




Literacy Place Weekly Organizer

The Three Little Javelinas

	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 Transparency 1 Practice Book 2, p. 9</p> <p> DAILY PHONICS: ▲ ■ Diphthong /oi/ oi, oy, pp. T20–T21 Practice Book 2, p. 10</p> <p>PREVIEW AND PREDICT, p. T22</p> <p>READ: ▲ * ■ ● <i>The Three Little Javelinas</i>, pp. T22–T27</p> <p> COMPREHENSION: Draw Conclusions, p. T25 </p> <p>GENRE: Folk Tale, p. T23</p>	<p>READ: ▲ * ■ ● <i>The Three Little Javelinas</i>, pp. T28–T35</p> <p> ILLUSTRATOR'S CRAFT: Setting, p. T29</p> <p> DAILY PHONICS: Diphthong /oi/oi, oy, p. T31</p> <p>LITERARY ELEMENT: Character, p. T33</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 oi or oy, p. R4 Spelling Resource Book, p. 84</p> <p> GRAMMAR, USAGE, MECHANICS: Teach/Model: Possessive Pronouns, p. R6</p> <p>ORAL LANGUAGE, p. T27</p>	<p>WRITING WORKSHOP: Prewrite, p. T35</p> <p> SPELLING: Vocabulary Practice, p. R4 Spelling Resource Book, pp. 85–87</p> <p> GRAMMAR, USAGE, MECHANICS: Practice, p. R6</p> <p>ORAL LANGUAGE, p. T35</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>Ramona Quimby, Age 8</i> • <i>If You Lived at the Time of the Great San Francisco Earthquake</i> 	<p>READ ALOUD, p. T35</p> <p>GUIDED READING, pp. R2–R3</p> <p>INTEGRATED CURRICULUM: Social Studies, p. R9 Math, p. R8 Science, p. R8 The Arts, p. R9</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>The Magic School Bus Inside the Human Body</i> • <i>Go Fish</i> 	
<p>TEKS/TAAS</p>	<p>TEKS: 3.1:B,C; 3.2:A; 3.3:C; 3.5:D,E; 3.6:A,B,C; 3.7:A,B,C; 3.8:A,B; 3.9:A,B,D,F; 3.10:C; 3.11:C,F; 3.12:E; 3.14:A,B,D; 3.16:D</p> <p>TAAS: 3R 1,2,4,5; 4W 1</p>	<p>TEKS: 3.1:B,C,D; 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:D,E,F; 3.10:D; 3.11:H; 3.16:D; 3.18:A</p> <p>TAAS: 3R 2,4,5</p>	
<p>TECHNOLOGY and REAL-WORLD SKILLS</p>	<p> SCHOLASTIC NETWORK Build Background, p. T27</p>	<p> FIRST THOUSAND WORDS CD-ROM Language Development, p. T35</p> <p>WORKSHOP 1: pp. T103–T108</p>	













MODIFY INSTRUCTION

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

	DAY 3	DAY 4	DAY 5
	<p>READ: ▲ ■ "Saguaro," pp. T36–T37</p> <p>☞ COMPREHENSION: ▲ ■ Draw Conclusions, pp. T40–T41 Transparency 2 Practice Book 2, pp. 15–17</p> <p>☞ ILLUSTRATOR'S CRAFT: ■ Setting, pp. T42–T43 Transparency 3 Practice Book 2, pp. 18–19</p> <p>INTERVENTION, ● p. T44 Daily Phonics: Diphthong /oi/oi, oy Comprehension: Draw Conclusions Fluency: Echo Reading</p>	<p>LITERATURE CONNECTION: <i>The Three Little Javelinas</i>, p. 46</p> <p>☞ REVIEW VOCABULARY, p. T48</p> <p>☞ DAILY PHONICS: ▲ ■ Diphthong /oi/oi, oy, p. T49</p>	<p>READING ASSESSMENT: Selection Test, p. T52</p> <p>MODIFYING ASSESSMENT, p. T52 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p>PERFORMANCE-BASED ASSESSMENT: One-Minute Fluency, p. T53 Conference, p. T153</p> <p>☞ DAILY PHONICS: Dictation, p. T53</p>
	<p>RESPOND: ▲ ■ Think About Reading, p. T38 Write a Shape Poem, p. T39 Practice Book 2, p. 13</p> <p>☞ SPELLING: Write/Proofread, p. R5 Spelling Resource Book, p. 88</p> <p>☞ GRAMMAR, USAGE, MECHANICS: Practice, p. R7 Practice Book 2, p. 14</p> <p>ORAL LANGUAGE, p. T39</p>	<p>☞ WRITING WORKSHOP: Folk Tale Setting, p. T46 Writer's Craft: Opening Sentences, p. T47 Transparency 4 Practice Book 2, p. 12</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. T47</p>	<p>WRITING ASSESSMENT, p. T54 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. T54</p>
	<p>RESPOND: Literature Circle, p. T39</p> <p>READ ALOUD, p. T45</p> <p>GUIDED READING, pp. R2–R3</p> <p>OPTIONAL MATERIALS, ● p. T103 Phonics Chapter Book #11: <i>Tales Once Told</i> <i>The Three Little Javelinas</i> audiocassette</p>	<p>READ ALOUD, p. T51</p> <p>GUIDED READING, pp. R2–R3</p> <p>EXPAND VOCABULARY: Words From Other Languages, p. T48</p> <p>STUDY SKILLS: Taking Reading Tests: Nonfiction, pp. T50–T51 Practice Book 2, p. 21</p>	<p>READ ALOUD, p. T56</p> <p>GUIDED READING, pp. R2–R3</p> <p>INTEGRATED LANGUAGE ARTS: Create a Play, p. T55 Javelina Headlines, p. T55 Make a Class Book, p. T56 Speech, p. T56</p>
	<p>TEKS: 3.1:E; 3.2:A; 3.5:A; 3.6:C; 3.7:A,B,C; 3.8:A,B; 3.9:B,F,G,H,I; 3.10:D; 3.11:C,F,I; 3.12:E; 3.14:A,B,C,D</p> <p>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; 3.9:I,K; 3.12:E; 3.14:A,B,C,D; 3.16:D; 3.17:C,D; 3.18:A,B,C,D,E; 3.20:A,B,C,D</p> <p>TAAS: 3R 1,2; 4W 1,2,3,4,5,7</p>	<p>TEKS: 3.1:B,C; 3.2:A; 3.3:D; 3.4:A; 3.8:B; 3.9:C; 3.10:B; 3.12:B,E; 3.14:A,B,C,D; 3.16:D; 3.18:D</p> <p>TAAS: 3R 2,5; 4W 1,3,5,7</p>
	<p> SMART PLACE CD-ROM Presentation Tools, p. T39</p> <p>WORKSHOP 1: pp. T103–T108</p>	<p> WORD PROCESSING Study Skills, p. T51</p> <p>WORKSHOP 1: pp. T103–T108</p>	<p> AUDIO Speaking Skills, p. T56</p> <p>WORKSHOP 1: pp. T103–T108</p>




Literacy Place Weekly Organizer

Little House on the Prairie

	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. T63</p> <p> VOCABULARY, ▲ ■ p. T64 Transparency 5 Practice Book 2, p. 22</p> <p> DAILY PHONICS: ▲ ■ <i>r</i>-Controlled Vowel /ŭr/ <i>ur, ir, er</i>, pp. T66–T67 Practice Book 2, p. 23</p> <p>PREVIEW AND PREDICT, p. T68</p> <p>READ: ▲ * ■ ● <i>Little House on the Prairie</i>, pp. T68–T73</p> <p> COMPREHENSION SKILL:  Sequence, p. T71</p> <p>GENRE: Historical Fiction, p. T69</p>	<p>READ: ▲ * ■ ● <i>Little House on the Prairie</i>, pp. T74–T81</p> <p>AUTHOR'S CRAFT: Personification, p. T75</p> <p> DAILY PHONICS: <i>r</i>-Controlled Vowel /ŭr/ <i>ur, er, ir</i>, p. T77</p> <p> COMPREHENSION: Draw Conclusions, p. T79</p>	
<p>WRITE and Respond</p> <ul style="list-style-type: none"> • GRAMMAR • USAGE • MECHANICS • SPELLING • WRITING 	<p>WRITING WORKSHOP: Introduce, p. T63</p> <p>JOURNAL: Make Predictions, p. T68</p> <p> SPELLING: Pretest: Words With Same Sounds, Different Letters, p. R12 Spelling Resource Book, p. 89</p> <p> GRAMMAR, USAGE, MECHANICS: Teach/Model: Compound Subjects and Predicates, p. R14</p> <p>ORAL LANGUAGE, p. T73</p>	<p>WRITING WORKSHOP: Prewrite, p. T81</p> <p> SPELLING: Vocabulary Practice, p. R12 Spelling Resource Book, pp. 90–92</p> <p> GRAMMAR, USAGE, MECHANICS: Practice, p. R14</p> <p>ORAL LANGUAGE, p. T81</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. T73</p> <p>GUIDED READING, pp. R10–R11</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Ramona Quimby, Age 8</i> • <i>If You Lived at the Time of the Great San Francisco Earthquake</i> 	<p>READ ALOUD, p. T81</p> <p>GUIDED READING, pp. R10–R11</p> <p>INTEGRATED CURRICULUM: Social Studies, p. R17 Science, p. R16 Math, p. R16 The Arts, p. R17</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>The Magic School Bus Inside the Human Body</i> • <i>Go Fish</i> 	
<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,C; 3.12:J; 3.14:D</p> <p>TAAS 3R 1,2,5; 4W 1</p>	
<p>TECHNOLOGY and REAL-WORLD SKILLS</p>	<p> INTERNET Build Background, p. T71</p> <p>WORKSHOP 1: pp. T103–T108</p>	<p> SCHOLASTIC NETWORK Finding the Facts, p. T75</p> <p>WORKSHOP 1: pp. T103–T108</p>	













MODIFY INSTRUCTION

- INTERVENTION ▲ ESL/ELD ■ EXTRA HELP
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	DAY 3	DAY 4	DAY 5
	<p>READ: ▲ * "Searching for Laura Ingalls," pp. T82–T85</p> <p>COMPREHENSION: Compare/Contrast, p. T90</p> <p>☑ COMPREHENSION: ▲ ■ Sequence, pp. T88–T89 Transparency 6 Practice Book 2, pp. 28–30</p> <p>INTERVENTION, ● p. T90 Daily Phonics: <i>r</i>-Controlled Vowel /<i>ūr/ ur, ir, er,</i> Comprehension: Sequence Fluency: Choral Reading</p>	<p>LITERATURE CONNECTION: Little House on the Prairie, p. T92</p> <p>☑ REVIEW VOCABULARY, p. T94</p> <p>☑ DAILY PHONICS: ▲ ■ <i>r</i>-Controlled Vowel /<i>ūr/ ur, er, ir,</i> p. T95</p>	<p>READING ASSESSMENT: Selection Test, p. T98</p> <p>MODIFYING ASSESSMENT, p. T98 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p>PERFORMANCE-BASED ASSESSMENT: One-Minute Fluency, p. T99 Conference, p. T99</p> <p>☑ DAILY PHONICS: Dictation, p. T99</p>
	<p>RESPOND: ▲ ■ Think About Reading, p. T86 Write A Story Ending, p. T87 Practice Book 2, p. 26</p> <p>☑ SPELLING: Write/Proofread, p. R13 Spelling Resource Book, p. 93</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R15 Practice Book 2, p. 27</p> <p>ORAL LANGUAGE, p. T87</p>	<p>☑ WRITING WORKSHOP: Travel Guide Entry, p. T92 Writer's Craft: Communicate Your Purpose, p. T93 Transparency 7 Practice Book 2, p. 25</p> <p>☑ SPELLING: Study/Review, p. R13 Spelling Resource Book, p. 200</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Apply, p. R15</p> <p>ORAL LANGUAGE, p. T93</p>	<p>WRITING ASSESSMENT, p. T100 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. T100</p>
	<p>RESPOND: Literature Circle, p. T87</p> <p>READ ALOUD, p. T91</p> <p>GUIDED READING, pp. R10–R11</p> <p>OPTIONAL MATERIALS, p. T91 Sprint Plus Book: <i>Space Scooter</i> <i>Little House on the Prairie</i> audiocassette</p>	<p>READ ALOUD, p. T97</p> <p>GUIDED READING, pp. R10–R11</p> <p>EXPAND VOCABULARY: Parts of a Wagon, p. T94</p> <p>STUDY SKILLS: Sorting and Classifying, pp. T96–T97 Practice Book 2, p. 32</p>	<p>READ ALOUD, p. T102</p> <p>GUIDED READING, pp. R10–R11</p> <p>INTEGRATED LANGUAGE ARTS: Compare Trips—Then and Now, p. T101 Writing A Letter, p. T101 Conduct a Live Interview, p. T102 Synonym Search, p. T102</p>
	<p>TEKS 3.1:E; 3.2:A; 3.5:D; 3.6:B,C; 3.7:A,B,C; 3.8:A,B; 3.9:F,G; 3.10:A,D; 3.11:C,F; 3.12:E; 3.14:A,B,C,D TAAS 3R 1,2,4,5; 4W 1</p>	<p>TEKS 3.1:C; 3.3:C,D; 3.5:D; 3.6:C; 3.7:B,C; 3.8:A,B; 3.9:C,E,K; 3.14:A,B,C,D; 3.17:C,D; 3.18:A,B,C,D,E TAAS 3R 1,2; 4W 1,2,3,4,5,7</p>	<p>TEKS 3.1:B,C; 3.2:A; 3.3:B,C; 3.4:A; 3.8:B; 3.9:F,G; 3.10:A; 3.12:E; 3.14:A,B,C,D; 3.18:D TAAS 3R 2,4,5; 4W 1,3,7</p>
	<p> SMART PLACE CD-ROM Presentation Tools, p. T87</p> <p>WORKSHOP 1: pp. T103–T108</p>	<p> WORD PROCESSING Study Skills, p. T97</p> <p>WORKSHOP 1: pp. T103–T108</p>	<p> VIDEO Speaking Skills, p. T102</p> <p>WORKSHOP 1: pp. T103–T108</p>




Literacy Place Weekly Organizer

The Magic School Bus Hops Home

	DAY 1	DAY 2	
READ and Introduce Skills <ul style="list-style-type: none"> • DAILY PHONICS • VOCABULARY • COMPREHENSION • LITERARY ELEMENT 	BUILD BACKGROUND , ▲ p. T115  VOCABULARY , ▲ ■ pp. T116–T117 Transparency 8 Practice Book 2, p. 35  DAILY PHONICS : ▲ ■ Syllabication: <i>r</i> -Controlled Vowel /ôr/ pp. T118–T119 Practice Book 2, p. 36 PREVIEW AND PREDICT , p. T120 READ : ▲ * ■ ● <i>The Magic School Bus Hops Home</i> , pp. T120–T127  COMPREHENSION : Fantasy/Reality, p. T123 	READ : ▲ * ■ ● <i>The Magic School Bus Hops Home</i> , pp. T128–T135  COMPREHENSION : Sequence, p. T129  DAILY PHONICS : <i>r</i> -Controlled Vowel /ôr/ <i>or, ore, oor, our</i> , p. T131 ORAL FLUENCY : Read With Expression, p. T133	
WRITE and Respond <ul style="list-style-type: none"> • GRAMMAR • USAGE • MECHANICS • SPELLING • WRITING 	WRITING WORKSHOP : Introduce, p. T115 JOURNAL : Make Predictions, p. T120  SPELLING : Pretest: Words With the Sound of <i>or</i> , p. R20 Spelling Resource Book, p. 94  GRAMMAR, USAGE, MECHANICS : Teach/Model: Contractions, p. R22 ORAL LANGUAGE , p. T127	WRITING WORKSHOP : Prewrite, p. T135  SPELLING : Vocabulary Practice, p. R20 Spelling Resource Book, pp. 95–97  GRAMMAR, USAGE, MECHANICS : Practice, p. R22 ORAL LANGUAGE , p. T135	
EXTEND SKILLS and Apply to Literature <ul style="list-style-type: none"> • INTEGRATED LANGUAGE ARTS • LISTENING/SPEAKING/VIEWING • INTEGRATED CURRICULUM • GUIDED READING • INDEPENDENT READING 	READ ALOUD , p. T127 GUIDED READING , pp. R18–R19 INTEGRATED CURRICULUM : The Arts, p. R25 Social Studies, p. R25 TRADE BOOKS <ul style="list-style-type: none"> • <i>Ramona Quimby, Age 8</i> • <i>...If You Lived at the Time of the Great San Francisco Earthquake</i> 	READ ALOUD , p. T135 GUIDED READING , pp. R18–R19 INTEGRATED CURRICULUM : Math, p. R24 Science, p. R24 TRADE BOOKS <ul style="list-style-type: none"> • <i>The Magic School Bus Inside the Human Body</i> • <i>Go Fish</i> 	
TEKS/TAAS	TEKS: 3.1:B,C,E; 3.2:A; 3.3:C; 3.5:A,B,C; 3.6:A,B,C; 3.7:A,B,C; 3.8:A,B; 3.9:A,B,E,F; 3.11:B,C,H; 3.14:A,B,D; 3.18:D TAAS: 3R 2,4,5; 4W 1	TEKS: 3.1:B,C,D; 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,D; 3.11:B; 3.18:D TAAS: 3R 1,2,4; 4W 1,3,7	
TECHNOLOGY and REAL-WORLD SKILLS	 INTERNET Finding the Facts, p. T127	 SMART PLACE CD-ROM Viewing Skills, p. T135 WORKSHOP 2 , pp. T201–T206	

MODIFY INSTRUCTION

- INTERVENTION ▲ ESL/ELD ■ EXTRA HELP
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	DAY 3	DAY 4	DAY 5
	<p>READ: ▲ ■ "Mentors Joanna Cole and Bruce Degen," pp. T136–T139</p> <p>COMPREHENSION: Categorize Information, p. T137</p> <p>COMPREHENSION: ▲ ■ Fantasy/Reality, pp. T142–T143 Transparency 9 Practice Book 2, pp. 42–44</p> <p>INTERVENTION, ● p. T144 Daily Phonics: r-Controlled Vowel /ôr/ Comprehension: Fantasy/Reality Fluency: Readers Theater</p>	<p>LITERATURE CONNECTION: <i>The Magic School Bus Hops Home</i>, p. T146</p> <p>☑ VOCABULARY REVIEW, p. T148</p> <p>☑ DAILY PHONICS: ▲ * r-Controlled Vowel /ôr/, p. T149</p>	<p>READING ASSESSMENT: Selection Test, p. T152</p> <p>MODIFYING ASSESSMENT, p. T152 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p>PERFORMANCE-BASED ASSESSMENT: One-Minute Fluency, p. T153 Conference, p. T153</p> <p>☑ DAILY PHONICS: Dictation, p. T153</p>
	<p>RESPOND: ▲ ■ Think About Reading, p. T140 Write a Home Page Biography, p. T141 Practice Book 2, p. 40</p> <p>☑ SPELLING: Write/Proofread, p. R21 Spelling Resource Book, p. 98</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R23 Practice Book 2, p. 41</p> <p>ORAL LANGUAGE, p. T141</p>	<p>☑ WRITING WORKSHOP: Television Script, p. T146 Writer's Craft: Arrange Details: Location, p. T147 Transparency 10 Practice Book 2, p. 38</p> <p>☑ SPELLING: Study/Review, p. R21 Spelling Resource Book, p. 200</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Apply, p. R23</p> <p>ORAL LANGUAGE, p. T147</p>	<p>WRITING ASSESSMENT, p. T154 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. T154</p>
	<p>RESPOND: Literature Circle, p. T141</p> <p>READ ALOUD, p. T145</p> <p>GUIDED READING, pp. R18–R19</p> <p>OPTIONAL MATERIALS, ● p. T145 Phonics Chapter Book #4: <i>The Case of the Missing Monkeys</i> <i>The Magic School Bus Hops Home</i> audiocassette</p>	<p>READ ALOUD, p. T151</p> <p>GUIDED READING, pp. R18–R19</p> <p>EXPAND VOCABULARY: Ways of Moving, p. T148</p> <p>ORAL LANGUAGE: Dramatic Reading, pp. T150–T151 Practice Book 2, p. 46</p>	<p>READ ALOUD, p. T156</p> <p>GUIDED READING, pp. R18–R19</p> <p>INTEGRATED LANGUAGE ARTS: Create a Character Chart, p. T155 Understand a Frog's Habitat, p. T155 Use a Frog's-Eye View to Tell the Story, p. T156 Picture Essay About Frogs, p. T156</p>
	<p>TEKS: 3.1:E; 3.2:A; 3.6:C; 3.7:A,B,C,E; 3.8:A,B; 3.9:C,F,K; 3.10:A,C,D; 3.11:B,C,E,F; 3.12:E; 3.14:A,B,C,D</p> <p>TAAS: 3R 2,5; 4W 1</p>	<p>TEKS: 3.1:C; 3.3:C; 3.6:C; 3.7:B,C; 3.8:A,B; 3.9:K; 3.11:B; 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; 4W 1,2,3,4,5,7</p>	<p>TEKS: 3.1:B,C; 3.2:A; 3.3:D; 3.9:C; 3.10:A; 3.11:B; 3.12:E; 3.14:A,B,C,D; 3.18:D; 3.19: A,C; 3.20:A,B,C,D</p> <p>TAAS: 3R 2,5; 4W 1,3,7</p>
	<p> SCHOLASTIC NETWORK Writing Skills, p. T141</p> <p>WORKSHOP 2, pp. T201–T206</p>	<p> AUDIO Speaking Skills, p. T151</p> <p>WORKSHOP 2, pp. T201–T206</p>	<p> MULTIMEDIA Presentation Tools, p. T156</p> <p>WORKSHOP 2, pp. T201–T206</p>

Literacy Place Weekly Organizer

The Case of the Runaway Elephant

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. T163</p> <p> VOCABULARY, ▲ ■ p. T164 Transparency 11 Practice Book 2, p. 47</p> <p> DAILY PHONICS: ▲ ■ Syllabication: Vowel Digraphs pp. T166–T167 Practice Book 2, p. 48</p> <p>PREVIEW AND PREDICT, p. T168</p> <p>READ: ▲ * ■ ● "The Case of the Runaway Elephant," pp. T168–T175</p> <p> COMPREHENSION: Make Inferences, T171 </p>	<p>READ: ▲ * ■ "The Case of the Runaway Elephant," p. T176 "101 Elephant Jokes," p. T177 <i>I SPY</i>, pp. T178–T181</p> <p> DAILY PHONICS: Syllabication: Vowel Digraphs, p. T177</p> <p>TEXT STRUCTURE: Picture Riddles, p. T179</p>	
<p>WRITE and Respond</p> <ul style="list-style-type: none"> • GRAMMAR • USAGE • MECHANICS • SPELLING • WRITING 	<p>WRITING WORKSHOP: Introduce, p. T163</p> <p>JOURNAL: Make Predictions, p. T168</p> <p> SPELLING: Pretest: Vowel Sounds in <i>cool</i> and <i>music</i>, p. R28 Spelling Resource Book, p. 99</p> <p> GRAMMAR, USAGE, MECHANICS: Teach/Model: Punctuating Dialogue, p. R30 ORAL LANGUAGE, p. T175</p>	<p>WRITING WORKSHOP, p. T181</p> <p> SPELLING: Vocabulary Practice, p. R28 Spelling Resource Book, pp. 100–102</p> <p> GRAMMAR, USAGE, MECHANICS: Practice: Punctuating Dialogue, p. R30</p> <p>ORAL LANGUAGE, p. T181</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. T175</p> <p>GUIDED READING, pp. R26–R27</p> <p>INTEGRATED CURRICULUM: The Arts, p. R33 Science, p. R32</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Ramona Quimby, Age 8</i> • <i>...If You Lived at the Time of the Great San Francisco Earthquake</i> 	<p>READ ALOUD, p. T181</p> <p>GUIDED READING, pp. R26–R27</p> <p>INTEGRATED CURRICULUM: Math, p. R32 Social Studies, p. R33</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>The Magic School Bus Inside the Human Body</i> • <i>Go Fish</i> 	
<p>TEKS/TAAS</p>	<p>TEKS: 3.1:B,C,E; 3.2:A; 3.3:C; 3.5:A,B,C; 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; 3.6:A,B,C; 3.7:A,B,C; 3.8:A,B; 3.9:D,F; 3.10:A; 3.11:C,F; 3.16:F</p> <p>TAAS: 3R 2; 4W 1,3</p>	
<p>TECHNOLOGY and REAL-WORLD SKILLS</p>	<p> SCHOLASTIC NETWORK Finding the Facts, p. T175</p> <p>WORKSHOP 2: pp. T201–T206</p>	<p> SCHOLASTIC SPELLING STUDIO Extending Vocabulary, p. T181</p> <p>WORKSHOP 2: pp. T201–T206</p>	

MODIFY INSTRUCTION

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

	DAY 3	DAY 4	DAY 5
	<p>READ: ▲ ■ "The Making of <i>I SPY</i>," pp. T182–T183</p> <p>COMPREHENSION: Integrate Information From More Than One Text, p. T183</p> <p>☞ COMPREHENSION: ▲ ■ Make Inferences, pp. T186–T187 Transparency 12 Practice Book 2, pp. 52–54</p> <p>INTERVENTION, ● p. T188 Daily Phonics: Vowel Digraphs Comprehension: Make Inferences Fluency: Readers Theater</p>	<p>LITERATURE CONNECTION: "The Case of the Runaway Elephant," p. T190</p> <p>☞ REVIEW VOCABULARY, p. T192</p> <p>☞ DAILY PHONICS: ▲ ■ Syllabication: Vowel Digraphs, p. T193</p>	<p>READING ASSESSMENT: Selection Test, p. T196</p> <p>MODIFYING ASSESSMENT, p. T196 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p>PERFORMANCE-BASED ASSESSMENT: One-Minute Fluency, p. T197 Conference, p. T197</p> <p>☞ DAILY PHONICS: Dictation, p. T197</p>
	<p>RESPOND: ▲ ■ Think About Reading, p. T184 Write What Happens Next, p. T185 Practice Book 2, p. 50</p> <p>☞ SPELLING: Write/Proofread, p. R29 Spelling Resource Book, p. 103</p> <p>☞ GRAMMAR, USAGE, MECHANICS: Practice, p. R31 Practice Book 2, p. 51</p> <p>ORAL LANGUAGE, p. T185</p>	<p>☞ WRITING WORKSHOP: Opening of a Mystery, p. T190 Writer's Craft: Varying Sentence Length, p. T191 Transparency 13 Practice Book 2, p. 49</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. T191</p>	<p>WRITING ASSESSMENT, p. T198 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. T198</p>
	<p>RESPOND: Literature Circle, p. T185</p> <p>READ ALOUD, p. T189</p> <p>GUIDED READING, pp. R26–R27</p> <p>OPTIONAL MATERIALS, ● p. T189 Phonics Chapter Book #7: <i>Lions of the Plains</i> "The Case of the Runaway Elephant" audiocassette</p>	<p>READ ALOUD, p. T195</p> <p>GUIDED READING, pp. R26–R27</p> <p>EXPAND VOCABULARY: Compound Words, p. T192</p> <p>☞ STUDY SKILLS: Using the Library/Media Center, pp. T194–T195 Practice Book 2, p. 56</p>	<p>READ ALOUD, p. T200</p> <p>GUIDED READING, pp. R26–R27</p> <p>INTEGRATED LANGUAGE ARTS: Newspaper Article, p. T199 Solve the Mystery, p. T199 Describe Steps in a Process, p. T200 Make a Joke Book, p. T200</p>
	<p>TEKS: 3.1:E; 3.2:A; 3.5: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:C,E; 3.6:C; 3.7:B; 3.8:A,B; 3.9:F; 3.12:E; 3.14:A,B,C,D; 3.16:F; 3.17:C,D; 3.18:A,B,C,D,E</p> <p>TAAS: 3R 2,4,5; 4W 1,2,3,4,5,7</p>	<p>TEKS: 3.1:B,C; 3.2:A; 3.3:A,D; 3.4:A; 3.8:B; 3.10:A; 3.11:H; 3.12:E; 3.14:A,B,C,D; 3.18:D</p> <p>TAAS: 3R 2,5; 4W 1,3,7</p>
	<p>☞ WORD PROCESSING Communicating Through Letters, p. T185</p> <p>WORKSHOP 2: pp. T201–T206</p>	<p>☞ INTERNET Study Skills, p. T195</p> <p>WORKSHOP 2: pp. T201–T206</p>	<p>☞ WORD PROCESSING Organize Information, p. T200</p> <p>WORKSHOP 2: pp. T201–T206</p>




Literacy Place Weekly Organizer

Jessi's Baby-sitter

	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. T213</p> <p> VOCABULARY, ▲ ■ p. T214 Transparency 14 Practice Book 2, p. 59</p> <p> DAILY PHONICS: ▲ ■ <i>r</i>-Controlled Vowel /âr/<i>air, are</i>, pp. T216–T217 Practice Book 2, p. 60</p> <p>PREVIEW AND PREDICT, p. T218</p> <p>READ: ▲ * ■ <i>Jessi's Baby-sitter</i>, pp. T218–T223</p> <p>GENRE: Realistic Fiction, p. T219</p> <p> COMPREHENSION: Make Predictions, p. T221</p>	<p>READ: ▲ * ■ ● <i>Jessi's Baby-sitter</i>, pp. T224–T231</p> <p> LITERARY ELEMENT: Plot, p. T225</p> <p> DAILY PHONICS: <i>r</i>-Controlled Vowel /âr/<i>air, are</i>, p. T227</p> <p>COMPREHENSION: Make Inferences, p. T229</p>	
<p>WRITE and Respond</p> <ul style="list-style-type: none"> • GRAMMAR • USAGE • MECHANICS • SPELLING • WRITING 	<p>WRITING WORKSHOP: Introduce, p. T213</p> <p>JOURNAL: Make Predictions, p. T218</p> <p> SPELLING: Pretest: Words With the Sound of <i>air</i>, p. R36 Spelling Resource Book, p. 104</p> <p> GRAMMAR, USAGE, MECHANICS: Teach/Model: Irregular Verbs, p. R38</p> <p>ORAL LANGUAGE, p. T223</p>	<p>WRITING WORKSHOP: Prewrite, p. T231 Practice Book 2, p. 62</p> <p> SPELLING: Vocabulary Practice, p. R36 Spelling Resource Book, pp. 105–107</p> <p> GRAMMAR, USAGE, MECHANICS: Practice, p. R38</p> <p>ORAL LANGUAGE, p. T231</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. T223</p> <p>GUIDED READING, pp. R34–R35</p> <p>INTEGRATED CURRICULUM: Math, p. R40</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Ramona Quimby, Age 8</i> • <i>If You Lived at the Time of the Great San Francisco Earthquake</i> 	<p>READ ALOUD, p. T231</p> <p>GUIDED READING, pp. R34–R35</p> <p>INTEGRATED CURRICULUM: Science, p. R40 Social Studies, p. R41 The Arts, p. R41</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>The Magic School Bus</i> • <i>Inside the Human Body</i> • <i>Go Fish</i> 	
<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</p> <p>TAAS: 3R 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,E; 3.6:A,B,C; 3.7:A,B,C; 3.8:A,B; 3.9:D,F; 3.10:A,C; 3.11:H,J</p> <p>TAAS: 3R 2,3,4,5; 4W 1</p>	
<p>TECHNOLOGY and REAL-WORLD SKILLS</p>	<p> INTERNET Finding the Facts, p. T223</p>	<p> SMART PLACE CD-ROM Comprehension Skills, p. T227</p> <p>PROJECT: pp. T260–T265</p>	

MODIFY INSTRUCTION

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

	DAY 3	DAY 4	DAY 5
	<p>READ: ▲ ■ *</p> <p>"A Century of Hits," pp. T232–T235</p> <p>TEXT STRUCTURE: Time Line, p. T233</p> <p>☑ COMPREHENSION: ▲ ■</p> <p>Make Predictions, pp. T238–T239 Transparency 15 Practice Book 2, pp. 65–67</p> <p>INTERVENTION, ● p. T240 Daily Phonics: <i>r</i>-controlled Vowel/är/air, are Comprehension: Make Predictions Fluency: Repeated Readings</p>	<p>LITERATURE CONNECTION: "A Century of Hits," p. T242</p> <p>☑ REVIEW VOCABULARY, p. T244</p> <p>☑ DAILY PHONICS: ▲ ■</p> <p><i>r</i>-Controlled Vowel /är/air, are, p. T245</p>	<p>READING ASSESSMENT: Selection Test, p. T248</p> <p>MODIFYING ASSESSMENT, p. T248 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p>PERFORMANCE-BASED ASSESSMENT: One-Minute Fluency, p. T249 Conference, p. T249</p> <p>☑ DAILY PHONICS: Dictation, p. T249</p>
	<p>RESPOND: ▲ ■</p> <p>Think About Reading, p. T236 Write a Diary Entry, p. T237 Practice Book 2, p. 63</p> <p>☑ SPELLING: Write/Proofread, p. R37 Spelling Resource Book, p. 108</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R39 Practice Book 2, p. 64</p> <p>ORAL LANGUAGE, p. T237</p>	<p>☑ WRITING WORKSHOP: Persuasive Letter, p. T242 Writer's Craft: Opinions and Supporting Facts, p. T243 Transparency 16 Practice Book 2, p. 62</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. T243</p>	<p>WRITING ASSESSMENT, p. T250 Student Model Students' Writing Rubric</p> <p>☑ SPELLING: Posttest/Self-Check, p. R37 Spelling Resource Book, p. 202</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Assess, p. R39</p> <p>ORAL LANGUAGE, p. T250</p>
	<p>RESPOND: Literature Circle, p. T237</p> <p>READ ALOUD, p. T241</p> <p>GUIDED READING, pp. R34–R35</p> <p>OPTIONAL MATERIALS, p. T241 WiggleWorks Stage C: <i>Rabbit's Party</i> <i>Jessi's Baby-sitter audiocassette</i></p>	<p>READ ALOUD, p. T247</p> <p>GUIDED READING, pp. R34–R35</p> <p>EXPAND VOCABULARY: Word Relationships, p. T244</p> <p>☑ STUDY SKILLS: Graphic Aids, pp. T246–T247 Practice Book 2, p. 69</p>	<p>READ ALOUD, p. T252</p> <p>GUIDED READING, pp. R34–R35</p> <p>INTEGRATED LANGUAGE ARTS: Make an Eyewitness News Report, p. T251 Write a Science Report, p. T251 Write Shape Poems, p. T252 Design an Ad for a Hit Series, p. T252</p>
	<p>TEKS: 3.1:C,E; 3.2:A; 3.3:D; 3.5:B,E; 3.6:A,B; 3.7:A,B,C; 3.8:A,B; 3.9:F,I; 3.10:A,D; 3.11:E,J; 3.12:E; 3.14:A,B,C,D</p> <p>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,D; 3.9:H,K; 3.11:J; 3.12:E; 3.14:A,B,C,D; 3.17:C,D; 3.18:A,B,C,D,E</p> <p>TAAS: 3R 1,2,3,5; 4W 1,2,3,4,5,7</p>	<p>TEKS: 3.1:B,C; 3.2:A; 3.3:C; 3.5:A,B; 3.6:C; 3.8:B; 3.9:C,F; 3.10:A; 3.11:J; 3.12:E; 3.14:A,B,C,D; 3.18:D; 3.19:A,C</p> <p>TAAS: 3R 2,3,4,5; 4W 1,3,7</p>
	<p> SMART PLACE CD-ROM Writing Skills, p. T237</p> <p>PROJECT: pp. T260–T265</p>	<p> WORD PROCESSOR Study Skills, p. T247</p> <p>PROJECT: pp. T260–T265</p>	<p> VIDEO Matching Technology to Task, p. T251</p> <p>PROJECT: pp. T260–T265</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
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: 3R 2,3,5; 4W 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: 3R 2,3,5; 4W 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: 3R 2,3,5; 4W 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; 3.20:C TAAS: 3R 2,3,5; 4W 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: 3R 2,3,4,5; 4W 1