







Literacy Place Weekly Organizer

Home Place

	DAY 1	DAY 2	
READ and Introduce Skills <ul style="list-style-type: none"> • PHONICS • VOCABULARY • COMPREHENSION • LITERARY ELEMENT 	BUILD BACKGROUND , ▲ p. T17 <input checked="" type="checkbox"/> VOCABULARY , ▲ ■ p. T18 Transparency 1 Practice Book 2, p. 81 <input checked="" type="checkbox"/> DAILY PHONICS : ▲ ■ Consonant Blends with <i>l</i> , pp. T20–T21 Practice Book 2, p. 82 PREVIEW AND PREDICT , p. T22 READ : ▲ * ■ ● <i>Home Place</i> , pp. T22–T29 TEXT STRUCTURE : Realistic Fiction, p. T23 <input checked="" type="checkbox"/> COMPREHENSION : Draw Conclusions, p. T25 	READ : ▲ * ■ <i>Home Place</i> , pp. T30–T35 <input checked="" type="checkbox"/> DAILY PHONICS : /-Blends, p. T33 <input checked="" type="checkbox"/> COMPREHENSION : Context Clues: Multiple-Meaning Words, p. T31	
WRITE and Respond <ul style="list-style-type: none"> • GRAMMAR • USAGE • MECHANICS • SPELLING • WRITING 	WRITING WORKSHOP : Introduce, p. T17 JOURNAL : Make Predictions, p. T22 <input checked="" type="checkbox"/> SPELLING : Pretest: Words With Consonant Blends With <i>l</i> , p. R4 Spelling Resource Book, p. 109 <input checked="" type="checkbox"/> GRAMMAR, USAGE, MECHANICS : Teach/Model: Subject-Verb Agreement, p. R6 ORAL LANGUAGE , p. T29	WRITING WORKSHOP : Prewrite, p. T35 Practice Book 2, p. 83 <input checked="" type="checkbox"/> SPELLING : Vocabulary Practice, p. R4 Spelling Resource Book, pp. 110–112 <input checked="" type="checkbox"/> GRAMMAR, USAGE, MECHANICS : Practice, p. R6 ORAL LANGUAGE , p. T35	
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. T29 GUIDED READING , pp. R2–R3 INTEGRATED CURRICULUM : Math, p. R8 The Arts, p. R9 TRADE BOOKS <ul style="list-style-type: none"> • <i>Three Names</i> • <i>George Washington's Breakfast</i> 	READ ALOUD , p. T35 GUIDED READING , pp. R2–R3 INTEGRATED CURRICULUM : Science, p. R8 Social Studies, p. R9 TRADE BOOKS <ul style="list-style-type: none"> • <i>Frederick Douglass Fights For Freedom</i> • <i>Let's Go Traveling</i> 	
TEKS/TAAS	TEKS: 3.1:B,C; 3.2:A; 3.3:C; 3.5:B,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 TAAS: 3R 1,2,4,5; 4W 1	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; 3.18:A TAAS: 3R 2,4,5	
TECHNOLOGY and REAL-WORLD SKILLS	 SCHOLASTIC NETWORK Finding the Facts, p. T25	 SMART PLACE CD-ROM Organizing Information, p. T31 Workshop 1 , pp. T119–T124	













MODIFY INSTRUCTION

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

	DAY 3	DAY 4	DAY 5
	<p>READ: ▲ * ■ "Meet the Dirt Detectives!" pp. T36–T39</p> <p>☑ COMPREHENSION: ▲ ■ Draw Conclusions, pp. T42–T43 Transparency 2 Practice Book 2, pp. 86–88</p> <p>☑ CONTEXT CLUES: ▲ * Multiple-Meaning Words, p. T44 Transparency 3 Practice Book 2, pp. 89–90</p> <p>INTERVENTION, ● p. T46 Daily Phonics: Words with /-Blends Comprehension: Draw Conclusions Fluency: Reading Aloud</p>	<p>LITERATURE CONNECTION: <i>Home Place</i>, p. T48</p> <p>☑ REVIEW VOCABULARY, p. T50</p> <p>☑ DAILY PHONICS: ▲ * /-Blends, p. T51</p>	<p>READING ASSESSMENT: Selection Test, p. T54</p> <p>MODIFYING ASSESSMENT, p. T54 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p>PERFORMANCE-BASED ASSESSMENT: One-Minute Fluency, p. T55 Conference, p. T55</p> <p>☑ DAILY PHONICS: Dictation, p. T55</p>
	<p>RESPOND: ▲ Think About Reading, p. T40 Write a Friendly Letter, p. T41 Practice Book 2, p. 84</p> <p>☑ SPELLING: Write/Proofread, p. R5 Spelling Resource Book, p. 113</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R7 Practice Book 2, p. 85</p> <p>ORAL LANGUAGE, p. T41</p>	<p>☑ WRITING WORKSHOP: Description, p. T48 WRITER'S CRAFT: Sensory Details, p. T49 Transparency 4 Practice Book 2, p. 83</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. T49</p>	<p>WRITING ASSESSMENT, p. T56 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. T56</p>
	<p>RESPOND: Literature Circle, p. T41</p> <p>READ ALOUD, p. T47</p> <p>GUIDED READING, pp. R2–R3</p> <p>OPTIONAL MATERIALS, ● p. T47 Phonics Chapter Book #2: <i>Jackson's Contraptions</i> <i>Home Place</i> audiocassette</p>	<p>READ ALOUD, p. T53</p> <p>GUIDED READING, pp. R2–R3</p> <p>EXPAND VOCABULARY: Structural Analysis: Prefix <i>un-</i>, p. T50</p> <p>STUDY SKILLS: Taking Notes, pp. T52–T53 Practice Book 2, p. 92</p>	<p>READ ALOUD, p. T58</p> <p>GUIDED READING, pp. R2–R3</p> <p>INTEGRATED LANGUAGE ARTS: Learn About the Past Through Objects, p. T57 How Objects Were Used, p. T57 Create a Class Site Poster, p. T58 Write a Class Book About Discoveries, p. T58</p>
	<p>TEKS: 3.1:E; 3.2:A; 3.5:A,F; 3.6:C; 3.7:A,B,C; 3.8:A,B; 3.9:B,F,G,H; 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; 3.12:E; 3.14:A,B,C,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:A,D,E,H; 3.14:A,B,C,D; 3.18:D; 3.20:A</p> <p>TAAS: 3R 2,5; 4W 1,3,5,7</p>
	<p> WORD PROCESSING Communicating Through Letters, p. T41</p> <p>Workshop 1, pp. T119–T124</p>	<p> WORD PROCESSING Study Skills, p. T52</p> <p>Workshop 1, pp. T119–T124</p>	<p> SMART PLACE CD-ROM Presentation Tools, p. T58</p> <p>Workshop 1, pp. T119–T124</p>




Literacy Place Weekly Organizer

Wild and Woolly Mammoths

	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. T65</p> <p> VOCABULARY, ▲ ■ p. T66 Transparency 5 Practice Book 2, p. 93</p> <p> DAILY PHONICS: ▲ ■ Syllabication: Silent e (VCe), p. T68 Practice Book 2, p. 94</p> <p>PREVIEW AND PREDICT, p. T70</p> <p>READ: ▲ * ■ ● <i>Wild and Woolly Mammoths</i>, pp. T70–T79</p> <p> COMPREHENSION: Categorize Information, p. T73 </p> <p>GENRE: Nonfiction, p. T71</p>	<p>READ: ▲ * ■ ● <i>Wild and Woolly Mammoths</i>, pp. T80–T97</p> <p> DAILY PHONICS: Syllabication: Silent e (VCe), p. T93</p> <p> LITERARY ELEMENT: Setting, p. T83</p>	
<p>WRITE and Respond</p> <ul style="list-style-type: none"> • GRAMMAR • USAGE • MECHANICS • SPELLING • WRITING 	<p>WRITING WORKSHOP: Introduce, p. T65</p> <p>JOURNAL: Develop K-W-L Charts, p. T70</p> <p> SPELLING: Pretest: Consonant Blends With r, p. R12 Spelling Resource Book, p. 114</p> <p> GRAMMAR, USAGE, MECHANICS: Teach/Model: Compound Subjects and Predicates, p. R14</p> <p>ORAL LANGUAGE, p. T79</p>	<p>WRITING WORKSHOP: Prewrite, p. T97 Practice Book 2, p. 96</p> <p> SPELLING: Vocabulary Practice, p. R12 Spelling Resource Book, pp. 115–117</p> <p> GRAMMAR, USAGE, MECHANICS: Practice, p. R14</p> <p>ORAL LANGUAGE, p. T97</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. T79</p> <p>GUIDED READING, p. R10–R11</p> <p>INTEGRATED CURRICULUM: Science, p. R16</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Three Names</i> • <i>George Washington's Breakfast</i> 	<p>READ ALOUD, p. T97</p> <p>GUIDED READING, pp. R10–R11</p> <p>INTEGRATED CURRICULUM: Math, p. R16 Social Studies, p. R17 The Arts, p. R17</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Frederick Douglass Fights For Freedom</i> • <i>Let's Go Traveling</i> 	
<p>TEKS/TAAS</p>	<p>TEKS: 3.1:B,C,E; 3.2:A; 3.3:C; 3.5:A,B,C,E; 3.6:A,B,C; 3.7:A,B,C; 3.8:A,B; 3.9:A,B,C,D,F; 3.11:C,I; 3.14:A,B,D; 3.18: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; 3.6:A,B,C; 3.7:A,B,C; 3.8:A,B; 3.9:D,F,H; 3.10:B; 3.11:I; 3.18:D</p> <p>TAAS: 3R 2,3; 4W 1</p>	
<p>TECHNOLOGY and REAL-WORLD SKILLS</p>	<p> SCHOLASTIC NETWORK Finding the Facts, p. T73</p> <p>WORKSHOP 1: pp. T119–T124</p>	<p> SMART PLACE CD-ROM Comprehension Skills, p. T93</p> <p>WORKSHOP 1: pp. T119–T124</p>	




MODIFY INSTRUCTION

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

	DAY 3	DAY 4	DAY 5
	<p>READ: ▲ ■ "Dr. Ruben Mendoza, Archaeologist," pp. T98–T101</p> <p>TEXT STRUCTURE: Interview, p. T99</p> <p>☑ COMPREHENSION: ▲ ■ Categorize Information, pp. T104–T105 Transparency 6 Practice Book 2, pp. 100–102</p> <p>INTERVENTION, p. T106 ● Phonics: Syllabication: Silent e (VCe) Comprehension: Categorize Information Fluency: Echo Reading</p>	<p>LITERATURE CONNECTION: "Dr. Ruben Mendoza, Archaeologist," p. T108</p> <p>☑ REVIEW VOCABULARY, p. T110</p> <p>☑ DAILY PHONICS: ▲ * Syllabication: Silent e (VCe), p. T111</p>	<p>READING ASSESSMENT: Selection Test, p. T114</p> <p>MODIFYING ASSESSMENT, p. T114 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p>PERFORMANCE-BASED ASSESSMENT: One-Minute Fluency, p. T115 Conference, p. T115</p> <p>☑ DAILY PHONICS: Dictation, p. T115</p>
	<p>RESPOND: ▲ ■ Think About Reading, p. T102 Write a Science Log Entry, p. T103 Practice Book 2, p. 98</p> <p>☑ SPELLING: Write/Proofread, p. R13 Spelling Resource Book, p. 118</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R15 Practice Book 2, p. 99</p> <p>ORAL LANGUAGE, p. T103</p>	<p>☑ WRITING WORKSHOP: Conduct an Interview, p. T108 WRITER'S CRAFT: Audience, p. T109 Transparency 7 Practice Book 2, p. 96</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. T109</p>	<p>WRITING ASSESSMENT, p. T116 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. T116</p>
	<p>RESPOND: Literature Circle, p. T103</p> <p>READ ALOUD, p. T107</p> <p>GUIDED READING, pp. R10–R11</p> <p>OPTIONAL MATERIALS, p. T107 ● Phonics Chapter Book #3: <i>Once Upon a Hill</i> <i>Wild and Woolly Mammoths</i> audiocassette</p>	<p>READ ALOUD, p. T113</p> <p>GUIDED READING, pp. R10–R11</p> <p>EXPAND VOCABULARY: Irregular Plurals, p. T110</p> <p>☑ STUDY SKILLS: Outlining, pp. T112–T113 Practice Book 2, p. 104</p>	<p>READ ALOUD, p. T118</p> <p>GUIDED READING, pp. R10–R11</p> <p>INTEGRATED LANGUAGE ARTS: Draw a Story of Stone Age Ways, p. T117 Write About How People Lived, p. T117 Persuasive Speech, p. T118 Write Fun Concept Sentences, p. T118</p>
	<p>TEKS: 3.1:E; 3.2:A; 3.3:A,D; 3.5:C; 3.6:C; 3.7:B,C; 3.8:A,B; 3.9:C,F,I; 3.10:D; 3.11:C,E,F,I; 3.12:E,G; 3.14:D; 3.16:A</p> <p>TAAS: 3R 2,3,4,5; 4W 1</p>	<p>TEKS: 3.1:C; 3.3:C; 3.5:C; 3.6:C; 3.7:B,C; 3.8:A,B,C; 3.9:J; 3.12:E; 3.14:A,B,C,D; 3.16:A,B; 3.17:C,D; 3.18:A,B,C,D,E</p> <p>TAAS: 3R 2,6; 4W 1,2,3,4,5,7</p>	<p>TEKS: 3.1:B,C; 3.2:A; 3.3:A,D; 3.4:A; 3.5:C; 3.6:A,B; 3.8:A,B; 3.9:H; 3.10:B; 3.11:I; 3.12:E; 3.14:A,B,C,D; 3.16:B; 3.18:D</p> <p>TAAS: 3R 2,3,5; 4W 1,3,7</p>
	<p> AUDIO Speaking Skills, p. T103</p> <p>WORKSHOP 1: pp. T119–T124</p>	<p> WORD PROCESSING Study Skills, p. T113</p> <p>WORKSHOP 1: pp. T119–T124</p>	<p> SMART PLACE CD-ROM Presentation Tools, p. T118</p> <p>WORKSHOP 1: pp. T119–T124</p>




Literacy Place Weekly Organizer

Tornado

	DAY 1	DAY 2	
READ and Introduce Skills <ul style="list-style-type: none"> • VOCABULARY • PHONICS • COMPREHENSION • LITERARY ELEMENT 	BUILD BACKGROUND , ▲ p. T131 <input checked="" type="checkbox"/> VOCABULARY , ▲ * pp. T132–T133 Transparency 8 Practice Book 2, p. 107 <input checked="" type="checkbox"/> DAILY PHONICS : ▲ * s-Blends, pp. T134–T135 Practice Book 2, p. 108 PREVIEW AND PREDICT , p. T136 READ : ▲ * ■ ● <i>Tornado</i> , pp. T136–T145 GENRE : Realistic Fiction, p. T137 <input checked="" type="checkbox"/> LITERARY ELEMENT :  Mood, p. T139	READ : ▲ * ■ <i>Tornado</i> , pp. T146–T153 <input checked="" type="checkbox"/> DAILY PHONICS : s-Blends, p. T147 LITERARY ELEMENT : Character, p. T149 <input checked="" type="checkbox"/> COMPREHENSION : Make Predictions, p. T151	
WRITE and Respond <ul style="list-style-type: none"> • GRAMMAR • USAGE • MECHANICS • SPELLING • WRITING 	WRITING WORKSHOP : Introduce, p. T131 JOURNAL : Make Predictions, p. T136 <input checked="" type="checkbox"/> SPELLING : Pretest: Words With Consonant Blends With s, p. R20 Spelling Resource Book, p. 119 <input checked="" type="checkbox"/> GRAMMAR, USAGE, MECHANICS : Teach/Model: Compound Sentences, p. R22 ORAL LANGUAGE , p. T145	WRITING WORKSHOP : Prewrite, p. T153 Practice Book 2, p. 110 <input checked="" type="checkbox"/> SPELLING : Vocabulary Practice, p. R20 Spelling Resource Book, pp. 120–122 <input checked="" type="checkbox"/> GRAMMAR, USAGE, MECHANICS : Practice, p. R22 ORAL LANGUAGE , p. T153	
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. T145 GUIDED READING , pp. R18–R19 INTEGRATED CURRICULUM : Math, p. R24 Social Studies, p. R25 Science, p. R24 TRADE BOOKS <ul style="list-style-type: none"> • <i>Three Names</i> • <i>George Washington's Breakfast</i> 	READ ALOUD , p. T153 GUIDED READING , pp. R18–R19 INTEGRATED CURRICULUM : The Arts, p. R25 TRADE BOOKS <ul style="list-style-type: none"> • <i>Frederick Douglass Fights for Freedom</i> • <i>Let's Go Traveling</i> 	
TEKS/TAAS	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:A TAAS: 3R 2,4; 4W 1	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,C; 3.11:H,I; 3.18:A TAAS: 3R 2,4,5	
TECHNOLOGY and REAL-WORLD SKILLS	 SCHOLASTIC NETWORK Build Background, p. T145	 SPELLING STUDIO Expanding Vocabulary, p. T151 WORKSHOP 2 : pp. T215–T220	

MODIFY INSTRUCTION

- INTERVENTION ▲ ESL/ELD ■ EXTRA HELP
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	DAY 3	DAY 4	DAY 5
	<p>READ: ▲ * “Wind,” p. T154 “In a gust of wind the white dew,” p. T155</p> <p>☑ LITERARY ELEMENT: ▲ ■ Mood, pp. T158–T159 Transparency 9 Practice Book 2, pp. 113–115</p> <p>INTERVENTION, ● p. T160 Daily Phonics: s-Blends and /-Blends Literary Element: Mood Fluency: Paired Reading</p>	<p>LITERATURE CONNECTION: <i>Tornado</i>, p. T162</p> <p>☑ REVIEW VOCABULARY, p. T164</p> <p>☑ DAILY PHONICS: ▲ ■ s-Blends, p. T165</p>	<p>READING ASSESSMENT: Selection Test, p. T168</p> <p>MODIFYING ASSESSMENT, ● p. T168 ESL/ELD: Vocabulary Extra Help: Literary Element</p> <p>PERFORMANCE-BASED ASSESSMENT: One-Minute Fluency, p. T169 Conference, p. T169</p> <p>☑ DAILY PHONICS: Dictation, p. T169</p>
	<p>RESPOND: ▲ ■ Think About Reading, p. T156 Write a Character Sketch, p. T157 Practice Book 2, p. 111</p> <p>☑ SPELLING: Write/Proofread, p. R21 Spelling Resource Book, p. 123</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R23 Practice Book 2, p. 112</p> <p>ORAL LANGUAGE, p. T157</p>	<p>☑ WRITING WORKSHOP: First-Person Account, p. T162 WRITER’S CRAFT: First Person Point of View, p. T163 Transparency 10 Practice Book 2, p. 110</p> <p>☑ SPELLING: Study/Review, p. R21 Spelling Resource Book, p. 200</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Apply, p. 23</p> <p>ORAL LANGUAGE, p. T163</p>	<p>WRITING ASSESSMENT, p. T170 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. T170</p>
	<p>RESPOND: Literature Circle, p. T157</p> <p>READ ALOUD, p. T161</p> <p>GUIDED READING, pp. R18–R19</p> <p>OPTIONAL MATERIALS, ● p. T161 Phonics Chapter Book #2: <i>Jackson’s Contraptions</i> <i>Tornado</i> audiocassette</p>	<p>READ ALOUD, p. T167</p> <p>GUIDED READING, pp. R18–R19</p> <p>EXPAND VOCABULARY: Sound Words, p. T164</p> <p>STUDY SKILLS: Taking Reading Tests: Fiction, pp. T166–T167 Practice Book 2, p. 117</p>	<p>READ ALOUD, p. T172</p> <p>GUIDED READING, pp. R18–R19</p> <p>INTEGRATED LANGUAGE ARTS: Create a Readers Theater, p. T171 Persuasive Letter, p. T171 Acrostic Poems, p. T172 Tell a Story, p. T172</p>
	<p>TEKS: 3.1:E; 3.2:A; 3.6:C; 3.7:A,B,C; 3.8:A,B; 3.9:D,F,G; 3.10:A,C,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:A,B; 3.6:C; 3.7:B,C; 3.8:A,B; 3.9:K; 3.12:E; 3.14:A,B,C,D; 3.16:A; 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:A,B; 3.8:B; 3.9:F; 3.10:A; 3.11:I; 3.12:E; 3.14:A,B,C,D; 3.16:A; 3.18:D</p> <p>TAAS: 3R 2,5; 4W 1,3,7</p>
	<p> SMART PLACE CD-ROM Presentation Tools, p. T157</p> <p>WORKSHOP 2: pp. T215–T220</p>	<p> WORD PROCESSOR Study Skills, p. T167</p> <p>WORKSHOP 2: pp. T215–T220</p>	<p> VIDEO Teacher/Family Communication, p. T172</p> <p>WORKSHOP 2: pp. T215–T220</p>




Literacy Place Weekly Organizer

Pueblo Storyteller

	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. T179 ▲</p> <p>☑ VOCABULARY, p. T180 ▲ ■ Transparency 11 Practice Book 2, p. 118</p> <p>☑ DAILY PHONICS: ▲ ■ Digraph <i>th</i>, pp. T182–T183 Practice Book 2, p. 119</p> <p>PREVIEW AND PREDICT, p. T184</p> <p>READ: ▲ * ■ <i>Pueblo Storyteller</i>, pp. T184–T191</p> <p>☑ COMPREHENSION: Summarize, p. T185</p> <p>☑ GENRE: Legend, p. T187</p>	<p>READ: ▲ * ■ ● “Clues to the Past A to Z,” pp. T192–T197</p> <p>TEXT STRUCTURE: Picture Dictionary, p. T193</p> <p>☑ DAILY PHONICS: Digraph <i>th</i>, p. T195</p>
<p>WRITE and Respond</p> <ul style="list-style-type: none"> • GRAMMAR • USAGE • MECHANICS • SPELLING • WRITING 	<p>WRITING WORKSHOP: Introduce, p. T179</p> <p>JOURNAL: Make Predictions, p. T184</p> <p>☑ SPELLING: Pretest: Words With Digraph <i>th</i>, p. R28 Spelling Resource Book, p. 124</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Teach/Model: Adverbs That Tell How, p. R30</p> <p>ORAL LANGUAGE, p. T191</p>	<p>WRITING WORKSHOP: Prewrite, p. T197 Practice Book 2, p. 120</p> <p>☑ SPELLING: Vocabulary Practice, p. R28 Spelling Resource Book, pp. 125–127</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R30</p> <p>ORAL LANGUAGE, p. T197</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. T191</p> <p>GUIDED READING, pp. R26–R27</p> <p>INTEGRATED CURRICULUM: Social Studies, p. R33 Math, p. R32 Science, p. R32</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Three Names</i> • <i>George Washington's Breakfast</i> 	<p>READ ALOUD, p. T197</p> <p>GUIDED READING, pp. R26–R27</p> <p>INTEGRATED CURRICULUM: The Arts, p. R33</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Frederick Douglass Fights For Freedom</i> • <i>Let's Go Traveling</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,H; 3.10:D; 3.11:C,F; 3.14:A,B,D; 3.18:D</p> <p>TAAS: 3R 2,3,4; 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,H; 3.10:A; 3.11:C; 3.18:D</p> <p>TAAS: 3R 2,3; 4W 1</p>
<p>TECHNOLOGY and REAL-WORLD SKILLS</p>	<p> SCHOLASTIC NETWORK Finding the Facts, p. T191</p> <p>WORKSHOP 2: pp. T215–T220</p>	<p> SMART PLACE CD-ROM Comprehension Skills, p. T197</p> <p>WORKSHOP 2: pp. T215–T220</p>



MODIFY INSTRUCTION

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

	DAY 3	DAY 4	DAY 5
	<p>REREAD: <i>Pueblo Storyteller</i></p> <p>☑ COMPREHENSION: ▲ ■ Summarize, pp. T200–T201 Transparency 12 Practice Book 2, pp. 123–125</p> <p>INTERVENTION, ● p. T202 Daily Phonics: Digraph <i>th</i> Comprehension: Summarize Fluency: Choral Reading</p>	<p>LITERATURE CONNECTION: <i>Pueblo Storyteller</i>, p. T204</p> <p>☑ REVIEW VOCABULARY, p. T206</p> <p>☑ DAILY PHONICS: ▲ ■ Digraph <i>th</i>, p. T207</p>	<p>READING ASSESSMENT: Selection Test, p. T210</p> <p>MODIFYING ASSESSMENT, p. T210 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p>PERFORMANCE-BASED ASSESSMENT: One-Minute Fluency, p. T211 Conference, p. T211</p> <p>☑ DAILY PHONICS: Dictation, p. T211</p>
	<p>RESPOND: ▲ Think About Reading, T198 Write a Description, p. T199 Practice Book 2, p. 121</p> <p>☑ SPELLING: Write/Proofread, p. R29 Spelling Resource Book, p. 128</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R31 Practice Book 2, p. 122</p> <p>ORAL LANGUAGE, p. T199</p>	<p>☑ WRITING WORKSHOP: Poster Copy, p. T204 WRITER'S CRAFT: Arrange Details in Order of Importance, p. T205 Transparency 13 Practice Book 2, p. 120</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. T205</p>	<p>WRITING ASSESSMENT, p. T212 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. T212</p>
	<p>RESPOND: Literature Circle, p. T199</p> <p>READ ALOUD, p. T203</p> <p>GUIDED READING, pp. R26–R27</p> <p>OPTIONAL MATERIALS, ● p. T203 Phonics Chapter Book #8: <i>A Trip to the Planets</i> <i>Pueblo Storyteller</i> audiocassette</p>	<p>READ ALOUD, p. T209</p> <p>GUIDED READING, pp. R26–R27</p> <p>EXPAND VOCABULARY: Family Words, p. T206</p> <p>☑ STUDY SKILLS: Use Reference Sources, pp. T208–T209 Practice Book 2, p. 127</p>	<p>READ ALOUD, p. T214</p> <p>GUIDED READING, pp. R26–R27</p> <p>INTEGRATED LANGUAGE ARTS: Create an Animal Character, p. T213 Family Artifacts, p. T213 Present a Readers Theater, p. T214 Tell a Story in Cartoons, p. T214</p>
	<p>TEKS: 3.1:E; 3.2:A; 3.6:A,B,C; 3.7:A,B,C; 3.8:A,B; 3.9:H; 3.10:A,D; 3.11:C,F; 3.12:E; 3.14:A,B,C,D</p> <p>TAAS: 3R 2,3,5; 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:H; 3.12:E; 3.14:A,B,C,D; 3.17:C,D; 3.18:A,B,C,D,E</p> <p>TAAS: 3R 2,3; 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,C; 3.12:E; 3.14:A,B,C,D; 3.18:D; 3.19:A,C</p> <p>TAAS: 3R 2,5; 4W 1,3,7</p>
	<p> WORD PROCESSING Organizing Information, p. T199</p> <p>WORKSHOP 2: pp. T215–T220</p>	<p> INTERNET Study Skills, p. T209</p> <p>WORKSHOP 2: pp. T215–T220</p>	<p> INTERNET Classroom Management, p. T213</p> <p>WORKSHOP 2: pp. T215–T220</p>




Literacy Place Weekly Organizer

The Fun They Had

	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. T227</p> <ul style="list-style-type: none"> ☑ VOCABULARY, ▲ * ■ p. T228 Transparency 14 Practice Book Vol. 2, p. 130 ☑ DAILY PHONICS: ▲ ■ Polysyllabic Words, p. T230 Practice Book 2, p. 131 <p>PREVIEW AND PREDICT, p. T232</p> <p>READ: ▲ * ■ ● <i>The Fun They Had</i>, pp. T232–T237</p> <p>GENRE: Science Fiction, p. T233</p> <ul style="list-style-type: none"> ☑ LITERARY ELEMENT: Setting, p. T235 	<p>READ: ▲ * ■ <i>The Fun They Had</i>, pp. T238–T240 "Into the Millennium," p. T241</p> <ul style="list-style-type: none"> ☑ DAILY PHONICS: Polysyllabic Words, p. T239 	
<p>WRITE and Respond</p> <ul style="list-style-type: none"> • GRAMMAR • USAGE • MECHANICS • SPELLING • WRITING 	<p>WRITING WORKSHOP: Introduce, p. T227</p> <p>JOURNAL: Make Predictions, p. T232</p> <ul style="list-style-type: none"> ☑ SPELLING: Pretest: Months of the Year, p. R36 Spelling Resource Book, p. 129 ☑ GRAMMAR, USAGE, MECHANICS: Teach/Model: Adverbs That Tell When or Where, p. R38 <p>ORAL LANGUAGE, p. T237</p>	<p>WRITING WORKSHOP: Prewrite, p. T241 Practice Book 2, p. 132</p> <ul style="list-style-type: none"> ☑ SPELLING: Vocabulary Practice, p. R36 Spelling Resource Book, pp. 130–132 ☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R38 <p>ORAL LANGUAGE, p. T241</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. T237</p> <p>GUIDED READING, pp. R34–R35</p> <p>INTEGRATED CURRICULUM: Science, p. R40 The Arts, p. R41 Social Studies, p. R41</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Three Names</i> • <i>George Washington's Breakfast</i> 	<p>READ ALOUD, p. T241</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>Frederick Douglass Fights For Freedom</i> • <i>Let's Go Traveling</i> 	
TEKS/TAAS	<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,C,D,F; 3.11:C,F,I; 3.14:A,B,D; 3.16:B</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,C; 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; 3.16:B; 3.18:A</p> <p>TAAS: 3R 2,4,5</p>	
<p>TECHNOLOGY and REAL-WORLD SKILLS</p>	 SCHOLASTIC NETWORK Finding the Facts, p. T237	 SPELLING STUDIO Spelling, p. T239 PROJECT, pp. T259–T277	

MODIFY INSTRUCTION

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

	DAY 3	DAY 4	DAY 5
	<p>REREAD: <i>The Fun They Had</i>, pp. T232–T240</p> <p>☑ LITERARY ELEMENT: ▲ * Setting, pp. T244–T245 Transparency 15 Practice Book 2, pp. 135–137</p> <p>INTERVENTION: ● p. T246 Daily Phonics: Polysyllabic Words Comprehension: Setting Fluency: Reading Aloud</p>	<p>LITERATURE CONNECTION: <i>The Fun They Had</i>, p. T248</p> <p>☑ REVIEW VOCABULARY, p. T250</p> <p>☑ DAILY PHONICS: ▲ ■ Polysyllabic Words, 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 a Diary Entry, p. T243 Practice Book 2, p. 133</p> <p>☑ SPELLING: Write/Proofread, p. R37 Spelling Resource Book, p. 133</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R39 Practice Book 2, p. 134</p> <p>ORAL LANGUAGE, p. T243</p>	<p>☑ WRITING WORKSHOP: E-mail to a Friend, p. T248</p> <p>WRITER'S CRAFT: Formal/Informal Language, p. T249 Transparency 16 Practice Book 2, p. 132</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 #17: <i>History Mystery</i> <i>The Fun They Had</i> audiocassette</p>	<p>READ ALOUD, p. T253</p> <p>GUIDED READING, pp. R34–R35</p> <p>EXPAND VOCABULARY: Multiple-Meaning Words, p. T250</p> <p>ORAL LANGUAGE: Give an Oral Report With Graphic Aids, pp. T252–T253 Practice Book 2, p. 139</p>	<p>READ ALOUD, p. T258</p> <p>GUIDED READING, pp. R34–R35</p> <p>INTEGRATED LANGUAGE ARTS: Show the History of an Invention, p. T257 Persuasive Speech, p. T257 Design Commercials of the Future, p. T258 Speak About the Future, p. T258</p>
	<p>TEKS: 3.1:E; 3.2:A; 3.6:C; 3.7:A,B,C; 3.8:A,B,D; 3.9:D,F,G,K; 3.10:A,C,D; 3.11:C,F,I; 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:A,B; 3.6:C; 3.7:B,C; 3.8:A,B; 3.9: 3.12:E; 3.14:A,B,C,D; 3.16:B; 3.17:C,D; 3.18:A,B,C,D,E</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; 3.5:A,B; 3.8:B; 3.9:F; 3.10:A; 3.11:I; 3.12:E; 3.14:A,B,C,D; 3.16:B; 3.18:D</p> <p>TAAS: 3R 2,5; 4W 1,3,7</p>
	<p> WORD PROCESSING Writing Skills, p. T243</p> <p>PROJECT, pp. T259–T277</p>	<p> WORD PROCESSING Speaking Skills, p. T253</p> <p>PROJECT, pp. T259–T277</p>	<p> SMART PLACE CD-ROM Presentation Tools, p. T257</p> <p>PROJECT, pp. T259–T277</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: 3.6A,B; 3.11:I; 3.12:E; 3.14:A,B,C,D; 3.17 B,E; 3.18: A,B,C,D,E,F TAAS: 3R 2,3,5; 4W 1,2,4,5,6,7	TEKS: 3.6A,B; 3.11:I; 3.12:E; 3.14:A,B,C,D; 3.17 B,E; 3.18: A,B,C,D,E,F TAAS: 3R 2,3,5; 4W 1,2,4,5,6,7	TEKS: 3.6A,B; 3.11:I; 3.12:E; 3.14:A,B,C,D; 3.17 B,E; 3.18: A,B,C,D,E,F TAAS: 3R 2,3,5; 4W 1,2,4,5,6,7	TEKS: 3.2: A; 3.3 C; 3.6: A,B; 3.10: C; 3.11:I; 3.12: D,E,H,J; 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:I; 3.12:E,J; 3.14:A,B,C,D; 3.19:C,E TAAS: 3R 2,3,4,5; 4W 1