3.4 | Use descriptive words to provide sensory details | L.3.6 |
| Analyze Text Features | RI.3.7 | Analyze Descriptive Language | RL.3.4 |
| Use Text Evidence | RI.3.7 | Visualize Details | RL.3.10 |
| Write to Sources: Take Notes | W.3.8 | Talk About It: Make Pertinent Comments | SL.3.1.c |
| Figurative Language | L.3.5.a | Parts of Speech | L.3.1.a |
| Vowel Digraphs | RF.3.3.c | Diphthongs | RF.3.3 |
| Explain the Use of Graphic Features | RI.3.7 | Describe Author’s Purpose | RL.3.10 |
| Use Graphic Features | W.3.3 | Use Author’s Purpose | W.3.3 |
| Writer’s Craft | | Publish, Celebrate, and Assess | |
| Coordinating Conjunctions | L.3.1.h | Edit for Legibility | W.3.3 |
| Descriptive Adjectives: Comparative and Superlative | L.3.1.g | Edit for Verbs | L.3.1.c |
| Pronouns | L.3.1.a | Publish and Celebrate | W.3.3 |
| Adverbs | L.3.1.a | Prepare for Assessment | W.3.3 |
| Subject-Verb Agreement | L.3.1.f | Assessment | W.3.3 |
| Spell Words with Vowel Digraphs | L.3.2.e | Spell Words with Diphthongs | L.3.2.f |
| Compound Subjects and Predicates | L.3.1.h | Common and Proper Nouns | L.3.1.a |

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| WEEK 6 |  |
| Inquiry and Research |  |
| A Safe Place to Play |  |
|  | CCSS |
| Leveled Research Articles | RI.3.10 |
| Use Academic Words | L.3.6 |
| Explore and Plan: Argumentative Writing | W.3.7 |
| Conduct Research: Field Research | W.3.7 |
| Collaborate and Discuss: Analyze Student Model | W.3.1 |
| Refine Research: Identify Primary and Secondary Sources | W.3.10 |
| Extend Research: Write a Thank You Note | W.3.10 |
| Revise and Edit | W.3.10 |
| Peer Review | SL.3.1 |
| Celebrate and Reflect | L.3.3.b |

RL.3.7, RF.3.3.c, RF.3.4.a, W.3.10, L.3.2.e, L.3.2.f

RI.3.7, RF.3.3.c, W.3.10, SL.3.6, L.3.1, L.3.6

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about traditional tales and analyze plot and setting in a traditional tale.  • I can develop knowledge about language to make connections between reading and writing.  • I can use elements of text to write a personal narrative.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language  and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Map: Weekly Question T18–T19  • Listening Comprehension: Read Aloud: “The Boy’s Advice” T20–T21  • Traditional Tales T22–T23  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T23 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T32–T55  » Preview Vocabulary  » Read: *Grandma and the Great Gourd*  • Respond and Analyze T56–T57  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T57  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Related Words T24–T25  • Word Study: Teach Syllable Pattern VC/CV T26–T27 | READING BRIDGE  • Word Study: Apply Syllable Pattern VC/CV T58–T59  •High-Frequency Words T58 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T30–T31  • Strategy, Intervention, and On Level/ Advanced Activities T30  • ELL Targeted Support T30  • Conferring T31  INDEPENDENT/COLLABORATIVE  • Independent Reading T31  • Literacy Activities T31  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T31 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T60–T61  • Strategy and Intervention Activities T60  • Fluency T60  • ELL Targeted Support T60  • Conferring T61  INDEPENDENT/COLLABORATIVE  • Independent Reading T61  • Literacy Activities T61  • Collaboration T61 |
| WRITING WORKSHOP  MINILESSON  • Personal Narrative T350–T351  » Personal Narrative  » Share Back  INDEPENDENT WRITING  • Personal Narrative T351  • Conferences T348 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T354–T355  » Narrator  » Share Back  INDEPENDENT WRITING  • Personal Narrative T355  • Conferences T348 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Words with the VC/CV Pattern  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T352  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Review: Simple Sentences T353 | WRITING BRIDGE  • Spelling: Teach Words with the VC/CV Pattern T356  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Simple Sentences T357 |

RL.3.1, RF.3.3.c, W.3.8, W.3.10, SL.3.1.c, SL.3.4

RL.3.4, RF.3.3.d, W.3.3, W.3.4, L.3.3

RL.3.2, RL.3.4, RF. 3.3.c, W.3.10, L.3.3, L.3.4.a

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Analyze Plot and Setting T62–T63  » Close Read: *Grandma and the Great Gourd*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T63 | LESSON 4  READING WORKSHOP  CLOSE READ  • Use Text Evidence T70–T71  » Close Read: *Grandma and the Great Gourd*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T71 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T78–T79  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T79  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Describe Figurative Language T64–T65  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice: Syllable  Pattern VC/CV T66–T67 | READING BRIDGE  • Write for a Reader: Use Figurative Language T72–T73  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Review: Syllable Pattern VC/CV T74–T75 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Syllable Pattern VC/CV  T80–T81  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T80 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T68–T69  • Strategy and Intervention Activities T68  • Fluency T68  • ELL Targeted Support T68  • Conferring T69  INDEPENDENT/COLLABORATIVE  • Independent Reading T69  • Literacy Activities T69  • Partner Reading T69 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T76–T77  • Strategy and Intervention Activities T76  • Fluency T76  • ELL Targeted Support T76  • Conferring T77  INDEPENDENT/COLLABORATIVE  • Independent Reading T77  • Literacy Activities T77  • Independent Reading T77 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T82–T83  • Strategy, Intervention, and On Level/ Advanced Activities T82  • ELL Targeted Support T82  • Conferring T83  INDEPENDENT/COLLABORATIVE  • Independent Reading T83  • Literacy Activities T83  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T83 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Personal Narrative T358–T359  » Setting and Sequence of Events  » Share Back  INDEPENDENT WRITING  • Personal Narrative T359  • Conferences T348 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T362–T363  » Brainstorm and Set a Purpose  » Share Back  INDEPENDENT WRITING  • Personal Narrative T363  • Conferences T348 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T366  » Plan Your Personal Narrative  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T367 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T348 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Words with the VC/CV Pattern T360  • Language and Conventions: Teach Simple Sentences T361  Materials  Turn the page for a list of materials that  will support planning for the week. | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Review: Words with the VC/CV Pattern T364  • Language and Conventions: Practice  Simple Sentences T365 | WRITING BRIDGE  • Spelling: Words with the VC/CV  Pattern T368  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T368  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T369 |

RL.3.2, RF.3.3.a, RF.3.4.a, SL.3.1.b, L.3.2.e, L.3.4

RL.3.2, RF.3.3.a, RF.3.3.d, W.3.8, L.3.4.d, L.3.5

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about traditional tales and infer theme in a folktale.  • I can develop knowledge about language to make connections between reading and writing.  • I can use elements of narrative text to write a personal narrative.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language  and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Poem: Weekly Question T88–T89  • Listening Comprehension: Read Aloud: “A Gift Horse” T90–T91  • Folktale T92–T93  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T93 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T102–T117  » Preview Vocabulary  » Read: *Why the Sky Is Far Away*  • Respond and Analyze T118–T119  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T119  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Synonyms and Antonyms T94–T95  • Word Study: Teach Inflected Endings T96–T97 | READING BRIDGE  • Word Study: Apply Inflected Endings T120–T121  •High-Frequency Words T120 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T100-T101  • Strategy, Intervention, and On-Level/ Advanced Activities T100  • ELL Targeted Support T100  • Conferring T101  INDEPENDENT/COLLABORATIVE  • Independent Reading T101  • Literacy Activities T101  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T101 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T122–T123  • Strategy and Intervention Activities T122  • Fluency T122  • ELL Targeted Support T122  • Conferring T123  INDEPENDENT/COLLABORATIVE  • Independent Reading T123  • Literacy Activities T123  • Partner Reading T123 |
| WRITING WORKSHOP  MINILESSON  • Personal Narrative T374–T375  » Develop an Engaging Idea  » Share Back  INDEPENDENT WRITING  • Personal Narrative T375  • Conferences T372 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T378–T379  » Narrator  » Share Back  INDEPENDENT WRITING  • Personal Narrative T379  • Conferences T372 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Inflected Endings T376  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T376  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Simple Sentences T377 | WRITING BRIDGE  • Spelling: Teach: Inflected Endings T380  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Subjects and Predicates T381 |

RL.3.1, W.3.3, W.3.10, SL.3.1.b, L.3.2.f

RL.3.1, RL.3.7, RF.3.3.c, W.3.3.a, L.3.3

RL.3.2, RL.3.7, RF.3.3, W.3.3, L.3.3

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Infer Theme T124–T125  » Close Read: *Why the Sky Is Far Away*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T125 | LESSON 4  READING WORKSHOP  CLOSE READ  • Ask and Answer Questions T132–T133  » Close Read: *Why the Sky Is Far Away*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T133 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T140–T141  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T141  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Analyze Graphic Features T126–T127  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice: Inflected Endings T128–T129 | READING BRIDGE  • Write for a Reader: Use Graphic Features T134–T135  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review: Syllable  Pattern VC/CV T136–T137 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Inflected Endings  T142–T143  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T142 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T130–T131  • Strategy and Intervention Activities T130  • Fluency T130  • ELL Targeted Support T130  • Conferring T131  INDEPENDENT/COLLABORATIVE  • Independent Reading T131  • Literacy Activities T131  • Partner Reading T131 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T138–T139  • Strategy and Intervention Activities T138  • Fluency T138  • ELL Targeted Support T138  • Conferring T139  INDEPENDENT/COLLABORATIVE  • Independent Reading T139  • Literacy Activities T139  • Independent Reading T139 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T144–T145  • Strategy, Intervention, and On-Level/ Advanced Activities T144  • ELL Targeted Support T144  • Conferring T145  INDEPENDENT/COLLABORATIVE  • Independent Reading T145  • Literacy Activities T145  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T145 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Personal Narrative T382–T383  » Compose a Setting  » Share Back  INDEPENDENT WRITING  • Personal Narrative T383  • Conferences T372 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T386–T387  » Problem  » Share Back  INDEPENDENT WRITING  • Personal Narrative T387  • Conferences T372 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T390  » Resolution  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T391 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T372 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Inflected  Endings T384  • Language and Conventions: Teach Subject and Predicates T385 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Syllable  Pattern VC/CV T388  • Language and Conventions: Practice Subjects and Predicates T389 | WRITING BRIDGE  • Spelling: Inflected Endings T392  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T392  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T393 |

RL.3.3, RF.3.3.a, W.3.3.a, W.3.3.c, L.3.2.e, L.3.2.f

RL.3.3, RF.3.3.a, W.3.3.a, W.3.4, SL.3.2, L.3.4.a

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about themes concerning *environments* by analyzing characters in realistic fiction.  • I can develop knowledge about language to make connections between reading and writing.  • I can use elements of narrative text to write a personal narrative.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language  and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Diagram: Weekly Question T150–T151  • Listening Comprehension: Read Aloud: “Feeling the Cold” T152–T153  • Realistic Fiction T154–T155  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T155 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T164–T179  » Preview Vocabulary  » Read: *Cocoliso*  • Respond and Analyze T180–T181  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T181  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Context Clues T156–T157  • Word Study: Teach Base Words and Endings T158–T159 | READING BRIDGE  • Word Study: Apply Base Words and Endings T182–T183  •High Frequency Words T182 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T162–T163  • Strategy, Intervention, and On-Level/ Advanced Activities T162  • ELL Targeted Support T162  • Conferring T163  INDEPENDENT/COLLABORATIVE  • Independent Reading T163  • Literacy Activities T163  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T163 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T184–T185  • Strategy and Intervention Activities T184  • Fluency T184  • ELL Targeted Support T184  • Conferring T185  INDEPENDENT/COLLABORATIVE  • Independent Reading T185  • Literacy Activities T185  • Collaboration T185 |
| WRITING WORKSHOP  MINILESSON  • Personal Narrative T398–T399  » Compose an Introduction  » Share Back  INDEPENDENT WRITING  • Personal Narrative T399  • Conferences T396 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T402–T403  » Develop an Event Sequence  » Share Back  INDEPENDENT WRITING  • Personal Narrative T403  • Conferences T396 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Base Words and Endings  T400  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T400  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Subjects and Predicates T401 | WRITING BRIDGE  • Spelling: Teach Base Words and Endings T404  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Compound Sentences T405 |

RL.3.3, RF.3.3, W.3.3.b, W.3.4, L.3.3.a

RL.3.1, RF.3.3.c, W.3.1.a, W.3.3.d, L.3.2.f

RL.3.3, RL.3.7, W.3.3.b, W.3.4, SL.3.1, L.3.2.c

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Analyze Characters T186–T187  » Close Read: *Cocoliso*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T187 | LESSON 4  READING WORKSHOP  CLOSE READ  • Make Inferences T194–T195  » Close Read: *Cocoliso*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T195 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T202–T203  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T203  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Analyze Imagery  T188–T189  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice:  Base Words and Endings T190–T191 | READING BRIDGE  • Write for a Reader: Use Imagery  T196–T197  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review:  Inflected Endings T198–T199 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Base Words and  Endings T204–T205  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T204 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T192–T193  • Strategy and Intervention Activities T192  • Fluency T192  • ELL Targeted Support T192  • Conferring T193  INDEPENDENT/COLLABORATIVE  • Independent Reading T193  • Literacy Activities T193  • Partner Reading T193 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T200–T201  • Strategy and Intervention Activities T200  • Fluency T200  • ELL Targeted Support T200  • Conferring T201  INDEPENDENT/COLLABORATIVE  • Independent Reading T201  • Literacy Activities T201 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T206–T207  • Strategy, Intervention, and On-Level/ Advanced Activities T206  • ELL Targeted Support T206  • Conferring T207  INDEPENDENT/COLLABORATIVE  • Independent Reading T207  • Literacy Activities T207  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T207 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Personal Narrative T406–T407  » Develop Dialogue  » Share Back  INDEPENDENT WRITING  • Personal Narrative T407  • Conferences T396 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T410–T411  » Describe Actions, Thoughts,  and Feelings  » Share Back  INDEPENDENT WRITING  • Personal Narrative T411  • Conferences T396 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T414  » Compose a Conclusion  » Share Back  INDEPENDENT WRITING  • Select a Genre T415  • Conferences T396 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Base Words and Endings T408  • Language and Conventions: Teach Compound Sentences T409 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Inflected  Endings *-s*, *-es*, -*ies* T412  • Language and Conventions: Practice Compound Sentences T413 | WRITING BRIDGE  • Spelling: Base Words and Endings  T416  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T416  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T417 |

RI.3.4, RF.3.3.c, SL.3.1.c, L.3.3, L.3.4

RI.3.7, RF.3.3.c, SL.3.3, L.3.5.a, L.3.6

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about themes concerning *environments* by analyzing text features in an informational text.  • I can develop knowledge about language to make connections between reading and writing.  • I can use elements of narrative text to write a personal narrative.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language  and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question  T212–T213  • Listening Comprehension: Read Aloud: “Surviving in the Four Corners”  T214–T215  • Informational Text T216–T217  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T217 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T226–T249  » Preview Vocabulary  » Read: *Living in Deserts*  • Respond and Analyze T250–T251  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T251  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Figurative Language T218–T219  • Word Study: Teach Vowel Digraphs  *ee, ea, ai, ay, ow, oa* T220–T221 | READING BRIDGE  • Word Study: Apply Vowel Digraphs *ee, ea, ai, ay, ow, oa* T252–T253  •High-Frequency Words T252 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T224–T225  • Strategy, Intervention, and On-Level/ Advanced Activities T224  • ELL Targeted Support T224  • Conferring T225  INDEPENDENT/COLLABORATIVE  • Independent Reading T225  • Literacy Activities T225  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T225 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T254–T255  • Strategy and Intervention Activities T254  • Fluency T254  • ELL Targeted Support T254  • Conferring T255  INDEPENDENT/COLLABORATIVE  • Independent Reading T255  • Literacy Activities T255  • Collaboration T255 |
| WRITING WORKSHOP  MINILESSON  • Personal Narrative T422–T423  » Coordinating Conjunctions  » Share Back  INDEPENDENT WRITING  • Personal Narrative T423  • Conferences T420 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T426–T427  » Comparative and Superlative Adjectives  » Share Back  INDEPENDENT WRITING  • Personal Narrative T427  • Conferences T420 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spell Words with Vowel  Digraphs T424  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T424  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Compound Sentences T425 | WRITING BRIDGE  • Spelling: Teach Vowel Digraphs T428  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Compound Subjects and Predicates T429 |

RI.3.9, RF.3.3.c, W.3.4, W.3.8, L.3.1.f

RI.3.7, RF.3.3.c, RF.3.4.b, W.3.8, L.3.1.g

RI.3.5, RI.3.7, RF.3.4.a, SL.3.1, L.3.1, L.3.1.a

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Analyze Text Features T256–T257  » Close Read: *Living in Deserts*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T257 | LESSON 4  READING WORKSHOP  CLOSE READ  • Use Text Evidence T264–T265  » Close Read: *Living in Deserts*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T265 | LESSON 5  READING WORKSHOP  CLOSE READ  • Reflect and Share T272–T273  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T273  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Explain the Use of Graphic Features T258–T259  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice: Vowel  Digraphs T260–T261 | READING BRIDGE  • Write for a Reader: Use Graphic Features T266–T267  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review: Base  Words and Endings T268–T269 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Vowel Digraphs  *ee, ea, ai, ay ow, oa* T274–T275  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T274 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T262–T263  • Strategy and Intervention Activities T262  • Fluency T262  • ELL Targeted Support T262  • Conferring T263  INDEPENDENT/COLLABORATIVE  • Independent Reading T263  • Literacy Activities T263  • Partner Reading T263 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T270–T271  • Strategy and Intervention Activities T270  • Fluency T270  • ELL Targeted Support T270  • Conferring T271  INDEPENDENT/COLLABORATIVE  • Independent Reading T271  • Literacy Activities T271  • Independent Reading T271 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T276–T277  • Strategy, Intervention, and On-Level/ Advanced Activities T276  • ELL Targeted Support T276  • Conferring T277  INDEPENDENT/COLLABORATIVE  • Independent Reading T277  • Literacy Activities T277  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T277 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Personal Narrative T430–T431  » Pronouns  » Share Back  INDEPENDENT WRITING  • Personal Narrative T431  • Conferences T420 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T434–T435  » Adverbs  » Share Back  INDEPENDENT WRITING  • Personal Narrative T435  • Conferences T420 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T438  » Subject-Verb Agreement  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T439 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T420 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Vowel  Digraphs T43  • Language and Conventions: Teach Compound Subjects and Predicates: T433 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Base Words  and Endings T436  • Language and Conventions: Practice Compound Subjects and Predicates T437 | WRITING BRIDGE  • Spelling: Vowel Digraphs T440  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T440  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T441 |

RL.3.1, RF.3.4.b, W.3.4, L.3.1.d, L.3.1.e, L.3.2.f

RL.3.2, RF.3.4, RF.3.4.b, SL.3.1, L.3.3.a

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about traditional tales and analyze descriptive language in a myth.  • I can develop knowledge about language to make connections between reading and writing.  • I can use elements of narrative text to write a personal narrative.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Writing Workshop Assessment  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  • Writing Workshop Performance-Based Assessment  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Media: Weekly Question T282–T283  • Listening Comprehension: Read Aloud: “The Beaded Necklace” T284–T285  • Myth T286–T287  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T287 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T296–T311  » Preview Vocabulary  » Read: *The Golden Flower*  • Respond and Analyze T312–T313  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T313  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Parts of Speech T288–T289  • Word Study: Teach Diphthongs  *ou, ow, oi, oy* T290–T291 | READING BRIDGE  • Word Study: Apply Diphthongs  *ou, ow, oi, oy* T314–T315  •High-Frequency Words T314 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T294–T295  • Strategy, Intervention, and On-Level/ Advanced Activities T294  • ELL Targeted Support T294  • Conferring T295  INDEPENDENT/COLLABORATIVE  • Independent Reading T295  • Literacy Activities T295  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T295 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T316–T317  • Strategy and Intervention Activities T316  • Fluency T316  • ELL Targeted Support T316  • Conferring T317  INDEPENDENT/COLLABORATIVE  • Independent Reading T317  • Literacy Activities T317  • Collaboration T317 |
| WRITING WORKSHOP  MINILESSON  • Personal Narrative T446–T447  » Edit for Legibility  » Share Back  INDEPENDENT WRITING  • Personal Narrative T447  • Conferences T444 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T450–T451  » Edit for Verbs  » Share Back  INDEPENDENT WRITING  • Personal Narrative T451  • Conferences T444 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Diphthongs *ou, ow, oi, oy*  T448  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T448  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Compound Subjects and Predicates T449 | WRITING BRIDGE  • Spelling: Teach Diphthongs *ou, ow,  oi, oy* T452  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Common and Proper  Nouns T453 |

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| LESSON 3  RL.3.4, RL.3.7, RF.3.4, W.3.8, SL.3.1, L.3.5.a  READING WORKSHOP  CLOSE READ  • Analyze Descriptive Language  T318–T319  » Close Read: *The Golden Flower*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T319 | LESSON 4  RL.3.2, RL.3.4, W.3.4, SL.3.1.a, L.3.5.a  READING WORKSHOP  CLOSE READ  • Visualize Details T326–T327  » Close Read: *The Golden Flower*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T327 | LESSON 5  RL.3.1, RF.3.4, W.3.4, SL.3.1.c, L.3.3  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T334–T335  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T335  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Describe Author’s Purpose T320–T321  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice:  Diphthongs *ou, ow, oi, oy* T322–T323 | READING BRIDGE  • Write for a Reader: Use Author’s Purpose T328–T329  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review: Vowel  Digraphs *ee, ea, ai, ay, ow, oa* T330–T331 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Diphthongs *ou, ow,  oi, oy* T336–T337  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T336 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T324–T325  • Strategy and Intervention Activities T324  • Fluency T324  • ELL Targeted Support T324  • Conferring T325  INDEPENDENT/COLLABORATIVE  • Independent Reading T325  • Literacy Activities T325  • Partner Reading T325 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T332–T333  • Strategy and Intervention Activities T332  • Fluency T332  • ELL Targeted Support T332  • Conferring T333  INDEPENDENT/COLLABORATIVE  • Independent Reading T333  • Literacy Activities T333  • Independent Reading T333 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T338–T339  • Strategy, Intervention, and On-Level/ Advanced Activities T338  • ELL Targeted Support T338  • Conferring T339  INDEPENDENT/COLLABORATIVE  • Independent Reading T339  • Literacy Activities T339  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T339 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Personal Narrative T454–T455  » Publish and Celebrate  » Share Back  INDEPENDENT WRITING  • Personal Narrative T455  • Conferences T444 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T458–T459  » Prepare for Assessment  » Share Back  INDEPENDENT WRITING  • Personal Narrative T459  • Conferences T444 | WRITING WORKSHOP  MINILESSON  • Personal Narrative T462  » Assessment  INDEPENDENT WRITING  • Assessment T463  • Conferences T444 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Diphthongs  *ou, ow, oi, oy* T456  • Language and Conventions: Teach Common and Proper Nouns T457 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Vowel  Digraphs *ee, ea, ai, ay, ow, oa* T460  • Language and Conventions: Practice Common and Proper Nouns T461 | WRITING BRIDGE  • Spelling: Diphthongs *ou, ow, oi, oy* T464  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T464  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice: Common and  Proper Nouns T465 |

PROJECT FOCUS This week students will

**•** research what could be done to improve a local park or playground

**•** write an opinion letter to the town mayor or a park official

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| LESSON 1  T470–T473  **RI.3.9, W.3.7, W.3.10, SL.3.1.b, SL.3.3** | Compare Across Texts  **•** Answer the Essential Question | Inquire  **•** Introduce Inquiry Project  **•** Read “What Makes a Safe Playground?”  **•** Build Background  **•** Apply Academic Vocabulary |
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| LESSON 2  T474–T477  **W.3.7, W.3.8, W.3.10, SL.3.1.b** | Explore and Plan  **•** Argumentative Writing  **•** Read: “Getting Outside”  **•** Apply characteristics of text | Conduct Research  **•** Conduct field research  **•** Apply field research |
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| LESSON 3  T478–T481  **RF.3.4.c, W.3.1.d, W.3.10, SL.3.1, L.3.1.i** | Collaborate and Discuss  **•** Analyze a Student Model  **•** Identify features of  argumentative texts | Refine Research  **•** Identify Primary and Secondary Sources  **•** Read “Discovering Great Smoky Mountains National Park”  **•** Apply primary and secondary sources  to article |
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| LESSON 4  T482–T485  **W.3.5, W.3.10, SL.3.1, L.3.1.d, L.3.1.e** | Extend Research  **•** Apply structure of a thank you note  **•** Incorporate plans to write a  thank you letter | Collaborate and Discuss  **•** Revise & Edit: Adding Details  **•** Peer review letters |
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| LESSON 5  T486–T487  **RF.3.4, W.3.10, SL.3.1.b, SL.3.3, L.3.3.b** | Celebrate and Reflect  **•** Presenting your letters  **•** Reflect on your project | Reflect on the Unit  **•** Reflect on your goals  **•** Reflect on your reading  **•** Reflect on your writing |

UNIT THEME

Interactions

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|  |  | | | WEEK 1 |  | WEEK 2 |  | WEEK 3 |  |
|  |  | | | Informational Text |  | Informational Text |  | Realistic Fiction |  |
|  |  | | | Patterns in Nature |  | Weird Friends |  | Wolf Island |  |
|  |  | | |  | CCSS |  | CCSS |  | CCSS |
| READING WORKSHOP | Minilesson  Bank | | | Infographic: Amazing Interactions | RI.3.7 | Media: On the African Savanna | SL.3.4 | Diagram: The Food Chain | RI.3.10 |
| Informational Text: *Patterns in Nature* | RI.3.2 | Informational Text: *Weird Friends* | RI.3.10 | Realistic Fiction: *Wolf Island* | RL.3.10 |
| Domain-Specific Words | RI.3.4 | Scientific Words that Describe Things | L.3.6 | Words that Connect Ideas | RL.3.4 |
| Identify Main Idea and Details | RI.3.2 | Analyze Text Structure | RI.3.3 | Analyze Illustrations | RL.3.7 |
| Monitor Comprehension | RI.3.10 | Evaluate Details | RI.3.2 | Synthesize Information | RL.3.10 |
| Talk About It: Ask Questions | SL.3.1.c | Write to Sources: Respond to Text | W.3.1 | Write to Sources: Relevant Information | W.3.10 |
| READING-WRITING  WORKSHOP BRIDGE | Academic Vocabulary | | Related Words | L.3.4.b | Synonyms and Antonyms | L.3.4.d | Context Clues | L.3.4.a |
| Word Study | | Syllable Patterns VC/V and V/CV | RF.3.3.c | *r*-Controlled Vowels | RF.3.3 | Compound Words | RF.3.3 |
| Read Like a Writer | | Explain the Use of Graphic Features | RI.3.7 | Analyze Precise Verbs | L.3.5.c | Analyze Author’s Message | RL.3.10 |
| Write for a Reader | | Use Graphic Features | W.3.2.a | Use Precise Verbs | L.3.3.a | Use Author’s Message | W.3.3 |
| WRITING WORKSHOP | Weekly Focus | | | Introduce and Immerse | | Develop Elements | | Develop Structure | |
| Minilesson Bank | | | How-to Article | W.3.2 | Develop an Engaging Main Idea | W.3.2.a | Develop an Introduction | W.3.2 |
| Compose a Headline and Lead | W.3.2.a | Develop Relevant Details | W.3.2.b | Organize Ideas into Steps | W.3.2.a |
| Compose Facts and Details | W.3.2.b | Add Facts and Definitions | W.3.2.b | Organize Steps into Sequence | W.3.2 |
| Brainstorm and Set a Purpose | W.3.4 | Write a Command | W.3.2 | Add Illustrations | W.3.2.a |
| Plan Your How-to Article | W.3.4 | Clarify Steps Using Strong Verbs | L.3.3.a | Develop and Compose a Conclusion | W.3.1.d |
| READING-WRITING  WORKSHOP BRIDGE | | Spelling | Spell Syllable Patterns VC/V and V/CV | L.3.2.f | Spell *r*-Controlled Vowels | L.3.2.f | Spell Compound Words | L.3.2.f |
| Language and Conventions | Singular and Plural Nouns | L.3.1.b | Irregular Plural Nouns | L.3.1.b | Singular Possessive Nouns | L.3.2.d |

Essential Question

How do plants and animals live together?

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| WEEK 4 |  | WEEK 5 |  |
| Persuasive Text |  | Informational Text |  |
| Welcome Back, Wolves! and Wolves Don’t Belong in Yellowstone |  | Nature’s Patchwork Quilt |  |
|  | CCSS |  | CCSS |
| Infographic: Bringing Animals Back | RI.3.10 | Diagram: Plants and Animals Need Each Other | RI.3.10 |
| Persuasive Text: *Welcome Back Wolves!* and *Wolves Don’t Belong in Yellowstone* | RI.3.10 | Informational Text: *Nature’s Patchwork Quilt* | RI.3.10 |
| Synonyms and Antonyms | L.3.5 | Related Words | L.3.5 |
| Analyze Text Structure | RI.3.9 | Explain Author’s Purpose | RI.3.10 |
| Compare and Contrast Texts | RI.3.9 | Visualize Details | L.3.5.b |
| Write to Sources: Text Evidence | W.3.1 | Talk About It: Pertinent Comments | SL.3.1.c |
| Figurative Language | L.3.5.a | Parts of Speech | L.3.1.a |
| Syllable Patterns | RF.3.3.c | Contractions | RF.3.3 |
| Analyze Tone and Voice | RI.3.10 | Analyze Text Structure | RI.3.3 |
| Use Tone and Voice | W.3.2 | Use Cause-and-Effect Text Structure | W.3.10 |
| Writer’s Craft | | Publish, Celebrate, and Assess | |
| Edit for Prepositions and Prepositional Phrases | L.3.1 | Edit for Legibility | W.3.5 |
| Revising for Coherence and Clarity | W.3.2.c | Edit for Subject-Verb Agreement | L.3.1.f |
| Edit for Nouns | L.3.1.b | Publish and Celebrate | W.3.2 |
| Edit for Adverbs | L.3.1.a | Prepare for Assessment | W.3.2 |
| Edit for Coordinating Conjunctions | L.3.1.h | Assessment | W.3.2 |
| Spell Words With Syllable Patterns | L.3.2.f | Spell Contractions | L.3.2.f |
| Plural Possessive Nouns | L.3.2.d | Main Verbs and Helping Verbs | L.3.1.a |

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| WEEK 6 |  |
| Inquiry and Research |  |
| Make Note of It! |  |
|  | CCSS |
| Leveled Research Articles | RI.3.10 |
| Use Academic Words | L.3.6 |
| Explore and Plan: Informational Writing | W.3.7 |
| Conduct Research: Library Databases | W.3.8 |
| Informational Writing: Scrapbook | SL.3.2 |
| Refine Research: Citing Sources | RI.3.5 |
| Extend Research: Visuals/Media | W.3.7 |
| Revise for Clarity | W.3.5 |
| Edit and Peer Review | W.3.5 |
| Celebrate and Reflect | SL.3.4 |

RF.3.3, RF.3.3.c, W.3.2, SL.3.1.c, L.3.1.b, L.3.2.f

RF.3.3, RF.3.3.c, W.3.2, SL.3.2, L.3.4.b, L.3.4.c

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about informational texts and identify the main idea and details in an informational text.  • I can develop knowledge about language to make connections between reading and writing.  • I can use elements of informational text to write a how-to article.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question T18–T19  • Listening Comprehension: Read Aloud: “Dance of the Bees” T20–T21  • Informational Text: T22–T23  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T23 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T32–T47  » Preview Vocabulary  » Read: *Patterns in Nature*  • Respond and Analyze T48–T49  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T49 |
| READING BRIDGE  • Academic Vocabulary: Related Words T24–T25  • Word Study: Teach Syllable Patterns VC/V and V/CV T26–T27 | READING BRIDGE  • Word Study: Apply Syllable Patterns VC/V and V/CV T50–T51  •High-Frequency Words T50 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T30–T31  • Strategy, Intervention, and On-Level/ Advanced Activities T30  • ELL Targeted Support T30  • Conferring T31  INDEPENDENT/COLLABORATIVE  • Independent Reading T31  • Literacy Activities T31  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T31 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T52–T53  • Strategy and Intervention Activities T52  • ELL Targeted Support T52  • Conferring T53  INDEPENDENT/COLLABORATIVE  • Independent Reading T53  • Literacy Activities T53  • Support Collaboration T53 |
| WRITING WORKSHOP  MINILESSON  • How-to Article T332–T333  » How-to Article  » Share Back  INDEPENDENT WRITING  • How-to Article T333  • Conferences T330 | WRITING WORKSHOP  MINILESSON  • How-to Article T336–T337  » Compose a Headline and Lead  » Share Back  INDEPENDENT WRITING  • How-to Article T337  • Conferences T330 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spell Syllable Patterns  VC/V and V/CV T334  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T334  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Common and Proper Nouns T335 | WRITING BRIDGE  • Spelling: Teach VC/V and V/CV Syllable Patterns T338  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Singular and Plural Nouns T339 |

RI.3.1, RI.3.2, W.3.2, W.3.4, SL.3.1.b, SL.3.3

RF.3.3, RF.3.4, W.3.4, SL.3.1.d, L.3.1.b

RI.3.2, RI.3.7, W.3.2.b, SL.3.1.a, L.3.1.b

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Identify Main Idea and Details T54–T55  » Close Read: *Patterns in Nature*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T55 | LESSON 4  READING WORKSHOP  CLOSE READ  • Monitor Comprehension T62–T63  » Close Read: *Patterns in Nature*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T63 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T70–T71  » Talk About It  » Respond to the Weekly Question  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T71 |
| READING BRIDGE  • Read Like a Writer: Explain the Use of Graphic Features T56–T57  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice: Syllable Patterns VC/V and V/CV T58–T59 | READING BRIDGE  • Write for a Reader: Use Graphic Features T64–T65  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review:  Diphthongs *ou, ow, oi, oy* T66–T67 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Syllable Patterns  VC/V and V/CV T72–T73  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T72 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T60–T61  • Strategy and Intervention Activities T60  • ELL Targeted Support T60  • Conferring T61  INDEPENDENT/COLLABORATIVE  • Independent Reading T61  • Literacy Activities T61  • Support Partner Activities T61 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T68–T69  • Strategy and Intervention Activities T68  • ELL Targeted Support T68  • Conferring T69  INDEPENDENT/COLLABORATIVE  • Independent Reading T69  • Literacy Activities T69  • Support Independent Reading T69 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T74–T75  • Strategy, Intervention, and On-Level/ Advanced Activities T74  • ELL Targeted Support T74  • Conferring T75  INDEPENDENT/COLLABORATIVE  • Independent Reading T75  • Literacy Activities T75  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T75 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • How-to Article T340–T341  » Compose Facts and Details  » Share Back  INDEPENDENT WRITING  • How-to Article T341  • Conferences T330 | WRITING WORKSHOP  MINILESSON  • How-to Article T344–T345  » Brainstorm and Set a Purpose  » Share Back  INDEPENDENT WRITING  • How-to Article T345  • Conferences T330 | WRITING WORKSHOP  MINILESSON  • How-to Article T348  » Plan Your How-to Article  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T349 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T330 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: VC/V and V/CV Syllable Patterns T342  • Language and Conventions: Teach Singular and Plural Nouns T343  Materials  Turn the page for a list of materials that  will support planning for the week. | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Diphthongs  *ou, ow, oi, oy* T346  • Language and Conventions: Practice Singular and Plural Nouns T347 | WRITING BRIDGE  • Spelling: VC/V and V/CV Syllable Patterns T350  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T350  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions Standards Practice: Singular and Plural Nouns T351 |

RF.3.4, RI.3.1, W.3.2.b, L.3.1.b, L.3.2.f

RI.3.1, RI.3.2. W.3.2, W.3.2.a, SL.3.1, L.3.5

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about informational texts and analyze the structure of an informational text.  • I can develop knowledge about language to make connections between reading and writing.  • I can use elements of an informational text to write a how-to article.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Media: Weekly Question T80–T81  • Listening Comprehension: Read Aloud “The Dreamtime of the Australian Aborigines” T82–T83  • Informational Text T84–T85  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T85 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T94–T109  » Preview Vocabulary  » Read: *Weird Friends: Unlikely Allies in the Animal Kingdom*  • Respond and Analyze T110–T111  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T111  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Synonyms and Antonyms T86–T87  • Word Study: Teach *r-*Controlled Vowels T88–T89 | READING BRIDGE  • Word Study: Apply *r*-Controlled Vowels T112–T113  •High-Frequency Words T112 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T92–T93  • Strategy, Intervention, and On-Level/ Advanced Activities T92  • ELL Targeted Support T92  • Conferring T93  INDEPENDENT/COLLABORATIVE  • Independent Reading T93  • Literacy Activities T93  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T93 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T114–T115  • Strategy and Intervention Activities T114  • Fluency T114  • ELL Targeted Support T114  • Conferring T115  INDEPENDENT/COLLABORATIVE  • Independent Reading T115  • Literacy Activities T115 |
| WRITING WORKSHOP  MINILESSON  • How-to Article T356–T357  » Develop an Engaging Main Idea  » Share Back  INDEPENDENT WRITING  • How-to Article T357  • Conferences T354 | WRITING WORKSHOP  MINILESSON  • How-to Article T360–T361  » Develop Relevant Details  » Share Back  INDEPENDENT WRITING  • How-to Article T361  • Conferences T354 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: *r*-Controlled Vowels T358  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T358  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Singular and Plural Nouns T359 | WRITING BRIDGE  • Spelling: Teach *r*-Controlled Vowels T362  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Irregular Plural Nouns T363 |

RF.3.3.c, RI.3.2, W.3.1.a, W.3.2.b, SL.3.1.c

RF.3.3, RI.3.2, W.3.2, SL.3.1, L.3.1.b

RI.3.2, RI.3.3, W.3.2.b, SL.3.1.b, L.3.1.b, L.3.5.c

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Analyze Text Structure T116–T117  » Close Read: *Weird Friends: Unlikely Allies in the Animal Kingdom*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T117 | LESSON 4  READING WORKSHOP  CLOSE READ  • Evaluate Details T124–T125  » Close Read: *Weird Friends: Unlikely Allies in the Animal Kingdom*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T125 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T132–T133  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T133  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Precise Verbs  T118–T119  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice: *r*-Controlled Vowels T120–T121 | READING BRIDGE  • Write for a Reader: Precise Verbs  T126–T127  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review: Syllable Patterns VC/V and V/CV T128–T129 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: *r*-Controlled Vowels  T134–T135  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T134 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T122–T123  • Strategy and Intervention Activities T122  • Fluency T122  • ELL Targeted Support T122  • Conferring T123  INDEPENDENT/COLLABORATIVE  • Independent Reading T123  • Literacy Activities T123  • Partner Reading T123 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T130–T131  • Strategy and Intervention Activities T130  • Fluency T130  • ELL Targeted Support T130  • Conferring T131  INDEPENDENT/COLLABORATIVE  • Independent Reading T131  • Literacy Activities T131 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T136–T137  • Strategy, Intervention, and On-Level/ Advanced Activities T136  • ELL Targeted Support T136  • Conferring T137  INDEPENDENT/COLLABORATIVE  • Independent Reading T137  • Literacy Activities T137  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T137 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • How-to Article T364–T365  » Add Facts and Definitions  » Share Back  INDEPENDENT WRITING  • How-to Article T365  • Conferences T354 | WRITING WORKSHOP  MINILESSON  • How-to Article T368–T369  » Write a Command  » Share Back  INDEPENDENT WRITING  • How-to Article T369  • Conferences T354 | WRITING WORKSHOP  MINILESSON  • How-to Article T372  » Clarify Steps Using Strong Verbs  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T373 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T354 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: *r*-Controlled Vowels T366  • Language and Conventions: Teach Irregular Plural Nouns T367 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Syllable  Patterns VC/V and V/CV T370  • Language and Conventions: Practice Irregular Plural Nouns T371 | WRITING BRIDGE  • Spelling: *r*-Controlled Vowels T374  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T374  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T375 |

RF.3.3, W.3.2, W.3.4, SL.3.1.d, L.3.2.f, L.3.5.b

RF.3.4.b, W.3.2.a, W.3.4, SL.3.1.a, L.3.4.a, L.3.4.d

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about themes concerning *interactions* by analyzing illustrations in realistic fiction.  • I can develop knowledge about language to make connections between reading and writing.  • I can use elements of an informational text to write a how-to article.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Diagram: Weekly Question T142–T143  • Listening Comprehension: Read Aloud “Producer and Consumer” T144–T145  • Realistic Fiction T146–T147  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T147 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T156–T169  » Preview Vocabulary  » Read: *Wolf Island*  • Respond and Analyze T170–T171  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T171  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Context Clues T148–T149  • Word Study: Teach Compound Words T150–T151 | READING BRIDGE  • Word Study: Apply Compound Words T172–T173  •High-Frequency Words T172 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T154–T155  • Strategy, Intervention, and On-Level/ Advanced Activities T154  • ELL Targeted Support T154  • Conferring T155  INDEPENDENT/COLLABORATIVE  • Independent Reading T155  • Literacy Activities T155  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T155 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T174–T175  • Strategy and Intervention Activities T174  • Fluency T174  • ELL Targeted Support T174  • Conferring T175  INDEPENDENT/COLLABORATIVE  • Independent Reading T175  • Literacy Activities T175  • Collaboration T175 |
| WRITING WORKSHOP  MINILESSON  • How-to Article T380–T381  » Develop an Introduction  » Share Back  INDEPENDENT WRITING  • How-to Article T381  • Conferences T378 | WRITING WORKSHOP  MINILESSON  • How-to Article T384–T385  » Organize Ideas into Steps  » Share Back  INDEPENDENT WRITING  • How-to Article T385  • Conferences T378 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Compound Words T382  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T382  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Irregular Plural Nouns T383 | WRITING BRIDGE  • Spelling: Teach Compound Words T386  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Singular Possessive Nouns T387 |

RL.3.1, RF.3.3.c, W.3.2.d, W.3.4, SL.3.1.c

RL.3.1, RL.3.7, W.3.2.a, W.3.4, SL.3.1.d, L.3.2.d

RL.3.7, SL.3.1.b, W.3.2.a, W.3.4, L.3.2.d

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Analyze Illustrations T176–T177  » Close Read: *Wolf Island*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T177 | LESSON 4  READING WORKSHOP  CLOSE READ  • Synthesize Information T184–T185  » Close Read: *Wolf Island*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T185 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T192–T193  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T193  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Analyze Author’s Message T178–T179  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice:  Compound Words T180–T181 | READING BRIDGE  • Write for a Reader: Use Author’s Message T186–T187  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review:  *r*-Controlled Vowels *ar, or, ore, oar*  T188–T189 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Compound Words  T194–T195  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T194 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T182–T183  • Strategy and Intervention Activities T182  • Fluency T182  • ELL Targeted Support T182  • Conferring T183  INDEPENDENT/COLLABORATIVE  • Independent Reading T183  • Literacy Activities T183  • Partner Reading T183 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T190–T191  • Strategy and Intervention Activities T190  • Fluency T190  • ELL Targeted Support T190  • Conferring T191  INDEPENDENT/COLLABORATIVE  • Independent Reading T191  • Literacy Activities T191 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T196–T197  • Strategy, Intervention, and On-Level/ Advanced Activities T196  • ELL Targeted Support T196  • Conferring T197  INDEPENDENT/COLLABORATIVE  • Independent Reading T197  • Literacy Activities T197  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T197 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • How-to Article T388–T389  » Organize Steps into Sequence  » Share Back  INDEPENDENT WRITING  • How-to Article T389  • Conferences T378 | WRITING WORKSHOP  MINILESSON  • How-to Article T392–T393  » Add Illustrations  » Share Back  INDEPENDENT WRITING  • How-to Article T393  • Conferences T378 | WRITING WORKSHOP  MINILESSON  • How-to Article T396  » Develop and Compose a Conclusion  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T397 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T378 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Compound  Words T390  • Language and Conventions: Teach Singular Possessive Nouns T391 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: *r*-Controlled  Vowels *ar, or, ore, oar* T394  • Language and Conventions: Practice Singular Possessive Nouns T395 | WRITING BRIDGE  • Spelling: Compound Words T398  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T398  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T399 |

RF.3.3.c, RI.3.4, RI.3.9, W.3.2.c, L.3.2.d, L.3.5.a

RF.3.3.c, SL.3.2, L.3.4.a, L.3.5.a

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about themes concerning *interactions* by analyzing the text structure of persuasive texts.  • I can develop knowledge about language to make connections between reading and writing.  • I can use elements of an informational text to write a how-to article.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question  T202–T203  • Listening Comprehension: Read Aloud “Recess for Middle School”  T204–T205  • Persuasive Text T206–T207  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T207 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Texts T216–T231  » Preview Vocabulary  » Read and Compare Texts  • Respond and Analyze T232–T233  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T233  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Figurative Language T208–T209  • Word Study: Teach Syllable Patterns T210–T211 | READING BRIDGE  • Word Study: Apply Syllable Patterns T234–T235  •High-Frequency Words T234 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T214–T215  • Strategy, Intervention, and On-Level/ Advanced Activities T214  • ELL Targeted Support T214  • Conferring T215  INDEPENDENT/COLLABORATIVE  • Independent Reading T215  • Literacy Activities T215  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T215 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T236–T237  • Strategy and Intervention Activities T236  • Fluency T236  • ELL Targeted Support T236  • Conferring T237  INDEPENDENT/COLLABORATIVE  • Independent Reading T237  • Literacy Activities T237  • Collaboration T237 |
| WRITING WORKSHOP  MINILESSON  • How-to Article T404–T405  » Edit for Prepositions and Prepositional Phrases  » Share Back  INDEPENDENT WRITING  • How-to Article T405  • Conferences T402 | WRITING WORKSHOP  MINILESSON  • How-to Article T408–T409  » Revising for Coherence and Clarity  » Share Back  INDEPENDENT WRITING  • How-to Article T409  • Conferences T402 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spell Words with Syllable Patterns T406  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T406  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Singular Possessive Nouns T407 | WRITING BRIDGE  • Spelling: Teach Words With Syllable Patterns T410  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Oral Language: Plural Possessive Nouns T411 |

RI.3.4, W.3.1, W.3.1.a, SL.3.1, L.3.1, L.3.1.h

RF.3.3, RI.3.9, SL.3.1, L.3.1.a, L.3.2.d

RF.3.3, RI.3.9, SL.3.1, L.3.1.a, L.3.2.d

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Analyze Text Structure T238–T239  » Close Read: *Welcome Back, Wolves!* and *Wolves Don’t Belong in Yellowstone*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T239 | LESSON 4  READING WORKSHOP  CLOSE READ  • Compare and Contrast Texts  T246–T247  » Close Read: *Welcome Back, Wolves!* and *Wolves Don’t Belong in Yellowstone*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T247 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T254–T255  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T255  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Analyze Tone and Voice T240–T241  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice: Syllable Patterns T242–T243 | READING BRIDGE  • Write for a Reader: Use Tone and Voice T248–T249  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review: Compound Words T250–T251 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Syllable Pattern VC*e*  T256–T257  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T256 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T244–T245  • Strategy and Intervention Activities T244  • Fluency T244  • ELL Targeted Support T244  • Conferring T245  INDEPENDENT/COLLABORATIVE  • Independent Reading T245  • Literacy Activities T245  • Partner Reading T245 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T252–T253  • Strategy and Intervention Activities T252  • Fluency T252  • ELL Targeted Support T252  • Conferring T253  INDEPENDENT/COLLABORATIVE  • Independent Reading T253  • Literacy Activities T253 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T258–T259  • Strategy, Intervention, and On-Level/ Advanced Activities T258  • ELL Targeted Support T258  • Conferring T259  INDEPENDENT/COLLABORATIVE  • Independent Reading T259  • Literacy Activities T259  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T259 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • How-to Article T412–T413  » Edit for Singular, Plural, Common,  and Proper Nouns  » Share Back  INDEPENDENT WRITING  • How-to Article T413  • Conferences T402 | WRITING WORKSHOP  MINILESSON  • How-to Article T416–T417  » Edit for Adverbs That Show Time and Manner  » Share Back  INDEPENDENT WRITING  • How-to Article T417  • Conferences T402 | WRITING WORKSHOP  MINILESSON  • How-to Article T420  » Edit for Coordinating Conjunctions to Form Compound Subjects, Predicates, and Sentences  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T421 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T402 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Syllable  Patterns T414  • Language and Conventions: Teach Plural Possessive Nouns T415 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Compound  Words T418  • Language and Conventions: Practice Plural Possessive Nouns T419 | WRITING BRIDGE  • Spelling: Syllable Pattern VC*e* T422  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T422  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T423 |

RF.3.4.a, RI.3.10, SL.3.1, L.3.1.f, L.3.1.i

RF.3.3, RI.3.6, SL.3.2, L.3.4, L.3.6

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about informational texts and explain the author's purpose  in an informational text.  • I can develop knowledge about language to make connections between reading and writing.  • I can use elements of an informational text to write a how-to article.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Writing Workshop Assessment  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  • Writing Workshop Performance-Based Assessment  Materials  Turn the page for a list of materials that will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Diagram: Weekly Question T264–T265  • Listening Comprehension: Read Aloud “Amazing Monarchs” T266–T267  • Informational Text T268–T269  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T269 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T278–T293  » Preview Vocabulary  » Read: *Nature’s Patchwork Quilt*  • Respond and Analyze T294–T295  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T295  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Parts of Speech T270–T271  • Word Study: Teach Contractions  T272–T273 | READING BRIDGE  • Word Study: Apply Contractions  T296–T297  •High-Frequency Words T296 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T276–T277  • Strategy, Intervention, and On-Level/ Advanced Activities T276  • ELL Targeted Support T276  • Conferring T277  INDEPENDENT/COLLABORATIVE  • Independent Reading T277  • Literacy Activities T277  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T277 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T298–T299  • Strategy and Intervention Activities T298  • Fluency T298  • ELL Targeted Support T298  • Conferring T299  INDEPENDENT/COLLABORATIVE  • Independent Reading T299  • Literacy Activities T299  • Collaboration T299 |
| WRITING WORKSHOP  MINILESSON  • How-to Article T428–T429  » Edit for Legibility  » Share Back  INDEPENDENT WRITING  • How-to Article T429  • Conferences T426 | WRITING WORKSHOP  MINILESSON  • How-to Article T432–T433  » Edit for Complete Sentences with Subject-Verb Agreement  » Share Back  INDEPENDENT WRITING  • How-to Article T433  • Conferences T426 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spell Contractions T430  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T430  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Spiral Review: Plural Possessive  Nouns T431 | WRITING BRIDGE  • Spelling: Teach Contractions T434  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Main Verbs and Helping Verbs T435 |

RI.3.7, RF.3.3, SL.3.1, SL.3.1.c, L.3.2.f

RF.3.3, RI.3.8, SL.3.1, L.3.1.a, L.3.2.f, L.3.5.b

RF.3.4.a, RI.3.3, RI.3.10, SL.3.1, L.3.1.a

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Explain Author’s Purpose T300–T301  » Close Read: *Nature’s Patchwork Quilt*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T301 | LESSON 4  READING WORKSHOP  CLOSE READ  • Visualize Details T308–T309  » Close Read: *Nature’s Patchwork Quilt*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T309 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T316–T317  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T317  » Respond to the Weekly Question |
| READING BRIDGE  • Read Like a Writer: Analyze Text Structure T302–T303  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice:  Contractions T304–T305 | READING BRIDGE  • Write for a Reader: Use Cause-and-Effect Structure T310–T311  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review:  Syllable Pattern VC*e* T312–T313 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Contractions T318–T3197  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T318 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T306–T307  • Strategy and Intervention Activities T306  • Fluency T306  • ELL Targeted Support T306  • Conferring T307  INDEPENDENT/COLLABORATIVE  • Independent Reading T307  • Literacy Activities T307  • Partner Reading T307 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T314–T315  • Strategy and Intervention Activities T314  • Fluency T314  • ELL Targeted Support T314  • Conferring T315  INDEPENDENT/COLLABORATIVE  • Independent Reading T315  • Literacy Activities T315 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T320–T321  • Strategy, Intervention, and On-Level/ Advanced Activities T320  • ELL Targeted Support T320  • Conferring T321  INDEPENDENT/COLLABORATIVE  • Independent Reading T321  • Literacy Activities T321  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T321 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • How-to Article T436–T437  » Publish and Celebrate  » Share Back  INDEPENDENT WRITING  • How-to Article T437  • Conferences T426 | WRITING WORKSHOP  MINILESSON  • How-to Article T440–T441  » Prepare for Assessment  » Share Back  INDEPENDENT WRITING  • How-to Article T441  • Conferences T426 | WRITING WORKSHOP  MINILESSON  • How-to Article T444  » Assessment  » Share Back  INDEPENDENT WRITING  • Assessment T445  • Conferences T426 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice:  Contractions T438  • Language and Conventions: Teach Main Verbs and Helping Verbs T439 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Syllable  Pattern VC*e* T442  • Language and Conventions: Practice Main Verbs and Helping Verbs T443 | WRITING BRIDGE  • Spelling: Contractions T446  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T446  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T447 |

PROJECT FOCUS This week students will

**•** research plant and animal relationships.

**•** create a scrapbook about a plant and animal relationship.

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| LESSON 1  T452–T455  **RI.3.9, W.3.7, SL.3.1, SL.3.a, L.3.4.a** | Compare Across Texts  **•** Answer the Essential Question | Inquire  **•** Introduce Inquiry Project  **•** Read “Relationships in Nature”  **•** Generate questions about the topic  **•** Apply Academic Vocabulary |
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| LESSON 2  T456–T459  **RF.3.3, RI.3.4, W.3.7, W.3.8, SL.3.1** | Explore and Plan  **•** Informational Writing  **•** Read “Coral Reefs: Living Environments”  **•** Develop a topic | Conduct Research  **•** Use a Library Database  **•** Gather information on research topic |
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| LESSON 3  T460–T463  **RI.3.5, W.3.10, SL.3.1, SL.3.2, L.3.2.a** | Collaborate and Discuss  **•** Read a Student Model  **•** Identify features of informational texts | Refine Research  **•** Cite Sources  **•** Read “Why We Need Plants”  **•** Apply citing sources to article |
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| LESSON 4  T464–T467  **RI.3.4, RF.3.3, W.3.5, W.3.6, SL.3.2** | Extend Research  **•** Investigate a variety of visuals and media  **•** Incorporate media into scrapbook | Collaborate and Discuss  **•** Revise & Edit: Clarity  **•** Peer review scrapbooks |
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| LESSON 5  T468–T469  **RF.3.4.a, RI.3.10, W.3.7, W.3.10, SL.3.1** | Celebrate and Reflect  **•** Share your scrapbooks  **•** Reflect on your project | Reflect on the Unit  **•** Reflect on your goals  **•** Reflect on your reading  **•** Reflect on your writing |

UNIT THEME

Heroes

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|  |  | | | WEEK 1 |  | WEEK 2 |  | WEEK 3 |  |
|  |  | | | Historical Fiction |  | Historical Fiction |  | Historical Fiction |  |
|  |  | | | Below Deck:  A Titanic Story |  | Granddaddy’s Turn:  A Journey to the Ballot Box |  | *from* Little House on the Prairie *and* By the Shores of Silver Lake |  |
|  |  | | |  | CCSS |  | CCSS |  | CCSS |
| READING WORKSHOP | Minilesson  Bank | | | Primary Sources: Steps on the Moon | RI.3.10 | Poem: “You Are My Hero” | RL.3.10 | Infographic: American Heroes | RI.3.10 |
| Historical Fiction: *Below Deck: A Titanic Story* | RL.3.10 | Historical Fiction: *Granddaddy's Turn: A Journey to the Ballot Box* | RL.3.10 | Historical Fiction: *Little House on the Prairie* and  *By the Shores of Silver Lake* | RL.3.10 |
| Words that Describe Plot and Setting | L.3.6 | Words that Describe Characters | L.3.6 | Words that Engage Readers’ Senses | L.3.6 |
| Analyze Plot and Setting | RL.3.5 | Analyze Characters | RL.3.3 | Infer Theme | RL.3.2 |
| Correct or Confirm Predictions | RL.3.10 | Make Connections | RL.3.10 | Compare and Contrast Texts | RL.3.9 |
| Talk About It: Support an Opinion | SL.3.1.c | Write to Sources: Describe Connections to Text | W.3.10 | Write to Sources Use Text Evidence | W.3.1 |
| READING-WRITING  WORKSHOP BRIDGE | Academic Vocabulary | | Related Words | L.3.4.d | Synonyms and Antonyms | L.3.4.d | Context Clues | L.3.4.a |
| Word Study | | Prefixes *pre-, dis-, in-,  im-, non-* | RF.3.3.a | Abbreviations | RF.3.3 | Suffixes *-ful, -y, -ness* | RF.3.3.a |
| Read Like a Writer | | Explain the Use of Illustrations | RL.3.7 | Explain the Author’s Message | RL.3.10 | Describe Hyperbole | RL.3.4 |
| Write for a Reader | | Use Illustrations | W.3.3 | Emphasize Author’s Message | W.3.3 | Use Hyperbole | W.3.3 |
| WRITING WORKSHOP | Weekly Focus | | | Introduce and Immerse | | Develop Elements | | Develop Structure | |
| Minilesson Bank | | | Historical Fiction | W.3.3 | Compose Characters | W.3.3.a | Develop an Introduction | W.3.3.a |
| Identify Characters and Setting | W.3.3 | Compose a Setting | W.3.3 | Draft an Event Sequence | W.3.3.c |
| Develop Plot | W.3.3 | Plot: Establish a Problem | W.3.3.a | Create an Audio Recording of a Story | SL.3.4 |
| Brainstorm Ideas | W.3.5 | Plot: Plan a Resolution | W.3.3 | Compose Dialogue | W.3.3.b |
| Plan Your Historical Fiction Story | W.3.5 | Select a Genre | W.3.4 | Describe Events with Details | W.3.3 |
| READING-WRITING  WORKSHOP BRIDGE | | Spelling | Spell Prefixes *pre-, dis-,  in-, im-, non-* | L.3.2.f | Spell Abbreviations | L.3.2.e | Spell Suffixes *-ful, -y, -ness* | L.3.2.e |
| Language and Conventions | Subject-Verb Agreement | L.3.1.f | Edit for Subject-Verb Agreement | L.3.1.f | Simple Verb Tenses | L.3.1.e |

Essential Question

What makes a hero?

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| WEEK 4 |  | WEEK 5 |  |
| Biography |  | Poetry |  |
| Mama Miti: Wangari Maathai and the Trees of Kenya |  | Poems About Heroes |  |
|  | CCSS |  | CCSS |
| Time Line: Needing Heroes | RI.3.10 | Infographic: Acting Heroically | RI.3.10 |
| Biography: *Mama Miti: Wangari Maathai and the Trees of Kenya* | RI.3.10 | Poetry: “Firefighter Face,” “Miss Stone,” “The Race,” "in daddy’s arms,” “The Wright Brothers” | RL.3.10 |
| Words that Make Connections | L.3.6 | Words that Describe People | L.3.6 |
| Analyze Text Structure | RI.3.3 | Explain Poetic Characteristics | RL.3.10 |
| Summarize Informational Text | RI.3.2 | Monitor Comprehension | RL.3.10 |
| Write to Sources: Ask and Answer Questions | W.3.1 | Talk About It: Ask Pertinent Questions | SL.3.1.b |
| Figurative Language | RL.3.4 | Parts of Speech | L.3.1.a |
| Vowel Teams | RF.3.3 | Irregular Plural Nouns | L.3.1.b |
| Analyze Voice and Tone | RI.3.10 | Analyze Descriptive Language | RL.3.4 |
| Use Voice and Tone | L.3.3.a | Use Descriptive Language | L.3.3.a |
| Writer’s Craft | | Publish, Celebrate, and Assess | |
| Edit for Capitalization | L.3.2 | Edit for Punctuation Marks | L.3.2 |
| Add Ideas for Coherence and Clarity | W.3.3 | Edit for Prepositions and Prepositional Phrases | L.3.1 |
| Delete Ideas for Coherence and Clarity | W.3.3 | Publish and Celebrate | W.3.3 |
| Edit for Verbs | L.3.1.e | Prepare for Assessment | W.3.3 |
| Edit for Subjective, Objective, and Possessive Pronouns | L.3.1.a | Assessment | W.3.3 |
| Spell Vowel Teams | L.3.2.f | Irregular Plural Nouns | L.3.2.e |
| Irregular Verbs | L.3.1.d | Pronouns | L.3.1 |

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| WEEK 6 |  |
| Inquiry and Research |  |
| Be a Hero! |  |
|  | CCSS |
| Leveled Research Articles | RI.3.10 |
| Use Academic Words | L.3.6 |
| Explore and Plan: Argumentative Writing | W.3.5 |
| Conduct Research: Search Engines | RI.3.5 |
| Argumentative Writing: Opinion Speech | W.3.1 |
| Refine Research: Paraphrasing and Quoting | W.3.1 |
| Extend Research: Add Media | SL.3.1.b |
| Revise for Relevant Details | W.3.5 |
| Edit and Peer Review | W.3.5 |
| Celebrate and Reflect | SL.3.4 |

RL.3.10, RF.3.3.a, W.3.3, SL.3.1.b, L.3.1.f

RF.3.3.a, W.3.3, SL.3.1, SL.3.4, L.3.1, L.3.4.b

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about historical fiction and analyze plot and setting in historical fiction.  • I can develop knowledge about language to make connections between reading fiction and writing historical fiction.  • I can use elements of narrative text to write a historical fiction story.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Primary Source: Weekly Question  T18–T19  • Listening Comprehension: Read Aloud “Crossing the Rockies” T20–T21  • Historical Fiction T22–T23  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T23 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T32–T55  » Preview Vocabulary  » Read: *Below Deck: A Titanic Story*  • Respond and Analyze T56–T57  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T57  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary Related Words T24–T25  • Word Study: Teach Prefixes *pre-, dis-, in-, im-, non-* T26–T27 | READING BRIDGE  • Word Study: Apply Prefixes *pre-, dis-, in-, im-, non-* T58–T59  •High-Frequency Words T58 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T31  • Strategy, Intervention, and On-Level/ Advanced Activities T30  • ELL Targeted Support T30  • Conferring T31  INDEPENDENT/COLLABORATIVE  • Independent Reading T31  • Literacy Activities T31  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T31 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T61  • Strategy and Intervention Activities T60  • Fluency T60  • ELL Targeted Support T60  • Conferring T61  INDEPENDENT/COLLABORATIVE  • Independent Reading T61  • Literacy Activities T61  • Collaboration T61 |
| WRITING WORKSHOP  MINILESSON  • Historical Fiction T334–T335  » Historical Fiction  » Share Back  INDEPENDENT WRITING  • Writing Product T335  • Conferences T332 | WRITING WORKSHOP  MINILESSON  • Historical Fiction T338–T339  » Identify Characters and Setting  » Share Back  INDEPENDENT WRITING  • Writing Product T339  • Conferences T332 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spell Prefixes *pre-, dis-, in-,  im-, non-* T336  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T336  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Main Verbs and Helping  Verbs T337 | WRITING BRIDGE  • Spelling: Prefixes *pre-,* *dis-, in-, im-,  non-* T340  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Subject-Verb Agreement T341 |

RL.3.5, W.3.3, W.3.5, SL.3.1, SL.3.4, L.3.1.i

RL.3.7, RL.3.10, W.3.3, SL.3.4, L.3.1.f

RL.3.5, RL.3.7, RL.3.10, W.3.3, SL.3.1.d, L.3.1.f

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Analyze Plot and Setting T62–T63  » Close Read: *Below Deck: A Titanic Story*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T63 | LESSON 4  READING WORKSHOP  CLOSE READ  • Confirm or Correct Predictions T70–T71  » Close Read: *Below Deck: A Titanic Story*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T71 | LESSON 5  READING WORKSHOP  GENRE & THEME  • Reflect and Share T78–T79  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T79  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Explain the Use of Illustrations T64–T65  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice: Prefixes  *pre-, dis-, in-, im-, non-* T66–T67 | READING BRIDGE  • Write for a Reader: Use Illustrations  T72–T73  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review:  Contractions T74–T75 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Prefixes *pre-, dis-,  in-, im-, non-* T80–T81  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T80 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T69  • Strategy and Intervention Activities T68  • Fluency T68  • ELL Targeted Support T68  • Conferring T69  INDEPENDENT/COLLABORATIVE  • Independent Reading T69  • Literacy Activities T69  • Partner Reading T69 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T77  • Strategy and Intervention Activities T76  • Fluency T76  • ELL Targeted Support T76  • Conferring T77  INDEPENDENT/COLLABORATIVE  • Independent Reading T77  • Literacy Activities T77 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T83  • Strategy, Intervention, and On-Level/ Advanced Activities T82  • ELL Targeted Support T82  • Conferring T83  INDEPENDENT/COLLABORATIVE  • Independent Reading T83  • Literacy Activities T83  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T83 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Historical Fiction T342–T343  » Develop Plot  » Share Back  INDEPENDENT WRITING  • Writing Product T343  • Conferences T332 | WRITING WORKSHOP  MINILESSON  • Historical Fiction T346–T347  » Brainstorm Ideas  » Share Back  INDEPENDENT WRITING  • Writing Product T347  • Conferences T332 | WRITING WORKSHOP  MINILESSON  • Historical Fiction T350  » Plan Your Historical Fiction Story  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T351 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T332 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Prefixes  *pre-, dis-, in-, im-, non-* T344  • Language and Conventions: Teach Subject-Verb Agreement T345  Materials  Turn the page for a list of materials that  will support planning for the week. | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Contractions  T348  • Language and Conventions: Practice Subject-Verb Agreement T349 | WRITING BRIDGE  • Spelling: Prefixes *pre-, dis-, in-, im-,  non-* T352  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T352  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T353 |

RL.3.1, RF.3.4.a, W.3.3, SL.3.1.a, L.3.1.f, L.3.1.i

RL.3.1, RL.3.3, W.3.3.a, SL.3.1.d, L.3.4.d, L.3.5

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about historical fiction and analyze plot and setting in historical fiction.  • I can develop knowledge about language to make connections between reading fiction and writing historical fiction.  • I can use elements of narrative text to write a historical fiction story.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Poem: Weekly Question T88–T89  • Listening Comprehension: Read Aloud: “Heart Mountain” T90–T91  • Historical Fiction T92–T93  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T93 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T102–T115  » Preview Vocabulary  » Read: *Granddaddy’s Turn: A Journey to the Ballot Box*  • Respond and Analyze T116–T117  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T117  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Synonyms and Antonyms T94–T95  • Word Study: Teach Abbreviations  T96–T97 | READING BRIDGE  • Word Study: Apply Abbreviations  T118–T119  •High-Frequency Words T118 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T100–T101  • Strategy, Intervention, and On-Level/ Advanced Activities T100  • ELL Targeted Support T100  • Conferring T101  INDEPENDENT/COLLABORATIVE  • Independent Reading T101  • Literacy Activities T101  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T101 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T120–T121  • Strategy and Intervention Activities T120  • Fluency T120  • ELL Targeted Support T120  • Conferring T121  INDEPENDENT/COLLABORATIVE  • Independent Reading T121  • Literacy Activities T121  • Partner Reading T121 |
| WRITING WORKSHOP  MINILESSON  • Historical Fiction Story T358–T359  » Compose Characters  » Share Back  INDEPENDENT WRITING  • Historical Fiction Story T359  • Conferences T356 | WRITING WORKSHOP  MINILESSON  • Historical Fiction Story T362–T363  » Compose a Setting  » Share Back  INDEPENDENT WRITING  • Historical Fiction Story T363  • Conferences T356 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spell Abbreviations T360  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T360  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Subject-Verb Agreement T361 | WRITING BRIDGE  • Spelling: Teach Abbreviations T364  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Edit for Subject-Verb Agreement T365 |

RL.3.1, RF.3.3, W.3.5, SL.3.4, SL.3.6, L.3.1.f

RL.3.2, RF.3.3.a, W.3.3.a, W.3.3.d, L.3.1.f

RL.3.3, RF.3.4.a, W.3.3, W.3.3.a, SL.3.1.a, L.3.1.f

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Analyze Characters T122–T123  » Close Read: *Granddaddy’s Turn:  A Journey to the Ballot Box*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T123 | LESSON 4  READING WORKSHOP  CLOSE READ  • Make Connections T130–T131  » Close Read: *Granddaddy’s Turn:  A Journey to the Ballot Box*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T131 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T138–T139  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T139  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Explain the Author’s Message T124–T125  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice:  Abbreviations T126–T127 | READING BRIDGE  • Write for a Reader: Emphasize Author’s Message T132–T133  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review: Prefixes  *pre-, dis-, in-, im-, non-* T134–T135 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Abbreviations  T140–T141  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T140 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T128–T129  • Strategy and Intervention Activities T128  • Fluency 128  • ELL Targeted Support 128  • Conferring 129  INDEPENDENT/COLLABORATIVE  • Independent Reading T129  • Literacy Activities T129  • Partner Reading T129 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T136–T137  • Strategy and Intervention Activities T136  • Fluency T136  • ELL Targeted Support T136  • Conferring T137  INDEPENDENT/COLLABORATIVE  • Independent Reading T137  • Literacy Activities T137 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T142–T143  • Strategy, Intervention, and On-Level/ Advanced Activities T142  • ELL Targeted Support T142  • Conferring T143  INDEPENDENT/COLLABORATIVE  • Independent Reading T143  • Literacy Activities T143  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T143 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Historical Fiction Story T366–T367  » Plot: Establish a Problem  » Share Back  INDEPENDENT WRITING  • Historical Fiction Story T367  • Conferences T356 | WRITING WORKSHOP  MINILESSON  • Historical Fiction Story T370–T371  » Plot: Plan a Resolution  » Share Back  INDEPENDENT WRITING  • Historical Fiction Story T371  • Conferences T356 | WRITING WORKSHOP  MINILESSON  • Historical Fiction Story T374–T375  » Select a Genre  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T374–T375 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T356 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice:  Abbreviations T368  • Language and Conventions: Teach Edit for Subject-Verb Agreement T369 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Prefixes  *pre-, dis-, in-, im-, non-* T372  • Language and Conventions: Practice Edit for Subject-Verb Agreement T373 | WRITING BRIDGE  • Spelling: Abbreviations T376  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T376  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T377 |

RF.3.3.a, W.3.3.c, W.3.4, L.3.1.e, L.3.2.e, L.3.2.f

RF.3.3.a, W.3.3.a, W.3.4, SL.3.2, L.3.4.a, L.3.5.a

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about historical fiction and infer themes in historical fiction.  • I can develop knowledge about language to make connections between reading fiction and writing historical fiction.  • I can use elements of narrative text to write a historical fiction story.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Infographic  • Weekly Question T148–T149  • Listening Comprehension: Read Aloud “Everyday Superheroes” T150–T151  • Historical Fiction T152–T153  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T153 | LESSON 2  READING WORKSHOP  GENRE & THEME  • Introduce the Texts T162–T177  » Preview Vocabulary  » Read and Compare Texts  • Respond and Analyze T178–T179  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T179  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Context Clues T154–T155  • Word Study: Teach Suffixes *-ful, -y,  -ness* T156–T157 | READING BRIDGE  • Word Study: Apply Suffixes *-ful, -y,  -ness* T180–T181  •High-Frequency Words T180 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T160–T161  • Strategy, Intervention, and On-Level/ Advanced Activities T160  • ELL Targeted Support T160  • Conferring T161  INDEPENDENT/COLLABORATIVE  • Independent Reading T161  • Literacy Activities T161  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T161 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T182–T183  • Strategy and Intervention Activities T182  • Fluency T182  • ELL Targeted Support T182  • Conferring T183  INDEPENDENT/COLLABORATIVE  • Independent Reading T183  • Literacy Activities T183 |
| WRITING WORKSHOP  MINILESSON  • Historical Fiction T382–T383  » Develop an Introduction  » Share Back  INDEPENDENT WRITING  • Historical Fiction T383  • Conferences T380 | WRITING WORKSHOP  MINILESSON  • Historical Fiction T386–T387  » Develop an Event Sequence  » Share Back  INDEPENDENT WRITING  • Historical Fiction T387  • Conferences T380 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Suffixes *-ful, -y, -ness* T384  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T384  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Subject-Verb Agreement T385 | WRITING BRIDGE  • Spelling: Teach Suffixes *-ful, -y, -ness* T388  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Simple Verb Tenses T389 |

RL.3.9, RF.3.3.a, W.3.1.a, W.3.3.b, SL.3.1.d, L.3.2.e

RL.3.9, W.3.3.b, W.3.4, SL.3.1.b, L.3.1.e, L.3.2.c

RL.3.4, RL.3.9, RF.3.3, W.3.4, W.3.6, L.3.1.e

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Infer Theme T184–T185  » Close Read: *Little House on the Prairie* and *By the Shores of Silver Lake*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T185 | LESSON 4  READING WORKSHOP  CLOSE READ  • Compare and Contrast Texts  T192–T193  » Close Read: *Little House on the Prairie* and *By the Shores of Silver Lake*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T193 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T200–T201  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T201  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Describe Hyperbole T186–T187  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice: Suffixes  -*ful, -y, -ness* T188–T189 | READING BRIDGE  • Write for a Reader: Use Hyperbole  T194–T195  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review:  Abbreviations T196–T197 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Suffixes *-ful, -y, -ness*  T202–T203  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T202 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T190–T191  • Strategy and Intervention Activities T190  • Fluency T190  • ELL Targeted Support T190  • Conferring T191  INDEPENDENT/COLLABORATIVE  • Independent Reading T191  • Literacy Activities T191  • Partner Reading T191 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T198–T199  • Strategy and Intervention Activities T198  • Fluency T198  • ELL Targeted Support T198  • Conferring T199  INDEPENDENT/COLLABORATIVE  • Independent Reading T199  • Literacy Activities T199 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T204–T205  • Strategy, Intervention, and On-Level/ Advanced Activities T204  • ELL Targeted Support T204  • Conferring T205  INDEPENDENT/COLLABORATIVE  • Independent Reading T205  • Literacy Activities T205  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T205 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Historical Fiction T390–T391  » Create An Audio Recording of a Story  » Share Back  INDEPENDENT WRITING  • Historical Fiction T391  • Conferences T380 | WRITING WORKSHOP  MINILESSON  • Historical Fiction T394–T395  » Compose Dialogue  » Share Back  INDEPENDENT WRITING  • Historical Fiction T395  • Conferences T380 | WRITING WORKSHOP  MINILESSON  • Historical Fiction T398–T399  » Describe Events with Details  » Share Back  INDEPENDENT WRITING  • Select a Genre T398  • Conferences T380 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Suffixes *-ful,  -y, -ness* T392  • Language and Conventions: Teach Simple Verb Tenses T393 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Abbreviations  T396  • Language and Conventions: Practice Simple Verb Tenses T397 | WRITING BRIDGE  • Spelling: Suffixes *-ful, -y, -ness* T400  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T400  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T401 |

RI.3.10, RF.3.3, RF.3.4.b, W.3.3.a, SL.3.1, L.3.1.d

RL.3.4, RF.3.3, RF.3.4, SL.3.1.b, L.3.2, L.3.5.a

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about themes concerning *heroes* and analyze text structure in a biography.  • I can develop knowledge about language to make connections between reading fiction and writing.  • I can use elements of narrative text to write a historical fiction story.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Time Line Weekly Question T210–T211  • Listening Comprehension: Read Aloud: “Brave–Courageous” T212–T213  • Biography T214–T215  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T215 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T224–T237  » Preview Vocabulary  » Read: *Mama Miti: Wangari Maathai and the Trees of Kenya*  • Respond and Analyze T238–T239  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T239  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Figurative Language T216–T217  • Word Study: Teach Vowel Teams  *oo, ew, ue, ui, eu* T218–T219 | READING BRIDGE  • Word Study: Apply Vowel Teams *oo, ew, ue, ui, eu* T240–T241  •High-Frequency Words T240 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T222  • Strategy, Intervention, and On-Level/ Advanced Activities T221  • ELL Targeted Support T221  • Conferring T222  INDEPENDENT/COLLABORATIVE  • Independent Reading T222  • Literacy Activities T222  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T222 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T243  • Strategy and Intervention Activities T242  • Fluency 242  • ELL Targeted Support 242  • Conferring 243  INDEPENDENT/COLLABORATIVE  • Independent Reading 243  • Literacy Activities 243  • Collaboration 243 |
| WRITING WORKSHOP  MINILESSON  • Historical Fiction T406–T407  » Edit for Capitalization  » Share Back  INDEPENDENT WRITING  • Historical Fiction T407  • Conferences T404 | WRITING WORKSHOP  MINILESSON  • Historical Fiction T410–T411  » Add Ideas for Coherence and Clarity  » Share Back  INDEPENDENT WRITING  • Historical Fiction T411  • Conferences T404 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spell Vowel Teams *oo, ew,  ue, ui, eu* T408  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T408  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Simple Verb Tenses T409 | WRITING BRIDGE  • Spelling: Teach Vowel Teams *oo, ew, ue, ui, eu* T412  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Irregular Verbs T413 |

RF.3.3.a, RI.3.2, SL.3.4, L.3.1.d, L.3.1.e

RI.3.1, RI.3.9, W.3.1.c, SL.3.1, L.3.1

RF.3.3, RI.3.3, RI.3.8, W.3.5, SL.3.1.b, L.3.1.d

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Analyze Text Structure T244–T245  » Close Read: *Mama Miti: Wangari Maathai and the Trees of Kenya*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T245 | LESSON 4  READING WORKSHOP  CLOSE READ  • Summarize Informational Text  T252–T253  » Close Read: *Mama Miti: Wangari Maathai and the Trees of Kenya*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T253 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T260–T261  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T261  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Analyze Voice and Tone T246–T247  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • **Word Study:** More Practice: Vowel  Teams *oo, ew, ue, ui, eu* T248–T249 | READING BRIDGE  • Write for a Reader: Use Voice and Tone T254–T255  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • **Word Study:** Spiral Review: Suffixes  -*ful, -y, -ness* T256–T257 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • **Word Study:** Vowel Teams *oo, ew,  ue, ui, eu* T262–T263  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T262 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T251  • Strategy and Intervention Activities T250  • Fluency T250  • ELL Targeted Support T250  • Conferring T251  INDEPENDENT/COLLABORATIVE  • Independent Reading T251  • Literacy Activities T251  • Partner Reading T251 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T259  • Strategy and Intervention Activities T258  • Fluency T258  • ELL Targeted Support T258  • Conferring T259  INDEPENDENT/COLLABORATIVE  • Independent Reading T259  • Literacy Activities T259 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers T265  • Strategy, Intervention, and On-Level/ Advanced Activities T264  • Fluency T264  • ELL Targeted Support T264  • Conferring T265  INDEPENDENT/COLLABORATIVE  • Independent Reading T265  • Literacy Activities T265  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T265 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Historical Fiction T414–T415  » Delete Ideas for Coherence and Clarity  » Share Back  INDEPENDENT WRITING  • Historical Fiction T415  • Conferences T404 | WRITING WORKSHOP  MINILESSON  • Historical Fiction T418–T419  » Edit for Verbs  » Share Back  INDEPENDENT WRITING  • Historical Fiction T419  • Conferences T404 | WRITING WORKSHOP  MINILESSON  • Historical Fiction T422–T423  » Edit for Subjective, Objective, and Possessive Pronouns  » Share Back  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T422–T423 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T404 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Vowel Teams  *oo, ew, ue, ui, eu* T416  • Language and Conventions: Teach Irregular Verbs T417 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Suffixes  *-ful, -y, -ness* T420  • Language and Conventions: Practice Irregular Verbs T421 | WRITING BRIDGE  • Spelling: Vowel Teams *oo, ew, ue,  ui, eu* T424  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T424  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T425 |

RL.3.10, RF.3.4.b, W.3.5, L.3.1.a, L.3.5

RF.3.4.b, RL.3.10, W.3.5, L.3.1.a, L.3.2.d

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about themes concerning *heroes* and explain poetic elements in poetry.  • I can develop knowledge about language to make connections between reading and writing.  • I can use elements of narrative text to write a historical fiction story.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Writing Workshop Assessment  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  • Writing Workshop Performance-Based Assessment  Materials  Turn the page for a list of materials that will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Infographic T270–T271  • Listening Comprehension: Read Aloud “There for Me” T272–T273  • Poetry T274–T275  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T275 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T284–T295  » Preview Vocabulary  » Read: “Firefighter Face,” “Miss Stone,” “The Race,” “in daddy’s arms,” “The Wright Brothers”  • Respond and Analyze T296–T297  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T297  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Parts of Speech T276–T277  • Word Study: Teach Irregular Plural Nouns T278–T279 | READING BRIDGE  • Word Study: Apply Irregular Plural Nouns T298–T299  • High-Frequency Words T298 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T282–T283  • Strategy, Intervention, and On-Level/ Advanced Activities T282  • ELL Targeted Support T282  • Conferring T283  INDEPENDENT/COLLABORATIVE  • Independent Reading T283  • Literacy Activities T283  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T283 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T300–T301  • Strategy and Intervention Activities T300  • Fluency T300  • ELL Targeted Support T300  • Conferring T301  INDEPENDENT/COLLABORATIVE  • Independent Reading T301  • Literacy Activities T301 |
| WRITING WORKSHOP  MINILESSON  • Historical Fiction T430–T431  » Edit for Punctuation Marks  » Share Back  INDEPENDENT WRITING  • Historical Fiction T431  • Conferences T428 | WRITING WORKSHOP  MINILESSON  • Historical Fiction T434–T435  » Edit for Prepositions and Prepositional Phrases  INDEPENDENT WRITING  • Historical Fiction T435  • Conferences T428 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Irregular Plural Nouns  T432  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T432  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Irregular Verbs T433 | WRITING BRIDGE  • Spelling: Teach Irregular Plural Nouns T436  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Pronouns T437 |

RL.3.5, RF.3.3, W.3.3, SL.3.1.c, SL.3.3, L.3.1.a

RL.3.4, RL.3.10, W.3.5, SL.3.1.d, L.3.1.a

RL.3.4, RL.3.5, RF.3.3, W.3.6, SL.3.5, L.3.1.a

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Explain Poetic Characteristics  T302–T303  » Close Read: “Firefighter Face,” “Miss Stone,” The Race,” “in daddy’s arms,” “The Wright Brothers”  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T303 | LESSON 4  READING WORKSHOP  CLOSE READ  • Monitor Comprehension T310–T311  » Close Read: “Firefighter Face,” “Miss Stone,” “The Race,” “in daddy’s arms,” “The Wright Brothers”  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T311 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T318–T319  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T319  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Analyze Descriptive Language T304–T305  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice: Irregular  Plural Nouns T306–T307 | READING BRIDGE  • Write for a Reader: Use Descriptive Language T312–T313  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review: Vowel  Teams *oo, ew, ue, ui, eu* T314–T315 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Irregular Plural Nouns  T320–T321  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T320 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T308–T309  • Strategy and Intervention Activities T308  • Fluency T308  • ELL Targeted Support T308  • Conferring T309  INDEPENDENT/COLLABORATIVE  • Independent Reading T309  • Literacy Activities T309  • Partner Reading T309 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T316–T317  • Strategy and Intervention Activities T316  • Fluency T316  • ELL Targeted Support T316  • Conferring T317  INDEPENDENT/COLLABORATIVE  • Independent Reading T317  • Literacy Activities T317 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T322–T323  • Strategy, Intervention, and On-Level/ Advanced Activities T322  • ELL Targeted Support T322  • Conferring T323  INDEPENDENT/COLLABORATIVE  • Independent Reading T323  • Literacy Activities T323  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T323 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Historical Fiction T438–T439  » Publish and Celebrate  » Share Back  INDEPENDENT WRITING  • Historical Fiction T439  • Conferences T428 | WRITING WORKSHOP  MINILESSON  • Historical Fiction T442–T443  » Prepare for Assessment  » Share Back  INDEPENDENT WRITING  • Historical Fiction T443  • Conferences T428 | WRITING WORKSHOP  MINILESSON  • Historical Fiction T446–T447  » Assessment  INDEPENDENT WRITING  • Assessment T446  • Conferences T428 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Irregular  Plural Nouns T440  • Language and Conventions: Teach Pronouns T441 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Vowel  Teams *oo, ew, ue, ui, eu* T444  • Language and Conventions: Practice Pronouns T445 | WRITING BRIDGE  • Spelling: Irregular Plural Nouns T448  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T448  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T449 |

PROJECT FOCUS This week students will

**•** write an opinion speech about why it is important to take advantage of heroic opportunities.

**•** research evidence that supports their claim and persuades   
their audience.

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| LESSON 1  T454–T457  **RI.3.2, W.3.1.b, W.3.4, W.3.7, SL.3.1, SL.3.1.c** | Compare Across Texts  **•** Answer the Essential Question | Inquire  **•** Introduce Inquiry Project  **•** Read “Heroes Aren’t Just for Comic Books”  **•** Generate questions  **•** Apply Academic Vocabulary |
|  |  |  |
| LESSON 2  T458–T461  **RI.3.1, RI.3.5, W.3.7, W.3.8, W.3.10, SL.3.1** | Explore and Plan  **•** Argumentative Writing  **•** Read: “I’m a Volunteer!”  **•** Apply characteristics of text | Conduct Research  **•** Using a search engine  **•** Identify keywords to research |
|  |  |  |
| LESSON 3  T462–T465  **RI.3.2, W.3.1, W.3.1.d, W.3.7, SL.3.1, SL.3.1.b** | Collaborate and Discuss  **•** Read a Student Mode  **•** Identify features of argumentative texts | Refine Research  **•** Paraphrasing and Quoting  **•** Read “A Helping Hand”  **•** Apply paraphrasing and quoting  to article |
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| LESSON 4  T466–T469  **RI.3.7, W.3.8, W.3.10, SL.3.1, SL.3.1.b, L.3.1** | Extend Research  **•** Investigate a variety of media  **•** Incorporate media into opinion speech | Collaborate and Discuss  **•** Revise & Edit: Relevant Details  **•** Peer review opinion speeches |
|  |  |  |
| LESSON 5  T470–T471  **RI.3.2, W.3.5, W.3.8, SL.3.1.c, SL.3.4** | Celebrate and Reflect  **•** Present your opinion speeches  **•** Reflect on your project | Reflect on the Unit  **•** Reflect on your goals  **•** Reflect on your reading  **•** Reflect on your writing |

UNIT THEME

Events

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|  |  | | | WEEK 1 |  | WEEK 2 |  | WEEK 3 |  |
|  |  | | | Biography |  | Biography |  | Biography |  |
|  |  | | | The House That  Jane Built |  | *from* Frederick  Douglass |  | *from* Milton Hershey |  |
|  |  | | |  | CCSS |  | CCSS |  | CCSS |
| READING WORKSHOP | Minilesson  Bank | | | Primary Source: Daniel Burnham | SL.3.1.b | Primary Source: Sojourner Truth | RI.3.10 | Infographic: Think Big | RI.3.10 |
| Biography: *The House That Jane Built* | RI.3.10 | Biography: *Frederick Douglass* | RI.3.10 | Biography: *Milton Hershey* | RI.3.10 |
| Words That Explain Main Ideas | L.3.6 | Words That Explain Events in a Person’s Life | L.3.6 | Descriptive Words | L.3.6 |
| Analyze Text Structure | RI.3.3 | Identify Main Idea and Key Details | RI.3.2 | Explain Author’s Purpose | RI.3.6 |
| Correct or Confirm Predictions | RI.3.10 | Make Inferences | RI.3.10 | Ask and Answer Questions | RI.3.1 |
| Talk About It: Ask Relevant Questions | SL.3.1.c | Write to Sources: Compare Ideas in Informational Text | W.3.10 | Write to Sources: Use Text Evidence | W.3.10 |
| READING-WRITING  WORKSHOP BRIDGE | Academic Vocabulary | | Related Words | L.3.4.c | Synonyms and Antonyms | L.3.5 | Context Clues | L.3.4.a |
| Word Study | | *r*-Controlled Vowels *ir*, *er*, *ur*, *ear* | RF.3.3 | VCCCV Pattern | RF.3.3 | Latin Suffixes | RF.3.3.b |
| Read Like a Writer | | Explain the Use of Descriptive Language | RI.3.10 | Analyze Graphic Features | RI.3.7 | Explain the Use of Tone and Voice | RI.3.10 |
| Write for a Reader | | Use Descriptive Language | L.3.3.a | Use Graphic Features | W.3.2 | Use Tone and Voice | L.3.3.a |
| WRITING WORKSHOP | Weekly Focus | | | Introduce and Immerse | | Develop Elements | | Develop Structure | |
| Minilesson Bank | | | Opinion Essay | W.3.1 | Develop the Topic | W.3.1 | Compose an Introduction | W.3.1.a |
| Topic | W.3.1 | Develop an Opinion | W.3.1.a | Organize Supporting Reasons | W.3.1.a |
| Point of View and Reasons | W.3.1 | Distinguish Between Fact and Opinion | W.3.1 | Organize Supporting Facts | W.3.1.a |
| Brainstorm Topics and Focus on Opinion | W.3.1 | Develop Reasons | W.3.1.b | Compose a Conclusion | W.3.1.d |
| Plan Your Opinion Essay | W.3.1.b | Develop Supporting Facts | W.3.1.b | Use Technology | W.3.6 |
| READING-WRITING  WORKSHOP BRIDGE | | Spelling | Spell *r*-Controlled Vowels *ir*, *er*, *ur*, *ear* | L.3.2.f | Spell Words with the VCCCV Pattern | L.3.2.f | Spell Words with *-able,  -ible, -ation* | L.3.2.e |
| Language and Conventions | Possessive Pronouns | L.3.1.a | Contractions | L.3.1 | Prepositions and Prepositional Phrases | L.3.1 |

Essential Question

How do communities change over time?

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| WEEK 4 |  | WEEK 5 |  |
| Narrative Nonfiction |  | Drama |  |
| Green City |  | Grace and Grandma |  |
|  | CCSS |  | CCSS |
| Time Line: Changing the World With One Idea | RI.3.10 | Poem: Thank You for Understanding | RL.3.10 |
| Narrative Nonfiction:  *Green City* | RI.3.10 | Drama: *Grace and Grandma* | RL.3.10 |
| Words That Help Readers Connect Events | L.3.6 | Precise Words | L.3.5 |
| Distinguish Viewpoint | RI.3.6 | Identify Play Elements | RL.3.5 |
| Make Connections | RI.3.10 | Monitor Comprehension | RL.3.10 |
| Write to Sources: Support Comparison or Opinion with Text Evidence | W.3.1 | Talk About It: Use Text Evidence to Support Opinions | SL.3.1.a |
| Analogies | L.3.5.b | Parts of Speech | L.3.1.a |
| Homographs | RF.3.3.d | Homophones | RF.3.3.d |
| Analyze Text Structure | RI.3.10 | Explain Author’s Message | RL.3.2 |
| Use Text Structure | W.3.3.c | Share a Message | W.3.3 |
| Writer’s Craft | | Publish, Celebrate, and Assess | |
| Revise Drafts by Adding Linking Words | W.3.1.c | Use Technology to Publish Written Work | W.3.6 |
| Revise Drafts by Adding Details | W.3.1.b | Edit for Spelling | L.3.2 |
| Edit for Capitalization | L.3.2 | Publish and Celebrate | W.3.1 |
| Peer Edit | W.3.5 | Prepare for Assessment | W.3.1 |
| Use Peer and Teacher Suggestions | W.3.5 | Assessment | W.3.1 |
| Words That Are Homographs | L.3.2.e | Spell Homophones | L.3.2.e |
| Comparing with Adjectives | L.3.1.g | Adverbs | L.3.1.a |

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| WEEK 6 |  |
| Inquiry and Research |  |
| Past and Present |  |
|  | CCSS |
| Leveled Research Articles | RI.3.10 |
| Use Academic Words | L.3.6 |
| Explore and Plan: Informational Writing | W.3.5 |
| Conduct Research: Library of Congress | RI.3.5 |
| Informational Writing: Poster | W.3.2 |
| Refine Research: Identifying Sources | W.3.7 |
| Extend Research: Include Images | W.3.7 |
| Revise for Clarity and Coherence | W.3.5 |
| Edit and Peer Review | W.3.5 |
| Celebrate and Reflect | SL.3.5 |

RF.3.3, RI.3.4, RI.3.10, W.3.1, L.3.2.d, L.3.2.f

RF.3.3, RI.3.2, W.3.1, SL.3.1, L.3.4.b, L.3.4.c

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about biography and analyze text structure in a biography.  • I can develop knowledge about language to make connections between reading and writing.  • I can use elements of opinion writing to write an opinion essay.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Primary Source: Weekly Question  T18–T19  • Listening Comprehension: Read Aloud “The Bridges That Ruby Built”  T20–T21  • Biography T22–T23  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T23 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T32–T49  » Preview Vocabulary  » Read: *The House That Jane Built*  • Respond and Analyze T50–T51  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T51  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Related Words T24–T25  • Word Study: Teach *r*-Controlled Vowels *ir, er, ur, ear* T26–T27 | READING BRIDGE  • Word Study: Apply *r*-Controlled Vowels *ir, er, ur, ear* T52–T53  •High-Frequency Words T52 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T30–T31  • Strategy, Intervention, and On-Level/ Advanced Activities T30  • ELL Targeted Support T30  • Conferring T31  INDEPENDENT/COLLABORATIVE  • Independent Reading T31  • Literacy Activities T31  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T31 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T54–T55  • Strategy and Intervention Activities T54  • Fluency T54  • ELL Targeted Support T54  • Conferring T55  INDEPENDENT/COLLABORATIVE  • Independent Reading T55  • Literacy Activities T55  • Collaboration T55 |
| WRITING WORKSHOP  MINILESSON  • Opinion Essay T340–T341  » Opinion Essay  » Share Back  INDEPENDENT WRITING  • Opinion Essay T341  • Conferences T338 | WRITING WORKSHOP  MINILESSON  • Opinion Essay T344–T345  » Topic  » Share Back  INDEPENDENT WRITING  • Opinion Essay T345  • Conferences T338 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spell *r*-Controlled  Vowels *ir, er, ur, ear* T342  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T342  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Pronouns T343 | WRITING BRIDGE  • Spelling: Teach *r*-Controlled Vowels  *ir, er, ur, ear* T346  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Possessive Pronouns  T347 |

RF.3.3, W.3.1, W.3.5, SL.3.1, SL.3.3, L.3.2.d

RF.3.4.a, RF.3.4.b, RI.3.3, W.3.5, SL.3.1.a, L.3.2.d

RI.3.3, RI.3.8, W.3.1.b, SL.3.1, L.3.2.d

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Analyze Text Structure T56–T57  » Close Read: *The House That Jane Built*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T57 | LESSON 4  READING WORKSHOP  CLOSE READ  • Correct or Confirm Predictions T64–T65  » Close Read: *The House That Jane Built*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T65 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T72–T73  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T73  • Weekly Question |
| READING BRIDGE  • Read Like a Writer: Explain the Use of Descriptive Language T58–T59  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice:  *r*-Controlled Vowels *ir, er, ur, ear*  T60–T61 | READING BRIDGE  • Write for a Reader: Use Descriptive Language T66–T67  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review:  Irregular Plurals T68–T69 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: *r*-Controlled Vowels  *ir, er, ur, ear* T74–T75  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T74 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T62–T63  • Strategy and Intervention Activities T62  • Fluency T62  • ELL Targeted Support T62  • Conferring T63  INDEPENDENT/COLLABORATIVE  • Independent Reading T63  • Literacy Activities T63  • Partner Reading T63 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T70–T71  • Strategy and Intervention Activities T70  • Fluency T70  • ELL Targeted Support T70  • Conferring T71  INDEPENDENT/COLLABORATIVE  • Independent Reading T71  • Literacy Activities T71 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T76–T77  • Strategy, Intervention, and On-Level/ Advanced Activities T76  • ELL Targeted Support T76  • Conferring T77  INDEPENDENT/COLLABORATIVE  • Independent Reading T77  • Literacy Activities T77  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T77 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Opinion Essay T348–T349  » Point of View and Reasons  » Share Back  INDEPENDENT WRITING  • Opinion Essay T349  • Conferences T338 | WRITING WORKSHOP  MINILESSON  • Opinion Essay T352–T353  » Brainstorm Topics and Focus on Opinion  » Share Back  INDEPENDENT WRITING  • Opinion Essay T353  • Conferences T338 | WRITING WORKSHOP  MINILESSON  • Opinion Essay T356  » Plan Your Opinion Essay  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T357 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T338 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: *r*-Controlled  Vowels *ir, er, ur, ear* T350  • Language and Conventions: Teach Possessive Pronouns T351  Materials  Turn the page for a list of materials that  will support planning for the week. | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Irregular  Plurals T354  • Language and Conventions: Practice Possessive Pronouns T355 | WRITING BRIDGE  • Spelling: *r*-Controlled *Vowels ir, er,  ur, ear* T358  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T358  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T359 |

RF.3.4.c, RI.3.10, W.3.1, W.3.1.a, SL.3.1.b, L.3.2.d

RF.3.3, RF.3.4.c, RI.3.4, W.3.1.a, L.3.1, L.3.2.f

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about biography and identify the main idea and key details  in a biography.  • I can develop knowledge about language to make connections between reading and writing.  • I can use elements of opinion writing  to write an opinion essay.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore Primary Sources: Weekly Question T82–T83  • Listening Comprehension: Read Aloud “The Man Who Made People Smile”  T84–T85  • Biography T86–T87  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T87 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T96–T109  » Preview Vocabulary  » Read: *Frederick Douglass*  • Respond and Analyze T110–T111  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T111  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Synonyms and Antonyms T88–T89  • Word Study: Teach VCCCV Pattern  T90–T91 | READING BRIDGE  • Word Study: Apply VCCCV Pattern  T112–T113  •High-Frequency Words T112 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T94–T95  • Strategy, Intervention, and On-Level/ Advanced Activities T94  • ELL Targeted Support T94  • Conferring T95  INDEPENDENT/COLLABORATIVE  • Independent Reading T95  • Literacy Activities T95  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T95 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T114–T115  • Strategy and Intervention Activities T114  • Fluency T114  • ELL Targeted Support T114  • Conferring T115  INDEPENDENT/COLLABORATIVE  • Independent Reading T115  • Literacy Activities T115  • Partner Reading T115 |
| WRITING WORKSHOP  MINILESSON  • Opinion Essay T364–T365  » Develop the Topic  » Share Back  INDEPENDENT WRITING  • Opinion Essay T365  • Conferences T362 | WRITING WORKSHOP  MINILESSON  • Opinion Essay T368–T369  » Develop an Opinion  » Share Back  INDEPENDENT WRITING  • Opinion Essay T369  • Conferences T362 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spell Words with the  VCCCV Pattern T366  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T366  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Possessive Pronouns T367 | WRITING BRIDGE  • Spelling: Teach Words with the VCCCV Pattern T370  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Contractions T371 |

RI.3.1, RI.3.2, RF.3.3.c, W.3.1, W.3.1.b, SL.3.1.b

RI.3.6, RI.3.7, W.3.1, W.3.1.b, SL.3.1.d, L.3.1

RI.3.2, RI.3.7, W.3.1, SL.3.1.a, L.3.1

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Identify Main Idea and Key Details  T116–T117  » Close Read: *Frederick Douglass*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T117 | LESSON 4  READING WORKSHOP  CLOSE READ  • Make Inferences T124–T125  » Close Read: *Frederick Douglass*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T125 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T132–T133  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T133  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Analyze Graphic Features T118–T119  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice:  VCCCV Pattern T120–T121 | READING BRIDGE  • Write for a Reader: Use Graphic Features T126–T127  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review:  *r*-Controlled Vowels *ir, er, ur, ear*  T128–T129 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: VCCCV Pattern  T134–T135  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T134 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T122–T123  • Strategy and Intervention Activities T122  • Fluency T122  • ELL Targeted Support T122  • Conferring T123  INDEPENDENT/COLLABORATIVE  • Independent Reading T123  • Literacy Activities T123  • Partner Reading T123 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T130–T131  • Strategy and Intervention Activities T130  • Fluency T130  • ELL Targeted Support T130  • Conferring T131  INDEPENDENT/COLLABORATIVE  • Independent Reading T131  • Literacy Activities T131 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T136–T137  • Strategy, Intervention, and On-Level/ Advanced Activities T136  • ELL Targeted Support T136  • Conferring T137  INDEPENDENT/COLLABORATIVE  • Independent Reading T137  • Literacy Activities T137  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T137 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Opinion Essay T372–T373  » Distinguish Between Fact and Opinion  » Share Back  INDEPENDENT WRITING  • Opinion Essay T373  • Conferences T362 | WRITING WORKSHOP  MINILESSON  • Opinion Essay T376–T377  » Develop Reasons  » Share Back  INDEPENDENT WRITING  • Opinion Essay T377  • Conferences T362 | WRITING WORKSHOP  MINILESSON  • Opinion Essay T380  » Develop Supporting Facts  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T381 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T362 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Words with  the VCCCV Pattern T374  • Language and Conventions: Teach Contractions T375 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Words with  *r*-Controlled Vowels *ir, er, ur, ear* T378  • Language and Conventions: Practice Contractions T379 | WRITING BRIDGE  • Spelling: VCCCV Words T382  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T382  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T383 |

RF.3.3.b, W.3.1.a, W.3.1.b, SL.3.1, L.3.1, L.3.2.e

RF.3.4.b, RF.3.4.c, W.3.4, SL.3.1.a, L.3.4.a, L.3.5.a

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about biography and explain the author's purpose in a biography.  • I can develop knowledge about language to make connections between reading and writing.  • I can use elements of opinion writing to write an opinion essay.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question  T142–T143  • Listening Comprehension: Read  Aloud “George Washington Carver”  T144–T145  • Biography T146–T147  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T147 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T156–T173  » Preview Vocabulary  » Read: *Milton Hershey: Chocolate King, Town Builder*  • Respond and Analyze T174–T175  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T175  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Context Clues T148–T149  • Word Study: Teach Latin Suffixes  T150–T151 | READING BRIDGE  • Word Study: Apply Latin Suffixes  T176–T177  •High-Frequency Words T176 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T154–T155  • Strategy, Intervention, and On-Level/ Advanced Activities T154  • ELL Targeted Support T154  • Conferring T155  INDEPENDENT/COLLABORATIVE  • Independent Reading T155  • Literacy Activities T155  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T155 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T178–T179  • Strategy and Intervention Activities T178  • Fluency T178  • ELL Targeted Support T178  • Conferring T179  INDEPENDENT/COLLABORATIVE  • Independent Reading T179  • Literacy Activities T179  • Collaboration T179 |
| WRITING WORKSHOP  MINILESSON  • Opinion Essay T388–T389  » Compose an Introduction  » Share Back  INDEPENDENT WRITING  • Opinion Essay T389  • Conferences T386 | WRITING WORKSHOP  MINILESSON  • Opinion Essay T392–T393  » Organize Supporting Reasons  » Share Back  INDEPENDENT WRITING  • Opinion Essay T393  • Conferences T386 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spell Words with *-able,  -ible, -ation* T3904  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T390  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Contractions T391 | WRITING BRIDGE  • Spelling: Teach Words with *-able, -ible,  -ation* T394  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Prepositions and Prepositional Phrases T395 |

RF.3.3.b, RI.3.3, RI.3.6, W.3.6, L.3.1

RF.3.3, RI.3.1, W.3.1.d, W.3.4, SL.3.1.c, L.3.1

RF.3.3.b, RI.3.3, RI.3.6, W.3.1, W.3.4, L.3.1

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Explain Author’s Purpose T180–T181  » Close Read: *Milton Hershey*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T181 | LESSON 4  READING WORKSHOP  CLOSE READ  • Ask and Answer Questions T188–T189  » Close Read: *Milton Hershey*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T189 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T196–T197  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T197  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Explain the Use of Tone and Voice T182–T183  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice: Latin  Suffixes T184–T185 | READING BRIDGE  • Write for a Reader: Use Tone and  Voice T190–T191  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review:  VCCCV Pattern T192–T193 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Latin Suffixes  T198–T199  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T198 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T186–T187  • Strategy and Intervention Activities T186  • Fluency T186  • ELL Targeted Support T186  • Conferring T187  INDEPENDENT/COLLABORATIVE  • Independent Reading T187  • Literacy Activities T187  • Partner Reading T187 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T194–T195  • Strategy and Intervention Activities T194  • Fluency T194  • ELL Targeted Support T194  • Conferring T195  INDEPENDENT/COLLABORATIVE  • Independent Reading T195  • Literacy Activities T195 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T200–T201  • Strategy, Intervention, and On-Level/ Advanced Activities T200  • ELL Targeted Support T200  • Conferring T201  INDEPENDENT/COLLABORATIVE  • Independent Reading T201  • Literacy Activities T201  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T201 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Opinion Essay T396–T397  » Organize Supporting Facts  » Share Back  INDEPENDENT WRITING  • Opinion Essay T397  • Conferences T386 | WRITING WORKSHOP  MINILESSON  • Opinion Essay T400–T401  » Compose a Conclusion  » Share Back  INDEPENDENT WRITING  • Opinion Essay T401  • Conferences T380 | WRITING WORKSHOP  MINILESSON  • Opinion Essay T404  » Use Technology  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png Select a Genre T405  • Conferences T386 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Words  with -*able, -ible, -ation* T398  • Language and Conventions: Teach Prepositions and Prepositional Phrases T399 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: VCCCV  Pattern T402  • Language and Conventions: Practice Prepositions and Prepositional Phrases T403 | WRITING BRIDGE  • Spelling: Words with *-able, -ible, -ation* T406  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T406  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T407 |

RF.3.3, RI.3.6, RI.3.10, W.3.5, L.3.1.g

RI.3.1, RI.3.3, W.3.1, W.3.1.c, SL.3.1.a, L.3.5.b

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about themes concerning *events* by distinguishing viewpoint in narrative nonfiction.  • I can develop knowledge about language to make connections between reading and writing.  • I can use elements of opinion writing  to write an opinion essay.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Time Line: Weekly Question  T206–T207  • Listening Comprehension: Read Aloud “Never a Quitter” T208–T209  • Narrative Nonfiction: Biographies and Autobiographies T210–T211  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T211 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T220–T239  » Preview Vocabulary  » Read: *Green City*  • Respond and Analyze T240–T241  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T241  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Analogies  T212–T213  • Word Study: Teach Homographs  T214–T215 | READING BRIDGE  • Word Study: Apply Homographs  T242–T243  •High-Frequency Words T242 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T218–T219  • Strategy, Intervention, and On-Level/ Advanced Activities T218  • ELL Targeted Support T218  • Conferring T219  INDEPENDENT/COLLABORATIVE  • Independent Reading T219  • Literacy Activities T219  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T219 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T244–T245  • Strategy and Intervention Activities  T244  • Fluency T244  • ELL Targeted Support T244  • Conferring T245  INDEPENDENT/COLLABORATIVE  • Independent Reading T245  • Literacy Activities T245  • Collaboration T245 |
| WRITING WORKSHOP  MINILESSON  • Opinion Essay T412–T413  » Revise Drafts by Adding Linking Words  » Share Back  INDEPENDENT WRITING  • Opinion Essay T413  • Conferences T410 | WRITING WORKSHOP  MINILESSON  • Opinion Essay T416–T417  » Revise Drafts by Adding Details  » Share Back  INDEPENDENT WRITING  • Opinion Essay T417  • Conferences T410 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Words That Are  Homographs T414  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T414  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Prepositions and Prepositional Phrases T415 | WRITING BRIDGE  • Spelling: Teach Words That Are Homographs T418  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Comparing with  Adjectives T419 |

RF.3.3, RI.3.2, W.3.1.a, W.3.1.c, SL.3.1.d, L.3.1

RF.3.3.b, RI.3.3, W.3.5, SL.3.1.b, L.3.1.g

RI.3.3, RI.3.6, W.3.5, SL.3.1, L.3.1.g, L.3.2

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Distinguish Viewpoint T246–T247  » Close Read: *Green City*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T247 | LESSON 4  READING WORKSHOP  CLOSE READ  • Make Connections T254–T255  » Close Read: *Green City*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T255 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T262–T263  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T263  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Analyze Text Structure T248–T249  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice:  Homographs T250–T251 | READING BRIDGE  • Write for a Reader: Use Text Structure T256–T257  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review: Words  with *-able, -ible, -ation* T258–T259 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Homographs  T264–T265  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T264 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T252–T253  • Strategy and Intervention Activities T252  • Fluency T252  • ELL Targeted Support T252  • Conferring T253  INDEPENDENT/COLLABORATIVE  • Independent Reading T253  • Literacy Activities T253  • Partner Reading T253 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T260–T261  • Strategy and Intervention Activities T260  • Fluency T260  • ELL Targeted Support T260  • Conferring T261  INDEPENDENT/COLLABORATIVE  • Independent Reading T261  • Literacy Activities T261 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T266–T267  • Strategy, Intervention, and On-Level/ Advanced Activities T266  • ELL Targeted Support T266  • Conferring T267  INDEPENDENT/COLLABORATIVE  • Independent Reading T267  • Literacy Activities T267  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T267 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Opinion Essay T420–T421  » Edit for Capitalization  » Share Back  INDEPENDENT WRITING  • Opinion Essay T421  • Conferences T410 | WRITING WORKSHOP  MINILESSON  • Opinion Essay T424–T425  » Peer Edit  » Share Back  INDEPENDENT WRITING  • Opinion Essay T425  • Conferences T410 | WRITING WORKSHOP  MINILESSON  • Opinion Essay T428  » Use Peer and Teacher Suggestions  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T429 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T410 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Words  That Are Homographs T422  • Language and Conventions: Teach Comparing with Adjectives T423 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Words with  *-able, -ible, -ation* T426  • Language and Conventions: Practice Comparing with Adjectives T427 | WRITING BRIDGE  • Spelling: Words That Are Homographs T430  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T430  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T431 |

RL.3.4, RL.3.10, W.3.5, SL.3.1, L.3.2.g, L.3.5.a

RL.3.1, RL.3.4, W.3.6, SL.3.1.d, L.3.1.g

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about themes concerning *events* by reading a text that helps me identify elements in a drama.  • I can develop knowledge about language to make connections between reading and writing.  • I can use elements of opinion writing  to write an opinion essay.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Writing Workshop Assessment  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  • Writing Workshop Performance-Based Assessment  Materials  Turn the page for a list of materials that will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Poems: Weekly Question T272–T273  • Listening Comprehension: Read Aloud “The Comforts of Home” T274–T275  • Drama T276–T277  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T277 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T286–T301  » Preview Vocabulary  » Read: *Grace and Grandma*  • Respond and Analyze T302–T303  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T303  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Parts of Speech T278–T279  • Word Study: Teach Homophones  T280–T281 | READING BRIDGE  • Word Study: Apply Homophones  T304–T305  •High-Frequency Words T304 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T284–T285  • Strategy, Intervention, and On-Level/ Advanced Activities T284  • ELL Targeted Support T284  • Conferring T285  INDEPENDENT/COLLABORATIVE  • Independent Reading T285  • Literacy Activities T285  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T285 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T306–T307  • Strategy and Intervention Activities T306  • Fluency T306  • ELL Targeted Support T306  • Conferring T307  INDEPENDENT/COLLABORATIVE  • Independent Reading T307  • Literacy Activities T307  • Collaboration T307 |
| WRITING WORKSHOP  MINILESSON  • Opinion Essay T436–T437  » Use Technology to Publish Written Work  » Share Back  INDEPENDENT WRITING  • Opinion Essay T437  • Conferences T434 | WRITING WORKSHOP  MINILESSON  • Opinion Essay T440–T441  » Edit for Spelling  » Share Back  INDEPENDENT WRITING  • Opinion Essay T441  • Conferences T434 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spell Homophones T438  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T438  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Comparing with Adjectives T439 | WRITING BRIDGE  • Spelling: Teach Homophones T442  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Adverbs T443 |

RL.3.5, RF.3.3, W.3.1, SL.3.1.a, SL.3.4, L.3.1.a

RL.3.10, RF.3.3, W.3.1.b, SL.3.1.b, L.3.1.a

RL.3.5, RL.3.10, W.3.1, W.3.6, SL.3.1.b, L.3.1.a

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Identify Play Elements T308–T309  » Close Read: *Grace and Grandma*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T309 | LESSON 4  READING WORKSHOP  CLOSE READ  • Monitor Comprehension T316–T317  » Close Read: *Grace and Grandma*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T317 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T324–T325  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T325  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Explain Author’s Message T310–T311  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice:  Homophones T312–T313 | READING BRIDGE  • Write for a Reader: Share a Message  T318–T319  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review:  Homographs T320–T321 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Homophones T326–T327  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T326 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T314–T315  • Strategy and Intervention Activities T314  • Fluency T314  • ELL Targeted Support T314  • Conferring T315  INDEPENDENT/COLLABORATIVE  • Independent Reading T315  • Literacy Activities T315  • Partner Reading T315 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T322–T323  • Strategy and Intervention Activities T322  • Fluency T322  • ELL Targeted Support T322  • Conferring T323  INDEPENDENT/COLLABORATIVE  • Independent Reading T323  • Literacy Activities T323 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T328–T329  • Strategy, Intervention, and On-Level/ Advanced Activities T328  • ELL Targeted Support T328  • Conferring T329  INDEPENDENT/COLLABORATIVE  • Independent Reading T329  • Literacy Activities T329  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T329 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Opinion Essay T444–T445  » Publish and Celebrate  » Share Back  INDEPENDENT WRITING  • Opinion Essay T445  • Conferences T434 | WRITING WORKSHOP  MINILESSON  • Opinion Essay T448–T449  » Prepare for Assessment  » Share Back  INDEPENDENT WRITING  • Opinion Essay T449  • Conferences T428 | WRITING WORKSHOP  MINILESSON  • Opinion Essay T452  » Assessment  » Share Back  INDEPENDENT WRITING  • Assessment T453  • Conferences T434 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Homophones  T446  • Language and Conventions: Teach Adverbs T447 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Homographs  T450  • Language and Conventions: Practice Adverbs T451 | WRITING BRIDGE  • Spelling: Homophones T454  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T454  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T455 |

PROJECT FOCUS This week students will

**•** Research communities that have changed over time.

**•** Create a poster showing a part of a city or town that   
has changed.

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| LESSON 1  T460–T463  **RF.3.4.b, RI.3.1, RI.3.9, W.3.7, SL.3.1** | Compare Across Texts  **•** Answer the Essential Question | Inquire  **•** Introduce Inquiry Project  **•** Read “From Wood to Stone”  **•** Generate questions about the topic  **•** Apply Academic Vocabulary |
|  |  |  |
| LESSON 2  T464–T467  **RI.3.5, W.3.7, W.3.8, W.3.10, SL.3.1.b** | Explore and Plan  **•** Informational Writing  **•** Read “Yankee Stadium:  Then and Now”  **•** Set a purpose, identify a topic, and list research goals | Conduct Research  **•** Use the Library of Congress Web site  **•** Gather information on a research topic |
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| LESSON 3  T468–T471  **RF.3.4.a, RI.3.2, W.3.2, W.3.2.b, W.3.8, SL.3.2** | Collaborate and Discuss  **•** Analyze a Student Model  **•** Identify features of informational posters | Refine Research  **•** Identify source types  **•** Read “History in the Making”  **•** Apply identifying source types  to article |
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| LESSON 4  T472–T475  **RI.3.7, W.3.5, W.3.8, SL.3.1.b, L.3.1** | Extend Research  **•** Find or create images  **•** Incorporate images into  poster | Collaborate and Discuss  **•** Revise & Edit: Clarity and Coherence  **•** Peer review posters |
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| LESSON 5  T476–T477  **RF.3.4, W.3.1.b, W.3.4, SL.3.1.c, SL.3.4** | Celebrate and Reflect  **•** Share your posters  **•** Reflect on your project | Reflect on the Unit  **•** Reflect on your goals  **•** Reflect on your reading  **•** Reflect on your writing |

UNIT THEME

Solutions

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|  |  | | | WEEK 1 |  | WEEK 2 |  | WEEK 3 |  |
|  |  | | | Informational Text |  | Informational Text |  | Procedural Text |  |
|  |  | | | Deep Down and Other Extreme Places  to Live |  | Earthquakes, Eruptions, and Other Events that Change Earth |  | A Safety Plan: In Case  of Emergency |  |
|  |  | | |  | CCSS |  | CCSS |  | CCSS |
| READING WORKSHOP | Minilesson  Bank | | | Time Line: Nature Rocks | RI.3.10 | Map: When Earth  Changes . . . | RI.3.7 | Infographic: Emergency! | RI.3.10 |
| Informational Text: *Deep Down and Other Extreme Places to Live* | RI.3.10 | Informational Text: *Earthquakes, Eruptions,  and Other Events that Change Earth* | RI.3.10 | Procedural Text: *A Safety Plan: In Case of Emergency* | RI.3.10 |
| Words that Describe or Explain a Topic | L.3.6 | Words that Describe Events that Affect Earth | L.3.6 | Precise Words that Tell How to Do Something | L.3.6 |
| Analyze Text Features | RI.3.7 | Analyze Text Structure | RI.3.8 | Analyze Text Structure | RI.3.8 |
| Correct or Confirm Predictions | RI.3.10 | Synthesize Information | RI.3.10 | Monitor Comprehension | RI.3.1 |
| Talk About It: Make Pertinent Comments | SL.3.1.b | Write to Sources: Ask and Answer Questions | W.3.1 | Write to Sources: Use Text Evidence | W.3.1 |
| READING-WRITING  WORKSHOP BRIDGE | Academic Vocabulary | | Related Words | L.3.4.d | Synonyms and Antonyms | L.3.4.d | Context Clues | L.3.4.a |
| Word Study | | Vowel Patterns *au, aw, al, augh, ough* | RF.3.3 | Vowel Patterns *ei, eigh* | RF.3.3 | Words With Suffix *-en* | RF.3.3.d |
| Read Like a Writer | | Explain the Use of Text Features | RI.3.10 | Analyze Graphic Features | RI.3.7 | Explain Use of Text Structure | RI.3.8 |
| Write for a Reader | | Use Text Features | W.3.2 | Use Graphic Features | W.3.2 | Use Text Structure | W.3.2 |
| WRITING WORKSHOP | Weekly Focus | | | Introduce and Immerse | | Develop Elements | | Develop Structure | |
| Minilesson Bank | | | Poetry | W.3.10 | Composing Like a Poet | W.3.4 | Use Line Breaks and Stanzas | W.3.4 |
| What Poetry Sounds Like | W.3.10 | Compose with Imagery | L.3.3.a | Select a Genre | W.3.4 |
| What Poetry Looks Like | W.3.10 | Compose with Rhythm  and Rhyme | W.3.4 | Revise for Word Choice: Verbs | L.3.5.c |
| Brainstorm Ideas | W.3.4 | Compose with Alliteration | W.3.4 | Create an Audio Recording | SL.3.5 |
| Plan Your Poetry | W.3.4 | Compose with Figurative Language | L.3.3.a | Create a Visual Display | SL.3.5 |
| READING-WRITING  WORKSHOP BRIDGE | | Spelling | Spell Vowel Patterns *au, aw, al, augh, ough* | L.3.2.f | Spell Words with Vowel Patterns *ei* and *eigh* | L.3.2.f | Spell Words with Suffix -*en* | L.3.2.e |
| Language and Conventions | Comparing with Adjectives | L.3.1.g | Comparing with Adverbs | L.3.1.g | Complex Sentences | L.3.1.i |

Essential Question

How does the world challenge us?

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| WEEK 4 |  | WEEK 5 |  |
| Historical Fiction |  | Traditional Tale: Fable |  |
| Nora’s Ark |  | *from* Aesop’s Fox |  |
|  | CCSS |  | CCSS |
| Primary Source: The Dust Bowl | RI.3.10 | Poem: “Lesson From the Forest” | RL.3.10 |
| Historical Fiction:  *Nora’s Ark* | RL.3.10 | Fables: *Aesop’s Fox* | RL.3.10 |
| Words that Add Details about Characters’ Experiences | L.3.6 | Words that Describe Characters and Events | L.3.6 |
| Analyze Point of View | RL.3.6 | Infer Theme | RL.3.2 |
| Make Connections | RL.3.10 | Evaluate Details | RL.3.10 |
| Write to Sources: Interact with Sources | W.3.10 | Talk About it: Ask Relevant Questions | SL.3.1.b |
| Figurative Language | L.3.6 | Parts of Speech | L.3.1.a |
| Schwa | RF.3.3.d | Final Stable Syllables | RF.3.3 |
| Analyze Voice | RL.3.6 | Describe Use of Imagery | RL.3.4 |
| Use Voice | W.3.3 | Use Precise Verbs | L.3.3.a |
| Writer’s Craft | | Publish, Celebrate, and Assess | |
| Revise for Structure | W.3.5 | Revise for Coherence and Clarity | W.3.5 |
| Rearrange Ideas for Coherence and Clarity | W.3.5 | Edit for Adjectives and Adverbs | L.3.1.g |
| Edit for Nouns | L.3.1.c | Publish and Celebrate | W.3.6 |
| Edit for Comparative and Superlative Adjectives | L.3.1.g | Prepare for Assessment | W.3.10 |
| Edit for Punctuation Marks | L.3.2.b | Assessment | W.3.10 |
| Spell Words with the Schwa Sound | L.3.2.e | Spell Final Stable Syllables *-le, -ture, -ive, -ize* | L.3.2.f |
| Pronoun-Antecedent Agreement | L.3.1.f | Edit for Commas | L.3.2.c |

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| WEEK 6 |  |
| Inquiry and Research |  |
| Take a Trip! |  |
|  | CCSS |
| Leveled Research Articles | RI.3.10 |
| Use Academic Words | L.3.6 |
| Explore and Plan: Argumentative Writing | W.3.7 |
| Conduct Research: Bookmarking | W.3.8 |
| Argumentative Writing: Travel Brochure | W.3.1 |
| Refine Research: Works Cited Page | W.3.7 |
| Extend Research: Present a Slide Show | SL.3.1.b |
| Revise for Persuasive Language | W.3.5 |
| Edit and Peer Review | W.3.5 |
| Celebrate and Reflect | SL.3.5 |

RF.3.4.a, RI.3.1, RI.3.4, SL.3.1, L.3.5.a, L.3.6

RF.3.3, RF.3.4, RI.3.2, RI.3.7, W.3.8, SL.3.1.d

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about informational texts and analyze text features in an informational text.  • I can use language to make connections between reading and writing.  • I can use knowledge of the sound and shape of poetry to write a poem.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language  and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the  Time Line: Weekly Question T18–T19  • Listening Comprehension: Read Aloud “The Amazing Rainforest” T20–T21  • Informational Text T22–T23  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T23 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T32–T51  » Preview Vocabulary  » Read: *Deep Down and Other Extreme Places to Live*  • Respond and Analyze T52–T53  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T53  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Related Words T24–T25  • Word Study: Teach Vowel Patterns  *au, aw, al, augh, ough* T26–T27 | READING BRIDGE  • Word Study: Apply Vowel Patterns  *au, aw, al, augh, ough* T54–T55  •High-Frequency Words T54 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T30–T31  • Strategy, Intervention, and On-Level/ Advanced Activities T30  • ELL Targeted Support T30  • Conferring T31  INDEPENDENT/COLLABORATIVE  • Independent Reading T31  • Literacy Activities T31  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T31 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T56–T57  • Strategy and Intervention Activities T56  • Fluency T56  • ELL Targeted Support T56  • Conferring T57  INDEPENDENT/COLLABORATIVE  • Independent Reading T57  • Literacy Activities T57  • Collaboration T57 |
| WRITING WORKSHOP  MINILESSON  • Poetry T338–T339  » Poetry  » Share Back  INDEPENDENT WRITING  • Poetry T339  • Conferences T336 | WRITING WORKSHOP  MINILESSON  • Poetry T342–T343  » What Poetry Sounds Like  » Share Back  INDEPENDENT WRITING  • Poetry T343  • Conferences T336 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spell Vowel Patterns  *au, aw, al, augh, ough* T340  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T340  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Adverbs T341 | WRITING BRIDGE  • Spelling: Teach Vowel Patterns  *au, aw, al, augh, ough* T344  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Oral Language: Comparing with Adjectives T345 |

RF.3.3.c, W.3.5, SL.3.1.a, SL.3.1.c, L.3.1.g

RF.3.4.b, RI.3.7, W.3.5, SL.3.4, L.3.1.g

RF.3.4.b, RI.3.5, RI.3.7, W.3.4, SL.3.1, L.3.1.g

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Analyze Text Features T58–T59  » Close Read: *Deep Down and Other Extreme Places to Live*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T59 | LESSON 4  READING WORKSHOP  CLOSE READ  • Correct or Confirm Predictions T66–T67  » Close Read: *Deep Down and Other Extreme Places to Live*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T67 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T74–T75  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T75  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Explain the Use of Text Features T60–T61  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice: Vowel  Patterns *au, aw, al, augh, ough* T62–T63 | READING BRIDGE  • Write for a Reader: Use Text Features  T68–T69  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review:  Homophones T70–T71 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Vowel Patterns *au,  aw, al, augh, ough* T76–T77  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T76 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T64–T65  • Strategy and Intervention Activities T64  • Fluency T64  • ELL Targeted Support T64  • Conferring T65  INDEPENDENT/COLLABORATIVE  • Independent Reading T65  • Literacy Activities T65  • Partner Reading T65 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T72–T73  • Strategy and Intervention Activities T72  • Fluency T72  • ELL Targeted Support T72  • Conferring T73  INDEPENDENT/COLLABORATIVE  • Independent Reading T73  • Literacy Activities T73 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T78–T79  • Strategy, Intervention, and On-Level/ Advanced Activities T78  • ELL Targeted Support T78  • Conferring T79  INDEPENDENT/COLLABORATIVE  • Independent Reading T79  • Literacy Activities T79  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T79 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Poetry T346–T347  » What Poetry Looks Like  » Share Back  INDEPENDENT WRITING  • Poetry T347  • Conferences T336 | WRITING WORKSHOP  MINILESSON  • Poetry T350–T351  » Brainstorm Ideas  » Share Back  INDEPENDENT WRITING  • Poetry T351  • Conferences T336 | WRITING WORKSHOP  MINILESSON  • Poetry T354  » Plan Your Poetry  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T355 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T336 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Vowel  Patterns *au, aw, al, augh, ough* T348  • Language and Conventions: Teach Comparing with Adjectives T349  Materials  Turn the page for a list of materials that  will support planning for the week. | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review:  Homophones T352  • Language and Conventions: Practice Comparing with Adjectives T353 | WRITING BRIDGE  • Spelling: Vowel Patterns *au, aw, al,  augh, ough* T356  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T356  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T357 |

RI.3.4, RI.3.10, W.3.4, SL.3.1.d, L.3.1.g, L.3.3.a

RF.3.3.c, RI.3.7, W.3.4, SL.3.1, L.3.3.a

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about informational texts and analyze text structure in informational text.  • I can develop knowledge about language to make connections between reading and writing.  • I can use knowledge of the sound and shape of poetry to write a poem.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language  and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Map: Weekly Question T84–T85  • Listening Comprehension: Read Aloud: “Hurricane Force” T86–T87  • Informational Text T88–T89  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T89 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T98–T109  » Preview Vocabulary  » Read: *Earthquakes, Eruptions, and Other Events that Change Earth*  • Respond and Analyze T110–T111  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T111  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Synonyms and Antonyms T90–T91  • Word Study: Teach Vowel Patterns  *ei, eigh* T92–T93 | READING BRIDGE  • Word Study: Apply Vowel Patterns  *ei, eigh* T112–T113  •High-Frequency Words T112 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T96–T97  • Strategy, Intervention, and On-Level/ Advanced Activities T96  • ELL Targeted Support T96  • Conferring T97  INDEPENDENT/COLLABORATIVE  • Independent Reading T97  • Literacy Activities T97  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T97 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T114–T115  • Strategy and Intervention Activities T114  • Fluency T114  • ELL Targeted Support T114  • Conferring T115  INDEPENDENT/COLLABORATIVE  • Independent Reading T115  • Literacy Activities T115  • Partner Reading T115 |
| WRITING WORKSHOP  MINILESSON  • Poetry T362–T363  » Composing Like a Poet  » Share Back  INDEPENDENT WRITING  • Poem T363  • Conferences T360 | WRITING WORKSHOP  MINILESSON  • Poetry T366–T367  » Compose with Imagery  » Share Back  INDEPENDENT WRITING  • Poem T367  • Conferences T360 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Vowel Patterns *ei* and  *eigh* T364  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T364  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Comparing with Adjectives T365 | WRITING BRIDGE  • Spelling: Teach Vowel Patterns  *ei* and *eigh* T368  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Comparing with  Adverbs T369 |

RF.3.3.c, RI.3.1, RI.3.2, W.3.4, SL.3.1.a, L.3.3.a

RI.3.7, W.3.4, W.3.7, SL.3.1.d, L.3.1.g

RF.3.4.b, RI.3.3, RI.3.8, RI.3.10, W.3.4, L.3.1.g

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Analyze Text Structure T116–T117  » Close Read: *Earthquakes, Eruptions,  and Other Events that Change Earth*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T117 | LESSON 4  READING WORKSHOP  CLOSE READ  • Synthesize Information T124–T125  » Close Read: *Earthquakes, Eruptions,  and Other Events that Change Earth*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T125 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T132–T133  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T133  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Analyze Graphic Features T118–T119  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice: Vowel  Patterns *ei, eigh* T120–T121 | READING BRIDGE  • Write for a Reader: Use Graphic Features T126–T127  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review: Vowel  Patterns *au, aw, al, augh,* and *ough*  T128–T129 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Vowel Patterns  *ei, eigh* T134–T135  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T134 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T122–T123  • Strategy and Intervention Activities T122  • Fluency T122  • ELL Targeted Support T122  • Conferring T123  INDEPENDENT/COLLABORATIVE  • Independent Reading T123  • Literacy Activities T123  • Partner Reading T123 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T130–T131  • Strategy and Intervention Activities T130  • Fluency T130  • ELL Targeted Support T130  • Conferring T131  INDEPENDENT/COLLABORATIVE  • Independent Reading T131  • Literacy Activities T131 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T136–T137  • Strategy, Intervention, and On-Level/ Advanced Activities T136  • ELL Targeted Support T136  • Conferring T137  INDEPENDENT/COLLABORATIVE  • Independent Reading T137  • Literacy Activities T137  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T137 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Poetry T370–T371  » Compose with Rhythm and Rhyme  » Share Back  INDEPENDENT WRITING  • Poem T371  • Conferences T360 | WRITING WORKSHOP  MINILESSON  • Poetry T374–T375  » Compose with Alliteration  » Share Back  INDEPENDENT WRITING  • Poem T375  • Conferences T360 | WRITING WORKSHOP  MINILESSON  • Poetry T378  » Compose with Figurative Language  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T379 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T360 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Vowel  Patterns *ei* and *eigh* T372  • Language and Conventions: Teach Comparing with Adverbs T373 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Words with  Vowel Patterns *au, aw, al, augh,*  and *ough* T376  • Language and Conventions: Practice Comparing with Adverbs T377 | WRITING BRIDGE  • Spelling: Vowel Patterns *ei* and  *eigh* T380  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T380  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T381 |

RF.3.3.a, RI.3.10, W.3.5, L.3.1.i, L.3.5.a

RF.3.3.a, RI.3.7, SL.3.1, SL.3.1.c, W.3.8, L.3.1.a

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about informational texts and analyze the text structure in a  procedural text.  • I can use language to make connections between reading and writing.  • I can use knowledge of the sound and shape of poetry to write a poem.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language  and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Infographic: Weekly Question  T142–T143  • Listening Comprehension: Read Aloud: “Conducting a School Fire Drill”  T144–T145  • Procedural Text T146–T147  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T147 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T156–T169  » Preview Vocabulary  » Read: *A Safety Plan: In Case of Emergency*  • Respond and Analyze T170–T171  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T171  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Context Clues T148–T149  • Word Study: Teach Words with Suffix  *-en* T150–T151 | READING BRIDGE  • Word Study: Apply Words with Suffix  *-en* T172–T173  •High-Frequency Words T172 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T154–T155  • Strategy, Intervention, and On-Level/ Advanced Activities T154  • ELL Targeted Support T154  • Conferring T155  INDEPENDENT/COLLABORATIVE  • Independent Reading T155  • Literacy Activities T155  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T155 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T174–T175  • Strategy and Intervention Activities T174  • Fluency T174  • ELL Targeted Support T174  • Conferring T175  INDEPENDENT/COLLABORATIVE  • Independent Reading T175  • Literacy Activities T175  • Collaboration T175 |
| WRITING WORKSHOP  MINILESSON  • Poetry T386–T387  » Use Line Breaks and Stanzas  » Share Back  INDEPENDENT WRITING  • Poetry T387  • Conferences T384 | WRITING WORKSHOP  MINILESSON  • Poetry T390–T391  » Select a Genre  » Share Back  INDEPENDENT WRITING  • Poetry T391  • Conferences T384 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spell Words with Suffix  *-en* T388  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T388  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Comparing with Adverbs T389 | WRITING BRIDGE  • Spelling: Teach Words with Suffix  *-en* T392  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Complex Sentences T393 |

RI.3.2, W.3.1, W.3.1.b, SL.3.5, L.3.1, L.3.1.i

RI.3.1, W.3.4, SL.3.5, L.3.1.h, L.3.6

RI.3.8, RI.3.10, W.3.4, L.3.1.i, L.3.3.a, L.3.5.c

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Analyze Text Structure T176–T177  » Close Read: *A Safety Plan: In Case  of Emergency*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T177 | LESSON 4  READING WORKSHOP  CLOSE READ  • Monitor Comprehension T184–T185  » Close Read: *A Safety Plan: In Case  of Emergency*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T185 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T192–T193  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T193  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Explain Use of  Text Structure T178–T179  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice: Words  with Suffix -*en* T180–T181 | READING BRIDGE  • Write for a Reader: Use Text Structure T186–T187  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review: Vowel  Patterns *ei, eigh* T188–T189 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Words with Suffix  *-en* T194–T195  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T194 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T182–T183  • Strategy and Intervention Activities T182  • Fluency T182  • ELL Targeted Support T182  • Conferring T183  INDEPENDENT/COLLABORATIVE  • Independent Reading T183  • Literacy Activities T183  • Partner Reading T183 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T190–T191  • Strategy and Intervention Activities T190  • Fluency T190  • ELL Targeted Support T190  • Conferring T191  INDEPENDENT/COLLABORATIVE  • Independent Reading T191  • Literacy Activities T191 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T196–T197  • Strategy, Intervention, and On-Level/ Advanced Activities T196  • ELL Targeted Support T196  • Conferring T197  INDEPENDENT/COLLABORATIVE  • Independent Reading T197  • Literacy Activities T197  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T197 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Poetry T394–T395  » Revise for Word Choice: Verbs  » Share Back  INDEPENDENT WRITING  • Poetry T395  • Conferences T384 | WRITING WORKSHOP  MINILESSON  • Poetry T398–T399  » Create an Audio Recording  » Share Back  INDEPENDENT WRITING  • Poetry T399  • Conferences T384 | WRITING WORKSHOP  MINILESSON  • Poetry T402  » Create a Visual Display  » Share Back  INDEPENDENT WRITING  • Select a Genre T403  • Conferences T384 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Words  with Suffix *-en* T396  • Language and Conventions: Teach Complex Sentences T397 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Vowel Patterns  *ei, eigh* T400  • Language and Conventions: Practice Complex Sentences T401 | WRITING BRIDGE  • Spelling: Words with Suffix *-en* T404  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T404  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Standards Practice T405 |

RF.3.3.d, RF.3.4.b, W.3.8, SL.3.1, L.3.5.a

RL.3.6, RF.3.3.d, RF.3.4, W.3.5, SL.3.1.c, L.3.1.f

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about themes concerning *solutions* by analyzing point of view in historical fiction.  • I can develop knowledge about language to make connections between reading and writing.  • I can use knowledge of the sound and shape of poetry to write a poem.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language  and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Primary Source: Weekly Question T202–T203  • Listening Comprehension: Read Aloud: “Black Blizzards” T204–T205  • Historical Fiction T206–T207  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T207 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T216–T237  » Preview Vocabulary  » Read: *Nora’s Ark*  • Respond and Analyze T238–T239  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T239  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Figurative Language T208–T209  • Word Study: Teach Schwa Vowel Sound T210–T211 | READING BRIDGE  • Word Study: Apply Schwa Vowel Sound T240–T241  •High-Frequency Words T240 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T214–T215  • Strategy, Intervention, and On-Level/ Advanced Activities T214  • ELL Targeted Support T214  • Conferring T215  INDEPENDENT/COLLABORATIVE  • Independent Reading T215  • Literacy Activities T215  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T215 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T242–T243  • Strategy and Intervention Activities T242  • Fluency T242  • ELL Targeted Support T242  • Conferring T243  INDEPENDENT/COLLABORATIVE  • Independent Reading T243  • Literacy Activities T243 |
| WRITING WORKSHOP  MINILESSON  • Poetry T410–T411  » Revise for Structure  » Share Back  INDEPENDENT WRITING  • Poem T411  • Conferences T408 | WRITING WORKSHOP  MINILESSON  • Poetry T414–T415  » Rearrange Ideas for Coherence and Clarity  » Share Back  INDEPENDENT WRITING  • Poem T415  • Conferences T408 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spell Words with the  Schwa Sound T412  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T412  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Complex Sentences T413 | WRITING BRIDGE  • Spelling: Teach Words with the Schwa Sound T416  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Pronoun-Antecedent Agreement T417 |

RF.3.3, W.3.1.b, W.3.7, L.3.1.i, L.3.2.b

RF.3.4.b, W.3.8, SL.3.6, L.3.1.f, L.3.1.g

RL.3.1, RL.3.6, W.3.5, SL.3.1.d, L.3.1.c, L.3.1.f

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Analyze Point of View T244–T245  » Close Read: *Nora’s Ark*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T245 | LESSON 4  READING WORKSHOP  CLOSE READ  • Make Connections T252–T253  » Close Read: *Nora’s Ark*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T253 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T260–T261  » Write to Sources  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T261  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Analyze Voice  T246–T247  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice: Schwa  Vowel Sound T248–T249 | READING BRIDGE  • Write for a Reader: Use Voice  T254–T255  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review: Words  with the Suffiix *-en* T256–T257 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Schwa Vowel Sound  T262–T263  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T262 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T250–T251  • Strategy and Intervention Activities T250  • Fluency T250  • ELL Targeted Support T250  • Conferring T251  INDEPENDENT/COLLABORATIVE  • Independent Reading T251  • Literacy Activities T251  • Partner Reading T251 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T258–T259  • Strategy and Intervention Activities T258  • Fluency T258  • ELL Targeted Support T258  • Conferring T259  INDEPENDENT/COLLABORATIVE  • Independent Reading T259  • Literacy Activities T259 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T264–T265  • Strategy, Intervention, and On-Level/ Advanced Activities T264  • ELL Targeted Support T264  • Conferring T265  INDEPENDENT/COLLABORATIVE  • Independent Reading T265  • Literacy Activities T265  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T265 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Poetry T418–T419  » Edit for Nouns  » Share Back  INDEPENDENT WRITING  • Poem T419  • Conferences T408 | WRITING WORKSHOP  MINILESSON  • Poetry T422–T423  » Edit for Comparative and Superlative Adjectives  » Share Back  INDEPENDENT WRITING  • Poem T423  • Conferences T408 | WRITING WORKSHOP  MINILESSON  • Poetry T426  » Edit for Punctuation Marks  » Share Back  INDEPENDENT WRITING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Writing.png**CLUB** T427 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png  • Conferences T408 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Words  with the Schwa Sound T420  • Language and Conventions: Teach Pronoun-Antecedent Agreement T421 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Words with  the Suffix *-en* T424  • Language and Conventions: Practice Pronoun-Antecedent Agreement T425 | WRITING BRIDGE  • Spelling: Spell Words with the Schwa  Sound T428  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T428  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T429 |

RF.3.3.d, W.3.5, SL.3.1.c, L.3.1.g, L.3.1.i

RL.3.1, RL.3.2, RF.3.3.d, SL.3.1.d, L.3.1, L.3.1.a

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| Suggested Daily Times  READING WORKSHOP  SHARED READING 35–50 min.  READING BRIDGE 5–10 min.  SMALL GROUP 20–30 min.  WRITING WORKSHOP  MINILESSON 10 min.  INDEPENDENT WRITING 30–40 min.  WRITING BRIDGE 5–10 min.  Learning Goals  • I can learn more about themes concerning *solutions* by reading a text that helps me infer theme in traditional tales.  • I can develop knowledge about language to make connections between reading and writing.  • I can use knowledge of the sound and shape of poetry to write a poem.  Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png SOCIAL-EMOTIONAL LEARNING  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png Assessment Options  for the Week  • Daily Formative Assessment Options  • Writing Workshop Assessment  The following assessments are available on SavvasRealize.com:  • Progress Check-Ups  • Cold Reads  • Weekly Standards Practice for Language  and Conventions  • Weekly Standards Practice for Word Study  • Weekly Standards Practice for Academic Vocabulary  • Practice Tests  • Test Banks  Materials  Turn the page for a list of materials that  will support planning for the week. | LESSON 1  READING WORKSHOP  GENRE & THEME  • Interact with Sources: Explore the Poem: Weekly Question T270–T271  • Listening Comprehension: Read Aloud: “The Ant and the Grasshopper”  T272–T273  • Traditional Tales T274–T275  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T275 | LESSON 2  READING WORKSHOP  SHARED READ  • Introduce the Text T284–T299  » Preview Vocabulary  » Read: *Aesop’s Fox*  • Respond and Analyze T300–T301  » My View  » Develop Vocabulary  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T301  » Check for Understanding |
| READING BRIDGE  • Academic Vocabulary: Parts of Speech T276–T277  • Word Study: Teach Final Stable Syllables *-le, -ture, -ive, -ize* T278–T279 | READING BRIDGE  • Word Study: Apply Final Stable Syllables  *-le, -ture, -ive, -ize* T302–T303  •High-Frequency Words T302 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T282–T283  • Strategy, Intervention, and On-Level/ Advanced Activities T282  • ELL Targeted Support T282  • Conferring T283  INDEPENDENT/COLLABORATIVE  • Independent Reading T283  • Literacy Activities T283  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T283 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T304–T305  • Strategy and Intervention Activities T304  • Fluency T304  • ELL Targeted Support T304  • Conferring T305  INDEPENDENT/COLLABORATIVE  • Independent Reading T305  • Literacy Activities T305 |
| WRITING WORKSHOP  MINILESSON  • Poetry T434–T435  » Revise for Coherence and Clarity  » Share Back  INDEPENDENT WRITING  • Poetry T435  • Conferences T432 | WRITING WORKSHOP  MINILESSON  • Poetry T438–T439  » Edit for Adjectives and Adverbs  » Share Back  INDEPENDENT WRITING  • Poetry T439  • Conferences T432 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spell Final Stable Syllables  T436  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Prior Knowledge** T436  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Spiral Review: Pronoun-Antecedent Agreement T437 | WRITING BRIDGE  • Spelling: Teach Final Stable  Syllables T440  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions: Oral Language: Edit for Commas T441 |

RL.3.3, RF.3.3.c, W.3.4, SL.3.1.b, SL.3.1.d

RL.3.1, RL.3.2, RF.3.3.c, W.3.4, L.3.2.c, L.3.5.a

RL.3.1, RL.3.2, W.3.6, SL.3.1.a, SL.3.4, L.3.2.c

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| LESSON 3  READING WORKSHOP  CLOSE READ  • Infer Theme T306–T307  » Close Read: *Aesop’s Fox*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T307 | LESSON 4  READING WORKSHOP  CLOSE READ  • Evaluate Details T314–T315  » Close Read: *Aesop’s Fox*  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T315 | LESSON 5  READING WORKSHOP  COMPARE TEXTS  • Reflect and Share T322–T323  » Talk About It  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Quick Check** T323  » Weekly Question |
| READING BRIDGE  • Read Like a Writer: Describe Use of Imagery T308–T309  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: More Practice: Final  Stable Syllables *-le, -ture, -ive, -ize*  T310–T311 | READING BRIDGE  • Write for a Reader: Use Precise Verbs T316–T317  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Spiral Review: Schwa  T318–T319 | READING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Word Study: Final Stable Syllables  *-le, -ture, -ive, -ize* T324–T325  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T324 |
| SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T312–T313  • Strategy and Intervention Activities T312  • Fluency T312  • ELL Targeted Support T312  • Conferring T313  INDEPENDENT/COLLABORATIVE  • Independent Reading T313  • Literacy Activities T313  • Partner Reading T313 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T320–T321  • Strategy and Intervention Activities T320  • Fluency T320  • ELL Targeted Support T320  • Conferring T321  INDEPENDENT/COLLABORATIVE  • Independent Reading T321  • Literacy Activities T321 | SMALL GROUP/INDEPENDENT  TEACHER-LED OPTIONS  • Guided Reading/Leveled Readers  T326–T327  • Strategy, Intervention, and On-Level/ Advanced Activities T326  • ELL Targeted Support T326  • Conferring T327  INDEPENDENT/COLLABORATIVE  • Independent Reading T327  • Literacy Activities T327  **Mac:Users:santosh:Desktop:Abhinav_word template:link:Book.png CLUB** T327 Mac:Users:santosh:Desktop:Abhinav_word template:link:SEL.png |
| WRITING WORKSHOP  MINILESSON  • Poetry T442–T443  » Publish and Celebrate  » Share Back  INDEPENDENT WRITING  • Poetry T443  • Conferences T432 | WRITING WORKSHOP  MINILESSON  • Poetry T446–T447  » Prepare for Assessment  » Share Back  INDEPENDENT WRITING  • Poetry T447  • Conferences T432 | WRITING WORKSHOP  MINILESSON  • Poetry T450  » Assessment  » Share Back  INDEPENDENT WRITING  • Assessment T451  • Conferences T432 |
| WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: More Practice: Final Stable Syllables T444  • Language and Conventions: Teach Editing for Commas T445 | WRITING BRIDGE  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Spelling: Spiral Review: Schwa T448  • Language and Conventions: Practice  Editing for Commas T449 | WRITING BRIDGE  • Spelling: Final Stable Syllables T452  Mac:Users:santosh:Desktop:Abhinav_word template:link:Check.png **Assess Understanding** T452  Mac:Users:santosh:Desktop:Abhinav_word template:link:arrow.pngFLEXIBLE OPTION  • Language and Conventions:  Standards Practice T453 |

PROJECT FOCUS This week students will

**•** write a travel brochure that persuades readers to visit, or not visit, a place likely to be affected by a natural disaster.

**•** research evidence that supports their claim and persuades their audience.

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| LESSON 1  T458–T461  **RI.3.1, RI.3.2, W.3.7, SL.3.1, SL.3.1.b** | Compare Across Texts  **•** Answer the Essential Question | Inquire  **•** Introduce Inquiry Project  **•** Read “Living on a Fault Line”  **•** Generate questions about the topic  **•** Apply Academic Vocabulary |
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| LESSON 2  T462–T465  **RI.3.5, W.3.5, W.3.7, SL.3.1, SL.3.1.b** | Explore and Plan  **•** Argumentative Writing  **•** Read: “The City I Love”  **•** Apply characteristics of text | Conduct Research  **•** Bookmarking Web pages  **•** Identify relevant information |
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| LESSON 3  T466–T469  **RI.3.2, RI.3.6, W.3.1, W.3.8, W.3.10** | Collaborate and Discuss  **•** Read a Student Model  **•** Identify features of argumentative text | Refine Research  **•** Cite sources on works cited page  **•** Read “A Mighty Flood”  **•** Apply citing sources |
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| LESSON 4  T470–T473  **RI.3.7, W.3.8, SL.3.3, SL.3.6, L.3.1** | Extend Research  **•** Create a slide show  **•** Use a slide show to support a claim in an argumentative text | Collaborate and Discuss  **•** Revise & Edit: Persuasive Language  **•** Peer review travel brochures |
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| LESSON 5  T474–T475  **W.3.10, SL.3.3, SL.3.4, L.3.1, L.3.3** | Celebrate and Reflect  **•** Present your travel brochure  **•** Reflect on your project | Reflect on the Unit  **•** Reflect on your goals  **•** Reflect on your reading  **•** Reflect on your writing |