





Literacy Place Weekly Organizer

Yours Truly, Goldilocks

	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. T21</p> <p> VOCABULARY: ▲ ■ pp. T22–T23 Vocabulary Transparency 13 Transparency 46 Practice Book, p. 170</p> <p>PREVIEW AND PREDICT, p. T24</p> <p>READ: ▲ * ■ ● <i>Yours Truly, Goldilocks</i>, pp. T24–T31</p> <p>GENRE: Fractured Fairy Tale, p. T25</p> <p> LITERARY ELEMENTS: Plot, p. T27 Character, p. T29</p>	<p>READ: ▲ ■ * <i>Yours Truly, Goldilocks</i>, pp. T32–T42 “Kiss a Frog!,” p. T43</p> <p> COMPREHENSION: Compare/Contrast, p. T35</p>	
<p>WRITE and Respond</p> <ul style="list-style-type: none"> • GRAMMAR • USAGE • MECHANICS • SPELLING • WRITING 	<p>WRITING WORKSHOP: Introduce, p. T21</p> <p>JOURNAL: Make Predictions, p. T24</p> <p> SPELLING: Pretest: Words With <i>ion</i>, p. R2 Spelling Resource Book, p. 84</p> <p> GRAMMAR, USAGE, MECHANICS: Teach/Model: Compound Subjects and Predicates, p. R4</p> <p>ORAL LANGUAGE, p. T31</p>	<p>WRITING WORKSHOP: Prewrite, p. T43 Practice Book, p. 171</p> <p> SPELLING: Vocabulary Practice, p. R2 Spelling Resource Book, pp. 85–87</p> <p> GRAMMAR, USAGE, MECHANICS: Practice, p. R4</p> <p>ORAL LANGUAGE, p. T43</p>	
<p>EXTEND SKILLS and Apply to Literature</p> <ul style="list-style-type: none"> • INTEGRATED LANGUAGE ARTS • LISTENING/SPEAKING/VIEWING • INTEGRATED CURRICULUM • GUIDED READING • INDEPENDENT READING 	<p>READ ALOUD, p. T31</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T31</p> <p>INTEGRATED CURRICULUM: Math, p. R6 Social Studies, p. R7</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>The Stinky Cheese Man and Other Fairly Stupid Tales</i> • <i>The Cybil War</i> 	<p>READ ALOUD, p. T43</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T43</p> <p>INTEGRATED CURRICULUM: Science, p. R6 The Arts, p. R7</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Chocolate Covered Ants</i> • <i>James and the Giant Peach</i> 	
<p>TEKS/TAAS</p>	<p>TEKS: 4.4:A; 4.7:A,B,D,E; 4.8:A,B,C; 4.9:A,B,C,D,E; 4.10:A,B; 4.11:D; 4.12:D,G,H,I; 4.15:A,C,F; 4.18:B; 4.19:A</p> <p>TAAS: 4R 1,4,5; 4W 1,3,5</p>	<p>TEKS: 4.5:C; 4.7:A,B; 4.8:A,B,C; 4.9:A,D,E; 4.10:C,D,G,H,I,L; 4.11:D; 4.12:H,I; 4.14:C; 4.15:A,C,F; 4.18:B; 4.24:A</p> <p>TAAS: 4R 1,3,4,5; 4W 1,3,5</p>	
<p>TECHNOLOGY and REAL-WORLD SKILLS</p>	<p> SCHOLASTIC NETWORK Comprehension Skills, p. T31</p>	<p> WORD PROCESSING Writing Skills, p. T43</p> <p>WORKSHOP, pp. T113–T118</p>	












MODIFY INSTRUCTION

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

	DAY 3	DAY 4	DAY 5
	<p>☑ COMPREHENSION: ▲ ■ Plot, pp. T46–T47 ☑ Transparency 47 Practice Book, pp. 174–176</p> <p>☑ INTERVENTION, ● p. T48 Phonics: Syllabication: Prefixes and Suffixes Literary Element: Plot Fluency: Paired Reading</p>	<p>LITERATURE CONNECTION: <i>Yours Truly, Goldilocks</i>, p. T50</p> <p>PHONICS: ▲ Prefixes and Suffixes, p. T52</p> <p>CONTENT AREA VOCABULARY, p. T53</p>	<p>READING ASSESSMENT: Selection Test, p. T56</p> <p>MODIFYING ASSESSMENT, p. T56 ESL/ELD: Vocabulary Extra Help: Literary Element</p> <p>PERFORMANCE-BASED ASSESSMENT: Conference, p. T57 One-Minute Fluency, p. T57</p>
	<p>RESPOND: ▲ * Think About Reading, p. T44 Write a Homepage Biography, p. T45 Practice Book, p. 172</p> <p>☑ SPELLING: Write/Proofread, p. R3 Spelling Resource Book, p. 88</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R5 Practice Book, p. 173</p> <p>ORAL LANGUAGE, p. T45</p>	<p>WRITING WORKSHOP: Letter, p. T50 Writer's Craft: Parts of a Letter, p. T51 Transparency 48 Practice Book, p. 171</p> <p>☑ SPELLING: Study/Review, p. R3 Spelling Resource Book, p. 200</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Apply, p. R5</p> <p>ORAL LANGUAGE, p. T51</p>	<p>WRITING ASSESSMENT, p. T58 Student Model Students' Writing Rubric</p> <p>☑ SPELLING: Posttest, p. R3 Spelling Resource Book, p. 202</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Assess, p. R5</p> <p>ORAL LANGUAGE, p. T58</p>
	<p>RESPOND: Literature Circle, p. T45</p> <p>READ ALOUD, p. T49</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T49</p> <p>OPTIONAL MATERIALS, ● p. T49 Sprint Plus book: <i>Super Susan</i> <i>Yours Truly, Goldilocks</i> audiocassette</p>	<p>READ ALOUD, p. T55</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T55</p> <p>☑ STUDY SKILLS: Interview, pp. T54–T55 Practice Book, p. 177</p>	<p>READ ALOUD, p. T60</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T60</p> <p>INTEGRATED LANGUAGE ARTS: Write a Letter to the Editor, p. T59 A Fairy Tale Dictionary, p. T59 Illustrate a Scene, p. T60 The Wolves Speak Out, p. T60</p>
	<p>TEKS: 4.3:A; 4.4:A; 4.7:A,B,C,E; 4.8:A,B; 4.9:A,D,E; 4.10:E,F,H,I,K,L; 4.12:I; 4.13:D</p> <p>TAAS: 4R 1,2,3,4,5; 4W 1,3,7</p>	<p>TEKS: 4.5:B; 4.7:A,B; 4.8:C; 4.9:A,D,E; 4.10:K; 4.13:A,C; 4.15:A,C,F; 4.19:A,B,C,E,F,H; 4.20:D; 4.21: A,C,E</p> <p>TAAS: 4R 1; 4W 1,2,3,4,5,7</p>	<p>TEKS: 4.4:A; 4.5:A; 4.7:A,B,C,D,E; 4.8:A,B,C; 4.9:E; 4.10:K; 4.11:A; 4.12:H,I; 4.15:A,B,F; 4.19:H; 4.20:A</p> <p>TAAS: 4R 4,5; 4W 1,3,7</p>
	<p> SMART PLACE CD-ROM Presentation Tools, p. T45</p> <p>WORKSHOP, pp. T113–T118</p>	<p> WORD PROCESSING Expand Vocabulary, p. T53</p> <p> AUDIO Speaking Skills, p. T55</p> <p>WORKSHOP, pp. T113–T118</p>	<p> INTERNET Finding the Facts, p. T60</p> <p>WORKSHOP, pp. T113–T118</p>


Literacy Place Weekly Organizer

The Hoboken Chicken Emergency

	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. T67</p> <p> VOCABULARY: ▲ * pp. T68–T69 Vocabulary Transparency 14 Transparency 49 Practice Book, p. 178</p> <p>PREVIEW AND PREDICT, p. T70</p> <p>READ: ▲ * ■ ● <i>The Hoboken Chicken Emergency</i>, pp. T70–T79</p> <p>GENRE: TV Script, p. T71</p> <p> COMPREHENSION: Summarize, p. T73 </p> <p> LITERARY ELEMENT: Plot, p. T77 Practice Book, p. 188</p>	<p>READ: ▲ ■ * <i>The Hoboken Chicken Emergency</i>, pp. T80–T89</p> <p> COMPREHENSION: Distinguish Between Fantasy/Reality, p. T81</p>	
<p>WRITE and Respond</p> <ul style="list-style-type: none"> • GRAMMAR • USAGE • MECHANICS • SPELLING • WRITING 	<p>WRITING WORKSHOP: Introduce, p. T67</p> <p>JOURNAL: Make Predictions, p. T70</p> <p> SPELLING: Pretest: Adding <i>-ed</i> and <i>-ing</i>, p. R8 Spelling Resource Book, p. 89</p> <p> GRAMMAR, USAGE, MECHANICS: Teach/Model: Subject-Verb Agreement, p. R10</p> <p>ORAL LANGUAGE, p. T79</p>	<p>WRITING WORKSHOP: Prewrite, p. T89 Practice Book, p. 179</p> <p> SPELLING: Vocabulary Practice, p. R8 Spelling Resource Book, pp. 90–92</p> <p> GRAMMAR, USAGE, MECHANICS: Practice, p. R10</p> <p>ORAL LANGUAGE, p. T89</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>SCHOLASTIC GUIDED READING PROGRAM, p. T79</p> <p>INTEGRATED CURRICULUM: Science, p. R12 Social Studies, p. R13</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>The Stinky Cheese Man and Other Fairly Stupid Tales</i> • <i>The Cybil War</i> 	<p>READ ALOUD, p. T89</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T89</p> <p>INTEGRATED CURRICULUM: Math, p. R12 The Arts, p. R13</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Chocolate-Covered Ants</i> • <i>James and the Giant Peach</i> 	
TEKS/TAAS	<p>TEKS: 4.4:A; 4.7:A,B,D,E; 4.8:B,C; 4.9:A,B,C,D; 4.10:A,B,G,H; 4.11:A; 4.12:B,G,I; 4.15:F; 4.17:A; 4.18:B; 4.19:A; 4.21:B</p> <p>TAAS: 4R 1,3,4,5; 4W 1,3,5,7</p>	<p>TEKS: 4.5:C; 4.7:A,B; 4.8:A,B,C; 4.9:C,E; 4.10:C,D,G,L; 4.11:A,D; 4.12:F,H,I; 4.13:C; 4.15:A,C,F; 4.18:B</p> <p>TAAS: 4R 3,4,5; 4W 1,3,5,7</p>	
<p>TECHNOLOGY and REAL-WORLD SKILLS</p>	<p> SCHOLASTIC NETWORK Finding the Facts, p. T79</p> <p>WORKSHOP, pp. T113–T118</p>	<p> AUDIO Speaking Skills, p. T85</p> <p>WORKSHOP, pp. T113–T118</p>	











MODIFY INSTRUCTION

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

	DAY 3	DAY 4	DAY 5
	<p>READ: ▲ ■ * "Robb Armstrong: Cartoonist," pp. T90–T93</p> <p>☑ COMPREHENSION: ▲ ■ Summarize, pp. T96–T97 Transparency 50 Practice Book, pp. 183–185</p> <p>☑ COMPREHENSION: ▲ ■ Fantasy/Reality, pp. T98–T99 Transparency 51 Practice Book, pp. 184, 186–187</p> <p>INTERVENTION, ● p. T100 Syllabication: <i>r</i>-Controlled Vowels Comprehension: Summarize Fluency: Reading Aloud</p>	<p>LITERATURE CONNECTION: <i>The Hoboken Chicken Emergency</i>, p. T102</p> <p>PHONICS: ▲ Syllabication: <i>r</i>-Controlled Vowels, p. T104</p> <p>CONTENT AREA VOCABULARY, p. T105</p>	<p>READING ASSESSMENT: Selection Test, p. T108</p> <p>MODIFYING ASSESSMENT, p. T108 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p>PERFORMANCE-BASED ASSESSMENT: Conference, p. T109 One-Minute Fluency, p. T109</p>
	<p>RESPOND: ▲ * Think About Reading, p. T94 Write a TV Guide Entry, p. T95 Practice Book, p. 181</p> <p>☑ SPELLING: Write/Proofread, p. R9 Spelling Resource Book, p. 93</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R11 Practice Book, p. 182</p> <p>ORAL LANGUAGE, p. T95</p>	<p>WRITING WORKSHOP: Television Script, p. T102 Writer's Craft: Natural Dialogue, p. T103 Transparency 52 Practice Book, p. 179</p> <p>☑ SPELLING: Study/Review, p. R9 Spelling Resource Book, p. 200</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Apply, p. R11</p> <p>ORAL LANGUAGE, p. T103</p>	<p>WRITING ASSESSMENT, p. T110 Student Model Students' Writing Rubric</p> <p>☑ SPELLING: Posttest, p. R9 Spelling Resource Book, p. 202</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Assess, p. R11</p> <p>ORAL LANGUAGE, p. T110</p>
	<p>RESPOND: Literature Circle, p. T95</p> <p>READ ALOUD, p. T101</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T101</p> <p>OPTIONAL MATERIALS, ● p. T101 Sprint Plus book: <i>Where's That Reptile?</i> <i>The Hoboken Chicken Emergency</i> audiocassette</p>	<p>READ ALOUD, p. T107</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T107</p> <p>STUDY SKILLS: Taking Vocabulary Tests, pp. T106–T107 Practice Book, p. 189</p>	<p>READ ALOUD, p. T112</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T112</p> <p>INTEGRATED LANGUAGE ARTS: Draw an Impossible Pet, p. T111 Write a Humorous Dialogue, p. T111 Create a Class Storyboard, p. T112 Caring for Pets, p. T112</p>
	<p>TEKS: 4.3:A; 4.4:A; 4.5:C; 4.7:A,B,C,E; 4.8:A,B; 4.9:E; 4.10:E,G,H,I,K; 4.12:D,G,I; 4.13:D; 4.15:F; 4.17:A</p> <p>TAAS: 4R 3,4,5; 4W 1,3,7</p>	<p>TEKS: 4.7:A,B; 4.8:C; 4.9:E; 4.10:K; 4.11:A; 4.13:A,C; 4.15:A,C,F; 4.17:A; 4.19:A,B,C,D,E,F,G,H; 4.20:D; 4.21:A,C,E</p> <p>TAAS: 4R 3,4,5; 4W 1,3,7</p>	<p>TEKS: 4.4:A; 4.5:C; 4.7:A,B,C,D,E; 4.8:A,B,C; 4.9:B,E; 4.10:G,K,L; 4.12:I; 4.15:A,F; 4.19:H; 4.20:A,C</p> <p>TAAS: 4R 1,3,4,5; 4W 1,3,7</p>
	<p> SMART PLACE CD-ROM Presentation Tools, p. T95</p> <p>WORKSHOP, pp. T113–T118</p>	<p> DATABASE PROGRAM Organizing Information, p. T105</p> <p> INTERNET Study Skills, p. T107</p> <p>WORKSHOP, pp. T113–T118</p>	<p> WORD PROCESSING Writing Skills, p. T111</p> <p>WORKSHOP, pp. T113–T118</p>





Literacy Place Weekly Organizer

Fifteen Minutes

	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. T125</p> <p> VOCABULARY: ▲ * pp. T126–T127 Vocabulary Transparency 15 Transparency 53 Practice Book, p. 192</p> <p>PREVIEW AND PREDICT, p. T128</p> <p>READ: ▲ ■ * “Fifteen Minutes,” pp. T128–T133</p> <p>GENRE: SHORT STORY, p. T129</p> <p> COMPREHENSION: Make Inferences, p. T131 </p>	<p>READ: ▲ ■ * ● “Fifteen Minutes,” pp. T134–T139</p> <p> COMPREHENSION: Make Predictions, p. T135</p>	
<p>WRITE and Respond</p> <ul style="list-style-type: none"> • GRAMMAR • USAGE • MECHANICS • SPELLING • WRITING 	<p>WRITING WORKSHOP: Introduce, p. T125</p> <p>JOURNAL: Make Predictions, p. T128</p> <p> SPELLING: Pretest: Adding <i>-ed</i> and <i>-ing</i> to Words With Final <i>e</i>, p. R14 Spelling Resource Book, p. 94</p> <p> GRAMMAR, USAGE, MECHANICS: Teach/Model: Irregular Verbs, p. R16</p> <p>ORAL LANGUAGE, p. T133</p>	<p>WRITING WORKSHOP: Prewrite, p. T139 Practice Book, p. 193</p> <p> SPELLING: Vocabulary Practice, p. R14 Spelling Resource Book, pp. 95–97</p> <p> GRAMMAR, USAGE, MECHANICS: Practice, p. R16</p> <p>ORAL LANGUAGE, p. T139</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. T133</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T133</p> <p>INTEGRATED CURRICULUM: Math, p. R18</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>The Stinky Cheese Man and Other Fairly Stupid Tales</i> • <i>The Cybil War</i> 	<p>READ ALOUD, p. T139</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T139</p> <p>INTEGRATED CURRICULUM: Social Studies, p. R19</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Chocolate Covered Ants</i> • <i>James and the Giant Peach</i> 	
<p>TEKS/TAAS</p>	<p>TEKS: 4.4:A; 4.6:A; 4.7:A,B,E; 4.8:A,B; 4.9:A,B,C,E; 4.10:A,B,H; 4.11:A,B,D; 4.12:G,H; 4.15:A,F; 4.18:B</p> <p>TAAS: 4R 1,4,5; 4W 1,3,5,7</p>	<p>TEKS: 4.4:A; 4.5:C; 4.6:A,B; 4.7:A,B; 4.8:A,B,C; 4.9:A,E; 4.10:C,G,H,K,L; 4.11:D; 4.12:H; 4.15:A,C; 4.19:A</p> <p>TAAS: 4R 3,4,5; 4W 1,3,7</p>	
<p>TECHNOLOGY and REAL-WORLD SKILLS</p>	<p> WORD PROCESSING Organizing Information, p. T133</p> <p>WORKSHOP, pp. T113–T118</p>	<p> SMART PLACE CD-ROM Comprehension Skills, p. T137</p> <p>WORKSHOP, pp. T113–T118</p>	

MODIFY INSTRUCTION

- INTERVENTION ▲ ESL/ELD ■ EXTRA HELP
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	DAY 3	DAY 4	DAY 5
	<p>READ: ▲ * "Laughing Is Good for You!" pp. T140–T141</p> <p>☑ GENRE: Informational Article, p. T141</p> <p>☑ COMPREHENSION: ▲ ■ Make Inferences, pp. T144–T145 Transparency 54 Practice Book, pp. 196–198</p> <p>INTERVENTION, ● p. T146 Phonics: Compound Words Comprehension: Make Inferences Fluency: Dramatic Reading</p>	<p>LITERATURE CONNECTION: "Fifteen Minutes," p. T148</p> <p>CONTEXT CLUES: ▲ Specialized Vocabulary, p. T150</p> <p>CONTENT AREA VOCABULARY, p. T151</p>	<p>READING ASSESSMENT: Selection Test, p. T154</p> <p>MODIFYING ASSESSMENT, p. T154 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p>PERFORMANCE-BASED ASSESSMENT: One-Minute Fluency, p. T155 Conference, p. T155</p>
	<p>RESPOND: ▲ * Think About Reading, p. T142 Write a TV Advertisement, p. T143 Practice Book, p. 194</p> <p>☑ SPELLING: Write/Proofread, p. R15 Spelling Resource Book, p. 98</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R17 Practice Book, p. 195</p> <p>ORAL LANGUAGE, p. T143</p>	<p>WRITING WORKSHOP: Review, p. T148 Writer's Craft: Support Opinions, p. T149 Transparency 55 Practice Book, p. 193</p> <p>☑ SPELLING: Study/Review, p. R15 Spelling Resource Book, p. 200</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Apply, p. R17</p> <p>ORAL LANGUAGE, p. T149</p>	<p>WRITING ASSESSMENT, p. T156 Student Model Students' Writing Rubric</p> <p>☑ SPELLING: Posttest, p. R15 Spelling Resource Book, p. 202</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Assess, p. R17</p> <p>ORAL LANGUAGE, p. T156</p>
	<p>RESPOND: Literature Circle, p. T143</p> <p>READ ALOUD, p. T147</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T147</p> <p>INTEGRATED CURRICULUM: Science, p. R18 The Arts, p. R19</p> <p>OPTIONAL MATERIALS, ● p. T147 Read 180 book: <i>Odd Jobs</i> "Fifteen Minutes" audiocassette</p>	<p>READ ALOUD, p. T153</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T153</p> <p>☑ STUDY SKILLS: Use Multiple References, pp. T152–T153 Practice Book, p. 199</p>	<p>READ ALOUD, p. T158</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T158</p> <p>INTEGRATED LANGUAGE ARTS: First-Person Narrative, p. T157 Create a Funny Character, p. T157 Keep a Humor Log, p. T158 Write Limericks, p. T158</p>
	<p>TEKS: 4.3:A; 4.4:A; 4.5:C; 4.7:A,B,C,E; 4.8:A,B,C; 4.9:A,E; 4.10:G,H,K,L; 4.11:A,D; 4.12:D,G; 4.13:D; 4.15:A,C,F</p> <p>TAAS: 4R 3,4,5; 4W 1</p>	<p>TEKS: 4.7:A,B; 4.8:C; 4.9:B,E; 4.10:K; 4.15:A,C,F; 4.19:A,B,C,D, E,F,G,H; 4.20:D</p> <p>TAAS: 4R 1; 4W 1,2,3,4,5,7</p>	<p>TEKS: 4.3:A; 4.4:A; 4.7:A,B,C,E; 4.8:A,B,C; 4.9:E; 4.10:K,L; 4.12:H; 4.15:A,B,F; 4.18:B; 4.19:H; 4.20:A,C</p> <p>TAAS: 4R 5; 4W 1,3,5,7</p>
	<p> AUDIO Speaking Skills, p. T143</p> <p>WORKSHOP, pp. T113–T118</p>	<p> SCHOLASTIC NETWORK Expand Vocabulary, p. T151</p> <p> INTERNET Study Skills, p. T153</p> <p>WORKSHOP, pp. T113–T118</p>	<p> SMART PLACE CD-ROM Presentation Tools, p. T157</p> <p>WORKSHOP, pp. T113–T118</p>





Literacy Place Weekly Organizer

Sally Ann Thunder Ann Whirlwind

	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. T165</p> <p> VOCABULARY: ▲ ■ pp. T166–T167 Vocabulary Transparency 16 Transparency 56 Practice Book, p. 200</p> <p>PREVIEW AND PREDICT, p. T168</p> <p>READ: ▲ ■ * ● “Sally Ann Thunder Ann Whirlwind,” pp. T168–T177</p> <p>GENRE: Tall Tale, p. T169</p> <p> COMPREHENSION: Sequence, p. T171 </p> <p> AUTHOR’S CRAFT: Figurative Language, p. T173</p>	<p>READ: ▲ ■ * ● “The Zebra-Riding Cowboy,” pp. T178–T185</p> <p>GENRE: Folk Song, p. T179</p> <p> COMPREHENSION: Summarize, p. T183</p>	
<p>WRITE and Respond</p> <ul style="list-style-type: none"> • GRAMMAR • USAGE • MECHANICS • SPELLING • WRITING 	<p>WRITING WORKSHOP: Introduce, p. T165</p> <p>JOURNAL: Make Predictions, p. T168</p> <p> SPELLING: Pretest: Changing Final <i>y</i> to <i>i</i>, p. R20 Spelling Resource Book, p. 99</p> <p> GRAMMAR, USAGE, MECHANICS: Teach/Model: Punctuating Dialogue, p. R22</p> <p>ORAL LANGUAGE, p. T177</p>	<p>WRITING WORKSHOP: Prewrite, p. T185 Practice Book, p. 201</p> <p> SPELLING: Vocabulary Practice, p. R20 Spelling Resource Book, pp. 100–102</p> <p> GRAMMAR, USAGE, MECHANICS: Practice, p. R22</p> <p>ORAL LANGUAGE, p. T185</p>	
<p>EXTEND SKILLS and Apply to Literature</p> <ul style="list-style-type: none"> • INTEGRATED LANGUAGE ARTS • LISTENING/SPEAKING/VIEWING • INTEGRATED CURRICULUM • GUIDED READING • INDEPENDENT READING 	<p>READ ALOUD, p. T177</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T177</p> <p>INTEGRATED CURRICULUM: Math, p. R24 Science, p. R24 Social Studies, p. R25 The Arts, p. R25</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>Chocolate-Covered Ants</i> • <i>The Cybil War</i> 	<p>READ ALOUD, p. T185</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T185</p> <p>TRADE BOOKS</p> <ul style="list-style-type: none"> • <i>The Stinky Cheese Man and Other Fairly Stupid Tales</i> • <i>James and the Giant Peach</i> 	
<p>TEKS/TAAS</p>	<p>TEKS: 4.7:A,B,D,E; 4.8:A,B,C; 4.9:A,B,C,D,E; 4.10:A,B,E; 4.11:D; 4.12:G,H; 4.15:A,C,F; 4.18:B; 4.19:A</p> <p>TAAS: 4R 1,2,4,5; 4W 1,3,5</p>	<p>TEKS: 4.5:C; 4.7:A,B; 4.8:A,B,C; 4.9:A,B,E; 4.10:C,D,E,F,G,L; 4.11:D; 4.12:H,I; 4.13:C; 4.15:A,C,F; 4.18:B; 4.25:A</p> <p>TAAS: 4R 1,2,3,4,5; 4W 1,3,5,7</p>	
<p>TECHNOLOGY and REAL-WORLD SKILLS</p>	<p> WORD PROCESSING Organizing Information, p. T177</p>	<p> SPELLING STUDIO CD-ROM Spelling, p. T183</p> <p>PROJECT, pp. T216–T223</p>	

MODIFY INSTRUCTION

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

DAY 3	DAY 4	DAY 5
<p>REREAD: "Sally Ann Thunder Ann Whirlwind"</p> <p>☑ COMPREHENSION: ▲ ■ Sequence, pp. T188–T189 ☑ Transparency 57 Practice Book, pp. 204–206</p> <p>☑ AUTHOR'S CRAFT: ▲ ■ Figurative Language, pp. T190–T191 Transparency 58 Practice Book, pp. 205, 207–208</p> <p>INTERVENTION, ● p. T192 Phonics: Syllabication: Vowel Digraphs Comprehension: Sequence Fluency: Reading Aloud</p>	<p>LITERATURE CONNECTION: "Sally Ann Thunder Ann Whirlwind," p. T194</p> <p>VOCABULARY: ▲ Structural Analysis: Prefixes, p. T196</p> <p>CONTENT AREA VOCABULARY, p. T197</p>	<p>READING ASSESSMENT: Selection Test, p. T200</p> <p>MODIFYING ASSESSMENT, p. T200 ESL/ELD: Vocabulary Extra Help: Comprehension</p> <p>PERFORMANCE-BASED ASSESSMENT: One-Minute Fluency, p. T201 Conference, p. T201</p>
<p>RESPOND: ▲ Think About Reading, p. T186 Write an Introduction, p. T187 Practice Book, p. 202</p> <p>☑ SPELLING: Write/Proofread, p. R21 Spelling Resource Book, p. 103</p> <p>☑ GRAMMAR, USAGE, MECHANICS: Practice, p. R23 Practice Book, p. 203</p> <p>ORAL LANGUAGE, p. T187</p>	<p>WRITING WORKSHOP: Song Lyrics, p. T194 Writer's Craft: Rhymed Couplets, p. T195 Transparency 59 Practice Book, p. 201</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. T195</p>	<p>WRITING ASSESSMENT, p. T202 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. T202</p>
<p>RESPOND, Literature Circle, p. T187</p> <p>READ ALOUD, p. T193</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T193</p> <p>OPTIONAL MATERIALS, ● p. T193 Sprint Plus book: <i>The Snack Attack Mystery</i> "Sally Ann Thunder Ann Whirlwind" audiocassette</p>	<p>READ ALOUD, p. T199</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T199</p> <p>ORAL LANGUAGE: Dramatic Folk Song Reading, pp. T198–T199 Practice Book, p. 211</p>	<p>READ ALOUD, p. T204</p> <p>SCHOLASTIC GUIDED READING PROGRAM, p. T204</p> <p>INTEGRATED LANGUAGE ARTS: Create a Class Book of Folk Heroes, p. T203 Write a Bragging Speech, p. T203 Superheroes Swap, p. T204 Boastful Pictures, p. T204</p>
<p>TEKS: 4.3:A; 4.6:A; 4.7:A,B,C,E; 4.8:A,B; 4.9:B,E; 4.10:E,K,L; 4.11:A; 4.12:I; 4.13:D; 4.15:F TAAS: 4R 1,2,4; 4W 1,3,7</p>	<p>TEKS: 4.7:A,B; 4.8:C; 4.9:A,B,E; 4.10:K; 4.13:A,C; 4.15:A,C,F; 4.19:A,B,C,D,E,F,G,H; 4.20:D; 4.21: A,C,E TAAS: 4R 1; 4W 1,2,3,4,5,7</p>	<p>TEKS: 4.3:A; 4.4:A; 4.5:D; 4.7:A,B,C,D,E; 4.8:A,B,C; 4.9:B,E; 4.10:E,G,K,L; 4.15:A,B,F; 4.19:H; 4.20:A,C TAAS: 4R 1,3,4; 4W 1,3,7</p>
<p> WORD PROCESSING Language Development, p. T187</p> <p>PROJECT, pp. T216–T223</p>	<p> AUDIO Listening Skills, p. T197</p> <p> VIDEO Speaking Skills, p. T199</p> <p>PROJECT, pp. T216–T223</p>	<p> SMART PLACE CD-ROM Presentation Tools, p. T204</p> <p>PROJECT, pp. T216–T223</p>

LITERACY PLACE WEEKLY ORGANIZER: EXTENDED STUDY

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<ul style="list-style-type: none"> • EXTENDED STUDY • TRADE BOOK LIBRARY • PROJECT 	<ul style="list-style-type: none"> • EXTENDED STUDY • WRITING PROCESS • TRADE BOOK LIBRARY • PROJECT 	<ul style="list-style-type: none"> • EXTENDED STUDY • WRITING PROCESS • TRADE BOOK LIBRARY • PROJECT 	<ul style="list-style-type: none"> • WRITING PROCESS • TRADE BOOK LIBRARY • PROJECT 	<ul style="list-style-type: none"> • TRADE BOOK LIBRARY • OTHER LITERATURE AND MEDIA • PROJECT
TEKS: 4.4:A,B; 4.5:C; 4.10:H,I,L; 4.11:A,B,D; 4.12:I; 4.13:A,C,E; 4.14:B; 4.15:A; 4.21:A,C TAAS: 4R 2,4,5; 4W 1	TEKS: 4.4:A,B; 4.5:C; 4.10:H,I,L; 4.11:A,B,D; 4.12:I; 4.14:B; 4.15:F; 4.19:A,B,C,D,E,F,G; 4.20:D; 4.21:A,C TAAS: 4R 2,4,5; 4W 1,2,3,4,5,7	TEKS: 4.4:A,B; 4.10:H,I,L; 4.11:A,B,D; 4.12:I; 4.13:A,C,E; 4.14:B; 4.15:F; 4.19:A,B,C,D,E,F,G; 4.21:A,C TAAS: 4R 2,4,5; 4W 1,2,3,4,5,7	TEKS: 4.4:A; 4.5:F; 4.10:H,I,L; 4.11:D; 4.12:I; 4.15:A,C,F; 4.19:A,B,C,D,E,F,G; 4.23:A TAAS: 4R 2,4,5; 4W 1,2,3,4,5,7	TEKS: 4.4:A; 4.5:F; 4.10:H,I,K,L; 4.11:D; 4.12:I; 4.23:A TAAS: 4R 2,4,5

LITERACY PLACE WEEKLY ORGANIZER: WRAP-UP

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<ul style="list-style-type: none"> • TRADE BOOK LIBRARY • PROJECT • TECHNOLOGY 	<ul style="list-style-type: none"> • TRADE BOOK LIBRARY • PROJECT • TECHNOLOGY 	<ul style="list-style-type: none"> • 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: 4.4:A; 4.5:B; 4.7:A,B; 4.8:B,C; 4.9:E; 4.10:K; 4.11:A; 4.13:A,C; 4.15:A,D,F; 4.19:A,B,F; 4.24:A; 4.25:A,B TAAS: 4R 4; 4W 1,2,4	TEKS: 4.4:A; 4.5:B; 4.7:A,B; 4.8:B,C; 4.9:E; 4.10:K; 4.11:A; 4.15:A,D,F; 4.19:A,B,F; 4.24:A; 4.25:A,B TAAS: 4R 4; 4W 1,2,4	TEKS: 4.4:A; 4.5:B; 4.8:B; 4.9:E; 4.11:A; 4.15:A,D,F; 4.19:A,B,F,G; 4.20:B,C; 4.25:A,B TAAS: 4R 4; 4W 1,2,4	TEKS: 4.4:A; 4.5:A,B; 4.8:B,C; 4.9:E; 4.13:B; 4.15:A,C,F; 4.19:A,B,F; 4.25:B TAAS: 4W 1,2,4	TEKS: 4.4:A; 4.5:B; 4.12:E; 4.15:A,D,F; 4.19:A,D; 4.20:A,C; 4.24:A; 4.25:B TAAS: 4W 1