





# Literacy Place Weekly Organizer

## The Story of Z

	DAY 1	DAY 2	
<p><b>READ</b> and Introduce Skills</p> <ul style="list-style-type: none"> <li>• VOCABULARY</li> <li>• PHONICS</li> <li>• COMPREHENSION</li> <li>• LITERARY ELEMENT</li> </ul>	<p><b>BUILD BACKGROUND</b>, ▲ ■ p. T17</p> <p>☑ <b>VOCABULARY</b>, ▲ ■ p. T18 Vocabulary Transparency 11 Transparency 1 Practice Book 1, p. 149</p> <p>☑ <b>DAILY PHONICS</b>: ▲ ■ Prefixes <i>un-</i>, <i>re-</i>, pp. T20–T21 Practice Book 1, p. 150</p> <p><b>PREVIEW AND PREDICT</b>, p. T22</p> <p><b>READ</b>: ▲ * ■ <i>The Story of Z</i>, pp. T22–T27</p> <p><b>GENRE</b>: Fantasy, p. T23</p> <p>☑ <b>COMPREHENSION</b>: Sequence, p. T25</p>	<p><b>READ</b>: ▲ * ■ ● <i>The Story of Z</i>, pp. T28–T39 "Mentor Max Jerome," pp. T40–T43 Practice Book 1, p. 152</p> <p>☑ <b>DAILY PHONICS</b>: Prefixes <i>un-</i>, <i>re-</i>, p. T37</p> <p><b>COMPREHENSION</b>: Problem/Solution, p. T31</p> <p>☑ <b>LITERARY ELEMENT</b>: Turning Point, p. T33 Theme, p. T39</p> <p><b>AUTHOR'S CRAFT</b>, Idioms, p. T35</p> <p><b>GENRE</b>: Interview, p. T41</p>	
<p><b>WRITE</b> and Respond</p> <ul style="list-style-type: none"> <li>• GRAMMAR</li> <li>• USAGE</li> <li>• MECHANICS</li> <li>• SPELLING</li> <li>• WRITING</li> </ul>	<p><b>WRITING WORKSHOP</b>: Introduce, p. T17</p> <p><b>JOURNAL</b>: Make Predictions, p. T22</p> <p>☑ <b>SPELLING</b>: Pretest: Words With <i>j</i> or <i>g</i>, p. R4 Spelling Resource Book, p. 59</p> <p>☑ <b>GRAMMAR, USAGE, MECHANICS</b>: Teach/Model: Simple and Complete Subjects and Predicates, p. R6</p> <p><b>ORAL LANGUAGE</b>, p. T27</p>	<p><b>WRITING WORKSHOP</b>: Prewrite, p. T43</p> <p>☑ <b>SPELLING</b>: Vocabulary Practice, p. R4 Spelling Resource Book, pp. 60–62</p> <p>☑ <b>GRAMMAR, USAGE, MECHANICS</b>: Practice, p. R6</p> <p><b>ORAL LANGUAGE</b>, p. T43</p>	
<p><b>EXTEND SKILLS</b> and Apply to Literature</p> <ul style="list-style-type: none"> <li>• INTEGRATED LANGUAGE ARTS</li> <li>• LISTENING/SPEAKING/VIEWING</li> <li>• INTEGRATED CURRICULUM</li> <li>• GUIDED READING</li> <li>• INDEPENDENT READING</li> </ul>	<p><b>READ ALOUD</b>, p. T27</p> <p><b>GUIDED READING</b>, pp. R2–R3</p> <p><b>TRADE BOOKS</b></p> <ul style="list-style-type: none"> <li>• <i>Mirette on the High Wire</i></li> <li>• <i>The Boxcar Children: The Pizza Mystery</i></li> </ul>	<p><b>READ ALOUD</b>, p. T43</p> <p><b>GUIDED READING</b>, pp. R2–R3</p> <p><b>INTEGRATED CURRICULUM</b>: Science, p. R8 The Arts, p. R9 Social Studies, p. R9 Math, p. R8</p> <p><b>TRADE BOOKS</b></p> <ul style="list-style-type: none"> <li>• <i>Alvin Ailey</i></li> <li>• <i>Finding the Titanic</i></li> </ul>	
<p>TEKS/TAAS</p>	<p>TEKS: 3.1:B,C,E; 3.2:A; 3.3:C; 3.5:A,D; 3.6:A,B,C; 3.7:A,B,C; 3.8:A,B; 3.9:A,B,D,F; 3.11:B,C,F; 3.14:A,B,D</p> <p>TAAS: 3R 1,2,4; 4W 1</p>	<p>TEKS: 3.1:B,C,D,E; 3.2:A; 3.3:A,C; 3.5:A,B,D; 3.6:A,B,C; 3.7:A,B,C; 3.8:A,B; 3.9:C,D,F; 3.10:A; 3.18:D</p> <p>TAAS: 3R 1,2; 4W 1</p>	
<p><b>TECHNOLOGY</b> and <b>REAL-WORLD</b> <b>SKILLS</b></p>	<p>🎧 <b>FIRST THOUSAND WORDS CD-ROM</b> Language Development, p. T27</p>	<p>🎧 <b>I SPY CD-ROM</b> Comprehension Skills, p. T39</p> <p><b>WORKSHOP 1</b>, pp. T109–T114</p>	



**MODIFY INSTRUCTION**

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

	DAY 3	DAY 4	DAY 5
	<p><b>REREAD:</b> <i>The Story of Z</i>, p. T22–T39</p> <p>☑ <b>COMPREHENSION:</b> ▲ ■ Sequence, p. T46 Transparency 2 Practice Book 1, pp. 155–157</p> <p><b>INTERVENTION,</b> ● p. T48 Daily Phonics: Prefixes <i>-un-</i>, <i>-re</i> Comprehension: Sequence Fluency: Reading Aloud</p>	<p><b>LITERATURE CONNECTION:</b> <i>The Story of Z</i>, p. T50</p> <p>☑ <b>REVIEW VOCABULARY,</b> p. T52</p> <p>☑ <b>DAILY PHONICS:</b> ▲ * Prefixes <i>un-</i>, <i>re-</i>, p. T53</p>	<p><b>READING ASSESSMENT:</b> Selection Test, p. T56</p> <p><b>MODIFYING ASSESSMENT,</b> p. T56 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p><b>PERFORMANCE-BASED ASSESSMENT:</b> One-Minute Fluency, p. T57 Conference, p. T57</p> <p>☑ <b>DAILY PHONICS:</b> Dictation, p. T57</p>
	<p><b>RESPOND:</b> ▲ Think About Reading, p. T44 Write a Character Sketch, p. T45 Practice Book 1, p. 153</p> <p>☑ <b>SPELLING:</b> Write/Proofread, p. R5 Spelling Resource Book, p. 63</p> <p>☑ <b>GRAMMAR, USAGE, MECHANICS:</b> Practice, p. R7 Practice Book 1, p. 154</p> <p><b>ORAL LANGUAGE,</b> p. T45</p>	<p><b>WRITING WORKSHOP:</b> Persuasive Argument, p. T50 <b>Writer's Craft:</b> Audience, p. T51 Transparency 3 Practice Book 1, p. 151</p> <p>☑ <b>SPELLING:</b> Study/Review, p. R5 Spelling Resource Book, p. 200</p> <p>☑ <b>GRAMMAR, USAGE, MECHANICS:</b> Apply, p. R7</p> <p><b>ORAL LANGUAGE,</b> p. T51</p>	<p><b>WRITING ASSESSMENT,</b> p. T58 Student Model Students' Writing Rubric</p> <p>☑ <b>SPELLING:</b> Posttest, p. R5 Spelling Resource Book, p. 202</p> <p>☑ <b>GRAMMAR, USAGE, MECHANICS:</b> Assess, p. R7</p> <p><b>ORAL LANGUAGE,</b> p. T58</p>
	<p><b>RESPOND:</b> Literature Circle, p. T45</p> <p><b>READ ALOUD,</b> p. T49</p> <p><b>GUIDED READING,</b> pp. R2–R3</p> <p><b>OPTIONAL MATERIALS,</b> ● p. T49 Phonics Chapter Book #10: <i>Bo Peep's Sheep</i> <i>The Story of Z</i> audiocassette</p>	<p><b>READ ALOUD,</b> p. T55</p> <p><b>GUIDED READING,</b> pp. R2–R3</p> <p><b>EXPAND VOCABULARY:</b> Words That Tell How Many, p. T52</p> <p>☑ <b>STUDY SKILLS:</b> Using the Library Media Center, pp. T54–T55 Practice Book 1, p. 159</p>	<p><b>READ ALOUD,</b> p. T60</p> <p><b>GUIDED READING,</b> pp. R2–R3</p> <p><b>INTEGRATED LANGUAGE ARTS:</b> 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>TEKS: 3.1:E; 3.2:A; 3.5:D; 3.6:C; 3.7:A,B,C; 3.8:A,B; 3.9:F; 3.10:A,D; 3.11:C,F; 3.12:E; 3.14:A,B,C,D</p> <p>TAAS: <b>3R</b> 1,2,4,5; <b>4W</b> 1</p>	<p>TEKS: 3.1:C; 3.3:C; 3.5:D; 3.6:C; 3.7:B,C; 3.8:A,B; 3.9:K; 3.12:F; 3.14:A,B,C,D; 3.17:C,D; 3.18:A,B,C,D,E</p> <p>TAAS: <b>3R</b> 1,2; <b>4W</b> 1,2,3,4,5,7</p>	<p>TEKS: 3.1:B,C; 3.2:A; 3.3:D; 3.4:A; 3.8:B; 3.9:F; 3.10:A; 3.12:E; 3.14:A,B,C,D; 3.18:D</p> <p>TAAS: <b>3R</b> 2,4,5; <b>4W</b> 1,3,7</p>
	<p> <b>WORD PROCESSING</b> Writing Skills, p. T45</p> <p><b>WORKSHOP 1,</b> pp. T109–T114</p>	<p> <b>WORD PROCESSING</b> Writing Skills, p. T51</p> <p> <b>ONLINE CATALOG</b> Study Skills, p. T55</p> <p><b>WORKSHOP 1,</b> pp. T109–T114</p>	<p> <b>SMART PLACE CD-ROM AND VIDEO</b> Presentation Tools, p. T59</p> <p><b>WORKSHOP 1,</b> pp. T109–T114</p>





# Literacy Place Weekly Organizer

## Too Many Tamales

	DAY 1	DAY 2	
<p><b>READ</b> and Introduce Skills</p> <ul style="list-style-type: none"> <li>• PHONICS</li> <li>• VOCABULARY</li> <li>• COMPREHENSION</li> <li>• LITERARY ELEMENT</li> </ul>	<p><b>BUILD BACKGROUND</b>, ▲ p. T67</p> <p><input checked="" type="checkbox"/> <b>VOCABULARY</b>, ▲ ■ p. T68 Vocabulary Transparency 12 Transparency 4 Practice Book 1, p. 160</p> <p><input checked="" type="checkbox"/> <b>DAILY PHONICS</b>: ▲ ■ Open Syllables, pp. T70–T71 Practice Book 1, p. 161</p> <p><b>PREVIEW AND PREDICT</b>, p. T72</p> <p><b>READ</b>: ▲ * ■ <i>Too Many Tamales</i>, pp. T72–T77</p> <p><b>GENRE</b>: Realistic Fiction, p. T73</p> <p><input checked="" type="checkbox"/> <b>COMPREHENSION</b>: Make Predictions, p. T75</p>	<p><b>READ</b>: ▲ * ■ <i>Too Many Tamales</i>, pp. T78–T85 "Ode to Corn," pp. T86–T87</p> <p><input checked="" type="checkbox"/> <b>DAILY PHONICS</b>: Open Syllables, p. T79</p> <p><b>AUTHOR'S CRAFT</b>: Suspense, p. T81</p> <p><input checked="" type="checkbox"/> <b>COMPREHENSION</b>: Sequence, p. T83 Problem/Solution, p. T85</p>	
<p><b>WRITE</b> and Respond</p> <ul style="list-style-type: none"> <li>• GRAMMAR</li> <li>• USAGE</li> <li>• MECHANICS</li> <li>• SPELLING</li> <li>• WRITING</li> </ul>	<p><b>WRITING WORKSHOP</b>: Introduce, p. T67</p> <p><b>JOURNAL</b>: Make Predictions, p. T72</p> <p><b>QUICKWRITE</b>: Set a Purpose, p. T77</p> <p><input checked="" type="checkbox"/> <b>SPELLING</b>: Pretest: Words With <i>g</i> or <i>gu</i>, p. R12 Spelling Resource Book, p. 64</p> <p><input checked="" type="checkbox"/> <b>GRAMMAR, USAGE, MECHANICS</b>: Teach/Model: Adjectives, p. R14</p> <p><b>ORAL LANGUAGE</b>, p. T77</p>	<p><b>WRITING WORKSHOP</b>: Prewrite, p. T87</p> <p><input checked="" type="checkbox"/> <b>SPELLING</b>: Practice, p. R12 Spelling Resource Book, pp. 65–67</p> <p><input checked="" type="checkbox"/> <b>GRAMMAR, USAGE, MECHANICS</b>: Practice, p. R14</p> <p><b>ORAL LANGUAGE</b>, p. T87</p>	
<p><b>EXTEND SKILLS</b> and Apply to Literature</p> <ul style="list-style-type: none"> <li>• INTEGRATED LANGUAGE ARTS</li> <li>• LISTENING/SPEAKING/VIEWING</li> <li>• INTEGRATED CURRICULUM</li> <li>• GUIDED READING</li> <li>• INDEPENDENT READING</li> </ul>	<p><b>READ ALOUD</b>, p. T77</p> <p><b>GUIDED READING</b>, pp. R10–R11</p> <p><b>TRADE BOOKS</b></p> <ul style="list-style-type: none"> <li>• <i>Mirette on the High Wire</i></li> <li>• <i>The Pizza Mystery</i></li> </ul>	<p><b>READ ALOUD</b>, p. T87</p> <p><b>GUIDED READING</b>, pp. R10–R11</p> <p><b>INTEGRATED CURRICULUM</b>: The Arts, p. R17 Math, p. R16 Science, p. R16 Social Studies, p. R17</p> <p><b>TRADE BOOKS</b></p> <ul style="list-style-type: none"> <li>• <i>Alvin Ailey</i></li> <li>• <i>Finding the Titanic</i></li> </ul>	
<p>TEKS/TAAS</p>	<p>TEKS: 3.1:B,C,E; 3.2:A; 3.3:C; 3.5:A,B; 3.6:A,B,C; 3.7:A,B,C; 3.8:A,B; 3.9:A,B,D,F; 3.11:C,F; 3.14:A,B,D; 3.16:F</p> <p>TAAS: 3R 2,4; 4W 1,7</p>	<p>TEKS: 3.1:B,C,D,E; 3.2:A; 3.3:A,C; 3.5:A,B,C; 3.6:A,B,C; 3.7:A,B,C; 3.8:A,B; 3.9:C,D,H; 3.10:A; 3.11:J; 3.16:F; 3.18:A</p> <p>TAAS: 3R 2,3; 4W 7</p>	
<p><b>TECHNOLOGY</b> and <b>REAL-WORLD SKILLS</b></p>	<p> <b>SCHOLASTIC NETWORK</b> Finding the Facts, p. T77</p> <p><b>WORKSHOP 1</b>, pp. T109–T114</p>	<p> <b>SMART PLACE CD-ROM</b> Presentation Tools, p. T85</p> <p><b>WORKSHOP 1</b>, pp. T109–T114</p>	













**MODIFY INSTRUCTION**

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

	DAY 3	DAY 4	DAY 5
	<p><b>READ:</b> ▲ ■ "World's Only Corn Palace," pp. T88–T91</p> <p><b>TEXT STRUCTURE:</b> Brochure, p. T89</p> <p>☑ <b>COMPREHENSION:</b> ▲ * Make Predictions, p. T94 Transparency 5, p. T95 Practice Book 1, pp. 166–168</p> <p><b>INTERVENTION,</b> ● p. T96 Daily Phonics: Open Syllables Comprehension: Make Predictions Fluency: Repeated Readings</p>	<p><b>LITERATURE CONNECTION:</b> <i>Too Many Tamales</i>, p. T98</p> <p>☑ <b>REVIEW VOCABULARY,</b> p. T100</p> <p>☑ <b>DAILY PHONICS:</b> ▲ * Open Syllables, p. T101</p>	<p><b>READING ASSESSMENT:</b> Selection Test, p. T104</p> <p><b>MODIFYING ASSESSMENT,</b> p. T104 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p><b>PERFORMANCE-BASED ASSESSMENT:</b> One-Minute Fluency, p. T105 Conference, p. T105</p> <p>☑ <b>DAILY PHONICS:</b> Dictation, p. T105</p>
	<p><b>RESPOND:</b> ▲ ■ Think About Reading, p. T92 Write a Thank-You Note, p. T93 Practice Book 1, p. 164</p> <p>☑ <b>SPELLING:</b> Write/Proofread, p. R13 Spelling Resource Book, p. 68</p> <p>☑ <b>GRAMMAR, USAGE, MECHANICS:</b> Practice, p. R15 Practice Book 1, p. 165</p> <p><b>ORAL LANGUAGE,</b> p. T93</p>	<p><b>WRITING WORKSHOP:</b> Realistic Description, pp. T98–T99 Transparency 6 Practice Book 1, p. 163</p> <p>☑ <b>SPELLING:</b> Review, p. R13 Spelling Resource Book, p. 200</p> <p>☑ <b>GRAMMAR, USAGE, MECHANICS:</b> Apply, p. R15</p> <p><b>ORAL LANGUAGE,</b> p. T99</p>	<p><b>WRITING ASSESSMENT,</b> p. T106 Student Model Students' Writing Rubric</p> <p>☑ <b>SPELLING:</b> Posttest, p. R13 Spelling Resource Book, p. 202</p> <p>☑ <b>GRAMMAR, USAGE, MECHANICS:</b> Assess, p. R15</p> <p><b>ORAL LANGUAGE,</b> p. T106</p>
	<p><b>RESPOND:</b> Literature Circle, p. T93</p> <p><b>READ ALOUD,</b> p. T97</p> <p><b>GUIDED READING,</b> pp. R10–R11</p> <p><b>OPTIONAL MATERIALS,</b> p. T97 Sprint Plus: <i>The Computer Caper</i> <i>Too Many Tamales</i> audiocassette</p>	<p><b>READ ALOUD,</b> p. T103</p> <p><b>GUIDED READING,</b> pp. R10–R11</p> <p><b>EXPAND VOCABULARY:</b> Words from Other Languages, p. T100</p> <p>☑ <b>STUDY SKILLS:</b> Using an Encyclopedia, pp. T102–T103 Practice Book 1, p. 170</p>	<p><b>READ ALOUD,</b> p. T108</p> <p><b>GUIDED READING,</b> pp. R10–R11</p> <p><b>INTEGRATED LANGUAGE ARTS:</b> Write a Play, p. T107 Debate Maria's Problem, p. T107 Share Favorite Recipes, p. T108 Persuasive Speech, p. T108</p>
	<p>TEKS: 3.1:E; 3.2:A; 3.5:C; 3.6:C; 3.7:A,B,C; 3.8:A,B; 3.9:F,I,K; 3.10:A,D; 3.11:C,F; 3.12:E; 3.14:A,B,C,D; 3.16:F</p> <p>TAAS: 3R 2,4,5; 4W 1,7</p>	<p>TEKS: 3.1:C; 3.3:C; 3.5:C,F; 3.6:C; 3.7:B,C; 3.8:A,B; 3.9:K; 3.12:D; 3.14:A,B,C,D; 3.16:F; 3.17:C,D; 3.18:A,B,C,D,E</p> <p>TAAS: 3R 2; 4W 1,2,3,4,5,7</p>	<p>TEKS: 3.1:B,C; 3.2:A; 3.3:D; 3.4:A; 3.5:C; 3.8:B; 3.9:F; 3.10:A; 3.11:J; 3.12:E; 3.14:A,B,C,D; 3.16:E; 3.18:E</p> <p>TAAS: 3R 2,3,4,5; 4W 1,3,7</p>
	<p> <b>SMART PLACE CD-ROM</b> Language Development, p. T93</p> <p><b>WORKSHOP 1,</b> pp. T109–T114</p>	<p> <b>WORD PROCESSING</b> Writing Skills, p. T99</p> <p> <b>CD-ROM ENCYCLOPEDIA</b> Study Skills, p. T103</p> <p><b>WORKSHOP 1,</b> pp. T109–T114</p>	<p> <b>WORD PROCESSING</b> Language Development, p. T107</p>





# Literacy Place Weekly Organizer

## Fire! In Yellowstone

	DAY 1	DAY 2	
<p><b>READ</b> and Introduce Skills</p> <ul style="list-style-type: none"> <li>• PHONICS</li> <li>• VOCABULARY</li> <li>• COMPREHENSION</li> <li>• LITERARY ELEMENT</li> </ul>	<p><b>BUILD BACKGROUND</b>, ▲ p. T121</p> <p> <b>VOCABULARY</b>, ▲ ■ p. T122 Vocabulary Transparency 13 Transparency 7 Practice Book 1, p. 173</p> <p> <b>DAILY PHONICS</b>: ▲ ■ Consonant /j/ <i>g, ge, dge</i>, pp. T124–T125 Practice Book 1, p. 174</p> <p><b>PREVIEW AND PREDICT</b>, p. T126</p> <p><b>READ</b>: ▲ * ■ <i>Fire! In Yellowstone</i>, pp. T126–T131</p> <p><b>GENRE</b>: Nonfiction, p. T127</p> <p> <b>COMPREHENSION</b>:  Visualize, p. T129</p>	<p><b>READ</b>: ▲ * ■ <i>Fire! In Yellowstone</i>, pp. T132–T139 “Smoke Jumper,” p. T140 “Firefighter Raps It Up!” p. T141</p> <p><b>COMPREHENSION</b>: Summarize, p. T133</p> <p> <b>Support Position With Evidence From Text</b>, p. T137</p> <p> <b>DAILY PHONICS</b>: Consonant /j/ <i>g, ge, dge</i>, p. T135</p>	
<p><b>WRITE</b> and Respond</p> <ul style="list-style-type: none"> <li>• GRAMMAR</li> <li>• USAGE</li> <li>• MECHANICS</li> <li>• SPELLING</li> <li>• WRITING</li> </ul>	<p><b>WRITING WORKSHOP</b>: Introduce, p. T121</p> <p><b>JOURNAL</b>: Make Predictions, p. T126</p> <p> <b>SPELLING</b>: Pretest: Words With <i>ge</i> or <i>dge</i>, p. R20 Spelling Resource Book, p. 69</p> <p> <b>GRAMMAR, USAGE, MECHANICS</b>: Teach/Model: Articles and Other Adjectives, p. R22</p> <p><b>ORAL LANGUAGE</b>, p. T131</p>	<p><b>WRITING WORKSHOP</b>: Prewrite, p. T141 Practice Book 1, p. 176</p> <p> <b>SPELLING</b>: Vocabulary Practice, p. R20 Spelling Resource Book, pp. 70–72</p> <p> <b>GRAMMAR, USAGE, MECHANICS</b>: Practice, p. R22</p> <p><b>ORAL LANGUAGE</b>, p. T141</p>	
<p><b>EXTEND SKILLS</b> and Apply to Literature</p> <ul style="list-style-type: none"> <li>• INTEGRATED LANGUAGE ARTS</li> <li>• LISTENING/SPEAKING/VIEWING</li> <li>• INTEGRATED CURRICULUM</li> <li>• GUIDED READING</li> <li>• INDEPENDENT READING</li> </ul>	<p><b>READ ALOUD</b>, p. T131</p> <p><b>GUIDED READING</b>, pp. R18–R19</p> <p><b>INTEGRATED CURRICULUM</b>: The Arts, p. R25</p> <p><b>TRADE BOOKS</b></p> <ul style="list-style-type: none"> <li>• <i>Mirette on the High Wire</i></li> <li>• <i>The Boxcar Children</i></li> </ul>	<p><b>READ ALOUD</b>, p. T141</p> <p><b>GUIDED READING</b>, pp. R18–R19</p> <p><b>INTEGRATED CURRICULUM</b>: Math, p. R24 Science, p. R24 Social Studies, p. R25</p> <p><b>TRADE BOOKS</b></p> <ul style="list-style-type: none"> <li>• <i>Alvin Ailey</i></li> <li>• <i>Finding the Titanic</i></li> </ul>	
<p>TAAS/TEKS</p>	<p>TEKS 3.1:B,C,E; 3.2:A; 3.3:C; 3.5:A,B,C,D,E; 3.6:A,B,C; 3.7:A,B,C; 3.8:A,B; 3.9:A,B,D,F; 3.11:C,F; 3.12:E; 3.14:A,B,D</p> <p>TAAS 3R 1,2,4,5; 4W 1</p>	<p>TEKS 3.1:B,C,D,E; 3.2:A; 3.3:A,C; 3.5:A,B; 3.6:A,B,C; 3.7:A,B,C; 3.8:A,B; 3.9:D,E,F,G,H; 3.10:B,C,D; 3.11:A; 3.12:E; 3.18:D</p> <p>TAAS 3R 2,3,5; 4W 3,7</p>	
<p><b>TECHNOLOGY</b> and <b>REAL-WORLD</b> <b>SKILLS</b></p>	<p> <b>SMART PLACE CD-ROM</b> Expanding Vocabulary, p. T129</p>	<p> <b>WORD PROCESSING</b> Comprehension Skills, p. T137</p> <p>Workshop 2, pp. T207–T212</p>	












**MODIFY INSTRUCTION**

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

	DAY 3	DAY 4	DAY 5
	<p><b>REREAD:</b> <i>Fire! In Yellowstone</i></p> <p>☑ <b>COMPREHENSION:</b> ▲ ■ Visualize, pp. T144–T145 Transparency 8 Practice Book 1, pp. 179–181</p> <p>☑ <b>COMPREHENSION:</b> Support Position With Evidence From the Text, pp. T146–T147 Transparency 9 Practice Book 1, pp. 182–183</p> <p><b>INTERVENTION,</b> ● p. T148 Daily Phonics: Consonant /j/ g, ge, dge Comprehension: Visualize Fluency: Reading Aloud</p>	<p><b>LITERATURE CONNECTION:</b> <i>Fire! In Yellowstone</i>, p. T150</p> <p>☑ <b>REVIEW VOCABULARY,</b> p. T152</p> <p>☑ <b>DAILY PHONICS:</b> ▲ ■ Consonant /j/ g, ge, dge, p. T153</p>	<p><b>READING ASSESSMENT:</b> Selection Test, p. T156</p> <p><b>MODIFYING ASSESSMENT,</b> p. T156 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p><b>PERFORMANCE-BASED ASSESSMENT:</b> One-Minute Fluency, p. T157 Conference, p. T157</p> <p>☑ <b>DAILY PHONICS:</b> Dictation, p. T157</p>
	<p><b>RESPOND:</b> ▲ Think About Reading, p. T142 Write a Diary Entry, p. T143 Practice Book 1, p. 177</p> <p>☑ <b>SPELLING:</b> Write/Proofread, p. R21 Spelling Resource Book, p. 73</p> <p>☑ <b>GRAMMAR, USAGE, MECHANICS:</b> Practice, p. R23 Practice Book 1, p. 178</p> <p><b>ORAL LANGUAGE,</b> p. T143</p>	<p><b>WRITING WORKSHOP:</b> News Article, pp. T150 Writer's Craft: 5 W's and How, p. T151 Transparency 10 Practice Book 1, p. 176</p> <p>☑ <b>SPELLING:</b> Study/Review, p. R21 Spelling Resource Book, p. 200</p> <p>☑ <b>GRAMMAR, USAGE, MECHANICS:</b> Apply, R23</p> <p><b>ORAL LANGUAGE,</b> p. T151</p>	<p><b>WRITING ASSESSMENT,</b> p. T158 Student Model Students' Writing Rubric</p> <p>☑ <b>SPELLING:</b> Posttest, p. R21 Spelling Resource Book, p. 202</p> <p>☑ <b>GRAMMAR, USAGE, MECHANICS:</b> Assess, p. R23</p> <p><b>ORAL LANGUAGE,</b> p. T158</p>
	<p><b>RESPOND:</b> Literature Circle, p. T143</p> <p><b>READ ALOUD,</b> p. T149</p> <p><b>GUIDED READING,</b> pp. R18–R19</p> <p><b>OPTIONAL MATERIALS,</b> ● p. T149 Phonics Chapter Book #3: <i>Once Upon a Hill</i> <i>Fire! In Yellowstone</i> audiocassette</p>	<p><b>READ ALOUD,</b> p. T155</p> <p><b>GUIDED READING,</b> pp. R18–R19</p> <p><b>EXPAND VOCABULARY:</b> Compound Words, p. T152</p> <p><b>STUDY SKILLS:</b> Maps and Globes, pp. T154–T155 Practice Book 1, p. 185</p>	<p><b>READ ALOUD,</b> p. T160</p> <p><b>GUIDED READING,</b> pp. R18–R19</p> <p><b>INTEGRATED LANGUAGE ARTS:</b> Retell an Event, p. T159 Write a Story, p. T159 Give an Ecology Talk, p. T160 Promote "Safety First!," p. T160</p>
	<p>TEKS 3.1:B,C,E; 3.2:A; 3.6:A,B; 3.7:A,B,C; 3.8:A,B; 3.9:C,E; 3.10:B,C; 3.11:C,F; 3.12:E; 3.14:A,B,C,D; 3.16:D</p> <p>TAAS 3R 2,4,5; 4W 1</p>	<p>TEKS 3.1:C; 3.3:C; 3.5:E; 3.6:C; 3.7:B,C; 3.8:A,B; 3.9:E,I,K; 3.12:D,E; 3.14:A,B,C,D; 3.16:E; 3.17:C,D; 3.18:A,B,C,D,E</p> <p>TAAS 3R 2,5; 4W 1,2,3,4,5,7</p>	<p>TEKS 3.1:B,C; 3.2:A; 3.3:D; 3.4:A; 3.8:B; 3.9:C,E,H; 3.10:B,C; 3.12:E; 3.14:A,B,C,D; 3.16:D; 3.18:D</p> <p>TAAS 3R 2,3,5; 4W 1,3,7</p>
	<p> <b>SMART PLACE CD-ROM</b> Language Development, p. T143 Workshop 2, pp. T207–T212</p>	<p> <b>WORD PROCESSING</b> Writing Skills, p. T151</p> <p> <b>SMART PLACE CD-ROM</b> Study Skills, p. T155 Workshop 2, pp. T207–T212</p>	<p> <b>ART PROGRAM</b> 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><b>READ</b> and Introduce Skills</p> <ul style="list-style-type: none"> <li>• VOCABULARY</li> <li>• PHONICS</li> <li>• COMPREHENSION</li> <li>• LITERARY ELEMENT</li> </ul>	<p><b>BUILD BACKGROUND</b>, ▲ p. T167</p> <p> <b>VOCABULARY</b>, ▲ ■ p. T168 Transparency 11 Practice Book 1, p. 186</p> <p> <b>DAILY PHONICS: ▲ *</b> Digraphs, pp. T170–T171 Practice Book 1, p. 187</p> <p><b>PREVIEW AND PREDICT</b>, p. T172</p> <p><b>READ: ▲ * ■</b> <i>The Legend of the Persian Carpet</i>, pp. T172–T177</p> <p><b>GENRE: Legend</b>, p. T173</p> <p> <b>COMPREHENSION:</b> Cause/Effect, p. T175 </p>	<p><b>READ: ▲ * ■</b> <i>The Legend of the Persian Carpet</i>, pp. T178–T185</p> <p><b>ILLUSTRATOR'S CRAFT:</b> Picture Details, p. T179</p> <p><b>COMPREHENSION:</b> Make Predictions, p. T181 Practice Book 1, p. 188</p> <p> <b>DAILY PHONICS:</b> Digraphs, p. T183</p>	
<p><b>WRITE</b> and Respond</p> <ul style="list-style-type: none"> <li>• GRAMMAR</li> <li>• USAGE</li> <li>• MECHANICS</li> <li>• SPELLING</li> <li>• WRITING</li> </ul>	<p><b>WRITING WORKSHOP:</b> Introduce, p. T167</p> <p><b>JOURNAL:</b> Make Predictions, p. T172</p> <p> <b>SPELLING:</b> Pretest: Words With <i>ch</i> and <i>sh</i>, p. R28 Spelling Resource Book, p. 74</p> <p> <b>GRAMMAR, USAGE, MECHANICS:</b> Teach/Model: Singular and Plural Possessive Nouns, p. R30</p> <p><b>ORAL LANGUAGE</b>, p. T177</p>	<p><b>WRITING WORKSHOP:</b> Prewrite, p. T185 Practice Book 1, p. 189</p> <p> <b>SPELLING:</b> Vocabulary Practice, p. R28 Spelling Resource Book, pp. 75–77</p> <p> <b>GRAMMAR, USAGE, MECHANICS:</b> Practice, p. R30</p> <p><b>ORAL LANGUAGE</b>, p. T185</p>	
<p><b>EXTEND SKILLS</b> and Apply to Literature</p> <ul style="list-style-type: none"> <li>• INTEGRATED LANGUAGE ARTS</li> <li>• LISTENING/SPEAKING/VIEWING</li> <li>• INTEGRATED CURRICULUM</li> <li>• GUIDED READING</li> <li>• INDEPENDENT READING</li> </ul>	<p><b>READ ALOUD</b>, p. T177</p> <p><b>GUIDED READING</b>, pp. R26–R27</p> <p><b>INTEGRATED CURRICULUM:</b> Science, p. R32</p> <p><b>TRADE BOOKS</b></p> <ul style="list-style-type: none"> <li>• <i>Mirette on the High Wire</i></li> <li>• <i>The Boxcar Children: The Pizza Mystery</i></li> </ul>	<p><b>READ ALOUD</b>, p. T185</p> <p><b>GUIDED READING</b>, pp. R26–R27</p> <p><b>INTEGRATED CURRICULUM:</b> Math, p. R32 The Arts, p. R33 Social Studies, p. R33</p> <p><b>TRADE BOOKS</b></p> <ul style="list-style-type: none"> <li>• <i>Alvin Ailey</i></li> <li>• <i>Finding the Titanic</i></li> </ul>	
<p>TEKS/TAAS</p>	<p>TEKS 3.1:B,C; 3.2:A; 3.3:C; 3.5:A,B; 3.6:A,B,C; 3.7:A,B,C; 3.8:A,B; 3.9:A,B,D,F; 3.11:C,F; 3.14:A,B,D; 3.14:A,B,D</p> <p>TAAS 3R 2,4; 4W 1</p>	<p>TEKS 3.1:B,C,D,E; 3.2:A; 3.3:A,C; 3.5:A,B,F; 3.6:A,B,C; 3.7:A,B,C; 3.8:A,B; 3.9:C,D,E,F; 3.10:D; 3.11:J; 3.14:A,B,D</p> <p>TAAS 3R 2,3,4; 4W 1</p>	
<p><b>TECHNOLOGY</b> and <b>REAL-WORLD SKILLS</b></p>	<p> <b>SCHOLASTIC NETWORK</b> Finding the Facts, p. T177</p> <p><b>WORKSHOP 2</b>, pp. T207–T212</p>	<p> <b>SMART PLACE CD-ROM</b> Comprehension Skills, p. T181</p> <p><b>WORKSHOP 2</b>, pp. T207–T212</p>	

**MODIFY INSTRUCTION**

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

	DAY 3	DAY 4	DAY 5
	<p><b>READ:</b> ▲ ■ "High-Tech Carpet," pp. T186–T189</p> <p><b>GENRE:</b> Informational Article, p. T187</p> <p>☑ <b>COMPREHENSION:</b> ▲ ■ Steps in a Process, p. T189 Cause/Effect, pp. T192–T193 Transparency 12 Practice Book 1, pp. 192–194</p> <p><b>INTERVENTION,</b> ● p. T194 Daily Phonics: Digraphs Comprehension: Cause/Effect Fluency: Read Aloud</p>	<p><b>LITERATURE CONNECTION:</b> <i>The Legend of the Persian Carpet</i>, p. T196</p> <p>☑ <b>REVIEW VOCABULARY</b>, p. T198</p> <p>☑ <b>DAILY PHONICS:</b> ▲ ■ Digraphs, p. T199 Practice Book 1, p. 195</p>	<p><b>READING ASSESSMENT:</b> Selection Test, p. T202</p> <p><b>MODIFYING ASSESSMENT</b>, p. T202 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p><b>PERFORMANCE-BASED ASSESSMENT:</b> One-Minute Fluency, p. T203 Conference, p. T203</p> <p>☑ <b>DAILY PHONICS:</b> Dictation, p. T203</p>
	<p><b>RESPOND:</b> ▲ ■ Think About Reading, p. T190 Write a Poem, p. T191 Practice Book 1, p. 190</p> <p>☑ <b>SPELLING:</b> Write/Proofread, p. R29 Spelling Resource Book, p. 78</p> <p>☑ <b>GRAMMAR, USAGE, MECHANICS:</b> Practice, p. R31 Practice Book 1, p. 191</p> <p><b>ORAL LANGUAGE</b>, p. T191</p>	<p><b>WRITING WORKSHOP:</b> Retell a Tale, p. T196 <b>Writer's Craft:</b> Transition Words, p. T197 Transparency 13 Practice Book 1, p. 189</p> <p>☑ <b>SPELLING:</b> Study/Review, p. R29 Spelling Resource Book, p. 200</p> <p>☑ <b>GRAMMAR, USAGE, MECHANICS:</b> Apply, p. R31</p> <p><b>ORAL LANGUAGE</b>, p. T197</p>	<p><b>WRITING ASSESSMENT</b>, p. T204 Student Model Students' Writing Rubric</p> <p>☑ <b>SPELLING:</b> Posttest, p. R29 Spelling Resource Book, p. 202</p> <p>☑ <b>GRAMMAR, USAGE, MECHANICS:</b> Assess, p. R31</p> <p><b>ORAL LANGUAGE</b>, p. T204</p>
	<p><b>RESPOND:</b> Literature Circle, p. T191</p> <p><b>READ ALOUD</b>, p. T195</p> <p><b>GUIDED READING</b>, pp. R26–R27</p> <p><b>OPTIONAL MATERIALS,</b> ● p. T195 Phonics Chapter Book #2, <i>Jackson's Contraptions</i> <i>The Legend of the Persian Carpet</i> audiocassette</p>	<p><b>READ ALOUD</b>, p. T201</p> <p><b>GUIDED READING</b>, pp. R26–R27</p> <p><b>EXPAND VOCABULARY:</b> Categorize Words, p. T198</p> <p><b>ORAL LANGUAGE:</b> Persuasive Speech, pp. T200–T201 Practice Book 1, p. 196</p>	<p><b>READ ALOUD</b>, p. T206</p> <p><b>GUIDED READING</b>, pp. R26–R27</p> <p><b>INTEGRATED LANGUAGE ARTS:</b> 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>TEKS 3.1:E; 3.2:A; 3.6:C; 3.7:A,B,C; 3.8:A,B; 3.9:F; 3.10:A,D; 3.11:C,F,J; 3.12:E; 3.14:A,B,C,D TAAS 3R 2,3,4,5; 4W 1</p>	<p>TEKS 3.1:C; 3.3:C; 3.5:E; 3.6:C; 3.7:B,C; 3.8:A,B,D; 3.9:K; 3.12:E; 3.14:A,B,C,D; 3.17:C,D; 3.18:A,B,C,D,E TAAS 3R 1,2,5; 4W 1,2,3,4,5,7</p>	<p>TEKS 3.1:B,C; 3.2:A; 3.3:D; 3.4:A; 3.8:B; 3.9:F; 3.10:C; 3.11:J; 3.12:E; 3.14:A,B,C,D; 3.18:D; 3.19:A,C TAAS 3R 2,4,5; 4W 1,3,7</p>
	<p> <b>SMART PLACE CD-ROM</b> Expanding Vocabulary, p. T191</p> <p><b>WORKSHOP 2</b>, pp. T207–T212</p>	<p> <b>WORD PROCESSING</b> Writing Skills, p. T197</p> <p> <b>AUDIO</b> Speaking Skills, p. T201</p> <p><b>WORKSHOP 2</b>, pp. T207–T212</p>	<p> <b>ART PROGRAM</b> Presentation Tools, p. T206</p> <p><b>WORKSHOP 2</b>, pp. T207–T212</p>




# Literacy Place Weekly Organizer

Doctor De Soto

	DAY 1	DAY 2	
<p><b>READ</b> and Introduce Skills</p> <ul style="list-style-type: none"> <li>• VOCABULARY</li> <li>• PHONICS</li> <li>• COMPREHENSION</li> <li>• LITERARY ELEMENT</li> </ul>	<p><b>BUILD BACKGROUND</b>, ▲ p. T219</p> <p> <b>VOCABULARY</b>, ▲ ■ p. T220 Vocabulary Transparency 15 Transparency 14 Practice Book 1, p. 199</p> <p> <b>DAILY PHONICS</b>: ▲ * Silent Letters, pp. T222–T223 Practice Book 1, p. 200</p> <p><b>PREVIEW AND PREDICT</b>, p. T224</p> <p><b>READ</b>: ▲ * ■ ● <i>Doctor De Soto</i>, pp. T224–T229</p> <p><b>GENRE</b>: Humorous Fiction, p. T225</p> <p> <b>LITERARY ELEMENT</b>: 🌀 Character, p. T227</p>	<p><b>READ</b>: ▲ * ■ ● <i>Doctor De Soto</i>, pp. T230–T239</p> <p> <b>DAILY PHONICS</b>: Silent Letters, p. T231</p> <p> <b>COMPREHENSION</b>: Make Inferences, p. T233</p> <p><b>ILLUSTRATOR'S CRAFT</b>: Humor, p. T237</p>	
<p><b>WRITE</b> and Respond</p> <ul style="list-style-type: none"> <li>• GRAMMAR</li> <li>• USAGE</li> <li>• MECHANICS</li> <li>• SPELLING</li> <li>• WRITING</li> </ul>	<p><b>WRITING WORKSHOP</b>: Introduce, p. T219</p> <p><b>JOURNAL</b>: Make Predictions, p. T224</p> <p> <b>SPELLING</b>: Pretest: Words That End With <i>ch</i> or <i>tch</i>, p. R36 Spelling Resource Book, p. 79</p> <p> <b>GRAMMAR, USAGE, MECHANICS</b>: Teach/Model: Subject and Object Pronouns, p. R38</p> <p><b>ORAL LANGUAGE</b>, p. T229</p>	<p><b>WRITING WORKSHOP</b>: Prewrite, p. T239</p> <p> <b>SPELLING</b>: Vocabulary Practice, p. R36 Spelling Resource Book, p. 80–82</p> <p> <b>GRAMMAR, USAGE, MECHANICS</b>: Practice, p. R38</p> <p><b>ORAL LANGUAGE</b>, p. T239</p>	
<p><b>EXTEND SKILLS</b> and Apply to Literature</p> <ul style="list-style-type: none"> <li>• INTEGRATED LANGUAGE ARTS</li> <li>• LISTENING/SPEAKING/VIEWING</li> <li>• INTEGRATED CURRICULUM</li> <li>• GUIDED READING</li> <li>• INDEPENDENT READING</li> </ul>	<p><b>READ ALOUD</b>, p. T229</p> <p><b>GUIDED READING</b>, pp. R34–R35</p> <p><b>INTEGRATED CURRICULUM</b>: Math, p. R40 Social Studies, p. R41</p> <p><b>TRADE BOOKS</b></p> <ul style="list-style-type: none"> <li>• <i>Mirette on the High Wire</i></li> <li>• <i>The Boxcar Children: The Pizza Mystery</i></li> </ul>	<p><b>READ ALOUD</b>, p. T239</p> <p><b>GUIDED READING</b>, pp. R34–R35</p> <p><b>INTEGRATED CURRICULUM</b>: Science, p. R40 The Arts, p. R41</p> <p><b>TRADE BOOKS</b></p> <ul style="list-style-type: none"> <li>• <i>Alvin Alley</i></li> <li>• <i>Finding the Titanic</i></li> </ul>	
<p>TEKS/TAAS</p>	<p>TEKS: 3.1:B,C,E; 3.2:A; 3.3:C; 3.5:A,B; 3.6:A,B,C; 3.7:A,B,C; 3.8:A,B; 3.9:A,B,D,F; 3.11:C,F; 3.14:A,B,D; 3.18:D</p> <p>TAAS: 3R 2,4; 4W 1</p>	<p>TEKS: 3.1:B,C,D,E; 3.2:A; 3.3:A,C; 3.5:A,B; 3.6:A,B,C; 3.7:A,B,C; 3.8:A,B; 3.9:D,F; 3.10:A; 3.18:D</p> <p>TAAS: 3R 2; 4W 1</p>	
<p><b>TECHNOLOGY</b> and <b>REAL-WORLD SKILLS</b></p>	<p> <b>SCHOLASTIC NETWORK</b> Finding the Facts, p. T229</p> <p><b>PROJECT</b>, pp. T266–T273</p>	<p> <b>I SPY CD-ROM</b> Comprehension Skills, p. T239</p> <p><b>PROJECT</b>, pp. T266–T273</p>	

**MODIFY INSTRUCTION**

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

	DAY 3	DAY 4	DAY 5
	<p><b>READ:</b> ▲ * "The Fox," pp. T240–T241</p> <p><b>TEXT STRUCTURE:</b> Informational Text, p. T241</p> <p>☑ <b>LITERARY ELEMENT:</b> ▲ ■ Character, pp. T244–T245 Transparency 15 Practice Book 1, pp. 205–207</p> <p><b>INTERVENTION,</b> ● p. T246 Daily Phonics: Silent Letters Literary Element: Character Fluency: Echo Reading</p>	<p><b>LITERATURE CONNECTION:</b> <i>Doctor De Soto</i>, p. T248</p> <p><b>REVIEW VOCABULARY,</b> p. T250</p> <p>☑ <b>DAILY PHONICS:</b> ▲ ■ Silent Letters, p. T251</p>	<p><b>READING ASSESSMENT:</b> Selection Test, p. T254</p> <p><b>MODIFYING ASSESSMENT,</b> p. T254 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p><b>PERFORMANCE-BASED ASSESSMENT:</b> One-Minute Fluency, p. T255 Conference, p. T255</p> <p><b>DAILY PHONICS:</b> Dictation, p. T255</p>
	<p><b>RESPOND:</b> ▲ ■ Think About Reading, p. T242 Write an Advertising Poster, p. T243 Practice Book 1, p. 203</p> <p>☑ <b>SPELLING:</b> Write/Proofread, p. R37 Spelling Resource Book, p. 83</p> <p>☑ <b>GRAMMAR, USAGE, MECHANICS:</b> Practice, p. R39 Practice Book 1, p. 204</p> <p><b>ORAL LANGUAGE,</b> p. T243</p>	<p><b>WRITING WORKSHOP:</b> Persuasive Paragraph, p. T248 Writer's Craft: Vivid Verbs, p. T249 Transparency 16 Practice Book 1, p. 202</p> <p>☑ <b>SPELLING:</b> Study/Review, p. R37 Spelling Resource Book, p. 200</p> <p>☑ <b>GRAMMAR, USAGE, MECHANICS:</b> Apply, p. R39</p> <p><b>ORAL LANGUAGE,</b> p. T249</p>	<p><b>WRITING ASSESSMENT,</b> p. T256 Student Model Students' Writing Rubric</p> <p>☑ <b>SPELLING:</b> Posttest, p. R37 Spelling Resource Book, p. 202</p> <p>☑ <b>GRAMMAR, USAGE, MECHANICS:</b> Assess, p. R39</p> <p><b>ORAL LANGUAGE,</b> p. T256</p>
	<p><b>RESPOND:</b> Literature Circle, p. T243</p> <p><b>READ ALOUD,</b> p. T247</p> <p><b>GUIDED READING,</b> pp. R34–R35</p> <p><b>OPTIONAL MATERIALS,</b> ● p. T247 Phonics Chapter Book #11: <i>Tales Once Told</i> <i>Doctor De Soto</i> audiocassette</p>	<p><b>READ ALOUD,</b> p. T253</p> <p><b>GUIDED READING,</b> pp. R34–R35</p> <p><b>EXPAND VOCABULARY:</b> Compound Words, p. T250</p> <p><b>STUDY SKILLS:</b> Taking Vocabulary Tests, pp. T252–T253 Practice Book 1, p. 209</p>	<p><b>READ ALOUD,</b> p. T258</p> <p><b>GUIDED READING,</b> pp. R34–R35</p> <p><b>INTEGRATED LANGUAGE ARTS:</b> 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>TEKS: 3.1:E; 3.2:A; 3.6:C; 3.7:A,B,C; 3.8:A,B; 3.9:F; 3.10:A,D; 3.11:C,F; 3.12:E; 3.14:A,B,C,D</p> <p>TAAS: 3R 2,4,5; 4W 1</p>	<p>TEKS: 3.1:C; 3.3:C; 3.5:E; 3.6:C; 3.7:B,C; 3.8:A,B; 3.9:F,K; 3.12:E; 3.14:A,B,C,D; 3.17:C,D; 3.18:A,B,C,D,E</p> <p>TAAS: 3R 2,4,5; 4W 1,2,3,4,5,7</p>	<p>TEKS: 3.1:B,C; 3.2:A; 3.3:D; 3.4:A; 3.8:B; 3.10:A; 3.11:H; 3.14:A,B,C,D; 3.18:D</p> <p>TAAS: 3R 2,5; 4W 1,3,7</p>
	<p> <b>SMART PLACE CD-ROM</b> Presentation Tools, p. T243</p> <p><b>PROJECT,</b> pp. T266–T273</p>	<p> <b>WORD PROCESSING</b> Study Skills, p. T253</p> <p><b>PROJECT,</b> pp. T266–T273</p>	<p> <b>ART PROGRAM</b> Presentation Tools, p. T258</p> <p><b>PROJECT,</b> 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"> <li>• WRITING PROCESS</li> <li>• TRADE BOOK LIBRARY</li> <li>• TECHNOLOGY</li> </ul>	<ul style="list-style-type: none"> <li>• WRITING PROCESS</li> <li>• TRADE BOOK LIBRARY</li> <li>• TECHNOLOGY</li> </ul>	<ul style="list-style-type: none"> <li>• WRITING PROCESS</li> <li>• TRADE BOOK LIBRARY</li> <li>• PROJECT</li> </ul>	<ul style="list-style-type: none"> <li>• TRADE BOOK LIBRARY</li> <li>• PROJECT</li> <li>• HOME INVOLVEMENT</li> </ul>	<ul style="list-style-type: none"> <li>• TRADE BOOK LIBRARY</li> <li>• PRESENTATION SKILL</li> <li>• END OF UNIT ASSESSMENT</li> </ul>
TEKS: 3.6:A,B; 3.11:H; 3.12:E; 3.14:A,B,C,D; 3.17:B,E; 3.18:A,B,C,D,E,F; 3.19:A TAAS: <b>3R</b> 2,3,5; <b>4W</b> 1,2,4,5,6	TEKS: 3.6:A,B; 3.11:H; 3.12:E; 3.14:A,B,C,D; 3.17:B,E; 3.18:A,B,C,D,E,F; 3.19:A TAAS: <b>3R</b> 2,3,5; <b>4W</b> 1,2,4,5,6	TEKS: 3.6:A,B; 3.11:H; 3.12:E; 3.14:A,B,C,D; 3.17:B,E; 3.18:A,B,C,D,E,F; 3.19:A TAAS: <b>3R</b> 2,3,5; <b>4W</b> 1,2,4,5,6	TEKS: 3.2:A; 3.3:C; 3.6:A,B; 3.11:H; 3.12:D,E; 3.14:A,B,C,D; 3.18:E; 3.20:C TAAS: <b>3R</b> 2,3,5; <b>4W</b> 1	TEKS: 3.2:A; 3.3:C; 3.6:A,B; 3.9:C,G; 3.11:H; 3.12:E; 3.14:A,B,C,D; 3.19:C,E TAAS: <b>3R</b> 2,3,4,5; <b>4W</b> 1