

UNIT 1 SKILLS OVERVIEW

UNIT THEME

Environments

		WEEK 1		WEEK 2		WEEK 3	
		Traditional Tale <i>Grandma and the Great Gourd</i>		Folktale <i>Why the Sky Is Far Away</i>		Realistic Fiction <i>Cocoliso</i>	
		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: <i>Grandma and the Great Gourd</i>	RL.3.10	Folktale: <i>Why the Sky Is Far Away</i>	RL.3.10	Realistic Fiction: <i>Cocoliso</i>	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?

WEEK 4

Informational Text

Living in Deserts



	CCSS		CCSS
Infographic: How Do People Survive in an Environment	RI.3.10	Media: The World Around Us	RI.3.10
Informational Text: <i>Living in Deserts</i>	RI.3.10	Myth: <i>The Golden Flower</i>	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

WEEK 5

Myth

The Golden Flower



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

UNIT 1 WEEK 1

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.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

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

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
- ☑ **Quick Check** T23

READING BRIDGE

- Academic Vocabulary: Related Words T24–T25
- Word Study: Teach Syllable Pattern VC/CV T26–T27

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

BOOK CLUB T31 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T350–T351
 - » Personal Narrative
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T351
- Conferences T348

WRITING BRIDGE

- Spelling: Words with the VC/CV Pattern **FLEXIBLE OPTION**
- ☑ **Assess Prior Knowledge** T352
- Language and Conventions: Review: Simple Sentences T353 **FLEXIBLE OPTION**

LESSON 2

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

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
 - ☑ **Quick Check** T57
 - » Check for Understanding

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 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 T354–T355
 - » Narrator
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T355
- Conferences T348

WRITING BRIDGE

- Spelling: Teach Words with the VC/CV Pattern T356
- Language and Conventions: Oral Language: Simple Sentences T357 **FLEXIBLE OPTION**

LESSON 3


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

READING WORKSHOP

CLOSE READ

- Analyze Plot and Setting T62–T63
 - » Close Read: *Grandma and the Great Gourd*
- Quick Check** T63

READING BRIDGE

- Read Like a Writer: Describe Figurative Language T64–T65
- Word Study: More Practice: Syllable Pattern VC/CV T66–T67 

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

WRITING WORKSHOP


MINILESSON

- Personal Narrative T358–T359
 - » Setting and Sequence of Events
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T359
- Conferences T348

WRITING BRIDGE

- Spelling: More Practice: Words with the VC/CV Pattern T360 
- Language and Conventions: Teach Simple Sentences T361

LESSON 4


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

READING WORKSHOP

CLOSE READ

- Use Text Evidence T70–T71
 - » Close Read: *Grandma and the Great Gourd*
- Quick Check** T71

READING BRIDGE

- Write for a Reader: Use Figurative Language T72–T73
- Word Study: Review: Syllable Pattern VC/CV T74–T75 

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

WRITING WORKSHOP


MINILESSON

- Personal Narrative T362–T363
 - » Brainstorm and Set a Purpose
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T363
- Conferences T348

WRITING BRIDGE

- Spelling: Review: Words with the VC/CV Pattern T364 
- Language and Conventions: Practice Simple Sentences T365

LESSON 5


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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T78–T79
 - » Talk About It
- Quick Check** T79
- » Weekly Question

READING BRIDGE

- Word Study: Syllable Pattern VC/CV T80–T81 
- Assess Understanding** T80

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

BOOK CLUB T83 

WRITING WORKSHOP


MINILESSON

- Personal Narrative T366
 - » Plan Your Personal Narrative
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T367 
- Conferences T348

WRITING BRIDGE

- Spelling: Words with the VC/CV Pattern T368
- Assess Understanding** T368
- Language and Conventions: Standards Practice T369 

UNIT 1 WEEK 2

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

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- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

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LESSON 1

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

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
- ☑ **Quick Check** T93

READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T94–T95
- Word Study: Teach Inflected Endings T96–T97

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T100–T101
- Strategy, Intervention, and On-Level/Advanced Activities T100
- ELL Targeted Support T100
- Conferencing T101

INDEPENDENT/COLLABORATIVE

- Independent Reading T101
- Literacy Activities T101

BOOK CLUB T101 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T374–T375
 - » Develop an Engaging Idea
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T375
- Conferences T372

WRITING BRIDGE

- Spelling: Inflected Endings T376
 - ☑ **Assess Prior Knowledge** T376
- Language and Conventions: Spiral Review: Simple Sentences T377

LESSON 2

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

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
 - ☑ **Quick Check** T119
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Inflected Endings T120–T121
- High-Frequency Words T120

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T122–T123
- Strategy and Intervention Activities T122
- Fluency T122
- ELL Targeted Support T122
- Conferencing T123

INDEPENDENT/COLLABORATIVE

- Independent Reading T123
- Literacy Activities T123
- Partner Reading T123

WRITING WORKSHOP

MINILESSON

- Personal Narrative T378–T379
 - » Narrator
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T379
- Conferences T372

WRITING BRIDGE

- Spelling: Teach: Inflected Endings T380
- Language and Conventions: Oral Language: Subjects and Predicates T381

LESSON 3

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

READING WORKSHOP

CLOSE READ

- Infer Theme T124–T125
 - » Close Read: *Why the Sky Is Far Away*
- ☑ **Quick Check** T125

READING BRIDGE

- Read Like a Writer: Analyze Graphic Features T126–T127
- Word Study: More Practice: Inflected Endings T128–T129 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- Personal Narrative T382–T383
 - » Compose a Setting
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T383
- Conferences T372

WRITING BRIDGE

- Spelling: More Practice: Inflected Endings T384 **FLEXIBLE OPTION**
- Language and Conventions: Teach Subject and Predicates T385

LESSON 4

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

READING WORKSHOP

CLOSE READ

- Ask and Answer Questions T132–T133
 - » Close Read: *Why the Sky Is Far Away*
- ☑ **Quick Check** T133

READING BRIDGE

- Write for a Reader: Use Graphic Features T134–T135
- Word Study: Spiral Review: Syllable Pattern VC/CV T136–T137 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- Personal Narrative T386–T387
 - » Problem
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T387
- Conferences T372

WRITING BRIDGE

- Spelling: Spiral Review: Syllable Pattern VC/CV T388 **FLEXIBLE OPTION**
- Language and Conventions: Practice Subjects and Predicates T389

LESSON 5

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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T140–T141
 - » Write to Sources
- ☑ **Quick Check** T141
- » Weekly Question

READING BRIDGE

- Word Study: Inflected Endings T142–T143 **FLEXIBLE OPTION**
- ☑ **Assess Understanding** T142

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

BOOK CLUB T145 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T390
 - » Resolution
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T391 **SEL**
- Conferences T372

WRITING BRIDGE

- Spelling: Inflected Endings T392
- ☑ **Assess Understanding** T392 **FLEXIBLE OPTION**
- Language and Conventions: Standards Practice T393

UNIT 1 WEEK 3

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

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- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

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LESSON 1

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

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
- Quick Check** T155

READING BRIDGE

- Academic Vocabulary: Context Clues T156–T157
- Word Study: Teach Base Words and Endings T158–T159

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

BOOK CLUB T163 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T398–T399
 - » Compose an Introduction
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T399
- Conferences T396

WRITING BRIDGE

- Spelling: Base Words and Endings T400
 - Assess Prior Knowledge** T400
- Language and Conventions: Spiral Review: Subjects and Predicates T401

LESSON 2

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

READING WORKSHOP

SHARED READ

- Introduce the Text T164–T179
 - » Preview Vocabulary
 - » Read: *Cocoliso*
- Respond and Analyze T180–T181
 - » My View
 - » Develop Vocabulary
 - Quick Check** T181
 - » Check for Understanding

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 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 T402–T403
 - » Develop an Event Sequence
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T403
- Conferences T396

WRITING BRIDGE

- Spelling: Teach Base Words and Endings T404
- Language and Conventions: Oral Language: Compound Sentences T405

LESSON 3


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

READING WORKSHOP

CLOSE READ

- Analyze Characters T186–T187
 - » Close Read: *Cocoliso*
- Quick Check T187

READING BRIDGE

- Read Like a Writer: Analyze Imagery T188–T189
- FLEXIBLE OPTION** 
- Word Study: More Practice: Base Words and Endings T190–T191

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

WRITING WORKSHOP


MINILESSON

- Personal Narrative T406–T407
 - » Develop Dialogue
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T407
- Conferences T396

WRITING BRIDGE

- FLEXIBLE OPTION** 
- Spelling: More Practice: Base Words and Endings T408
- Language and Conventions: Teach Compound Sentences T409

LESSON 4


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

READING WORKSHOP

CLOSE READ

- Make Inferences T194–T195
 - » Close Read: *Cocoliso*
- Quick Check T195

READING BRIDGE

- Write for a Reader: Use Imagery T196–T197
- FLEXIBLE OPTION** 
- Word Study: Spiral Review: Inflected Endings T198–T199

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

WRITING WORKSHOP


MINILESSON

- Personal Narrative T410–T411
 - » Describe Actions, Thoughts, and Feelings
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T411
- Conferences T396

WRITING BRIDGE

- FLEXIBLE OPTION** 
- Spelling: Spiral Review: Inflected Endings -s, -es, -ies T412
- Language and Conventions: Practice Compound Sentences T413

LESSON 5


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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T202–T203
 - » Write to Sources
- Quick Check T203
- » Weekly Question

READING BRIDGE

- FLEXIBLE OPTION** 
- Word Study: Base Words and Endings T204–T205
- Assess Understanding T204

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

BOOK CLUB T207 **SEL** 

WRITING WORKSHOP


MINILESSON

- Personal Narrative T414
 - » Compose a Conclusion
 - » Share Back

INDEPENDENT WRITING

- Select a Genre T415
- Conferences T396

WRITING BRIDGE

- Spelling: Base Words and Endings T416
- Assess Understanding T416
- FLEXIBLE OPTION** 
- Language and Conventions: Standards Practice T417

UNIT 1 WEEK 4

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.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

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

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
- Quick Check** T217

READING BRIDGE

- Academic Vocabulary: Figurative Language T218–T219
- Word Study: Teach Vowel Digraphs ee, ea, ai, ay, ow, oa T220–T221

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

BOOK CLUB T225 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T422–T423
 - » Coordinating Conjunctions
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T423
- Conferences T420

WRITING BRIDGE

- Spelling: **FLEXIBLE OPTION** Spell Words with Vowel Digraphs T424
 - Assess Prior Knowledge** T424
- Language and Conventions: **FLEXIBLE OPTION** Spiral Review: Compound Sentences T425

LESSON 2

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

READING WORKSHOP

SHARED READ

- Introduce the Text T226–T249
 - » Preview Vocabulary
 - » Read: *Living in Deserts*
- Respond and Analyze T250–T251
 - » My View
 - » Develop Vocabulary
 - Quick Check** T251
 - » Check for Understanding

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 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 T426–T427
 - » Comparative and Superlative Adjectives
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T427
- Conferences T420

WRITING BRIDGE

- Spelling: Teach Vowel Digraphs T428
- Language and Conventions: **FLEXIBLE OPTION** Oral Language: Compound Subjects and Predicates T429

LESSON 3


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

READING WORKSHOP

CLOSE READ

- Analyze Text Features T256–T257
 - » Close Read: *Living in Deserts*
- Quick Check** T257

READING BRIDGE

- Read Like a Writer: Explain the Use of Graphic Features T258–T259
- FLEXIBLE OPTION** 
- Word Study: More Practice: Vowel Digraphs T260–T261

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

WRITING WORKSHOP


MINILESSON

- Personal Narrative T430–T431
 - » Pronouns
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T431
- Conferences T420

WRITING BRIDGE

- FLEXIBLE OPTION** 
- Spelling: More Practice: Vowel Digraphs T432
 - Language and Conventions: Teach Compound Subjects and Predicates: T433

LESSON 4


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

READING WORKSHOP

CLOSE READ

- Use Text Evidence T264–T265
 - » Close Read: *Living in Deserts*
- Quick Check** T265

READING BRIDGE

- Write for a Reader: Use Graphic Features T266–T267
- FLEXIBLE OPTION** 
- Word Study: Spiral Review: Base Words and Endings T268–T269

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

WRITING WORKSHOP


MINILESSON

- Personal Narrative T434–T435
 - » Adverbs
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T435
- Conferences T420

WRITING BRIDGE

- FLEXIBLE OPTION** 
- Spelling: Spiral Review: Base Words and Endings T436
 - Language and Conventions: Practice Compound Subjects and Predicates T437

LESSON 5


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

READING WORKSHOP

CLOSE READ

- Reflect and Share T272–T273
 - » Write to Sources
- Quick Check** T273
- » Weekly Question

READING BRIDGE

- FLEXIBLE OPTION** 
- Word Study: Vowel Digraphs *ee, ea, ai, ay ow, oa* T274–T275
- Assess Understanding** T274

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

BOOK CLUB T277 **SEL** 

WRITING WORKSHOP


MINILESSON

- Personal Narrative T438
 - » Subject-Verb Agreement
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T439 **SEL** 
- Conferences T420

WRITING BRIDGE

- Spelling: Vowel Digraphs T440
- Assess Understanding** T440
- FLEXIBLE OPTION** 
- Language and Conventions: Standards Practice T441

UNIT 1 WEEK 5

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Writing Workshop Assessment

The following assessments are available on [SavasRealize.com](https://www.savasrealize.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

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

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
- ☑ **Quick Check** T287

READING BRIDGE

- Academic Vocabulary: Parts of Speech T288–T289
- Word Study: Teach Diphthongs *ou*, *ow*, *oi*, *oy* T290–T291

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T294–T295
- Strategy, Intervention, and On-Level/Advanced Activities T294
- ELL Targeted Support T294
- Conferencing T295

INDEPENDENT/COLLABORATIVE

- Independent Reading T295
- Literacy Activities T295

BOOK CLUB T295 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T446–T447
 - » Edit for Legibility
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T447
- Conferences T444

WRITING BRIDGE

- Spelling: Diphthongs *ou*, *ow*, *oi*, *oy* T448
 - ☑ **Assess Prior Knowledge** T448
- Language and Conventions: Spiral Review: Compound Subjects and Predicates T449

LESSON 2

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

READING WORKSHOP

SHARED READ

- Introduce the Text T296–T311
 - » Preview Vocabulary
 - » Read: *The Golden Flower*
- Respond and Analyze T312–T313
 - » My View
 - » Develop Vocabulary
 - ☑ **Quick Check** T313
 - » Check for Understanding

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 T316–T317
- Strategy and Intervention Activities T316
- Fluency T316
- ELL Targeted Support T316
- Conferencing T317

INDEPENDENT/COLLABORATIVE

- Independent Reading T317
- Literacy Activities T317
- Collaboration T317

WRITING WORKSHOP

MINILESSON

- Personal Narrative T450–T451
 - » Edit for Verbs
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T451
- Conferences T444

WRITING BRIDGE

- Spelling: Teach Diphthongs *ou*, *ow*, *oi*, *oy* T452
 - FLEXIBLE OPTION**
- Language and Conventions: Oral Language: Common and Proper Nouns T453

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*
 - Quick Check** T319

READING BRIDGE

- Read Like a Writer: Describe Author's Purpose T320–T321
- Word Study: More Practice: Diphthongs *ou, ow, oi, oy* T322–T323

FLEXIBLE OPTION

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

WRITING WORKSHOP

MINILESSON

- Personal Narrative T454–T455
 - Publish and Celebrate
 - Share Back

INDEPENDENT WRITING

- Personal Narrative T455
- Conferences T444

WRITING BRIDGE

- Spelling: More Practice: Diphthongs *ou, ow, oi, oy* T456
- Language and Conventions: Teach Common and Proper Nouns T457

FLEXIBLE OPTION

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*
 - Quick Check** T327

READING BRIDGE

- Write for a Reader: Use Author's Purpose T328–T329
- Word Study: Spiral Review: Vowel Digraphs *ee, ea, ai, ay, ow, oa* T330–T331

FLEXIBLE OPTION

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

WRITING WORKSHOP

MINILESSON

- Personal Narrative T458–T459
 - Prepare for Assessment
 - Share Back

INDEPENDENT WRITING

- Personal Narrative T459
- Conferences T444

WRITING BRIDGE

- Spelling: Spiral Review: Vowel Digraphs *ee, ea, ai, ay, ow, oa* T460
- Language and Conventions: Practice Common and Proper Nouns T461

FLEXIBLE OPTION

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
 - Quick Check** T335
 - Weekly Question

READING BRIDGE

- Word Study: Diphthongs *ou, ow, oi, oy* T336–T337
 - Assess Understanding** T336

FLEXIBLE OPTION

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

BOOK CLUB T339 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T462
 - Assessment

INDEPENDENT WRITING

- Assessment T463
- Conferences T444

WRITING BRIDGE

- Spelling: Diphthongs *ou, ow, oi, oy* T464
 - Assess Understanding** T464
- Language and Conventions: Standards Practice: Common and Proper Nouns T465

FLEXIBLE OPTION

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

Lesson 1 Compare Across Texts

T470–T473

RI.3.9, W.3.7, W.3.10,
SL.3.1.b, SL.3.3

- Answer the Essential Question

Inquire

- Introduce Inquiry Project
- Read “What Makes a Safe Playground?”
- Build Background
- Apply Academic Vocabulary

Lesson 2 Explore and Plan

T474–T477

W.3.7, W.3.8, W.3.10,
SL.3.1.b

- Argumentative Writing
- Read: “Getting Outside”
- Apply characteristics of text

Conduct Research

- Conduct field research
- Apply field research

Lesson 3 Collaborate and Discuss

T478–T481

RF.3.4.c, W.3.1.d,
W.3.10, SL.3.1, L.3.1.i

- Analyze a Student Model
- Identify features of argumentative texts

Refine Research

- Identify Primary and Secondary Sources
- Read “Discovering Great Smoky Mountain National Park”
- Apply primary and secondary sources to article

Lesson 4 Extend Research

T482–T485

W.3.5, W.3.10, SL.3.1,
L.3.1.d, L.3.1.e

- 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

Lesson 5 Celebrate and Reflect

T486–T487

RF.3.4, W.3.10,
SL.3.1.b, SL.3.3,
L.3.3.b

- Presenting your letters
- Reflect on your project

Reflect on the Unit

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing

UNIT 2 SKILLS OVERVIEW

UNIT THEME

Interactions

		WEEK 1		WEEK 2		WEEK 3	
		Informational Text Patterns in Nature		Informational Text Weird Friends		Realistic Fiction 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: <i>Patterns in Nature</i>	RI.3.2	Informational Text: <i>Weird Friends</i>	RI.3.10	Realistic Fiction: <i>Wolf Island</i>	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
	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
	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?

WEEK 4

Persuasive Text

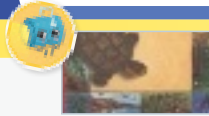
Welcome Back, Wolves!
and Wolves Don't
Belong in Yellowstone



WEEK 5

Informational Text

Nature's Patchwork
Quilt



WEEK 6

Inquiry and Research

Make Note of It!



	CCSS		CCSS
Infographic: Bringing Animals Back	RI.3.10	Diagram: Plants and Animals Need Each Other	RI.3.10
Persuasive Text: <i>Welcome Back Wolves! and Wolves Don't Belong in Yellowstone</i>	RI.3.10	Informational Text: <i>Nature's Patchwork Quilt</i>	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

	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

UNIT 2 WEEK 1

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.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

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

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

Quick Check T23

READING BRIDGE

- Academic Vocabulary: Related Words T24–T25
- Word Study: Teach Syllable Patterns VC/V and V/CV T26–T27

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

BOOK CLUB T31

WRITING WORKSHOP

MINILESSON

- How-to Article T332–T333
 - » How-to Article
 - » Share Back

INDEPENDENT WRITING

- How-to Article T333
- Conferences T330

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Spell Syllable Patterns VC/V and V/CV T334

Assess Prior Knowledge T334

- FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Common and Proper Nouns T335

LESSON 2

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

READING WORKSHOP

SHARED READ

- Introduce the Text T32–T47
 - » Preview Vocabulary
 - » Read: *Patterns in Nature*
- Respond and Analyze T48–T49
 - » My View
 - » Develop Vocabulary

Quick Check T49

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 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 T336–T337
 - » Compose a Headline and Lead
 - » Share Back

INDEPENDENT WRITING

- How-to Article T337
- Conferences T330

WRITING BRIDGE

- Spelling: Teach VC/V and V/CV Syllable Patterns T338

- FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Singular and Plural Nouns T339

LESSON 3

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

READING WORKSHOP

CLOSE READ

- Identify Main Idea and Details T54–T55
 - » Close Read: *Patterns in Nature*
- ☑ **Quick Check** T55

READING BRIDGE

- Read Like a Writer: Explain the Use of Graphic Features T56–T57
- Word Study: More Practice: Syllable Patterns VC/V and V/CV T58–T59 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- How-to Article T340–T341
 - » Compose Facts and Details
 - » Share Back

INDEPENDENT WRITING

- How-to Article T341
- Conferences T330

WRITING BRIDGE

- Spelling: More Practice: VC/V and V/CV Syllable Patterns T342 **FLEXIBLE OPTION**
- Language and Conventions: Teach Singular and Plural Nouns T343

LESSON 4

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

READING WORKSHOP

CLOSE READ

- Monitor Comprehension T62–T63
 - » Close Read: *Patterns in Nature*
- ☑ **Quick Check** T63

READING BRIDGE

- Write for a Reader: Use Graphic Features T64–T65
- Word Study: Spiral Review: Diphthongs *ou, ow, oi, oy* T66–T67 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- How-to Article T344–T345
 - » Brainstorm and Set a Purpose
 - » Share Back

INDEPENDENT WRITING

- How-to Article T345
- Conferences T330

WRITING BRIDGE

- Spelling: Spiral Review: Diphthongs *ou, ow, oi, oy* T346 **FLEXIBLE OPTION**
- Language and Conventions: Practice Singular and Plural Nouns T347

LESSON 5

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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T70–T71
 - » Talk About It
 - » Respond to the Weekly Question
- ☑ **Quick Check** T71

READING BRIDGE

- Word Study: Syllable Patterns VC/V and V/CV T72–T73 **FLEXIBLE OPTION**
- ☑ **Assess Understanding** T72

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

BOOK CLUB T75 **SEL**

WRITING WORKSHOP

MINILESSON

- » How-to Article T348
- » Plan Your How-to Article
- » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T349 **SEL**
- Conferences T330

WRITING BRIDGE

- Spelling: VC/V and V/CV Syllable Patterns T350
- ☑ **Assess Understanding** T350
- Language and Conventions Standards Practice: Singular and Plural Nouns T351 **FLEXIBLE OPTION**

UNIT 2 WEEK 2

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.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

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

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
- Quick Check** T85

READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T86–T87
- Word Study: Teach *r*-Controlled Vowels T88–T89

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

BOOK CLUB T93 **SEL**

WRITING WORKSHOP

MINILESSON

- How-to Article T356–T357
 - » Develop an Engaging Main Idea
 - » Share Back

INDEPENDENT WRITING

- How-to Article T357
- Conferences T354

WRITING BRIDGE

- Spelling: *r*-Controlled Vowels T358
 - Assess Prior Knowledge** T358
- Language and Conventions: Spiral Review: Singular and Plural Nouns T359

LESSON 2

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

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
 - Quick Check** T111
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply *r*-Controlled Vowels T112–T113
- High-Frequency Words T112

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 T360–T361
 - » Develop Relevant Details
 - » Share Back

INDEPENDENT WRITING

- How-to Article T361
- Conferences T354

WRITING BRIDGE

- Spelling: Teach *r*-Controlled Vowels T362
- Language and Conventions: Oral Language: Irregular Plural Nouns T363

LESSON 3

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

READING WORKSHOP

CLOSE READ

- Analyze Text Structure T116–T117
 - » Close Read: *Weird Friends: Unlikely Allies in the Animal Kingdom*
- Quick Check** T117

READING BRIDGE

- Read Like a Writer: Precise Verbs T118–T119
- Word Study: More Practice: *r*-Controlled Vowels T120–T121 **FLEXIBLE OPTION**

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

- How-to Article T364–T365
 - » Add Facts and Definitions
 - » Share Back

INDEPENDENT WRITING

- How-to Article T365
- Conferences T354

WRITING BRIDGE

- Spelling: More Practice: *r*-Controlled Vowels T366 **FLEXIBLE OPTION**
- Language and Conventions: Teach Irregular Plural Nouns T367

LESSON 4

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

READING WORKSHOP

CLOSE READ

- Evaluate Details T124–T125
 - » Close Read: *Weird Friends: Unlikely Allies in the Animal Kingdom*
- Quick Check** T125

READING BRIDGE

- Write for a Reader: Precise Verbs T126–T127
- Word Study: Spiral Review: Syllable Patterns VC/V and V/CV T128–T129 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- How-to Article T368–T369
 - » Write a Command
 - » Share Back

INDEPENDENT WRITING

- How-to Article T369
- Conferences T354

WRITING BRIDGE

- Spelling: Spiral Review: Syllable Patterns VC/V and V/CV T370 **FLEXIBLE OPTION**
- Language and Conventions: Practice Irregular Plural Nouns T371

LESSON 5

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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T132–T133
 - » Write to Sources
- Quick Check** T133
- » Weekly Question

READING BRIDGE

- Word Study: *r*-Controlled Vowels T134–T135 **FLEXIBLE OPTION**
- Assess Understanding** T134

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

BOOK CLUB T137 **SEL**

WRITING WORKSHOP

MINILESSON

- How-to Article T372
 - » Clarify Steps Using Strong Verbs
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T373 **SEL**
- Conferences T354

WRITING BRIDGE

- Spelling: *r*-Controlled Vowels T374
 - Assess Understanding** T374
- Language and Conventions: Standards Practice T375 **FLEXIBLE OPTION**

UNIT 2 WEEK 3

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.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

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

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
- ☑ **Quick Check** T147

READING BRIDGE

- Academic Vocabulary: Context Clues T148–T149
- Word Study: Teach Compound Words T150–T151

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

BOOK CLUB T155 **SEL**

WRITING WORKSHOP

MINILESSON

- How-to Article T380–T381
 - » Develop an Introduction
 - » Share Back

INDEPENDENT WRITING

- How-to Article T381
- Conferences T378

WRITING BRIDGE

- Spelling: Compound Words T382
 - ☑ **Assess Prior Knowledge** T382
- Language and Conventions: Spiral Review: Irregular Plural Nouns T383

LESSON 2

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

READING WORKSHOP

SHARED READ

- Introduce the Text T156–T169
 - » Preview Vocabulary
 - » Read: *Wolf Island*
- Respond and Analyze T170–T171
 - » My View
 - » Develop Vocabulary
- ☑ **Quick Check** T171
- » Check for Understanding

READING BRIDGE

- Word Study: Apply Compound Words T172–T173
- High-Frequency Words T172

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 T384–T385
 - » Organize Ideas into Steps
 - » Share Back

INDEPENDENT WRITING

- How-to Article T385
- Conferences T378

WRITING BRIDGE

- Spelling: Teach Compound Words T386
- Language and Conventions: Oral Language: Singular Possessive Nouns T387

LESSON 3

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

READING WORKSHOP

CLOSE READ

- Analyze Illustrations T176–T177
 - Close Read: *Wolf Island*
 - Quick Check** T177

READING BRIDGE

- Read Like a Writer: Analyze Author's Message T178–T179
- FLEXIBLE OPTION**
 - Word Study: More Practice: Compound Words T180–T181

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

WRITING WORKSHOP

MINILESSON

- How-to Article T388–T389
 - Organize Steps into Sequence
 - Share Back

INDEPENDENT WRITING

- How-to Article T389
- Conferences T378

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: More Practice: Compound Words T390
- Language and Conventions: Teach Singular Possessive Nouns T391

LESSON 4

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

READING WORKSHOP

CLOSE READ

- Synthesize Information T184–T185
 - Close Read: *Wolf Island*
 - Quick Check** T185

READING BRIDGE

- Write for a Reader: Use Author's Message T186–T187
- FLEXIBLE OPTION**
 - Word Study: Spiral Review: *r*-Controlled Vowels *ar, or, ore, oar* T188–T189

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

WRITING WORKSHOP

MINILESSON

- How-to Article T392–T393
 - Add Illustrations
 - Share Back

INDEPENDENT WRITING

- How-to Article T393
- Conferences T378

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Spiral Review: *r*-Controlled Vowels *ar, or, ore, oar* T394
- Language and Conventions: Practice Singular Possessive Nouns T395

LESSON 5

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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T192–T193
 - Write to Sources
 - Quick Check** T193
 - Weekly Question

READING BRIDGE

- FLEXIBLE OPTION**
 - Word Study: Compound Words T194–T195
 - Assess Understanding** T194

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

BOOK CLUB T197 **SEL**

WRITING WORKSHOP

MINILESSON

- How-to Article T396
 - Develop and Compose a Conclusion
 - Share Back

INDEPENDENT WRITING

- WRITING CLUB** T397 **SEL**
 - Conferences T378

WRITING BRIDGE

- Spelling: Compound Words T398
 - Assess Understanding** T398
- FLEXIBLE OPTION**
 - Language and Conventions: Standards Practice T399

UNIT 2 WEEK 4

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.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

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

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
- Quick Check** T207

READING BRIDGE

- Academic Vocabulary: Figurative Language T208–T209
- Word Study: Teach Syllable Patterns T210–T211

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

BOOK CLUB T215 **SEL**

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 BRIDGE

- Spelling: Spell Words with Syllable Patterns T406
 - FLEXIBLE OPTION**
 - Assess Prior Knowledge** T406
- Language and Conventions: Spiral Review: Singular Possessive Nouns T407
 - FLEXIBLE OPTION**

LESSON 2

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

READING WORKSHOP

SHARED READ

- Introduce the Texts T216–T231
 - » Preview Vocabulary
 - » Read and Compare Texts
- Respond and Analyze T232–T233
 - » My View
 - » Develop Vocabulary
 - Quick Check** T233
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Syllable Patterns T234–T235
- High-Frequency Words T234

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 T408–T409
 - » Revising for Coherence and Clarity
 - » Share Back

INDEPENDENT WRITING

- How-to Article T409
- Conferences T402

WRITING BRIDGE

- Spelling: Teach Words With Syllable Patterns T410
- Language and Conventions: Oral Language: Plural Possessive Nouns T411
 - FLEXIBLE OPTION**

LESSON 3

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

READING WORKSHOP

CLOSE READ

- Analyze Text Structure T238–T239
 - » Close Read: *Welcome Back, Wolves!* and *Wolves Don't Belong in Yellowstone*
- Quick Check** T239

READING BRIDGE

- Read Like a Writer: Analyze Tone and Voice T240–T241
- Word Study: More Practice: Syllable Patterns T242–T243 **FLEXIBLE OPTION**

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

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 BRIDGE

- Spelling: More Practice: Syllable Patterns T414 **FLEXIBLE OPTION**
- Language and Conventions: Teach Plural Possessive Nouns T415

LESSON 4

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

READING WORKSHOP

CLOSE READ

- Compare and Contrast Texts T246–T247
 - » Close Read: *Welcome Back, Wolves!* and *Wolves Don't Belong in Yellowstone*
- Quick Check** T247

READING BRIDGE

- Write for a Reader: Use Tone and Voice T248–T249
- Word Study: Spiral Review: Compound Words T250–T251 **FLEXIBLE OPTION**

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

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 BRIDGE

- Spelling: Spiral Review: Compound Words T418 **FLEXIBLE OPTION**
- Language and Conventions: Practice Plural Possessive Nouns T419

LESSON 5

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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T254–T255
 - » Write to Sources
- Quick Check** T255
- » Weekly Question

READING BRIDGE

- Word Study: Syllable Pattern VCe T256–T257 **FLEXIBLE OPTION**
- Assess Understanding** T256

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

BOOK CLUB T259 **SEL**

WRITING WORKSHOP

MINILESSON

- How-to Article T420
 - » Edit for Coordinating Conjunctions to Form Compound Subjects, Predicates, and Sentences
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T421 **SEL**
- Conferences T402

WRITING BRIDGE

- Spelling: Syllable Pattern VCe T422
- Assess Understanding** T422
- Language and Conventions: Standards Practice T423 **FLEXIBLE OPTION**

UNIT 2 WEEK 5

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

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

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

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
- Quick Check** T269

READING BRIDGE

- Academic Vocabulary: Parts of Speech T270–T271
- Word Study: Teach Contractions T272–T273

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

BOOK CLUB T277 **SEL**

WRITING WORKSHOP

MINILESSON

- How-to Article T428–T429
 - » Edit for Legibility
 - » Share Back

INDEPENDENT WRITING

- How-to Article T429
- Conferences T426

WRITING BRIDGE

- Spelling: Spell Contractions T430
 - Assess Prior Knowledge** T430
- Language and Conventions:
 - Spiral Review: Plural Possessive Nouns T431

LESSON 2

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

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
- Quick Check** T295
- » Check for Understanding

READING BRIDGE

- Word Study: Apply Contractions T296–T297
- High-Frequency Words T296

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 T432–T433
 - » Edit for Complete Sentences with Subject-Verb Agreement
 - » Share Back

INDEPENDENT WRITING

- How-to Article T433
- Conferences T426

WRITING BRIDGE

- Spelling: Teach Contractions T434
- Language and Conventions:
 - Oral Language: Main Verbs and Helping Verbs T435

LESSON 3

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

READING WORKSHOP

CLOSE READ

- Explain Author's Purpose T300–T301
 - » Close Read: *Nature's Patchwork Quilt*
- ✓ **Quick Check** T301

READING BRIDGE

- Read Like a Writer: Analyze Text Structure T302–T303
- Word Study: More Practice: Contractions T304–T305 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- How-to Article T436–T437
 - » Publish and Celebrate
 - » Share Back

INDEPENDENT WRITING

- How-to Article T437
- Conferences T426

WRITING BRIDGE

- Spelling: More Practice: Contractions T438 **FLEXIBLE OPTION**
- Language and Conventions: Teach Main Verbs and Helping Verbs T439

LESSON 4

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

READING WORKSHOP

CLOSE READ

- Visualize Details T308–T309
 - » Close Read: *Nature's Patchwork Quilt*
- ✓ **Quick Check** T309

READING BRIDGE

- Write for a Reader: Use Cause-and-Effect Structure T310–T311
- Word Study: Spiral Review: Syllable Pattern VCe T312–T313 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- How-to Article T440–T441
 - » Prepare for Assessment
 - » Share Back

INDEPENDENT WRITING

- How-to Article T441
- Conferences T426

WRITING BRIDGE

- Spelling: Spiral Review: Syllable Pattern VCe T442 **FLEXIBLE OPTION**
- Language and Conventions: Practice Main Verbs and Helping Verbs T443

LESSON 5

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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T316–T317
 - » Talk About It
- ✓ **Quick Check** T317
- » Respond to the Weekly Question

READING BRIDGE

- Word Study: Contractions T318–T319 **FLEXIBLE OPTION**
- ✓ **Assess Understanding** T318

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

BOOK CLUB T321 **SEL**

WRITING WORKSHOP

MINILESSON

- How-to Article T444
 - » Assessment
 - » Share Back

INDEPENDENT WRITING

- Assessment T445
- Conferences T426

WRITING BRIDGE

- Spelling: Contractions T446
- ✓ **Assess Understanding** T446
- Language and Conventions: Standards Practice T447 **FLEXIBLE OPTION**

PROJECT FOCUS

This week students will

- research plant and animal relationships.
- create a scrapbook about a plant and animal relationship.

Lesson 1 Compare Across Texts

T452–T455

- Answer the Essential Question

RI.3.9, W.3.7, SL.3.1,
SL.3.a, L.3.4.a

Inquire

- Introduce Inquiry Project
- Read “Relationships in Nature”
- Generate questions about the topic
- Apply Academic Vocabulary

Lesson 2 Explore and Plan

T456–T459

- Informational Writing
- Read “Coral Reefs: Living Environments”
- Develop a topic

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

Conduct Research

- Use a Library Database
- Gather information on research topic

Lesson 3 Collaborate and Discuss

T460–T463

- Read a Student Model
- Identify features of informational texts

RI.3.5, W.3.10, SL.3.1,
SL.3.2, L.3.2.a

Refine Research

- Cite Sources
- Read “Why We Need Plants”
- Apply citing sources to article

Lesson 4 Extend Research

T464–T467

- Investigate a variety of visuals and media
- Incorporate media into scrapbook

RI.3.4, RF.3.3, W.3.5,
W.3.6, SL.3.2

Collaborate and Discuss

- Revise & Edit: Clarity
- Peer review scrapbooks

Lesson 5 Celebrate and Reflect

T468–T469

- Share your scrapbooks
- Reflect on your project

RF.3.4.a, RI.3.10,
W.3.7, W.3.10, SL.3.1

Reflect on the Unit

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing

UNIT 3 SKILLS OVERVIEW

UNIT THEME

Heroes

		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: <i>Below Deck: A Titanic Story</i>	RL.3.10	Historical Fiction: <i>Granddaddy's Turn: A Journey to the Ballot Box</i>	RL.3.10	Historical Fiction: <i>Little House on the Prairie and By the Shores of Silver Lake</i>	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 <i>pre-</i> , <i>dis-</i> , <i>in-</i> , <i>im-</i> , <i>non-</i>	RF.3.3.a	Abbreviations	RF.3.3	Suffixes <i>-ful</i> , <i>-y</i> , <i>-ness</i>	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 <i>pre-</i> , <i>dis-</i> , <i>in-</i> , <i>im-</i> , <i>non-</i>	L.3.2.f	Spell Abbreviations	L.3.2.e	Spell Suffixes <i>-ful</i> , <i>-y</i> , <i>-ness</i>	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?

WEEK 4

Biography

Mama Miti: Wangari Maathai and the Trees of Kenya

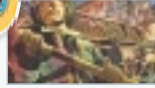


	CCSS
Time Line: Needing Heroes	RI.3.10
Biography: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>	RI.3.10
Words that Make Connections	L.3.6
Analyze Text Structure	RI.3.3
Summarize Informational Text	RI.3.2
Write to Sources: Ask and Answer Questions	W.3.1

WEEK 5

Poetry

Poems About Heroes



	CCSS
Infographic: Acting Heroically	RI.3.10
Poetry: "Firefighter Face," "Miss Stone," "The Race," "in daddy's arms," "The Wright Brothers"	RL.3.10
Words that Describe People	L.3.6
Explain Poetic Characteristics	RL.3.10
Monitor Comprehension	RL.3.10
Talk About It: Ask Pertinent Questions	SL.3.1.b

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

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

UNIT 3 WEEK 1

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.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

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

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

QUICK CHECK T23

READING BRIDGE

- Academic Vocabulary Related Words T24–T25
- Word Study: Teach Prefixes *pre-*, *dis-*, *in-*, *im-*, *non-* T26–T27

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

BOOK CLUB T31

WRITING WORKSHOP

MINILESSON

- Historical Fiction T334–T335
 - » Historical Fiction
 - » Share Back

INDEPENDENT WRITING

- Writing Product T335
- Conferences T332

WRITING BRIDGE

- FLEXIBLE OPTION**
- Spelling: Spell Prefixes *pre-*, *dis-*, *in-*, *im-*, *non-* T336

Assess Prior Knowledge T336

- FLEXIBLE OPTION**
- Language and Conventions: Spiral Review: Main Verbs and Helping Verbs T337

LESSON 2

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

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

QUICK CHECK T57

- » Check for Understanding

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 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 T338–T339
 - » Identify Characters and Setting
 - » Share Back

INDEPENDENT WRITING

- Writing Product T339
- Conferences T332

WRITING BRIDGE

- Spelling: Prefixes *pre-*, *dis-*, *in-*, *im-*, *non-* T340

- FLEXIBLE OPTION**
- Language and Conventions: Oral Language: Subject-Verb Agreement T341

LESSON 3

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

READING WORKSHOP


CLOSE READ

- Analyze Plot and Setting T62–T63
- Close Read: *Below Deck: A Titanic Story*

 **QUICK CHECK** T63

READING BRIDGE

- Read Like a Writer: Explain the Use of Illustrations T64–T65

- Word Study: More Practice: Prefixes *pre-*, *dis-*, *in-*, *im-*, *non-* T66–T67 

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

WRITING WORKSHOP


MINILESSON

- Historical Fiction T342–T343
 - » Develop Plot
 - » Share Back

INDEPENDENT WRITING

- Writing Product T343
- Conferences T332

WRITING BRIDGE

- Spelling: More Practice: Prefixes *pre-*, *dis-*, *in-*, *im-*, *non-* T344 
- Language and Conventions: Teach Subject-Verb Agreement T345

LESSON 4

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

READING WORKSHOP


CLOSE READ

- Confirm or Correct Predictions T70–T71
- Close Read: *Below Deck: A Titanic Story*

 **QUICK CHECK** T71

READING BRIDGE

- Write for a Reader: Use Illustrations T72–T73

- Word Study: Spiral Review: Contractions T74–T75 

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

WRITING WORKSHOP


MINILESSON

- Historical Fiction T346–T347
 - » Brainstorm Ideas
 - » Share Back

INDEPENDENT WRITING

- Writing Product T347
- Conferences T332

WRITING BRIDGE

- Spelling: Spiral Review: Contractions T348 
- Language and Conventions: Practice Subject-Verb Agreement T349

LESSON 5

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

READING WORKSHOP

GENRE & THEME

- Reflect and Share T78–T79
 - » Talk About It

 **QUICK CHECK** T79

- » Weekly Question

READING BRIDGE

- Word Study: Prefixes *pre-*, *dis-*, *in-*, *im-*, *non-* T80–T81 

 **Assess Understanding** T80

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

BOOK CLUB T83 

WRITING WORKSHOP

MINILESSON

- Historical Fiction T350
 - » Plan Your Historical Fiction Story
 - » Share Back


INDEPENDENT WRITING

- WRITING CLUB** T351 
- Conferences T332

WRITING BRIDGE

- Spelling: Prefixes *pre-*, *dis-*, *in-*, *im-*, *non-* T352

 **Assess Understanding** T352

- Language and Conventions: Standards Practice T353 

UNIT 3 WEEK 2

SUGGESTED WEEKLY PLAN

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

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- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

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LESSON 1

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

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
- Quick Check** T93

READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T94–T95
- Word Study: Teach Abbreviations T96–T97

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

BOOK CLUB T101 **SEL**

WRITING WORKSHOP

MINILESSON

- Historical Fiction Story T358–T359
 - » Compose Characters
 - » Share Back

INDEPENDENT WRITING

- Historical Fiction Story T359
- Conferences T356

WRITING BRIDGE

- Spelling: Spell Abbreviations T360
 - Assess Prior Knowledge** T360
- Language and Conventions: Spiral Review: Subject-Verb Agreement T361

LESSON 2

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

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
- Quick Check** T117
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Abbreviations T118–T119
- High-Frequency Words T118

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 T362–T363
 - » Compose a Setting
 - » Share Back

INDEPENDENT WRITING

- Historical Fiction Story T363
- Conferences T356

WRITING BRIDGE

- Spelling: Teach Abbreviations T364
- Language and Conventions: Oral Language: Edit for Subject-Verb Agreement T365

LESSON 3

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

READING WORKSHOP

CLOSE READ

- Analyze Characters T122–T123
- Close Read: *Granddaddy's Turn: A Journey to the Ballot Box*
- ☑ **Quick Check** T123

READING BRIDGE

- Read Like a Writer: Explain the Author's Message T124–T125
- Word Study: More Practice: Abbreviations T126–T127 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T128–T129
- Strategy and Intervention Activities T128
- Fluency T128
- ELL Targeted Support T128
- Conferring T129

INDEPENDENT/COLLABORATIVE

- Independent Reading T129
- Literacy Activities T129
- Partner Reading T129

WRITING WORKSHOP

MINILESSON

- Historical Fiction Story T366–T367
 - » Plot: Establish a Problem
 - » Share Back

INDEPENDENT WRITING

- Historical Fiction Story T367
- Conferences T356

WRITING BRIDGE

- Spelling: More Practice: Abbreviations T368 **FLEXIBLE OPTION**
- Language and Conventions: Teach Edit for Subject-Verb Agreement T369

LESSON 4

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

READING WORKSHOP

CLOSE READ

- Make Connections T130–T131
- Close Read: *Granddaddy's Turn: A Journey to the Ballot Box*
- ☑ **Quick Check** T131

READING BRIDGE

- Write for a Reader: Emphasize Author's Message T132–T133
- Word Study: Spiral Review: Prefixes *pre-, dis-, in-, im-, non-* T134–T135 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- Historical Fiction Story T370–T371
 - » Plot: Plan a Resolution
 - » Share Back

INDEPENDENT WRITING

- Historical Fiction Story T371
- Conferences T356

WRITING BRIDGE

- Spelling: Spiral Review: Prefixes *pre-, dis-, in-, im-, non-* T372 **FLEXIBLE OPTION**
- Language and Conventions: Practice Edit for Subject-Verb Agreement T373

LESSON 5

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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T138–T139
 - » Write to Sources
- ☑ **Quick Check** T139
- » Weekly Question

READING BRIDGE

- Word Study: Abbreviations T140–T141 **FLEXIBLE OPTION**
- ☑ **Assess Understanding** T140

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

BOOK CLUB T143 **SEL**

WRITING WORKSHOP

MINILESSON

- Historical Fiction Story T374–T375
 - » Select a Genre
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T374–T375 **SEL**
- Conferences T356

WRITING BRIDGE

- Spelling: Abbreviations T376
- ☑ **Assess Understanding** T376
- Language and Conventions: Standards Practice T377 **FLEXIBLE OPTION**

UNIT 3 WEEK 3

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.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

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

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
- ☑ **Quick Check** T153

READING BRIDGE

- Academic Vocabulary: Context Clues T154–T155
- Word Study: Teach Suffixes *-ful*, *-y*, *-ness* T156–T157

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

BOOK CLUB T161 **SEL**

WRITING WORKSHOP

MINILESSON

- Historical Fiction T382–T383
 - » Develop an Introduction
 - » Share Back

INDEPENDENT WRITING

- Historical Fiction T383
- Conferences T380

WRITING BRIDGE

- Spelling: Suffixes *-ful*, *-y*, *-ness* T384
 - ☑ **Assess Prior Knowledge** T384
- Language and Conventions:
 - Flexible Option: Spiral Review: Subject-Verb Agreement T385

LESSON 2

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

READING WORKSHOP

GENRE & THEME

- Introduce the Texts T162–T177
 - » Preview Vocabulary
 - » Read and Compare Texts
- Respond and Analyze T178–T179
 - » My View
 - » Develop Vocabulary
- ☑ **Quick Check** T179
- » Check for Understanding

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 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 T386–T387
 - » Develop an Event Sequence
 - » Share Back

INDEPENDENT WRITING

- Historical Fiction T387
- Conferences T380

WRITING BRIDGE

- Spelling: Teach Suffixes *-ful*, *-y*, *-ness* T388
- Language and Conventions:
 - Flexible Option: Oral Language: Simple Verb Tenses T389

LESSON 3

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

READING WORKSHOP

CLOSE READ

- Infer Theme T184–T185
- Close Read: *Little House on the Prairie* and *By the Shores of Silver Lake*
- ✓ **Quick Check** T185

READING BRIDGE

- Read Like a Writer: Describe Hyperbole T186–T187
- Word Study: More Practice: Suffixes *-ful, -y, -ness* T188–T189

FLEXIBLE OPTION

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

WRITING WORKSHOP

MINILESSON

- Historical Fiction T390–T391
 - » Create An Audio Recording of a Story
 - » Share Back

INDEPENDENT WRITING

- Historical Fiction T391
- Conferences T380

WRITING BRIDGE

- Spelling: More Practice: Suffixes *-ful, -y, -ness* T392
- Language and Conventions: Teach Simple Verb Tenses T393

FLEXIBLE OPTION

LESSON 4

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

READING WORKSHOP

CLOSE READ

- Compare and Contrast Texts T192–T193
- Close Read: *Little House on the Prairie* and *By the Shores of Silver Lake*
- ✓ **Quick Check** T193

READING BRIDGE

- Write for a Reader: Use Hyperbole T194–T195
- Word Study: Spiral Review: Abbreviations T196–T197

FLEXIBLE OPTION

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

WRITING WORKSHOP

MINILESSON

- Historical Fiction T394–T395
 - » Compose Dialogue
 - » Share Back

INDEPENDENT WRITING

- Historical Fiction T395
- Conferences T380

WRITING BRIDGE

- Spelling: Spiral Review: Abbreviations T396
- Language and Conventions: Practice Simple Verb Tenses T397

FLEXIBLE OPTION

LESSON 5

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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T200–T201
 - » Write to Sources
- ✓ **Quick Check** T201
- » Weekly Question

READING BRIDGE

- Word Study: Suffixes *-ful, -y, -ness* T202–T203
- ✓ **Assess Understanding** T202

FLEXIBLE OPTION

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

BOOK CLUB T205 **SEL**

WRITING WORKSHOP

MINILESSON

- Historical Fiction T398–T399
 - » Describe Events with Details
 - » Share Back

INDEPENDENT WRITING

- Select a Genre T398
- Conferences T380

WRITING BRIDGE

- Spelling: Suffixes *-ful, -y, -ness* T400
- ✓ **Assess Understanding** T400
- Language and Conventions: Standards Practice T401

FLEXIBLE OPTION

UNIT 3 WEEK 4

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavvasRealize.com](https://www.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

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

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
- Quick Check** T215

READING BRIDGE

- Academic Vocabulary: Figurative Language T216–T217
- Word Study: Teach Vowel Teams *oo*, *ew*, *ue*, *ui*, *eu* T218–T219

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

BOOK CLUB T222

WRITING WORKSHOP

MINILESSON

- Historical Fiction T406–T407
 - » Edit for Capitalization
 - » Share Back

INDEPENDENT WRITING

- Historical Fiction T407
- Conferences T404

WRITING BRIDGE

- Spelling: Spell Vowel Teams *oo*, *ew*, *ue*, *ui*, *eu* T408
 - Assess Prior** Knowledge T408
- Language and Conventions: Spiral Review: Simple Verb Tenses T409

LESSON 2

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

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
- Quick Check** T239
- Check for Understanding

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 T243
- Strategy and Intervention Activities T242
- Fluency T242
- ELL Targeted Support T242
- Conferring T243

INDEPENDENT/COLLABORATIVE

- Independent Reading T243
- Literacy Activities T243
- Collaboration T243

WRITING WORKSHOP

MINILESSON

- Historical Fiction T410–T411
 - » Add Ideas for Coherence and Clarity
 - » Share Back

INDEPENDENT WRITING

- Historical Fiction T411
- Conferences T404

WRITING BRIDGE

- Spelling: Teach Vowel Teams *oo*, *ew*, *ue*, *ui*, *eu* T412
 -
- Language and Conventions: Oral Language: Irregular Verbs T413

LESSON 3

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

READING WORKSHOP

CLOSE READ

- Analyze Text Structure T244–T245
- Close Read: *Mama Miti: Wangari Maathai and the Trees of Kenya*
- ☑ **Quick Check** T245

READING BRIDGE

- Read Like a Writer: Analyze Voice and Tone T246–T247
- **Word Study:** More Practice: Vowel Teams *oo, ew, ue, ui, eu* T248–T249

FLEXIBLE OPTION

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

WRITING WORKSHOP

MINILESSON

- Historical Fiction T414–T415
 - » Delete Ideas for Coherence and Clarity
 - » Share Back

INDEPENDENT WRITING

- Historical Fiction T415
- Conferences T404

WRITING BRIDGE

- Spelling: More Practice: Vowel Teams *oo, ew, ue, ui, eu* T416
- Language and Conventions: Teach Irregular Verbs T417

FLEXIBLE OPTION

LESSON 4

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

READING WORKSHOP

CLOSE READ

- Summarize Informational Text T252–T253
- Close Read: *Mama Miti: Wangari Maathai and the Trees of Kenya*
- ☑ **Quick Check** T253

READING BRIDGE

- Write for a Reader: Use Voice and Tone T254–T255
- **Word Study:** Spiral Review: Suffixes *-ful, -y, -ness* T256–T257

FLEXIBLE OPTION

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

WRITING WORKSHOP

MINILESSON

- Historical Fiction T418–T419
 - » Edit for Verbs
 - » Share Back

INDEPENDENT WRITING

- Historical Fiction T419
- Conferences T404

WRITING BRIDGE

- Spelling: Spiral Review: Suffixes *-ful, -y, -ness* T420
- Language and Conventions: Practice Irregular Verbs T421

FLEXIBLE OPTION

LESSON 5

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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T260–T261
 - » Write to Sources
- ☑ **Quick Check** T261
- » Weekly Question

READING BRIDGE

- **Word Study:** Vowel Teams *oo, ew, ue, ui, eu* T262–T263
- ☑ **Assess Understanding** T262

FLEXIBLE OPTION

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

BOOK CLUB T265 **SEL**

WRITING WORKSHOP

MINILESSON

- Historical Fiction T422–T423
 - » Edit for Subjective, Objective, and Possessive Pronouns
 - » Share Back

WRITING CLUB T422–T423 **SEL**

- Conferences T404

WRITING BRIDGE

- » Spelling: Vowel Teams *oo, ew, ue, ui, eu* T424

☑ **Assess Understanding** T424

FLEXIBLE OPTION

- Language and Conventions: Standards Practice T425

UNIT 3 WEEK 5

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

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

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

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Infographic T270–T271
- Listening Comprehension: Read Aloud “There for Me” T272–T273
- Poetry T274–T275
- Quick Check** T275

READING BRIDGE

- Academic Vocabulary: Parts of Speech T276–T277
- Word Study: Teach Irregular Plural Nouns T278–T279

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

BOOK CLUB T283 **SEL**

WRITING WORKSHOP

MINILESSON

- Historical Fiction T430–T431
 - » Edit for Punctuation Marks
 - » Share Back

INDEPENDENT WRITING

- Historical Fiction T431
- Conferences T428

WRITING BRIDGE

- Spelling: Irregular Plural Nouns T432
 - Assess Prior Knowledge** T432
- Language and Conventions: Spiral Review: Irregular Verbs T433

LESSON 2

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

READING WORKSHOP

SHARE 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
- Quick Check** T297
- Check for Understanding

READING BRIDGE

- Word Study: Apply Irregular Plural Nouns T298–T299
 - » High-Frequency Words T298

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 T434–T435
 - » Edit for Prepositions and Prepositional Phrases

INDEPENDENT WRITING

- Historical Fiction T435
- Conferences T428

WRITING BRIDGE

- Spelling: Teach Irregular Plural Nouns T436
- Language and Conventions: Oral Language: Pronouns T437

LESSON 3

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

READING WORKSHOP

CLOSE READ

- Explain Poetic Characteristics T302–T303
- Close Read: “Firefighter Face,” “Miss Stone,” “The Race,” “in daddy’s arms,” “The Wright Brothers”
- ✓ **Quick Check** T303

READING BRIDGE

- Read Like a Writer: Analyze Descriptive Language T304–T305
- Word Study: More Practice: Irregular Plural Nouns T306–T307 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- Historical Fiction T438–T439
 - » Publish and Celebrate
 - » Share Back

INDEPENDENT WRITING

- Historical Fiction T439
- Conferences T428

WRITING BRIDGE

- Spelling: More Practice: Irregular Plural Nouns T440 **FLEXIBLE OPTION**
- Language and Conventions: Teach Pronouns T441

LESSON 4

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

READING WORKSHOP

CLOSE READ

- Monitor Comprehension T310–T311
- Close Read: “Firefighter Face,” “Miss Stone,” “The Race,” “in daddy’s arms,” “The Wright Brothers”
- ✓ **Quick Check** T311

READING BRIDGE

- Write for a Reader: Use Descriptive Language T312–T313
- Word Study: Spiral Review: Vowel Teams *oo, ew, ue, ui, eu* T314–T315 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- Historical Fiction T442–T443
 - » Prepare for Assessment
 - » Share Back

INDEPENDENT WRITING

- Historical Fiction T443
- Conferences T428

WRITING BRIDGE

- Spelling: Spiral Review: Vowel Teams *oo, ew, ue, ui, eu* T444 **FLEXIBLE OPTION**
- Language and Conventions: Practice Pronouns T445

LESSON 5

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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T318–T319
- Talk About It
 - ✓ **Quick Check** T319
 - » Weekly Question

READING BRIDGE

- Word Study: Irregular Plural Nouns T320–T321 **FLEXIBLE OPTION**
- ✓ **Assess Understanding** T320

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
- **BOOK CLUB** T323 **SEL**

WRITING WORKSHOP

MINILESSON

- Historical Fiction T446–T447
 - » Assessment

INDEPENDENT WRITING

- Assessment T446
- Conferences T428

WRITING BRIDGE

- Spelling: Irregular Plural Nouns T448
 - ✓ **Assess Understanding** T448
- Language and Conventions: Standards Practice T449 **FLEXIBLE OPTION**

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.

Lesson 1 Compare Across Texts

T454–T457

RI.3.2, W.3.1.b,
W.3.4, W.3.7, SL.3.1,
SL.3.1.c

- Answer the Essential Question

Inquire

- Introduce Inquiry Project
- Read “Heroes Aren’t Just for Comic Books”
- Generate questions
- Apply Academic Vocabulary

Lesson 2 Explore and Plan

T458–T461

RI.3.1, RI.3.5, W.3.7,
W.3.8, W.3.10, SL.3.1

- Argumentative Writing
- Read: “I’m a Volunteer!”
- Apply characteristics of text

Conduct Research

- Using a search engine
- Identify keywords to research

Lesson 3 Collaborate and Discuss

T462–T465

RI.3.2, W.3.1,
W.3.1.d, W.3.7,
SL.3.1, SL.3.1.b

- Read a Student Model
- Identify features of argumentative texts

Refine Research

- Paraphrasing and Quoting
- Read “A Helping Hand”
- Apply paraphrasing and quoting to article

Lesson 4 Extend Research

T466–T469

RI.3.7, W.3.8, W.3.10,
SL.3.1, SL.3.1.b,
L.3.1

- Investigate a variety of media
- Incorporate media into opinion speech

Collaborate and Discuss

- Revise & Edit: Relevant Details
- Peer review opinion speeches

Lesson 5 Celebrate and Reflect

T470–T471

RI.3.2, W.3.5, W.3.8,
SL.3.1.c, SL.3.4

- 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 4 SKILLS OVERVIEW

UNIT THEME

Events

		WEEK 1		WEEK 2		WEEK 3	
		Biography The House That Jane Built		Biography from Frederick Douglass		Biography 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: <i>The House That Jane Built</i>	RI.3.10	Biography: <i>Frederick Douglass</i>	RI.3.10	Biography: <i>Milton Hershey</i>	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	<i>r</i> -Controlled Vowels <i>ir, er, ur, ear</i>	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 <i>r</i> -Controlled Vowels <i>ir, er, ur, ear</i>	L.3.2.f	Spell Words with the VCCCV Pattern	L.3.2.f	Spell Words with <i>-able, -ible, -ation</i>	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?

WEEK 4

Narrative Nonfiction

Green City



	CCSS		CCSS
Time Line: Changing the World With One Idea	RI.3.10	Poem: Thank You for Understanding	RL.3.10
Narrative Nonfiction: <i>Green City</i>	RI.3.10	Drama: <i>Grace and Grandma</i>	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
Analogy	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

WEEK 5

Drama

Grace and Grandma



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

UNIT 4 WEEK 1

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on **SavasRealize.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

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

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
- Quick Check** T23

READING BRIDGE

- Academic Vocabulary: Related Words T24–T25
- Word Study: Teach *r*-Controlled Vowels *ir, er, ur, ear* T26–T27

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

BOOK CLUB T31 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T340–T341
 - » Opinion Essay
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T341
- Conferences T338

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Spell *r*-Controlled Vowels *ir, er, ur, ear* T342
 - Assess Prior Knowledge** T342
- FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Pronouns T343

LESSON 2

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

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
 - Quick Check** T51
 - » Check for Understanding

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 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 T344–T345
 - » Topic
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T345
- Conferences T338

WRITING BRIDGE

- Spelling: Teach *r*-Controlled Vowels *ir, er, ur, ear* T346
- FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Possessive Pronouns T347

LESSON 3

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

READING WORKSHOP

CLOSE READ

- Analyze Text Structure T56–T57
 - » Close Read: *The House That Jane Built*
 - Quick Check** T57

READING BRIDGE

- Read Like a Writer: Explain the Use of Descriptive Language T58–T59
- Word Study: More Practice: *r*-Controlled Vowels *ir, er, ur, ear* T60–T61 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- Opinion Essay T348–T349
 - » Point of View and Reasons
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T349
- Conferences T338

WRITING BRIDGE

- Spelling: More Practice: *r*-Controlled Vowels *ir, er, ur, ear* T350 **FLEXIBLE OPTION**
- Language and Conventions: Teach Possessive Pronouns T351

LESSON 4

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

READING WORKSHOP

CLOSE READ

- Correct or Confirm Predictions T64–T65
 - » Close Read: *The House That Jane Built*
 - Quick Check** T65

READING BRIDGE

- Write for a Reader: Use Descriptive Language T66–T67
- Word Study: Spiral Review: Irregular Plurals T68–T69 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- Opinion Essay T352–T353
 - » Brainstorm Topics and Focus on Opinion
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T353
- Conferences T338

WRITING BRIDGE

- Spelling: Spiral Review: Irregular Plurals T354 **FLEXIBLE OPTION**
- Language and Conventions: Practice Possessive Pronouns T355

LESSON 5

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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T72–T73
 - » Talk About It
 - Quick Check** T73
 - » Weekly Question

READING BRIDGE

- Word Study: *r*-Controlled Vowels *ir, er, ur, ear* T74–T75 **FLEXIBLE OPTION**
 - Assess Understanding** T74

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

BOOK CLUB T77 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T356
 - » Plan Your Opinion Essay
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T357 **SEL**
 - Conferences T338

WRITING BRIDGE

- Spelling: *r*-Controlled Vowels *ir, er, ur, ear* T358
 - Assess Understanding** T358
- Language and Conventions: Standards Practice T359 **FLEXIBLE OPTION**

UNIT 4 WEEK 2

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

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

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

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
- Quick Check** T87

READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T88–T89
- Word Study: Teach VCCCV Pattern T90–T91

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

BOOK CLUB T95 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T364–T365
 - » Develop the Topic
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T365
- Conferences T362

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Spell Words with the VCCCV Pattern T366
 - Assess Prior Knowledge** T366
- FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Possessive Pronouns T367

LESSON 2

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

READING WORKSHOP

SHARED READ

- Introduce the Text T96–T109
 - » Preview Vocabulary
 - » Read: *Frederick Douglass*
- Respond and Analyze T110–T111
 - » My View
 - » Develop Vocabulary
 - Quick Check** T111
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply VCCCV Pattern T112–T113
- High-Frequency Words T112

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 T368–T369
 - » Develop an Opinion
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T369
- Conferences T362

WRITING BRIDGE

- Spelling: Teach Words with the VCCCV Pattern T370
- FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Contractions T371

LESSON 3

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

READING WORKSHOP

CLOSE READ

- Identify Main Idea and Key Details T116–T117
- » Close Read: *Frederick Douglass*
- ☑ **Quick Check** T117

READING BRIDGE

- Read Like a Writer: Analyze Graphic Features T118–T119
- Word Study: More Practice: VCCCV Pattern T120–T121 **FLEXIBLE OPTION**

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

- Opinion Essay T372–T373
- » Distinguish Between Fact and Opinion
- » Share Back

INDEPENDENT WRITING

- Opinion Essay T373
- Conferences T362

WRITING BRIDGE

- Spelling: More Practice: Words with the VCCCV Pattern T374 **FLEXIBLE OPTION**
- Language and Conventions: Teach Contractions T375

LESSON 4

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

READING WORKSHOP

CLOSE READ

- Make Inferences T124–T125
- » Close Read: *Frederick Douglass*
- ☑ **Quick Check** T125

READING BRIDGE

- Write for a Reader: Use Graphic Features T126–T127
- Word Study: Spiral Review: *r*-Controlled Vowels *ir, er, ur, ear* T128–T129 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- Opinion Essay T376–T377
- » Develop Reasons
- » Share Back

INDEPENDENT WRITING

- Opinion Essay T377
- Conferences T362

WRITING BRIDGE

- Spelling: Spiral Review: Words with *r*-Controlled Vowels *ir, er, ur, ear* T378 **FLEXIBLE OPTION**
- Language and Conventions: Practice Contractions T379

LESSON 5

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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T132–T133
- » Write to Sources
- ☑ **Quick Check** T133
- » Weekly Question

READING BRIDGE

- Word Study: VCCCV Pattern T134–T135 **FLEXIBLE OPTION**
- ☑ **Assess Understanding** T134

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

BOOK CLUB T137 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T380
- » Develop Supporting Facts
- » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T381 **SEL**
- Conferences T362

WRITING BRIDGE

- Spelling: VCCCV Words T382
- ☑ **Assess Understanding** T382
- Language and Conventions: Standards Practice T383 **FLEXIBLE OPTION**

UNIT 4 WEEK 3

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.com):

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- 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

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

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
- ✓ **Quick Check** T147

READING BRIDGE

- Academic Vocabulary: Context Clues T148–T149
- Word Study: Teach Latin Suffixes T150–T151

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

BOOK CLUB T155 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T388–T389
 - » Compose an Introduction
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T389
- Conferences T386

WRITING BRIDGE

- Spelling: Spell Words with *-able*, *-ible*, *-ation* T390

✓ **Assess Prior Knowledge** T390

- Language and Conventions: Spiral Review: Contractions T391

LESSON 2

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

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
- ✓ **Quick Check** T175
- » Check for Understanding

READING BRIDGE

- Word Study: Apply Latin Suffixes T176–T177
- High-Frequency Words T176

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 T392–T393
 - » Organize Supporting Reasons
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T393
- Conferences T386

WRITING BRIDGE

- Spelling: Teach Words with *-able*, *-ible*, *-ation* T394

- Language and Conventions: Oral Language: Prepositions and Prepositional Phrases T395

LESSON 3

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

READING WORKSHOP

CLOSE READ

- Explain Author's Purpose T180–T181
 - » Close Read: *Milton Hershey*
- ☑ **Quick Check** T181

READING BRIDGE

- Read Like a Writer: Explain the Use of Tone and Voice T182–T183
- Word Study: More Practice: Latin Suffixes T184–T185 **FLEXIBLE OPTION** ↩

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

WRITING WORKSHOP

MINILESSON

- Opinion Essay T396–T397
 - » Organize Supporting Facts
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T397
- Conferences T386

WRITING BRIDGE

- Spelling: More Practice: Words with *-able*, *-ible*, *-ation* T398 **FLEXIBLE OPTION** ↩
- Language and Conventions: Teach Prepositions and Prepositional Phrases T399

LESSON 4

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

READING WORKSHOP

CLOSE READ

- Ask and Answer Questions T188–T189
 - » Close Read: *Milton Hershey*
- ☑ **Quick Check** T189

READING BRIDGE

- Write for a Reader: Use Tone and Voice T190–T191
- Word Study: Spiral Review: VCCCV Pattern T192–T193 **FLEXIBLE OPTION** ↩

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

WRITING WORKSHOP

MINILESSON

- Opinion Essay T400–T401
 - » Compose a Conclusion
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T401
- Conferences T386

WRITING BRIDGE

- Spelling: Spiral Review: VCCCV Pattern T402 **FLEXIBLE OPTION** ↩
- Language and Conventions: Practice Prepositions and Prepositional Phrases T403

LESSON 5

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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T196–T197
 - » Write to Sources
- ☑ **Quick Check** T197
- » Weekly Question

READING BRIDGE

- Word Study: Latin Suffixes T198–T199 **FLEXIBLE OPTION** ↩
- ☑ **Assess Understanding** T198

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

BOOK CLUB T201 **SEL** ➔

WRITING WORKSHOP

MINILESSON

- Opinion Essay T404
 - » Use Technology
 - » Share Back

INDEPENDENT WRITING

- WRITING** Select a Genre T405
- Conferences T386

WRITING BRIDGE

- Spelling: Words with *-able*, *-ible*, *-ation* T406
- ☑ **Assess Understanding** T406
- Language and Conventions: Standards Practice T407 **FLEXIBLE OPTION** ↩

UNIT 4 WEEK 4

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.com):

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- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

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

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
- ☑ **Quick Check** T211

READING BRIDGE

- Academic Vocabulary: Analogies T212–T213
- Word Study: Teach Homographs T214–T215

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

BOOK CLUB T219 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T412–T413
 - » Revise Drafts by Adding Linking Words
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T413
- Conferences T410

WRITING BRIDGE

- **FLEXIBLE OPTION**
 - Spelling: Words That Are Homographs T414
 - ☑ **Assess Prior Knowledge** T414
 - **FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Prepositions and Prepositional Phrases T415

LESSON 2

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

READING WORKSHOP

SHARED READ

- Introduce the Text T220–T239
 - » Preview Vocabulary
 - » Read: *Green City*
- Respond and Analyze T240–T241
 - » My View
 - » Develop Vocabulary
 - ☑ **Quick Check** T241
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Homographs T242–T243
- High-Frequency Words T242

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 T416–T417
 - » Revise Drafts by Adding Details
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T417
- Conferences T410

WRITING BRIDGE

- Spelling: Teach Words That Are Homographs T418
- **FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Comparing with Adjectives T419

LESSON 3

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

READING WORKSHOP

CLOSE READ

- Distinguish Viewpoint T246–T247
 - » Close Read: *Green City*
- ✓ **Quick Check** T247

READING BRIDGE

- Read Like a Writer: Analyze Text Structure T248–T249
- Word Study: More Practice: Homographs T250–T251 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- Opinion Essay T420–T421
 - » Edit for Capitalization
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T421
- Conferences T410

WRITING BRIDGE

- Spelling: More Practice: Words That Are Homographs T422 **FLEXIBLE OPTION**
- Language and Conventions: Teach Comparing with Adjectives T423

LESSON 4

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

READING WORKSHOP

CLOSE READ

- Make Connections T254–T255
 - » Close Read: *Green City*
- ✓ **Quick Check** T255

READING BRIDGE

- Write for a Reader: Use Text Structure T256–T257
- Word Study: Spiral Review: Words with *-able, -ible, -ation* T258–T259 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- Opinion Essay T424–T425
 - » Peer Edit
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T425
- Conferences T410

WRITING BRIDGE

- Spelling: Spiral Review: Words with *-able, -ible, -ation* T426 **FLEXIBLE OPTION**
- Language and Conventions: Practice Comparing with Adjectives T427

LESSON 5

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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T262–T263
 - » Write to Sources
- ✓ **Quick Check** T263
- » Weekly Question

READING BRIDGE

- Word Study: Homographs T264–T265 **FLEXIBLE OPTION**
- ✓ **Assess Understanding** T264

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

BOOK CLUB T267 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T428
 - » Use Peer and Teacher Suggestions
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T429 **SEL**
- Conferences T410

WRITING BRIDGE

- Spelling: Words That Are Homographs T430
- ✓ **Assess Understanding** T430
- Language and Conventions: Standards Practice T431 **FLEXIBLE OPTION**

UNIT 4 WEEK 5

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Writing Workshop Assessment

The following assessments are available on [SavasRealize.com](https://www.savasrealize.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

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

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
- Quick Check** T277

READING BRIDGE

- Academic Vocabulary: Parts of Speech T278–T279
- Word Study: Teach Homophones T280–T281

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

BOOK CLUB T285 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T436–T437
 - » Use Technology to Publish Written Work
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T437
- Conferences T434

WRITING BRIDGE

- Spelling: Spell Homophones T438
 - Assess Prior Knowledge** T438
- Language and Conventions: Spiral Review: Comparing with Adjectives T439

LESSON 2

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

READING WORKSHOP

SHARED READ

- Introduce the Text T286–T301
 - » Preview Vocabulary
 - » Read: *Grace and Grandma*
- Respond and Analyze T302–T303
 - » My View
 - » Develop Vocabulary
- Quick Check** T303
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Homophones T304–T305
- High-Frequency Words T304

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 T440–T441
 - » Edit for Spelling
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T441
- Conferences T434

WRITING BRIDGE

- Spelling: Teach Homophones T442
- Language and Conventions: Oral Language: Adverbs T443

LESSON 3

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

READING WORKSHOP

CLOSE READ

- Identify Play Elements T308–T309
 - » Close Read: *Grace and Grandma*
- ✓ **Quick Check** T309

READING BRIDGE

- Read Like a Writer: Explain Author’s Message T310–T311
- Word Study: More Practice: Homophones T312–T313 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- Opinion Essay T444–T445
 - » Publish and Celebrate
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T445
- Conferences T434

WRITING BRIDGE

- Spelling: More Practice: Homophones T446 **FLEXIBLE OPTION**
- Language and Conventions: Teach Adverbs T447

LESSON 4

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

READING WORKSHOP

CLOSE READ

- Monitor Comprehension T316–T317
 - » Close Read: *Grace and Grandma*
- ✓ **Quick Check** T317

READING BRIDGE

- Write for a Reader: Share a Message T318–T319
- Word Study: Spiral Review: Homographs T320–T321 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- Opinion Essay T448–T449
 - » Prepare for Assessment
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T449
- Conferences T434

WRITING BRIDGE

- Spelling: Spiral Review: Homographs T450 **FLEXIBLE OPTION**
- Language and Conventions: Practice Adverbs T451

LESSON 5

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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T324–T325
 - » Talk About It
- ✓ **Quick Check** T325
- » Weekly Question

READING BRIDGE

- Word Study: Homophones T326–T327 **FLEXIBLE OPTION**
- ✓ **Assess Understanding** T326

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

BOOK CLUB T329 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T452
 - » Assessment
 - » Share Back

INDEPENDENT WRITING

- Assessment T453
- Conferences T434

WRITING BRIDGE

- Spelling: Homophones T454
- ✓ **Assess Understanding** T454
- Language and Conventions: Standards Practice T455 **FLEXIBLE OPTION**

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.

Lesson 1 Compare Across Texts

T460–T463

- Answer the Essential Question

RF.3.4.b, RI.3.1,
RI.3.9, W.3.7, SL.3.1

Inquire

- Introduce Inquiry Project
- Read “From Wood to Stone”
- Generate questions about the topic
- Apply Academic Vocabulary

Lesson 2 Explore and Plan

T464–T467

- Informational Writing
- Read “Yankee Stadium: Then and Now”
- Set a purpose, identify a topic, and list research goals

RI.3.5, W.3.7, W.3.8,
W.3.10, SL.3.1.b

Conduct Research

- Use the Library of Congress Web site
- Gather information on a research topic

Lesson 3 Collaborate and Discuss

T468–T471

- Analyze a Student Model
- Identify features of informational posters

RF.3.4.a, RI.3.2,
W.3.2, W.3.2.b, W.3.8,
SL.3.2

Refine Research

- Identify source types
- Read “History in the Making”
- Apply identifying source types to article

Lesson 4 Extend Research

T472–T475

- Find or create images
- Incorporate images into poster

RI.3.7, W.3.5, W.3.8,
SL.3.1.b, L.3.1

Collaborate and Discuss

- Revise & Edit: Clarity and Coherence
- Peer review posters

Lesson 5 Celebrate and Reflect

T476–T477

- Share your posters
- Reflect on your project

RF.3.4, W.3.1.b,
W.3.4, SL.3.1.c,
SL.3.4

Reflect on the Unit

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing

UNIT 5 SKILLS OVERVIEW

UNIT THEME

Solutions

		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: <i>Deep Down and Other Extreme Places to Live</i>	RI.3.10	Informational Text: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>	RI.3.10	Procedural Text: <i>A Safety Plan: In Case of Emergency</i>	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 <i>au, aw, al, augh, ough</i>	RF.3.3	Vowel Patterns <i>ei, eigh</i>	RF.3.3	Words With Suffix <i>-en</i>	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 <i>au, aw, al, augh, ough</i>	L.3.2.f	Spell Words with Vowel Patterns <i>ei</i> and <i>eigh</i>	L.3.2.f	Spell Words with Suffix <i>-en</i>	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?

WEEK 4

Historical Fiction

Nora's Ark



WEEK 5

Traditional Tale: Fable

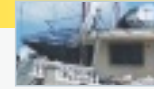
from Aesop's Fox



WEEK 6

Inquiry and Research

Take a Trip!



	CCSS		CCSS
Primary Source: The Dust Bowl	RI.3.10	Poem: "Lesson From the Forest"	RL.3.10
Historical Fiction: <i>Nora's Ark</i>	RL.3.10	Fables: <i>Aesop's Fox</i>	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 <i>-le, -ture, -ive, -ize</i>	L.3.2.f
Pronoun-Antecedent Agreement	L.3.1.f	Edit for Commas	L.3.2.c

	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

UNIT 5 WEEK 1

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.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

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

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

Quick Check T23

READING BRIDGE

- Academic Vocabulary: Related Words T24–T25
- Word Study: Teach Vowel Patterns *au, aw, al, augh, ough* T26–T27

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

BOOK CLUB T31 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T338–T339
 - » Poetry
 - » Share Back

INDEPENDENT WRITING

- Poetry T339
- Conferences T336

WRITING BRIDGE

- Spelling: Spell Vowel Patterns *au, aw, al, augh, ough* T340

Assess Prior Knowledge T340

- Language and Conventions: Spiral Review: Adverbs T341

LESSON 2

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

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

Quick Check T53

- » Check for Understanding

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 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 T342–T343
 - » What Poetry Sounds Like
 - » Share Back

INDEPENDENT WRITING

- Poetry T343
- Conferences T336

WRITING BRIDGE

- Spelling: Teach Vowel Patterns *au, aw, al, augh, ough* T344


- Language and Conventions: Oral Language: Comparing with Adjectives T345

LESSON 3


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

READING WORKSHOP

CLOSE READ

- Analyze Text Features T58–T59
 - » Close Read: *Deep Down and Other Extreme Places to Live*
-  **Quick Check** T59

READING BRIDGE

- Read Like a Writer: Explain the Use of Text Features T60–T61
- FLEXIBLE OPTION** 
- Word Study: More Practice: Vowel Patterns *au, aw, al, augh, ough* T62–T63

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

WRITING WORKSHOP


MINILESSON

- Poetry T346–T347
 - » What Poetry Looks Like
 - » Share Back

INDEPENDENT WRITING

- Poetry T347
- Conferences T336

WRITING BRIDGE


- FLEXIBLE OPTION** 
- Spelling: More Practice: Vowel Patterns *au, aw, al, augh, ough* T348
- Language and Conventions: Teach Comparing with Adjectives T349

LESSON 4


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

READING WORKSHOP

CLOSE READ

- Correct or Confirm Predictions T66–T67
 - » Close Read: *Deep Down and Other Extreme Places to Live*
-  **Quick Check** T67

READING BRIDGE

- Write for a Reader: Use Text Features T68–T69
- FLEXIBLE OPTION** 
- Word Study: Spiral Review: Homophones T70–T71

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

WRITING WORKSHOP


MINILESSON

- Poetry T350–T351
 - » Brainstorm Ideas
 - » Share Back

INDEPENDENT WRITING

- Poetry T351
- Conferences T336

WRITING BRIDGE


- FLEXIBLE OPTION** 
- Spelling: Spiral Review: Homophones T352
- Language and Conventions: Practice Comparing with Adjectives T353

LESSON 5



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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T74–T75
 - » Talk About It
-  **Quick Check** T75
- » Weekly Question

READING BRIDGE

- FLEXIBLE OPTION** 
- Word Study: Vowel Patterns *au, aw, al, augh, ough* T76–T77
-  **Assess Understanding** T76

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

BOOK CLUB T79 **SEL** 

WRITING WORKSHOP



MINILESSON

- Poetry T354
 - » Plan Your Poetry
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T355 **SEL** 
- Conferences T336

WRITING BRIDGE

- Spelling: Vowel Patterns *au, aw, al, augh, ough* T356
-  **Assess Understanding** T356
- FLEXIBLE OPTION** 
- Language and Conventions: Standards Practice T357

UNIT 5 WEEK 2

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.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

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

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

Quick Check T89

READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T90–T91
- Word Study: Teach Vowel Patterns *ei, eigh* T92–T93

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

BOOK CLUB T97 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T362–T363
 - » Composing Like a Poet
 - » Share Back

INDEPENDENT WRITING

- Poem T363
- Conferences T360

WRITING BRIDGE

- Spelling: Vowel Patterns *ei* and *eigh* T364

Assess Prior Knowledge T364

- Language and Conventions: Spiral Review: Comparing with Adjectives T365

LESSON 2

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

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

Quick Check T111

» Check for Understanding

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 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 T366–T367
 - » Compose with Imagery
 - » Share Back

INDEPENDENT WRITING

- Poem T367
- Conferences T360

WRITING BRIDGE

- Spelling: Teach Vowel Patterns *ei* and *eigh* T368

- Language and Conventions: Oral Language: Comparing with Adverbs T369

LESSON 3


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

READING WORKSHOP

CLOSE READ

- Analyze Text Structure T116–T117
 - Close Read: *Earthquakes, Eruptions, and Other Events that Change Earth*
- Quick Check** T117

READING BRIDGE

- Read Like a Writer: Analyze Graphic Features T118–T119
- FLEXIBLE OPTION** 
 - Word Study: More Practice: Vowel Patterns *ei*, *igh* T120–T121

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

- Poetry T370–T371
 - Compose with Rhythm and Rhyme
 - Share Back

INDEPENDENT WRITING

- Poem T371
- Conferences T360

WRITING BRIDGE

- FLEXIBLE OPTION** 
 - Spelling: More Practice: Vowel Patterns *ei* and *igh* T372
- Language and Conventions: Teach Comparing with Adverbs T373

LESSON 4


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

READING WORKSHOP

CLOSE READ

- Synthesize Information T124–T125
 - Close Read: *Earthquakes, Eruptions, and Other Events that Change Earth*
- Quick Check** T125

READING BRIDGE

- Write for a Reader: Use Graphic Features T126–T127
- FLEXIBLE OPTION** 
 - Word Study: Spiral Review: Vowel Patterns *au*, *aw*, *al*, *augh*, and *ough* T128–T129

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

WRITING WORKSHOP


MINILESSON

- Poetry T374–T375
 - Compose with Alliteration
 - Share Back

INDEPENDENT WRITING

- Poem T375
- Conferences T360

WRITING BRIDGE

- FLEXIBLE OPTION** 
 - Spelling: Spiral Review: Words with Vowel Patterns *au*, *aw*, *al*, *augh*, and *ough* T376
- Language and Conventions: Practice Comparing with Adverbs T377

LESSON 5


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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T132–T133
 - Write to Sources
- Quick Check** T133
- Weekly Question

READING BRIDGE

- FLEXIBLE OPTION** 
 - Word Study: Vowel Patterns *ei*, *igh* T134–T135
- Assess Understanding** T134

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

BOOK CLUB T137 **SEL** 

WRITING WORKSHOP


MINILESSON

- Poetry T378
 - Compose with Figurative Language
 - Share Back

INDEPENDENT WRITING

- WRITING CLUB** T379 **SEL** 
- Conferences T360

WRITING BRIDGE

- FLEXIBLE OPTION** 
 - Spelling: Vowel Patterns *ei* and *igh* T380
- Assess Understanding** T380
- Language and Conventions: Standards Practice T381

UNIT 5 WEEK 3

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.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

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

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
- Quick Check T147

READING BRIDGE

- Academic Vocabulary: Context Clues T148–T149
- Word Study: Teach Words with Suffix *-en* T150–T151

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

BOOK CLUB T155 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T386–T387
 - » Use Line Breaks and Stanzas
 - » Share Back

INDEPENDENT WRITING

- Poetry T387
- Conferences T384

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Spell Words with Suffix *-en* T388

Assess Prior Knowledge T388

- FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Comparing with Adverbs T389

LESSON 2

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

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
- Quick Check T171
 - » Check for Understanding

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 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 T390–T391
 - » Select a Genre
 - » Share Back

INDEPENDENT WRITING

- Poetry T391
- Conferences T384

WRITING BRIDGE

- Spelling: Teach Words with Suffix *-en* T392

- FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Complex Sentences T393

LESSON 3

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

READING WORKSHOP

CLOSE READ

- Analyze Text Structure T176–T177
 - » Close Read: *A Safety Plan: In Case of Emergency*
- Quick Check T177

READING BRIDGE

- Read Like a Writer: Explain Use of Text Structure T178–T179
- Word Study: More Practice: Words with Suffix *-en* T180–T181 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- Poetry T394–T395
 - » Revise for Word Choice: Verbs
 - » Share Back

INDEPENDENT WRITING

- Poetry T395
- Conferences T384

WRITING BRIDGE

- Spelling: More Practice: Words with Suffix *-en* T396 **FLEXIBLE OPTION**
- Language and Conventions: Teach Complex Sentences T397

LESSON 4

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

READING WORKSHOP

CLOSE READ

- Monitor Comprehension T184–T185
 - » Close Read: *A Safety Plan: In Case of Emergency*
- Quick Check T185

READING BRIDGE

- Write for a Reader: Use Text Structure T186–T187
- Word Study: Spiral Review: Vowel Patterns *ei, eigh* T188–T189 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- Poetry T398–T399
 - » Create an Audio Recording
 - » Share Back

INDEPENDENT WRITING

- Poetry T399
- Conferences T384

WRITING BRIDGE

- Spelling: Spiral Review: Vowel Patterns *ei, eigh* T400 **FLEXIBLE OPTION**
- Language and Conventions: Practice Complex Sentences T401

LESSON 5

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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T192–T193
 - » Write to Sources
- Quick Check T193
- » Weekly Question

READING BRIDGE

- Word Study: Words with Suffix *-en* T194–T195 **FLEXIBLE OPTION**
- Assess Understanding T194

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

BOOK CLUB T197 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T402
 - » Create a Visual Display
 - » Share Back

INDEPENDENT WRITING

- Select a Genre T403
- Conferences T384

WRITING BRIDGE

- Spelling: Words with Suffix *-en* T404
- Assess Understanding T404
- Language and Conventions: Standards Practice T405 **FLEXIBLE OPTION**

UNIT 5 WEEK 4

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.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

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

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
- Quick Check** T207

READING BRIDGE

- Academic Vocabulary: Figurative Language T208–T209
- Word Study: Teach Schwa Vowel Sound T210–T211

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

BOOK CLUB T215 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T410–T411
 - » Revise for Structure
 - » Share Back

INDEPENDENT WRITING

- Poem T411
- Conferences T408

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Spell Words with the Schwa Sound T412
 - Assess Prior Knowledge** T412
- FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Complex Sentences T413

LESSON 2

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

READING WORKSHOP

SHARED READ

- Introduce the Text T216–T237
 - » Preview Vocabulary
 - » Read: *Nora’s Ark*
- Respond and Analyze T238–T239
 - » My View
 - » Develop Vocabulary
 - Quick Check** T239
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Schwa Vowel Sound T240–T241
- High-Frequency Words T240

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 T414–T415
 - » Rearrange Ideas for Coherence and Clarity
 - » Share Back

INDEPENDENT WRITING

- Poem T415
- Conferences T408

WRITING BRIDGE

- Spelling: Teach Words with the Schwa Sound T416
- FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Pronoun-Antecedent Agreement T417

LESSON 3

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

READING WORKSHOP

CLOSE READ

- Analyze Point of View T244–T245
 - » Close Read: *Nora's Ark*
- Quick Check** T245

READING BRIDGE

- Read Like a Writer: Analyze Voice T246–T247
- Word Study: More Practice: Schwa Vowel Sound T248–T249 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- Poetry T418–T419
 - » Edit for Nouns
 - » Share Back

INDEPENDENT WRITING

- Poem T419
- Conferences T408

WRITING BRIDGE

- Spelling: More Practice: Words with the Schwa Sound T420 **FLEXIBLE OPTION**
- Language and Conventions: Teach Pronoun-Antecedent Agreement T421

LESSON 4

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

READING WORKSHOP

CLOSE READ

- Make Connections T252–T253
 - » Close Read: *Nora's Ark*
- Quick Check** T253

READING BRIDGE

- Write for a Reader: Use Voice T254–T255
- Word Study: Spiral Review: Words with the Suffix *-en* T256–T257 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- Poetry T422–T423
 - » Edit for Comparative and Superlative Adjectives
 - » Share Back

INDEPENDENT WRITING

- Poem T423
- Conferences T408

WRITING BRIDGE

- Spelling: Spiral Review: Words with the Suffix *-en* T424 **FLEXIBLE OPTION**
- Language and Conventions: Practice Pronoun-Antecedent Agreement T425

LESSON 5

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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T260–T261
 - » Write to Sources
- Quick Check** T261
- » Weekly Question

READING BRIDGE

- Word Study: Schwa Vowel Sound T262–T263 **FLEXIBLE OPTION**
- Assess Understanding** T262

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

BOOK CLUB T265 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T426
 - » Edit for Punctuation Marks
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T427 **SEL**
- Conferences T408

WRITING BRIDGE

- Spelling: Spell Words with the Schwa Sound T428
- Assess Understanding** T428
- Language and Conventions: Standards Practice T429 **FLEXIBLE OPTION**

UNIT 5 WEEK 5

SUGGESTED WEEKLY PLAN

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.

SEL SOCIAL-EMOTIONAL LEARNING

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

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

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
- Quick Check** T275

READING BRIDGE

- Academic Vocabulary: Parts of Speech T276–T277
- Word Study: Teach Final Stable Syllables *-le, -ture, -ive, -ize* T278–T279

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

BOOK CLUB T283 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T434–T435
 - » Revise for Coherence and Clarity
 - » Share Back

INDEPENDENT WRITING

- Poetry T435
- Conferences T432

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Spell Final Stable Syllables T436
 - Assess Prior Knowledge** T436
- FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Pronoun-Antecedent Agreement T437

LESSON 2

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

READING WORKSHOP

SHARED READ

- Introduce the Text T284–T299
 - » Preview Vocabulary
 - » Read: *Aesop’s Fox*
- Respond and Analyze T300–T301
 - » My View
 - » Develop Vocabulary
 - Quick Check** T301
 - » Check for Understanding

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 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 T438–T439
 - » Edit for Adjectives and Adverbs
 - » Share Back

INDEPENDENT WRITING

- Poetry T439
- Conferences T432

WRITING BRIDGE

- Spelling: Teach Final Stable Syllables T440
- FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Edit for Commas T441

LESSON 3

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

READING WORKSHOP

CLOSE READ

- Infer Theme T306–T307
 - » Close Read: *Aesop's Fox*
- ✓ **Quick Check** T307

READING BRIDGE

- Read Like a Writer: Describe Use of Imagery T308–T309
- Word Study: More Practice: Final Stable Syllables *-le, -ture, -ive, -ize* T310–T311 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- Poetry T442–T443
 - » Publish and Celebrate
 - » Share Back

INDEPENDENT WRITING

- Poetry T443
- Conferences T432

WRITING BRIDGE

- Spelling: More Practice: Final Stable Syllables T444 **FLEXIBLE OPTION**
- Language and Conventions: Teach Editing for Commas T445

LESSON 4

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

READING WORKSHOP

CLOSE READ

- Evaluate Details T314–T315
 - » Close Read: *Aesop's Fox*
- ✓ **Quick Check** T315

READING BRIDGE

- Write for a Reader: Use Precise Verbs T316–T317
- Word Study: Spiral Review: Schwa T318–T319 **FLEXIBLE OPTION**

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

WRITING WORKSHOP

MINILESSON

- Poetry T446–T447
 - » Prepare for Assessment
 - » Share Back

INDEPENDENT WRITING

- Poetry T447
- Conferences T432

WRITING BRIDGE

- Spelling: Spiral Review: Schwa T448 **FLEXIBLE OPTION**
- Language and Conventions: Practice Editing for Commas T449

LESSON 5

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

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T322–T323
 - » Talk About It
- ✓ **Quick Check** T323
- » Weekly Question

READING BRIDGE

- Word Study: Final Stable Syllables *-le, -ture, -ive, -ize* T324–T325 **FLEXIBLE OPTION**
- ✓ **Assess Understanding** T324

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

BOOK CLUB T327 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T450
 - » Assessment
 - » Share Back

INDEPENDENT WRITING

- Assessment T451
- Conferences T432

WRITING BRIDGE

- Spelling: Final Stable Syllables T452
- ✓ **Assess Understanding** T452
- Language and Conventions: Standards Practice T453 **FLEXIBLE OPTION**

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.

Lesson 1 Compare Across Texts

T458–T461

- Answer the Essential Question

Inquire

- Introduce Inquiry Project
- Read “Living on a Fault Line”
- Generate questions about the topic
- Apply Academic Vocabulary

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

Lesson 2 Explore and Plan

T462–T465

- Argumentative Writing
- Read: “The City I Love”
- Apply characteristics of text

Conduct Research

- Bookmarking Web pages
- Identify relevant information

RI.3.5, W.3.5, W.3.7,
SL.3.1, SL.3.1.b

Lesson 3 Collaborate and Discuss

T466–T469

- Read a Student Model
- Identify features of argumentative text

Refine Research

- Cite sources on works cited page
- Read “A Mighty Flood”
- Apply citing sources

RI.3.2, RI.3.6, W.3.1,
W.3.8, W.3.10

Lesson 4 Extend Research

T470–T473

- 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

RI.3.7, W.3.8, SL.3.3,
SL.3.6, L.3.1

Lesson 5 Celebrate and Reflect

T474–T475

- Present your travel brochure
- Reflect on your project

Reflect on the Unit

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing

W.3.10, SL.3.3,
SL.3.4, L.3.1, L.3.3