





Literacy Place Weekly Organizer

The Story of Z

	DAY 1	DAY 2	
<p>READ and Introduce Skills</p> <ul style="list-style-type: none"> • VOCABULARY • PHONICS • COMPREHENSION • LITERARY ELEMENT 	<p>BUILD BACKGROUND, ▲ ■ p. T17</p> <p>☑ VOCABULARY, ▲ ■ p. T18 Vocabulary Transparency 11 Transparency 1 Practice Book 1, p. 149</p> <p>☑ DAILY PHONICS: ▲ ■ Prefixes <i>un-</i>, <i>re-</i>, pp. T20–T21 Practice Book 1, p. 150</p> <p>PREVIEW AND PREDICT, p. T22</p> <p>READ: ▲ * ■ <i>The Story of Z</i>, pp. T22–T27</p> <p>GENRE: Fantasy, p. T23</p> <p>☑ COMPREHENSION: Sequence, p. T25</p>	<p>READ: ▲ * ■ ● <i>The Story of Z</i>, pp. T28–T39 "Mentor Max Jerome," pp. T40–T43 Practice Book 1, p. 152</p> <p>☑ DAILY PHONICS: Prefixes <i>un-</i>, <i>re-</i>, p. T37</p> <p>COMPREHENSION: Problem/Solution, p. T31</p> <p>☑ LITERARY ELEMENT: Turning Point, p. T33 Theme, p. T39</p> <p>AUTHOR'S CRAFT, Idioms, p. T35</p> <p>GENRE: Interview, p. T41</p>	
<p>WRITE and Respond</p> <ul style="list-style-type: none"> • GRAMMAR • USAGE • MECHANICS • SPELLING • WRITING 	<p>WRITING WORKSHOP: Introduce, p. T17</p> <p>JOURNAL: Make Predictions, p. T22</p> <p>☑ SPELLING: Pretest: Words With <i>j</i> or <i>g</i>, p. R4 Spelling Resource Book, p. 59</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Teach/Model: Simple and Complete Subjects and Predicates, p. R6</p> <p>ORAL LANGUAGE, p. T27</p>	<p>WRITING WORKSHOP: Prewrite, p. T43</p> <p>☑ SPELLING: Vocabulary Practice, p. R4 Spelling Resource Book, pp. 60–62</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R6</p> <p>ORAL LANGUAGE, p. T43</p>	
<p>EXTEND SKILLS and Apply to Literature</p> <ul style="list-style-type: none"> • INTEGRATED LANGUAGE ARTS • LISTENING/SPEAKING/VIEWING • INTEGRATED CURRICULUM • GUIDED READING • INDEPENDENT READING 	<p>READ ALOUD, p. T27</p> <p>GUIDED READING, pp. R2–R3</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Mirette on the High Wire</i> • <i>The Boxcar Children: The Pizza Mystery</i> 	<p>READ ALOUD, p. T43</p> <p>GUIDED READING, pp. R2–R3</p> <p>INTEGRATED CURRICULUM: Science, p. R8 The Arts, p. R9 Social Studies, p. R9 Math, p. R8</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Alvin Ailey</i> • <i>Finding the Titanic</i> 	
<p>TECHNOLOGY and REAL-WORLD SKILLS</p>	<p>🎧 FIRST THOUSAND WORDS CD-ROM Language Development, p. T27</p>	<p>🎧 I SPY CD-ROM Comprehension Skills, p. T39</p> <p>WORKSHOP 1, pp. T109–T114</p>	



MODIFY INSTRUCTION

- INTERVENTION ▲ ESL/ELD ■ EXTRA HELP
- * GIFTED & TALENTED ☑ = TESTED SKILL

	DAY 3	DAY 4	DAY 5
	<p>REREAD: <i>The Story of Z</i>, p. T22–T39</p> <p>☑ COMPREHENSION: ▲ ■ Sequence, p. T46 Transparency 2 Practice Book 1, pp. 155–157</p> <p>INTERVENTION, ● p. T48 Daily Phonics: Prefixes <i>-un-</i>, <i>-re</i> Comprehension: Sequence Fluency: Reading Aloud</p>	<p>LITERATURE CONNECTION: <i>The Story of Z</i>, p. T50</p> <p>☑ REVIEW VOCABULARY, p. T52</p> <p>☑ DAILY PHONICS: ▲ * Prefixes <i>un-</i>, <i>re-</i>, p. T53</p>	<p>READING ASSESSMENT: Selection Test, p. T56</p> <p>MODIFYING ASSESSMENT, p. T56 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p>PERFORMANCE-BASED ASSESSMENT: One-Minute Fluency, p. T57 Conference, p. T57</p> <p>☑ DAILY PHONICS: Dictation, p. T57</p>
	<p>RESPOND: ▲ Think About Reading, p. T44 Write a Character Sketch, p. T45 Practice Book 1, p. 153</p> <p>☑ SPELLING: Write/Proofread, p. R5 Spelling Resource Book, p. 63</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R7 Practice Book 1, p. 154</p> <p>ORAL LANGUAGE, p. T45</p>	<p>WRITING WORKSHOP: Persuasive Argument, p. T50 Writer's Craft: Audience, p. T51 Transparency 3 Practice Book 1, p. 151</p> <p>☑ SPELLING: Study/Review, p. R5 Spelling Resource Book, p. 200</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Apply, p. R7</p> <p>ORAL LANGUAGE, p. T51</p>	<p>WRITING ASSESSMENT, p. T58 Student Model Students' Writing Rubric</p> <p>☑ SPELLING: Posttest, p. R5 Spelling Resource Book, p. 202</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Assess, p. R7</p> <p>ORAL LANGUAGE, p. T58</p>
	<p>RESPOND: Literature Circle, p. T45</p> <p>READ ALOUD, p. T49</p> <p>GUIDED READING, pp. R2–R3</p> <p>OPTIONAL MATERIALS, ● p. T49 Phonics Chapter Book #10: <i>Bo Peep's Sheep</i> <i>The Story of Z</i> audiocassette</p>	<p>READ ALOUD, p. T55</p> <p>GUIDED READING, pp. R2–R3</p> <p>EXPAND VOCABULARY: Words That Tell How Many, p. T52</p> <p>☑ STUDY SKILLS: Using the Library Media Center, pp. T54–T55 Practice Book 1, p. 159</p>	<p>READ ALOUD, p. T60</p> <p>GUIDED READING, pp. R2–R3</p> <p>INTEGRATED LANGUAGE ARTS: Write a Newspaper Article, p. T59 Make a Teamwork Commercial, p. T59 Create a Chart of Causes and Effects, p. T60 Illustrate Scenes That Show Teamwork, p. T60</p>
	<p> WORD PROCESSING Writing Skills, p. T45</p> <p>WORKSHOP 1, pp. T109–T114</p>	<p> WORD PROCESSING Writing Skills, p. T51</p> <p> ONLINE CATALOG Study Skills, p. T55</p> <p>WORKSHOP 1, pp. T109–T114</p>	<p> SMART PLACE CD-ROM AND VIDEO Presentation Tools, p. T59</p> <p>WORKSHOP 1, pp. T109–T114</p>





Literacy Place Weekly Organizer

Too Many Tamales

	DAY 1	DAY 2	
<p>READ and Introduce Skills</p> <ul style="list-style-type: none"> • PHONICS • VOCABULARY • COMPREHENSION • LITERARY ELEMENT 	<p>BUILD BACKGROUND, ▲ p. T67</p> <p><input checked="" type="checkbox"/> VOCABULARY, ▲ ■ p. T68 Vocabulary Transparency 12 Transparency 4 Practice Book 1, p. 160</p> <p><input checked="" type="checkbox"/> DAILY PHONICS: ▲ ■ Open Syllables, pp. T70–T71 Practice Book 1, p. 161</p> <p>PREVIEW AND PREDICT, p. T72</p> <p>READ: ▲ * ■ <i>Too Many Tamales</i>, pp. T72–T77</p> <p>GENRE: Realistic Fiction, p. T73</p> <p><input checked="" type="checkbox"/> COMPREHENSION: Make Predictions, p. T75</p>	<p>READ: ▲ * ■ <i>Too Many Tamales</i>, pp. T78–T85 "Ode to Corn," pp. T86–T87</p> <p><input checked="" type="checkbox"/> DAILY PHONICS: Open Syllables, p. T79</p> <p>AUTHOR'S CRAFT: Suspense, p. T81</p> <p><input checked="" type="checkbox"/> COMPREHENSION: Sequence, p. T83 Problem/Solution, p. T85</p>	
<p>WRITE and Respond</p> <ul style="list-style-type: none"> • GRAMMAR • USAGE • MECHANICS • SPELLING • WRITING 	<p>WRITING WORKSHOP: Introduce, p. T67</p> <p>JOURNAL: Make Predictions, p. T72</p> <p>QUICKWRITE: Set a Purpose, p. T77</p> <p><input checked="" type="checkbox"/> SPELLING: Pretest: Words With <i>g</i> or <i>gu</i>, p. R12 Spelling Resource Book, p. 64</p> <p><input checked="" type="checkbox"/> GRAMMAR, USAGE, MECHANICS: Teach/Model: Adjectives, p. R14</p> <p>ORAL LANGUAGE, p. T77</p>	<p>WRITING WORKSHOP: Prewrite, p. T87</p> <p><input checked="" type="checkbox"/> SPELLING: Practice, p. R12 Spelling Resource Book, pp. 65–67</p> <p><input checked="" type="checkbox"/> GRAMMAR, USAGE, MECHANICS: Practice, p. R14</p> <p>ORAL LANGUAGE, p. T87</p>	
<p>EXTEND SKILLS and Apply to Literature</p> <ul style="list-style-type: none"> • INTEGRATED LANGUAGE ARTS • LISTENING/SPEAKING/VIEWING • INTEGRATED CURRICULUM • GUIDED READING • INDEPENDENT READING 	<p>READ ALOUD, p. T77</p> <p>GUIDED READING, pp. R10–R11</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Mirette on the High Wire</i> • <i>The Pizza Mystery</i> 	<p>READ ALOUD, p. T87</p> <p>GUIDED READING, pp. R10–R11</p> <p>INTEGRATED CURRICULUM: The Arts, p. R17 Math, p. R16 Science, p. R16 Social Studies, p. R17</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Alvin Ailey</i> • <i>Finding the Titanic</i> 	
<p>TECHNOLOGY and REAL-WORLD SKILLS</p>	<p> SCHOLASTIC NETWORK Finding the Facts, p. T77</p> <p>WORKSHOP 1, pp. T109–T114</p>	<p> SMART PLACE CD-ROM Presentation Tools, p. T85</p> <p>WORKSHOP 1, pp. T109–T114</p>	













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	DAY 3	DAY 4	DAY 5
	<p>READ: ▲ ■ "World's Only Corn Palace," pp. T88–T91</p> <p>TEXT STRUCTURE: Brochure, p. T89</p> <p>☑ COMPREHENSION: ▲ * Make Predictions, p. T94 Transparency 5, p. T95 Practice Book 1, pp. 166–168</p> <p>INTERVENTION, ● p. T96 Daily Phonics: Open Syllables Comprehension: Make Predictions Fluency: Repeated Readings</p>	<p>LITERATURE CONNECTION: <i>Too Many Tamales</i>, p. T98</p> <p>☑ REVIEW VOCABULARY, p. T100</p> <p>☑ DAILY PHONICS: ▲ * Open Syllables, p. T101</p>	<p>READING ASSESSMENT: Selection Test, p. T104</p> <p>MODIFYING ASSESSMENT, p. T104 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p>PERFORMANCE-BASED ASSESSMENT: One-Minute Fluency, p. T105 Conference, p. T105</p> <p>☑ DAILY PHONICS: Dictation, p. T105</p>
	<p>RESPOND: ▲ ■ Think About Reading, p. T92 Write a Thank-You Note, p. T93 Practice Book 1, p. 164</p> <p>☑ SPELLING: Write/Proofread, p. R13 Spelling Resource Book, p. 68</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R15 Practice Book 1, p. 165</p> <p>ORAL LANGUAGE, p. T93</p>	<p>WRITING WORKSHOP: Realistic Description, pp. T98–T99 Transparency 6 Practice Book 1, p. 163</p> <p>☑ SPELLING: Review, p. R13 Spelling Resource Book, p. 200</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Apply, p. R15</p> <p>ORAL LANGUAGE, p. T99</p>	<p>WRITING ASSESSMENT, p. T106 Student Model Students' Writing Rubric</p> <p>☑ SPELLING: Posttest, p. R13 Spelling Resource Book, p. 202</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Assess, p. R15</p> <p>ORAL LANGUAGE, p. T106</p>
	<p>RESPOND: Literature Circle, p. T93</p> <p>READ ALOUD, p. T97</p> <p>GUIDED READING, pp. R10–R11</p> <p>OPTIONAL MATERIALS, p. T97 Sprint Plus: <i>The Computer Caper</i> <i>Too Many Tamales</i> audiocassette</p>	<p>READ ALOUD, p. T103</p> <p>GUIDED READING, pp. R10–R11</p> <p>EXPAND VOCABULARY: Words from Other Languages, p. T100</p> <p>☑ STUDY SKILLS: Using an Encyclopedia, pp. T102–T103 Practice Book 1, p. 170</p>	<p>READ ALOUD, p. T108</p> <p>GUIDED READING, pp. R10–R11</p> <p>INTEGRATED LANGUAGE ARTS: Write a Play, p. T107 Debate Maria's Problem, p. T107 Share Favorite Recipes, p. T108 Persuasive Speech, p. T108</p>
	<p> SMART PLACE CD-ROM Language Development, p. T93</p> <p>WORKSHOP 1, pp. T109–T114</p>	<p> WORD PROCESSING Writing Skills, p. T99</p> <p> CD-ROM ENCYCLOPEDIA Study Skills, p. T103</p> <p>WORKSHOP 1, pp. T109–T114</p>	<p> WORD PROCESSING Language Development, p. T107</p>





Literacy Place Weekly Organizer

Fire! In Yellowstone

	DAY 1	DAY 2	
<p>READ and Introduce Skills</p> <ul style="list-style-type: none"> • PHONICS • VOCABULARY • COMPREHENSION • LITERARY ELEMENT 	<p>BUILD BACKGROUND, ▲ p. T121</p> <p> VOCABULARY, ▲ ■ p. T122 Vocabulary Transparency 13 Transparency 7 Practice Book 1, p. 173</p> <p> DAILY PHONICS: ▲ ■ Consonant /j/ <i>g, ge, dge</i>, pp. T124–T125 Practice Book 1, p. 174</p> <p>PREVIEW AND PREDICT, p. T126</p> <p>READ: ▲ * ■ <i>Fire! In Yellowstone</i>, pp. T126–T131</p> <p>GENRE: Nonfiction, p. T127</p> <p> COMPREHENSION:  Visualize, p. T129</p>	<p>READ: ▲ * ■ <i>Fire! In Yellowstone</i>, pp. T132–T139 “Smoke Jumper,” p. T140 “Firefighter Raps It Up!” p. T141</p> <p>COMPREHENSION: Summarize, p. T133</p> <p> Support Position With Evidence From Text, p. T137</p> <p> DAILY PHONICS: Consonant /j/ <i>g, ge, dge</i>, p. T135</p>	
<p>WRITE and Respond</p> <ul style="list-style-type: none"> • GRAMMAR • USAGE • MECHANICS • SPELLING • WRITING 	<p>WRITING WORKSHOP: Introduce, p. T121</p> <p>JOURNAL: Make Predictions, p. T126</p> <p> SPELLING: Pretest: Words With <i>ge</i> or <i>dge</i>, p. R20 Spelling Resource Book, p. 69</p> <p> GRAMMAR, USAGE, MECHANICS: Teach/Model: Articles and Other Adjectives, p. R22</p> <p>ORAL LANGUAGE, p. T131</p>	<p>WRITING WORKSHOP: Prewrite, p. T141 Practice Book 1, p. 176</p> <p> SPELLING: Vocabulary Practice, p. R20 Spelling Resource Book, pp. 70–72</p> <p> GRAMMAR, USAGE, MECHANICS: Practice, p. R22</p> <p>ORAL LANGUAGE, p. T141</p>	
<p>EXTEND SKILLS and Apply to Literature</p> <ul style="list-style-type: none"> • INTEGRATED LANGUAGE ARTS • LISTENING/SPEAKING/VIEWING • INTEGRATED CURRICULUM • GUIDED READING • INDEPENDENT READING 	<p>READ ALOUD, p. T131</p> <p>GUIDED READING, pp. R18–R19</p> <p>INTEGRATED CURRICULUM: The Arts, p. R25</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Mirette on the High Wire</i> • <i>The Boxcar Children</i> 	<p>READ ALOUD, p. T141</p> <p>GUIDED READING, pp. R18–R19</p> <p>INTEGRATED CURRICULUM: Math, p. R24 Science, p. R24 Social Studies, p. R25</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Alvin Ailey</i> • <i>Finding the Titanic</i> 	
<p>TECHNOLOGY and REAL-WORLD SKILLS</p>	<p> SMART PLACE CD-ROM Expanding Vocabulary, p. T129</p>	<p> WORD PROCESSING Comprehension Skills, p. T137 Workshop 2, pp. T207–T212</p>	












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	DAY 3	DAY 4	DAY 5
	<p>REREAD: <i>Fire! In Yellowstone</i></p> <p>☑ COMPREHENSION: ▲ ■ Visualize, pp. T144–T145 Transparency 8 Practice Book 1, pp. 179–181</p> <p>☑ COMPREHENSION: Support Position With Evidence From the Text, pp. T146–T147 Transparency 9 Practice Book 1, pp. 182–183</p> <p>INTERVENTION, ● p. T148 Daily Phonics: Consonant /j/ g, ge, dge Comprehension: Visualize Fluency: Reading Aloud</p>	<p>LITERATURE CONNECTION: <i>Fire! In Yellowstone</i>, p. T150</p> <p>☑ REVIEW VOCABULARY, p. T152</p> <p>☑ DAILY PHONICS: ▲ ■ Consonant /j/ g, ge, dge, p. T153</p>	<p>READING ASSESSMENT: Selection Test, p. T156</p> <p>MODIFYING ASSESSMENT, p. T156 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p>PERFORMANCE-BASED ASSESSMENT: One-Minute Fluency, p. T157 Conference, p. T157</p> <p>☑ DAILY PHONICS: Dictation, p. T157</p>
	<p>RESPOND: ▲ Think About Reading, p. T142 Write a Diary Entry, p. T143 Practice Book 1, p. 177</p> <p>☑ SPELLING: Write/Proofread, p. R21 Spelling Resource Book, p. 73</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R23 Practice Book 1, p. 178</p> <p>ORAL LANGUAGE, p. T143</p>	<p>WRITING WORKSHOP: News Article, pp. T150 Writer's Craft: 5 W's and How, p. T151 Transparency 10 Practice Book 1, p. 176</p> <p>☑ SPELLING: Study/Review, p. R21 Spelling Resource Book, p. 200</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Apply, R23</p> <p>ORAL LANGUAGE, p. T151</p>	<p>WRITING ASSESSMENT, p. T158 Student Model Students' Writing Rubric</p> <p>☑ SPELLING: Posttest, p. R21 Spelling Resource Book, p. 202</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Assess, p. R23</p> <p>ORAL LANGUAGE, p. T158</p>
	<p>RESPOND: Literature Circle, p. T143</p> <p>READ ALOUD, p. T149</p> <p>GUIDED READING, pp. R18–R19</p> <p>OPTIONAL MATERIALS, ● p. T149 Phonics Chapter Book #3: <i>Once Upon a Hill</i> <i>Fire! In Yellowstone</i> audiocassette</p>	<p>READ ALOUD, p. T155</p> <p>GUIDED READING, pp. R18–R19</p> <p>EXPAND VOCABULARY: Compound Words, p. T152</p> <p>STUDY SKILLS: Maps and Globes, pp. T154–T155 Practice Book 1, p. 185</p>	<p>READ ALOUD, p. T160</p> <p>GUIDED READING, pp. R18–R19</p> <p>INTEGRATED LANGUAGE ARTS: Retell an Event, p. T159 Write a Story, p. T159 Give an Ecology Talk, p. T160 Promote "Safety First!," p. T160</p>
	<p> SMART PLACE CD-ROM Language Development, p. T143 Workshop 2, pp. T207–T212</p>	<p> WORD PROCESSING Writing Skills, p. T151</p> <p> SMART PLACE CD-ROM Study Skills, p. T155 Workshop 2, pp. T207–T212</p>	<p> ART PROGRAM Presentation Tools, p. T160 Workshop 2, pp. T207–T212</p>





Literacy Place Weekly Organizer

The Legend of the Persian Carpet

	DAY 1	DAY 2	
<p>READ and Introduce Skills</p> <ul style="list-style-type: none"> • VOCABULARY • PHONICS • COMPREHENSION • LITERARY ELEMENT 	<p>BUILD BACKGROUND, ▲ p. T167</p> <p> VOCABULARY, ▲ ■ p. T168 Transparency 11 Practice Book 1, p. 186</p> <p> DAILY PHONICS: ▲ * Digraphs, pp. T170–T171 Practice Book 1, p. 187</p> <p>PREVIEW AND PREDICT, p. T172</p> <p>READ: ▲ * ■ <i>The Legend of the Persian Carpet</i>, pp. T172–T177</p> <p>GENRE: Legend, p. T173</p> <p> COMPREHENSION: Cause/Effect, p. T175 </p>	<p>READ: ▲ * ■ <i>The Legend of the Persian Carpet</i>, pp. T178–T185</p> <p>ILLUSTRATOR'S CRAFT: Picture Details, p. T179</p> <p>COMPREHENSION: Make Predictions, p. T181 Practice Book 1, p. 188</p> <p> DAILY PHONICS: Digraphs, p. T183</p>	
<p>WRITE and Respond</p> <ul style="list-style-type: none"> • GRAMMAR • USAGE • MECHANICS • SPELLING • WRITING 	<p>WRITING WORKSHOP: Introduce, p. T167</p> <p>JOURNAL: Make Predictions, p. T172</p> <p> SPELLING: Pretest: Words With <i>ch</i> and <i>sh</i>, p. R28 Spelling Resource Book, p. 74</p> <p> GRAMMAR, USAGE, MECHANICS: Teach/Model: Singular and Plural Possessive Nouns, p. R30</p> <p>ORAL LANGUAGE, p. T177</p>	<p>WRITING WORKSHOP: Prewrite, p. T185 Practice Book 1, p. 189</p> <p> SPELLING: Vocabulary Practice, p. R28 Spelling Resource Book, pp. 75–77</p> <p> GRAMMAR, USAGE, MECHANICS: Practice, p. R30</p> <p>ORAL LANGUAGE, p. T185</p>	
<p>EXTEND SKILLS and Apply to Literature</p> <ul style="list-style-type: none"> • INTEGRATED LANGUAGE ARTS • LISTENING/SPEAKING/VIEWING • INTEGRATED CURRICULUM • GUIDED READING • INDEPENDENT READING 	<p>READ ALOUD, p. T177</p> <p>GUIDED READING, pp. R26–R27</p> <p>INTEGRATED CURRICULUM: Science, p. R32</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Mirette on the High Wire</i> • <i>The Boxcar Children: The Pizza Mystery</i> 	<p>READ ALOUD, p. T185</p> <p>GUIDED READING, pp. R26–R27</p> <p>INTEGRATED CURRICULUM: Math, p. R32 The Arts, p. R33 Social Studies, p. R33</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Alvin Ailey</i> • <i>Finding the Titanic</i> 	
<p>TECHNOLOGY and REAL-WORLD SKILLS</p>	<p> SCHOLASTIC NETWORK Finding the Facts, p. T177</p> <p>WORKSHOP 2, pp. T207–T212</p>	<p> SMART PLACE CD-ROM Comprehension Skills, p. T181</p> <p>WORKSHOP 2, pp. T207–T212</p>	













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	DAY 3	DAY 4	DAY 5
	<p>READ: ▲ ■ "High-Tech Carpet," pp. T186–T189</p> <p>GENRE: Informational Article, p. T187</p> <p>☑ COMPREHENSION: ▲ ■ Steps in a Process, p. T189 Cause/Effect, pp. T192–T193 Transparency 12 Practice Book 1, pp. 192–194</p> <p>INTERVENTION, ● p. T194 Daily Phonics: Digraphs Comprehension: Cause/Effect Fluency: Read Aloud</p>	<p>LITERATURE CONNECTION: <i>The Legend of the Persian Carpet</i>, p. T196</p> <p>☑ REVIEW VOCABULARY, p. T198</p> <p>☑ DAILY PHONICS: ▲ ■ Digraphs, p. T199 Practice Book 1, p. 195</p>	<p>READING ASSESSMENT: Selection Test, p. T202</p> <p>MODIFYING ASSESSMENT, p. T202 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p>PERFORMANCE-BASED ASSESSMENT: One-Minute Fluency, p. T203 Conference, p. T203</p> <p>☑ DAILY PHONICS: Dictation, p. T203</p>
	<p>RESPOND: ▲ ■ Think About Reading, p. T190 Write a Poem, p. T191 Practice Book 1, p. 190</p> <p>☑ SPELLING: Write/Proofread, p. R29 Spelling Resource Book, p. 78</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R31 Practice Book 1, p. 191</p> <p>ORAL LANGUAGE, p. T191</p>	<p>WRITING WORKSHOP: Retell a Tale, p. T196 Writer's Craft: Transition Words, p. T197 Transparency 13 Practice Book 1, p. 189</p> <p>☑ SPELLING: Study/Review, p. R29 Spelling Resource Book, p. 200</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Apply, p. R31</p> <p>ORAL LANGUAGE, p. T197</p>	<p>WRITING ASSESSMENT, p. T204 Student Model Students' Writing Rubric</p> <p>☑ SPELLING: Posttest, p. R29 Spelling Resource Book, p. 202</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Assess, p. R31</p> <p>ORAL LANGUAGE, p. T204</p>
	<p>RESPOND: Literature Circle, p. T191</p> <p>READ ALOUD, p. T195</p> <p>GUIDED READING, pp. R26–R27</p> <p>OPTIONAL MATERIALS, ● p. T195 Phonics Chapter Book #2, <i>Jackson's Contraptions</i> <i>The Legend of the Persian Carpet</i> audiocassette</p>	<p>READ ALOUD, p. T201</p> <p>GUIDED READING, pp. R26–R27</p> <p>EXPAND VOCABULARY: Categorize Words, p. T198</p> <p>ORAL LANGUAGE: Persuasive Speech, pp. T200–T201 Practice Book 1, p. 196</p>	<p>READ ALOUD, p. T206</p> <p>GUIDED READING, pp. R26–R27</p> <p>INTEGRATED LANGUAGE ARTS: Create a Folk Tale Poster, p. T205 Description of a Place, p. T205 Invent a Personality, p. T206 Write a Letter to a King, p. T206</p>
	<p> SMART PLACE CD-ROM Expanding Vocabulary, p. T191</p> <p>WORKSHOP 2, pp. T207–T212</p>	<p> WORD PROCESSING Writing Skills, p. T197</p> <p> AUDIO Speaking Skills, p. T201</p> <p>WORKSHOP 2, pp. T207–T212</p>	<p> ART PROGRAM Presentation Tools, p. T206</p> <p>WORKSHOP 2, pp. T207–T212</p>




Literacy Place Weekly Organizer

Doctor De Soto

	DAY 1	DAY 2	
<p>READ and Introduce Skills</p> <ul style="list-style-type: none"> • VOCABULARY • PHONICS • COMPREHENSION • LITERARY ELEMENT 	<p>BUILD BACKGROUND, ▲ p. T219</p> <p> VOCABULARY, ▲ ■ p. T220 Vocabulary Transparency 15 Transparency 14 Practice Book 1, p. 199</p> <p> DAILY PHONICS: ▲ * Silent Letters, pp. T222–T223 Practice Book 1, p. 200</p> <p>PREVIEW AND PREDICT, p. T224</p> <p>READ: ▲ * ■ ● <i>Doctor De Soto</i>, pp. T224–T229</p> <p>GENRE: Humorous Fiction, p. T225</p> <p> LITERARY ELEMENT:  Character, p. T227</p>	<p>READ: ▲ * ■ ● <i>Doctor De Soto</i>, pp. T230–T239</p> <p> DAILY PHONICS: Silent Letters, p. T231</p> <p> COMPREHENSION: Make Inferences, p. T233</p> <p>ILLUSTRATOR'S CRAFT: Humor, p. T237</p>	
<p>WRITE and Respond</p> <ul style="list-style-type: none"> • GRAMMAR • USAGE • MECHANICS • SPELLING • WRITING 	<p>WRITING WORKSHOP: Introduce, p. T219</p> <p>JOURNAL: Make Predictions, p. T224</p> <p> SPELLING: Pretest: Words That End With <i>ch</i> or <i>tch</i>, p. R36 Spelling Resource Book, p. 79</p> <p> GRAMMAR, USAGE, MECHANICS: Teach/Model: Subject and Object Pronouns, p. R38</p> <p>ORAL LANGUAGE, p. T229</p>	<p>WRITING WORKSHOP: Prewrite, p. T239</p> <p> SPELLING: Vocabulary Practice, p. R36 Spelling Resource Book, p. 80–82</p> <p> GRAMMAR, USAGE, MECHANICS: Practice, p. R38</p> <p>ORAL LANGUAGE, p. T239</p>	
<p>EXTEND SKILLS and Apply to Literature</p> <ul style="list-style-type: none"> • INTEGRATED LANGUAGE ARTS • LISTENING/SPEAKING/VIEWING • INTEGRATED CURRICULUM • GUIDED READING • INDEPENDENT READING 	<p>READ ALOUD, p. T229</p> <p>GUIDED READING, pp. R34–R35</p> <p>INTEGRATED CURRICULUM: Math, p. R40 Social Studies, p. R41</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Mirette on the High Wire</i> • <i>The Boxcar Children: The Pizza Mystery</i> 	<p>READ ALOUD, p. T239</p> <p>GUIDED READING, pp. R34–R35</p> <p>INTEGRATED CURRICULUM: Science, p. R40 The Arts, p. R41</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Alvin Alley</i> • <i>Finding the Titanic</i> 	
<p>TECHNOLOGY and REAL-WORLD SKILLS</p>	<p> SCHOLASTIC NETWORK Finding the Facts, p. T229</p> <p>PROJECT, pp. T266–T273</p>	<p> I SPY CD-ROM Comprehension Skills, p. T239</p> <p>PROJECT, pp. T266–T273</p>	

MODIFY INSTRUCTION

- INTERVENTION ▲ ESL/ELD ■ EXTRA HELP
- * GIFTED & TALENTED ☑ = TESTED SKILL

DAY 3	DAY 4	DAY 5
<p>READ: ▲ * "The Fox," pp. T240–T241</p> <p>TEXT STRUCTURE: Informational Text, p. T241</p> <p>☑ LITERARY ELEMENT: ▲ ■ Character, pp. T244–T245 Transparency 15 Practice Book 1, pp. 205–207</p> <p>INTERVENTION, ● p. T246 Daily Phonics: Silent Letters Literary Element: Character Fluency: Echo Reading</p>	<p>LITERATURE CONNECTION: <i>Doctor De Soto</i>, p. T248</p> <p>REVIEW VOCABULARY, p. T250</p> <p>☑ DAILY PHONICS: ▲ ■ Silent Letters, p. T251</p>	<p>READING ASSESSMENT: Selection Test, p. T254</p> <p>MODIFYING ASSESSMENT, p. T254 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p>PERFORMANCE-BASED ASSESSMENT: One-Minute Fluency, p. T255 Conference, p. T255</p> <p>DAILY PHONICS: Dictation, p. T255</p>
<p>RESPOND: ▲ ■ Think About Reading, p. T242 Write an Advertising Poster, p. T243 Practice Book 1, p. 203</p> <p>☑ SPELLING: Write/Proofread, p. R37 Spelling Resource Book, p. 83</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R39 Practice Book 1, p. 204</p> <p>ORAL LANGUAGE, p. T243</p>	<p>WRITING WORKSHOP: Persuasive Paragraph, p. T248 Writer's Craft: Vivid Verbs, p. T249 Transparency 16 Practice Book 1, p. 202</p> <p>☑ SPELLING: Study/Review, p. R37 Spelling Resource Book, p. 200</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Apply, p. R39</p> <p>ORAL LANGUAGE, p. T249</p>	<p>WRITING ASSESSMENT, p. T256 Student Model Students' Writing Rubric</p> <p>☑ SPELLING: Posttest, p. R37 Spelling Resource Book, p. 202</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Assess, p. R39</p> <p>ORAL LANGUAGE, p. T256</p>
<p>RESPOND: Literature Circle, p. T243</p> <p>READ ALOUD, p. T247</p> <p>GUIDED READING, pp. R34–R35</p> <p>OPTIONAL MATERIALS, ● p. T247 Phonics Chapter Book #11: <i>Tales Once Told</i> <i>Doctor De Soto</i> audiocassette</p>	<p>READ ALOUD, p. T253</p> <p>GUIDED READING, pp. R34–R35</p> <p>EXPAND VOCABULARY: Compound Words, p. T250</p> <p>STUDY SKILLS: Taking Vocabulary Tests, pp. T252–T253 Practice Book 1, p. 209</p>	<p>READ ALOUD, p. T258</p> <p>GUIDED READING, pp. R34–R35</p> <p>INTEGRATED LANGUAGE ARTS: Report on Small Animals, p. T257 Rethink Classroom Objects, p. T257 Plan a Mouse Holiday, p. T258 Booklet of "Pint-Sized" Animals, p. T258</p>
<p> SMART PLACE CD-ROM Presentation Tools, p. T243</p> <p>PROJECT, pp. T266–T273</p>	<p> WORD PROCESSING Study Skills, p. T253</p> <p>PROJECT, pp. T266–T273</p>	<p> ART PROGRAM Presentation Tools, p. T258</p> <p>PROJECT, pp. T266–T273</p>

LITERACY PLACE WEEKLY ORGANIZER: WRAP-UP

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<ul style="list-style-type: none"> • WRITING PROCESS • TRADE BOOK LIBRARY • TECHNOLOGY 	<ul style="list-style-type: none"> • WRITING PROCESS • TRADE BOOK LIBRARY • TECHNOLOGY 	<ul style="list-style-type: none"> • WRITING PROCESS • TRADE BOOK LIBRARY • PROJECT 	<ul style="list-style-type: none"> • TRADE BOOK LIBRARY • PROJECT • HOME INVOLVEMENT 	<ul style="list-style-type: none"> • TRADE BOOK LIBRARY • PRESENTATION SKILL • END OF UNIT ASSESSMENT