



[First Day Jitters Basal Alignment Link](#)

[Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "Give Me Normal" pg. 11

<p><u>Oral Language</u> Build Background pg. 10 Talk About New Beginnings</p>	<p><u>Word Work</u> Phonics- Short Vowels pg. 37E-37H</p>	<p><u>Reading</u> Comprehension - Analyze Story Structure / Character, Setting, Plot Tina's Try-Out Day pg. 12-13 First Day Jitters pg. 14-33 Making New Friends pg. 34-35 Fluency Model - Punctuation pg. 33A Vocabulary - Words in Context pg. 37C-37D downstairs nervous fumbled chuckled nonsense trudged</p>
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Small Group Differentiated Instruction

Due to lack of data, differentiation is optional until September 5th.

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u> Leveled Readers The New Kid pg. 37R The New Hometown pg. 37T Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u> Leveled Reader The New House pg. 37P Vocabulary Word Parts: Compound Words First Day Jitter's Character Map</p>	<p>Group 3 <u>Intensive / Below</u> Phonics Short Vowels pg. 37M, 37N, 37P CVC Phonics Review</p>	<p>Group 4 <u>Intensive / Far Below</u> Phonics Short Vowels pg. 37M, 37N, 37P CVC Phonics Review Spoken Word Lesson (phonemic awareness work)</p>
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Support for English Language Learners
pg. 37U-37V

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension Story Book Summary	Vocabulary Synonym Spider	Phonics Letter-Sound Correspondence Word Spinners	Writing Online Story Maker use suggested daily writing prompt from Treasures	Fluency Chunk-A-Lot
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

[Ticket Out](#) - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Make a chart of all the words in *First Day Jitters* that have to do with being nervous.

Don't forget the title! Across from the word, say what it means.

Teacher supports for this prompt can be found in the Basal Alignment Project link.

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



Dear Juno [Basal Alignment Link](#)

[Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "Gratitude is a Cool Attitude" pg. 39

Oral Language

Build Background pg. 38
Talk About: Keeping In Touch

Word Work

Phonics- CVCe Pattern
pg. 73G-73H

Reading

Comprehension – Analyze Story Structure / Character, Setting, Plot

Mail for Matty pg. 40-41

Dear Juno pg. 42-65

How We Keep in Touch pg. 68-71

Fluency - Dialogue and Punctuation pg. 67A

Vocabulary - Words in Context pg. 40-41

crackle announced soared starry envelope photograph

Small Group Differentiated Instruction

Due to lack of data, differentiation is optional until September 5th

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

**Group 1
Above / On-Level**

Leveled Readers
Dear Ghana pg. 38F
Faraway Home pg. 38F

[Above/On-Level Passages](#)
[Library Resources](#)

**Group 2
Approaching / Strategic**

Leveled Reader
The E-Mail Pals pg. 38F

Vocabulary
Context Clues/Sentence Clue
[Character Comparison](#)

**Group 3
Intensive / Below**

Phonics
Decoding the
CVCe Pattern pg. 73N, 73M
[CVCe Pattern](#)

**Group 4
Intensive / Far Below**

Phonics
Decoding the
CVCe Pattern pg. 73N, 73M, 73P

[CVCe Pattern](#)
[Spoken Word Activities](#)
(Phonemic Awareness Activity)

Support For English Language Learners
pg. 73U

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Question	Comprehension Character Check-A-Trait	Vocabulary Affix Match	Phonics Short and long vowel word sort	Writing Story Starters Or use suggested Daily writing prompt from Treasures	Fluency Connected Text- Express It!
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Personal Narrative

Features of a friendly letter; In a friendly letter the writer share experiences and feelings with a friend or relative,

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



Whose Habitat Is It? [Basal Alignment Link](#) [Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "If I Built A Village..." pg. 75

<p>Oral Language Build Background pg. 74-75 Talk About: Building Communities</p>	<p>Word Work Phonics- Words with /ā/ pg. 85G-85H</p>	<p>Reading Comprehension - Summarize/ Main Ideas and Details Home Sweet Harlem/Girls at School pg. 76-77 Whose Habitat Is It? pg. 78-81 All Are Equal: It's the Law! pg. 82-83 Fluency - Pronunciation pg. 81A Vocabulary - Dictionary/Unfamiliar Words pg. 77 neighborhood content addressing resort</p>
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Small Group Differentiated Instruction

Due to lack of data, differentiation is optional until September 5th

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 Above / On-Level Leveled Readers Saving The Rainforest pg. 74E, 74F Deep Green Forest pg. 74E, 74F Above/On-Level Passages Library Resources</p>	<p>Group 2 Approaching / Strategic Leveled Reader A Year At The Pond pg. 74E, 74F Vocabulary Dictionary/Unfamiliar Words Record information about words</p>	<p>Group 3 Intensive / Below Phonics Decoding Words with /ā/ pg. 85N, 85M, 85P Long a Lesson</p>	<p>Group 4 Intensive / Far Below Phonics Decoding Words with /ā/ pg. 85N, 85M, 85P Long a Lesson Rhyme Recognition Lesson (Phonemic Awareness Activity)</p>
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Support For English Language Learners
pg. 85U

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

<p>Independent Reading <u>Suggested Accountability Questions</u></p>	<p>Comprehension <u>Inference Triangles</u></p>	<p>Vocabulary <u>Word Meaning- Inside Information</u></p>	<p>Phonics <u>Syllable Cut-Ups</u></p>	<p>Writing <u>An Insect's Perspective</u> Or use suggested daily writing prompt from Treasures</p>	<p>Fluency <u>Words Per Minute</u> <u>Dolch Words</u></p>
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

*Model and Explain how to analyze the writing prompt on **Student Book** on page 84.*

ELA Standards: P.A.S.S. standards

Identify and list standards and objectives



Penguin Chick [Basal Alignment Link](#) [Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "Antarctica: Frozen Desert" pg. 87

<p><u>Oral Language</u> Build Background pg. 86-87 Talk About: Antarctic Life</p>	<p><u>Word Work</u> Phonics- Words with /ō/ pg. 115G, 115E, 115H</p>	<p><u>Reading</u> Comprehension - Summarize/ Main Ideas and Details Life In Antarctica pg. 88-89 Penguin Chick pg. 90-109 Antarctic Anthem pg. 112-113 Fluency - Tempo pg. 111A Vocabulary - Dictionary/Homographs pg. 89, 115D fierce whips echoes shuffles huddle junior down</p>
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Small Group Differentiated Instruction

Due to lack of data, differentiation is optional until September 5th

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u> Leveled Readers <i>The Weddell Seals of Antarctica</i> pg. 86F <i>The Wandering Albatross</i> pg. 86F Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u> Leveled Reader <i>The Blue Whales of Antarctica</i> pg. 86F Vocabulary Dictionary/Homographs Homograph Hook</p>	<p>Group 3 <u>Intensive / Below</u> Phonics Decoding Words with /ō/ pg. 115N, 115M, 115P Long o Lesson</p>	<p>Group 4 <u>Intensive / Far Below</u> Phonics Decoding Words with /ō/ pg. 115N, 115M, 115P Long o Lesson Rhyme Center (Phonological Awareness)</p>
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Support For English Language Learners
pg. 115U

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension Text Wheel	Vocabulary Word Analysis-Category Cube	Phonics Spell and Sort	Writing Theme Poems Or use suggested daily writing prompt from Treasures	Fluency Punctuation Strips
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Write an acrostic poem.

Use the letters to write a poem about a sea animal. The poem does not have to rhyme.

Teacher supports for this prompt can be found in the Basal Alignment Project link.

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



The Perfect Pet [Basal Alignment Link](#)

[Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "A Bear In The Family" pg. 117

<p>Oral Language Build Background pg. 116-117 Talk About: People and Their Pets</p>	<p>Word Work Phonics- Words with /i/ pg. 147G, 147H, 147E</p>	<p>Reading Comprehension - Story Structure/ Problem and Solution Choosing a Pet pg. 118-119 The Perfect Pet pg. 120-139 Pets: True or False pg. 142-145 Fluency - Pausing pg. 141A Vocabulary - Dictionary/Multiple Meaning Words pg. 119 perfect challenge healthy satisfy manage scratch appetite</p>
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Small Group Differentiated Instruction

Small Group Differentiation is now expected

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 Above / On-Level Leveled Readers <i>Charlie's Pet Problem pg. 116F</i> <i>Dan's Idea pg. 116F</i> Above/On-Level Passages Library Resources</p>	<p>Group 2 Approaching / Strategic Leveled Reader <i>The Rescue pg. 116F</i> Vocabulary Dictionary/Multiple Meaning Words Multiple meaning words in context</p>	<p>Group 3 Intensive / Below Phonics Decoding Words with /i/ pg. 147N, 147M, 147P Long i Lesson</p>	<p>Group 4 Intensive / Far Below Phonics Decoding Words with /i/ pg. 147N, 147M, 147P Long i Lesson Syllables Lesson (Phonological Awareness)</p>
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**Support For English Language Learners
pg. 147U**

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension Story Map-Grammar Yammer	Vocabulary MMW Butterflies	Phonics Silent "e" Changes	Writing Story Maker Or use suggested daily writing prompt from Treasures	Fluency Spin a list
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Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Write a descriptive paragraph.

Describe a pet, such as dog, bird, cat, bird. Use details to help a reader picture the pet.

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



The Strongest Ones [Basal Alignment](#) [Link Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "Move to the Beat" pg. 153

<p>Oral Language Build Background pg. 152 Talk About: Putting on a Performance</p>	<p>Word Work Phonics- Words with /ē/ pg. 177E, 177G</p>	<p>Reading Comprehension - Generate Questions/Summarize The Wind and the Sun pg. 155A-155B The Strongest Ones pg. 156-169 Behind the Scenes at a Play pg. 172-175 Fluency - Punctuation pg. 171A Vocabulary - Antonyms pg. 155 decorated symbol darkened gnaws securing weakest</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u> Leveled Readers <i>Clever John</i> pg. 152O <i>Dorje and the Lost Treasure</i> pg. 152O Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u> Leveled Reader <i>How Fly Saved the River</i> pg. 152O Vocabulary Antonyms Identify Antonyms</p>	<p>Group 3 <u>Intensive / Below</u> Phonics Decoding Words with /ē/ pg. 177N, 177M, 177P Long e Lesson</p>	<p>Group 4 <u>Intensive / Far Below</u> Phonics Decoding Words with /ē/ pg. 177N, 177M, 177P Long e Lesson Syllable Segmentation Activity (Phonological Awareness)</p>
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Support For English Language Learners
pg. 177U

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skill

<p>Independent Reading <u>Suggested Accountability Questions</u></p>	<p>Comprehension <u>Ask and Answer</u></p>	<p>Vocabulary <u>Synonym/Antonym Connection</u></p>	<p>Phonics <u>Canned Sort</u></p>	<p>Writing <u>An Insect's Perspective</u> Or use suggested daily writing prompt from Treasures</p>	<p>Fluency <u>Punctuation Strips</u></p>
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Write a short persuasive paragraph.

Don't forget the title!

Tell about a movie or television show you have seen. Give your opinion. Tell why you did or did not like it.

Teacher supports for this prompt can be found in the Basal Alignment Project link.

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



Wolf!

[Basal Alignment Link](#)

[Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "The Wolves of Winter" pg. 179

Oral Language

Build Background pg. 178
Talk About: Wolves

Word Work

Phonics- words
with /ch/ pg. 211E, 211G

Reading

Comprehension - Generate Questions/Fantasy and Reality
The Boy Who Cried Wolf pg. 180-181
Wolf! pg. 182-203
The Truth About Wolves pg. 206-207

Fluency - Punctuation and Intonation pg. 205A

Vocabulary - Dictionary/Multiple Meaning Words pg. 181
passion admire concentrate
splendid bothering dangerous ached

Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

Group 1
Above / On-Level

Leveled Readers
Katie and the Wolf pg. 178F
A Dog's Life pg. 178F

[Above/On-Level Passages](#)
[Library Resources](#)

Group 2
Approaching / Strategic

Leveled Reader
Running With Wolves pg. 178F

Vocabulary

Dictionary/Multiple Meaning

[Multiple Meaning Match](#)

Group 3
Intensive / Below

Phonics
Decoding Words with /ch/
pg. 211N, 211M, 211P

[Digraph ch](#)
Lesson

Group 4
Intensive / Far Below

Phonics
Decoding Words with /ch/
pg. 211N, 211M, 211P

[Digraph ch](#)
Lesson

[Onset Rime](#)
(Phonological Awareness)

Support For English Language Learners
pg. 211U

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension Character Connections	Vocabulary Multiple Meaning Match	Phonics Vowel Slide	Writing Story Starters Or use suggested daily writing prompt from Treasures	Fluency Dolch Sight Words Flash Cards
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Write an Acrostic poem about a wolf.

Make sure the first letters of your lines spell the word wolf. Use descriptive words.

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



What's in Store for the Future? [Basal Alignment Link](#) [Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "The Sure Footed Shoe Finder" pg. 213

<p><u>Oral Language</u> Build Background pg. 212 Talk About: Past, Present, and Future</p>	<p><u>Word Work</u> Phonics- Words with th, ph, wh, and sh pg 223E, 211G</p>	<p><u>Reading</u> Comprehension - Summarize/Fact and Opinion Where Did the First Americans Live? pg. 214-215 What's in Store for the Future? pg. 216-219 Will Robots Do All the Work? pg. 220-221 Fluency - Pronunciation pg. 219A Vocabulary - Word Parts/Plural Endings pg. 215 objects entertainment predictions computers</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u> Leveled Readers <i>Incredible Inventions: Computers</i> pg. 212F <i>Incredible Inventions: On the Move</i> pg. 212F Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u> Leveled Reader <i>Incredible Inventions: Everyday Wonders</i> pg. 212F Vocabulary Word Parts/Plural Endings Inflection Reflection</p>	<p>Group 3 <u>Intensive / Below</u> Phonics Decoding Words with th, wh, and sh pg. 223N, 223M, 223P Consonant Digraphs wh and ph</p>	<p>Group 4 <u>Intensive / Far Below</u> Phonics Decoding Words with th, wh, and sh pg. 223N, 223M, 223P Consonant Digraphs wh and ph Onset Rime Activity (Phonological Awareness Activity)</p>
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Support For English Language Learners
pg. 223U

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension Fact or Opinion Football	Vocabulary Plurals Pizazz	Phonics Digraph Roll-A-Word	Writing Story Starters Or use suggested daily writing prompt from Treasures	Fluency Words I can read Dolch Words
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Write a personal narrative.

Cell phones, computers, and cars are important inventions.

Write a paragraph telling about your experience you had with one of these inventions.

.Don't forget the title!

Teacher supports for this prompt can be found in the Basal Alignment Project link.

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



The Planets in Our Solar System [Basal Alignment Link](#) [Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "Galileo and the Moons of Jupiter" pg. 225

<p><u>Oral Language</u> Build Background pg. 224 Talk About: Out in Space</p>	<p><u>Word Work</u> Phonics- Words with consonant blends pg. 255E, 255G</p>	<p><u>Reading</u> Comprehension - Generate Questions/Summarize Constellations: Pictures in the Sky pg. 226-227 The Planets in Our Solar System pg. 228-247 Star Research pg. 250-253 Fluency - Pronunciation pg. 249A Vocabulary - Context Clues and Definitions dim easily farther main probably solar system telescope temperatures</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u> Leveled Readers <i>The International Space Station</i> pg. 224F <i>Exploring Space</i> pg. 224F Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u> Leveled Reader <i>What's in the Sky?</i> pg. 224F Vocabulary Context Clues/Definitions context clues</p>	<p>Group 3 <u>Intensive / Below</u> Phonics Decoding consonant blends pg. 255N, 255M, 255P Consonant Blend r</p>	<p>Group 4 <u>Intensive / Far Below</u> Phonics Decoding consonant blends pg. 255N, 255M, 255P Consonant Blend r Rhyme Production (Phonological Awareness Activity)</p>
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Support For English Language Learners
pg. 255U

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension Compare and Contrast	Vocabulary Words in context	Phonics Vowel Digraph Baseball	Writing Story Maker Or use suggested daily writing prompt from Treasures	Fluency Speed Phrase
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Write a persuasive paragraph.

Pretend you live on Mars. Invite people from Earth to visit you.

Tell them why they should come to Mars.

Don't forget the title!

Teacher supports for this prompt can be found in the Basal Alignment Project link.

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives

*** During Fall Intersession ***

Teachers will pre-teach the Unit 2, Week 5 story; *Author: A True Story*, and focus on the five different components of balanced literacy.

1. Phonemic Awareness: Rhyme and Onset
2. Phonics: Words with /n/gn, kn; /r/wr
3. Fluency: Tempo/Phrasing
4. Vocabulary: Context Clues/Word Clues (talented single proper excitement acceptance useful)
5. Summarize/Authors Purpose



<http://achievethecore.org/page/525/basal-alignment-project-lessons-grade-3>



Author: A True Story [Basal Alignment Link](#) [Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "Writers" pg. 257

<p>Oral Language Build Background pg. 256 Talk About: Being a Writer</p>	<p>Word Work Phonics- Words with /n/gn,kn; /r/wr pg. 277E, 277G</p>	<p>Reading Comprehension - Summarize/Authors Purpose Talking to LuLu Delacre, Children Author pg. 258-259 Author: A True Story pg. 260-271 Where I Sit Writing pg. 274-275 Fluency - Tempo/Phrasing pg. 273A Vocabulary - Context Clues/Word Clues pg. 259 talented single proper excitement acceptance useful</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 Above / On-Level Leveled Readers <i>E.V. White:</i> <i>Writer</i> pg. 256F <i>Sequoyah: The Gift of Writing</i> pg. 256F Above/On-Level Passages Library Resources</p>	<p>Group 2 Approaching / Strategic Leveled Reader <i>Laura Ingalls Wilder</i> pg. 256F Vocabulary Context Clues/Word Clues Meaning exchange</p>	<p>Group 3 Intensive / Below Phonics Decoding Words with /n/ gn,kn; and /r/ r, wr Pg. 277N, 277M, 277P kn/gn Lesson</p>	<p>Group 4 Intensive / Far Below Phonics Decoding Words with /n/ gn,kn; and /r/ r, wr pg. 277N, 277M, 277P kn/gn Lesson Rhyme Production Activity (Phonemic Awareness Activity)</p>
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Support For English Language Learners

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading <u>Suggested Accountability Questions</u>	Comprehension <u>Story Line-Up</u> <u>Author's Purpose Sort</u>	Vocabulary <u>Pun Fun</u>	Phonics <u>Beanstalk Climb</u>	Writing <u>Theme Poems</u> Or use suggested daily writing prompt from Treasures	Fluency <u>Fluency Phrases</u>
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Whole Group Wrap-Up

10 Minutes

Review
Closure to lesson
Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

*Write a persuasive paragraph.
Write a persuasive paragraph about an author whose books you like to read.
Tell why you like this author's books. Use lots of details and examples to show why you like this author.*

ELA Standards: P.A.S.S. standards

Identify and list standards and objectives



Stone Soup [Basal Alignment Link](#) [Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "Eating International" pg283

<p><u>Oral Language</u> Build Background pg. 282 Talk about, Food Around the World</p>	<p><u>Word Work</u> Phonics- words with /är/ and /ör/ pg. 313E,313G</p>	<p><u>Reading</u> Comprehension -Visualize/Make Inferences Family Feast pg. 284-285 Stone Soup pg. 286-305 What's for Lunch 308-311 Fluency - Intonation/Pausing p307A Vocabulary - Synonyms p285 guests banquet agreeable curiosity gaze untrusting</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u> Leveled Readers <i>The Fox's Banquet pg282O</i> <i>The Duke's Banquets pg282O</i> Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u> Leveled Reader <i>The Popcorn Dancers</i> <i>pg. 282O</i> Vocabulary Synonyms <u>Synonym Bingo!</u></p>	<p>Group 3 <u>Intensive / Below</u> Phonics Words with /är/ and /ör/ pg. 313N, 313m, 313P ar Vowel r/or Lesson</p>	<p>Group 4 <u>Intensive / Far Below</u> Phonics Words with /är/ and /ör/ pg. 313N, 313m, 313 ar Vowel r/or Lesson Phoneme Blends Lesson (Phonemic Awareness Activity)</p>
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Support For English Language Learners
pg. 313U

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension More Incredible Inferences Word Filler (-Vocabulary-)	Vocabulary Synonym Dominoes	Phonics "R" Caterpillars	Writing Story Starters Or use suggested daily writing prompt from Treasures	Fluency People Reading Fry word combos
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Write a Recipe.

Write a recipe of how to make a peanut butter and jelly sandwich.

First, list all the ingredients.

Then, write the directions in your own words.

Number each step in order.

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



One Riddle, One Answer [Basal Alignment Link](#)

[Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "A Birthday Riddle" pg. 315

<p>Oral Language Build Background pg. 314 Talk About: Solving Riddles</p>	<p>Word Work Phonics- Words with /âr/ pg. 339E, 339G</p>	<p>Reading Comprehension - Story Structure/ Plot and Setting Count on Detective Drake pg. 316-317 One Riddle, One Answer pg. 318-333 Haiku pg. 336-337 Fluency - Punctuation/Commas pg. 335A Vocabulary - Dictionary/Unfamiliar Words pg. 317 wearily depart suitable increase observed advised discouraged</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u> Leveled Readers <i>Magpie's Mystery pg. 314F</i> <i>Adding with Kevin pg. 314F</i> Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u> Leveled Reader <i>The Monster's Riddle pg. 314F</i> Vocabulary Dictionary/Unfamiliar Words Defining Depictions</p>	<p>Group 3 <u>Intensive / Below</u> Phonics Decoding Words with /âr/ pg. 339N, 339M, 339P R Caterpillars</p>	<p>Group 4 <u>Intensive / Far Below</u> Phonics Decoding Words with /âr/ pg. 339N, 339M, 339P R Caterpillars Phoneme Blending Activity (Phonemic Awareness Activity)</p>
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Support For English Language Learners
pg. 339U

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension Story Element Sort	Vocabulary Dictionary Digs	Phonics Inflection Toss	Writing Story Starters Or use suggested daily writing prompt from Treasures	Fluency Chunked Text
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Write a character sketch.

Choose one of your favorite folk tales or fairy tales.

Write a character sketch of the main character.

Describe the character's appearance, personality, and activities.

Extension:

Draw a picture to go with you character sketch.

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



3rd Grade

Unit 3- Week 3

Saving the Sand Dunes

Saving the Sand Dunes [Basal Alignment Link](#)

[Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "Walking Lightly" pg. 341

<p><u>Oral Language</u></p> <p>Build Background pg. 340 Talk About: Ecosystems in Balance</p>	<p><u>Word Work</u></p> <p>Phonics- Words with /ûr/ pg. 351E, 351G</p>	<p><u>Reading</u></p> <p>Comprehension - Text Structure/Cause and Effect For the Birds/The Desert is Alive pg. 342-343 Saving the Sand Dunes pg. 344-347 Frog Frenzy pg. 348-349</p> <p>Fluency - Pronunciation pg. 347A</p> <p>Vocabulary -Dictionary/Multiple Meaning Words pg. 343 preserve restore suffered rainfall</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u></p> <p>Leveled Readers <i>Water in the Desert pg. 340F</i> <i>Estuaries: Where Oceans and Rivers Meet pg. 340F</i></p> <p>Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u></p> <p>Leveled Reader <i>Endangered Animals of the Everglades pg. 340F</i></p> <p>Vocabulary Dictionary/Multiple Meaning Words</p> <p>Word Wrap</p>	<p>Group 3 <u>Intensive / Below</u></p> <p>Phonics Decoding Words with /ûr/ pg. 351N, 351M, 351P</p> <p>Vowels r - ir, er, ur</p>	<p>Group 4 <u>Intensive / Far Below</u></p> <p>Phonics Decoding Words with /ûr/ pg. 351N, 351M, 351P</p> <p>Vowels r - ir, er, ur</p> <p>For student specific needs in Phonemic Awareness, see: Florida Center for Reading Search Tool</p>
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Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension Cause and Effect Sort	Vocabulary Dictionary Cube	Phonics R- Controlled Spin	Writing Story Maker Or use suggested daily writing prompt from Treasures	Fluency Syllable Speed
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

*Write two or more paragraphs about the ecosystem of a park near you.
Describe the ecosystem of the park in your neighborhood.*

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



The Jones Family Express [Basal Alignment Link](#) [Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "From the Belly Button of the Moon" pg. 353

<p>Oral Language Build Background pg. 352 Talk About: Making Journeys</p>	<p>Word Work Phonics- Words with /ü/, /ū/, /ù/ pg. 383E, 383G</p>	<p>Reading Comprehension - Visualize/Making Inferences My Winter Vacation pg. 354-355 The Jones Family Express pg. 356-377 Tips for Trips pg. 380-381 Fluency - Punctuation/Intonation pg. 379A Vocabulary - Dictionary/Homophones pg. 355 annual potential expensive politely package wrapping innocent aisles</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u> Leveled Readers Storm Surprise pg. 352F A Long Way to Go pg. 352F Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u> Leveled Reader A Different World pg. 352F Vocabulary Dictionary/Homophones Dictionary Cube</p>	<p>Group 3 <u>Intensive / Below</u> Phonics Decoding Words with /ü/, /ū/, /ù/ pg. 383N, 383M, 383P Vowel Team- Multiple Sounds- oo</p>	<p>Group 4 <u>Intensive / Far Below</u> Phonics Decoding Words with /ü/, /ū/, /ù/ pg. 383N, 383M, 383P Vowel Team- Multiple Sounds- oo For student specific needs in Phonemic Awareness, see: Florida Center for Reading Search Tool</p>
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Support For English Language Learners
pg. 383U

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension Story Sequence Organizer	Vocabulary Homophone Hunt	Phonics Same But Different	Writing Theme Poems Or use suggested daily writing prompt from Treasures	Fluency Word Part Race
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Write what to bring on a hike and why.

Pretend you are going for a hike. Where would you go? List the things you would carry in your backpack.

Tell what you bring, and why these things are important.

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



What Do Illustrators Do? [Basal Alignment Link](#) [Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "Before You Came This Way" pg. 385

<p>Oral Language Build Background pg. 384 Talk About: The Art of Illustrating</p>	<p>Word Work Phonics- Words with /oi/ pg. 417E, 417G</p>	<p>Reading Comprehension - Text Structure/Sequence Draw! pg. 386-387 What Do Illustrators Do? pg. 383-409 Jobs in Animation pg. 412-415 Fluency - Tempo and Punctuation pg. 411A Vocabulary - Context Clues/Sentence Clues pg. 387 instance illustrate style textures sketches suggestions</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u> Leveled Readers <i>Drawing Faces pg. 384F</i> <i>Drawing Landscapes pg. 384F</i> Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u> Leveled Reader <i>Drawing Animals pg. 384F</i> Vocabulary Context Clues/Sentence Clues Multiple Meaning Match</p>	<p>Group 3 <u>Intensive / Below</u> Phonics Decoding Words with /oi/ pg. 417N, 417M, 417P Vowel Teams- Predictable oy/oi</p>	<p>Group 4 <u>Intensive / Far Below</u> Phonics Decoding words with /oi/ pg. 417N, 417M, 417P Vowel Teams- Predictable oy/oi For student specific needs in Phonemic Awareness, see: orida Center for Reading Search Tool</p>
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Support For English Language Learners
pg. 417U

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading <u>Suggested Accountability Questions</u>	Comprehension <u>Fiction and Nonfiction Review</u>	Vocabulary <u>Multiple Meaning Match</u>	Phonics <u>Vowel Slide</u>	Writing <u>An Insect's Perspective</u> Or use suggested daily writing prompt from Treasures	Fluency <u>Phrase Progression</u>
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Write a postcard from a character in a favorite story.

Think of a favorite character from a story or movie.

Write a postcard the character. Choose words the character would use.

ELA Standards: P.A.S.S. standards

Identify and list standards and objectives

***** During Winter Intersession*****

Teachers will pre-teach Unit 4/ Lesson 1; *Cook-a-doodle-do* and will focus on the five different components of balanced literacy.

1. Phonemic Awareness: Rhyme and Onset
2. Phonics: Words with /ô/
3. Fluency: Intonation and Pausing
4. Vocabulary: Dictionary/Idioms (magnificent masterpiece ingredient recipes tasty)
5. Comprehension: Make Inferences and Analyze/Compare and Contrast



<http://achievethecore.org/page/525/basal-alignment-project-lessons-grade-3>



3rd Grade

Unit 4- Week 1

Cook-A-Doodle-Do!

Cook-A-Doodle-Do! [Basal Alignment Link](#) [Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes *Direct Instruction* *Treasures Core Reading Program*

Modeled/Shared Reading

Read Aloud: "When the Rain Came Up from China" pg. 11

<p><u>Oral Language</u> Build Background pg. 10 Talk About: What's Cooking?</p>	<p><u>Word Work</u> Phonics- Words with /ô/ pg. 45E, 45G</p>	<p><u>Reading</u> Comprehension - Make Inferences and Analyze/ Compare and Contrast Red and Her Friends pg. 12-13 Cook-A-Doodle-Doo! pg. 14-37 Welcome to the Bakery pg. 40-43</p> <p>Fluency - Intonation and Pausing pg. 39A</p> <p>Vocabulary - Dictionary/Idioms pg. 13 magnificent masterpiece ingredient recipes tasty</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group *Teacher Directed Explicit Instruction*

<p>Group 1 <u>Above / On-Level</u></p> <p>Leveled Readers <i>Oops! Food Surprises pg. 100</i> <i>Follow the Pizza Trail pg. 100</i></p> <p>Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u></p> <p>Leveled Reader <i>From Farm to Dinner Table pg. 100</i></p> <p>Vocabulary Dictionary/Idioms</p> <p>Meaning Exchange</p> <p>Pun Fun</p>	<p>Group 3 <u>Intensive / Below</u></p> <p>Phonics Decoding Words with /ô/ pg. 45N, 45M, 45P</p> <p>Flip Manipulating Books</p> <p>Predictable Vowel Teams- au/aw</p>	<p>Group 4 <u>Intensive / Far Below</u></p> <p>Phonics Decoding Words with /ô/ pg. 45N, 45M, 45P</p> <p>Flip Manipulating Books</p> <p>Predictable Vowel Teams- au/aw</p> <p>For student specific needs in Phonemic Awareness, see: Florida Center for Reading Search Tool</p>
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**Support For English Language Learners
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Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension Compare and Contrast	Vocabulary Pun Fun	Phonics Canned Sort	Writing Theme Poems Or use suggested daily writing prompt from Treasures	Fluency Alphabet Punctuation
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Write a paragraph that explains how to make one of your favorite foods.

Include lots of details and make sure each step is in the right order.

Write a paragraph describing the food. Tell how it looks, smells, and tastes.

Teacher supports for this prompt can be found in the Basal Alignment Project link.

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



Seven Spools of Thread [Basal Alignment Link](#) [Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "Arachne the Spinner" pg. 47

<p>Oral Language Build Background pg. 46 Talk About: Getting Along</p>	<p>Word Work Phonics- Words with /ou/ pg. 77E, 77I</p>	<p>Reading Comprehension - Make Inferences and Analyze/Draw Conclusions Community Works pg. 48-49 Seven Spools of Thread pg. 50-71 Our Class Newsletter pg. 74-75 Fluency - Pauses pg. 73A Vocabulary - Dictionary/Multiple Meaning Words pg. 49 beamed argued possessions fabric purchased quarreling</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 Above / On-Level Leveled Readers <i>A True Hero pg. 46F</i> <i>The Lost Brocade pg. 46F</i> Above/On-Level Passages Library Resources</p>	<p>Group 2 Approaching / Strategic Leveled Reader <i>Androcles and the Lion pg. 46F</i> Vocabulary Dictionary /Multiple Meaning Words Multiple Meaning Match</p>	<p>Group 3 Intensive / Below Phonics Decoding Words with /ou/ pg. 77N, 77M, 77P Vowel Teams ou</p>	<p>Group 4 Intensive / Far Below Phonics Decoding Words with /ou/ pg. 77N, 77M, 77P Vowel Teams ou For student specific needs in Phonemic Awareness, see: Florida Center for Reading Search Tool</p>
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Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension Compare-A-Character	Vocabulary Word Web	Phonics Sounds of Silence	Writing An Insect's Perspective Or use suggested daily writing prompt from Treasures	Fluency Chunked Text
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Write an article for a class newsletter. Write directions for making something to use, eat, or wear.

Write the steps in a clear order with precise words.

Teacher supports for this prompt can be found in the Basal Alignment Project link.

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



3rd Grade

Unit 4- Week 3

Washington Weed Whackers

Washington Weed Whackers [Basal Alignment Link](#) [Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "The People Who Hugged the Trees" pg. 79

Oral Language

Build Background pg. 78
Talk About: Protecting our
Natural Resources

Word Work

Phonics- Words with soft c
and g
pg. 89E, 89G

Reading

Comprehension - Monitor Comprehension/Compare and Contrast
Saving Egypt's Great Desert pg. 80-81
Washington Weed Whackers pg. 82-85
Up A Creek pg. 86-87

Fluency - Pronunciation pg. 85A

Vocabulary - Word Parts/Contractions
native shouldn't research sprout clumps

Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

Group 1 Above / On-Level

Leveled Readers
Enjoying Our
Natural Resources pg. 78F

Energy and Our Natural Resources
pg. 78F

[Above/On-Level Passages](#)
[Library Resources](#)

Group 2 Approaching / Strategic

Leveled Reader
Resources All Around Us
pg. 78F

Vocabulary
Word Parts/Contractions

[Contraction Bingo](#)

Group 3 Intensive / Below

Phonics
Decoding Words with soft c and g
pg. 89N, 89M, 89P

[Complex Consonant-
Hard and Soft c and g](#)

[Sort- Hard and Soft c and g](#)

Group 4 Intensive / Far Below

Phonics
Decoding Words with
soft c and g
pg. 89N, 89M, 89P

[Complex Consonant-
Hard and Soft c and g](#)

[Sort- Hard and Soft c and g](#)

For student specific needs in
Phonemic Awareness, see:
[Florida Center
for Reading Search Tool](#)

Support For English Language Learners
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Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension Just the Facts	Vocabulary Contraction Bingo	Phonics Digraph Delight	Writing Story Starters Or use suggested daily writing prompt from Treasures	Fluency Words per minute Fry list
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Imagine the class is trying to solve a problem in our community. What is the problem and why is it important?

On the first day of the the project something unusual happens. Write a story about the unusual day.

Teacher supports for this prompt can be found in the Basal Alignment Project link.

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



Here's My Dollar [Basal Alignment Link](#)

[Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "The Song of the World's Last Whale" pg. 91

<p>Oral Language Build Background pg. 90 Talk About: Getting Involved</p>	<p>Word Work Phonics- Homophones pg. 111E, 111G</p>	<p>Reading Comprehension - Monitor Comprehension/Author's Purpose Gorilla Garden pg. 92-93 Here's My Dollar pg. 94-105 Neighbors and Recycling pg. 108-109 Fluency - Tempo pg. 107A Vocabulary - Context Clues: Examples pg. 93 tour volunteers community thrilled slogan grownups deserve interviewed</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u> Leveled Readers <i>Patching a Playground</i> pg. 90F <i>Service Dogs in the Neighborhood</i> pg. 90F Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u> Leveled Reader <i>Our City Gardens</i> pg. 90F Vocabulary Context Clues/Examples Sentence Match</p>	<p>Group 3 <u>Intensive / Below</u> Phonics Decoding Homophones pg. 111N, 111M, 111P Homophone Hunt</p>	<p>Group 4 <u>Intensive / Far Below</u> Phonics Decoding Homophones pg. 111N, 111M, 111P Homophone Hunt For student specific needs in Phonemic Awareness, see: Florida Center for Reading Search Tool</p>
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Support For English Language Learners
pg. 111U

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension Read and Ask Author's Purpose Tic-Tac-Tow	Vocabulary Context Clues	Phonics Homophone Bingo	Writing Story Maker Or use suggested daily writing prompt from Treasures	Fluency Phrases
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

of something you could do to help your school, such as cleaning the playground or painting a classroom. Write a speech telling what you want to do and how it will help.

Teacher supports for this prompt can be found in the Basal Alignment Project link.

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



My Very Own Room [Basal Alignment Link](#) [Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "Under the Back Porch" pg. 113

<p><u>Oral Language</u> Build Background pg. 112 Talk About: A Place of My Own</p>	<p><u>Word Work</u> Phonics- Decode Plurals pg. 145E, 145G</p>	<p><u>Reading</u> Comprehension - Monitor Comprehension/ Make and Confirm Predictions Pond Street Clubhouse pg. 114-115 My Very Own Room pg. 116-139 Frank Lloyd Wright pg. 140-143</p> <p>Fluency - Pauses and Stops pg. 139A</p> <p>Vocabulary - Word Part Endings, -er, -est pg. 115 separate determination storage crate exact ruined luckiest</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u></p> <p>Leveled Readers A Winter Adventure pg. 112F The Science Fair pg. 112F</p> <p>Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u></p> <p>Leveled Reader The Slightly Tipping Treehouse pg. 112F</p> <p>Vocabulary Word Parts: Inflectional Endings</p> <p>Inflection Toss</p>	<p>Group 3 <u>Intensive / Below</u></p> <p>Phonics Decoding Plural Words pg. 145N, 145M, 145P</p> <p>Digraph Delight</p> <p>Front or Back</p>	<p>Group 4 <u>Intensive / Far Below</u></p> <p>Phonics Decoding Plural Words pg. 145N, 145M, 145P</p> <p>Digraph Delight</p> <p>Front or Back</p> <p>For student specific needs in Phonemic Awareness, see: Florida Center for Reading Search Tool</p>
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Support For English Language Learners
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Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

<p>Independent Reading Suggested Accountability Questions</p>	<p>Comprehension Make and Check a Prediction</p>	<p>Vocabulary Compound Word Trivia</p>	<p>Phonics Affix Hunt</p>	<p>Writing Theme Poems</p> <p>Or use suggested daily writing prompt from Treasures</p>	<p>Fluency People Reading Phrases list 3</p>
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Whole Group Wrap-Up

10 Minutes

Review
Closure to lesson
Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

*Think about an after-school activity you enjoy doing. Write a paragraph explaining how to do the activity, from the first step to the last.
Make sure to use good time-order sequencing and transitional words.
Teacher supports for this prompt can be found in the Basal Alignment Project link.*

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



Boom Town [Basal Alignment Link](#)

[Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "Music, Music For Everyone" pg. 151

<p><u>Oral Language</u> Build Background pg. 150 Talk About: Making Money</p>	<p><u>Word Work</u> Phonics- Compound Words pg. 153E, 153G</p>	<p><u>Reading</u> Comprehension - Summarize/Sequence Let's Trade! pg. 152-153 Boom Town pg. 154-175 How to Earn Money pg. 178-181 Fluency - Punctuation pg. 177A Vocabulary - Word Parts/Compound Words pg. 153 sidewalks grumbled traders blossomed wailed lonesome</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u> Leveled Readers <i>Children at Work on the Frontier pg. 1500</i> <i>The Work they Did pg. 1500</i> Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u> Leveled Reader <i>Colonial America pg. 1500</i> Vocabulary Word Parts/Compound Words Compound Word Trivia</p>	<p>Group 3 <u>Intensive / Below</u> Phonics Decoding Compound Words pg. 183N, 183M, 183P Compound Construction</p>	<p>Group 4 <u>Intensive / Far Below</u> Phonics Decoding Compound Words pg. 183N, 183M, 183P Compound Construction For student specific needs in Phonemic Awareness, see: Florida Center for Reading Search Tool</p>
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Support For English Language Learners
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Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension Story Line-Up	Vocabulary Compound Concentration	Phonics Compound Concentration	Writing Story Starters Or use suggested Daily writing prompt from Treasures	Fluency Alphabet Fluency
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Write an entry describing a day in your life if you lived in another country or time period.

Then write another entry describing a day in your life now.

How are the descriptions different?

Teacher supports for this prompt can be found in the Basal Alignment Project link.

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



Beatrice's Goat

[Basal Alignment Link](#)

[Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "Frog and Locust" pg. 185

Oral Language

Build Background pg. 184
Talk About: Making a Difference

Word Work

Phonics- Words with Inflected Endings
pg. 217E, 2117G

Reading

Comprehension –
Making Inferences and Analyze/
Cause and Effect
Helping People Help Themselves
pg. 186-187
Beatrice's Goat pg. 188-209
Ugandan Girl Reaches Goal pg. 212-215

Fluency - Pauses and Intonation pg. 211A

Vocabulary - Word Parts/Word Families
pg. 187
gift yearned tend produce sturdy
schoolhouse kindhearted

Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

**Group 1
Above / On-Level**

Leveled Readers
John Muir:
Friend of Nature pg. 184F
Alexander Flemming pg. 184F

[Above/On-Level Passages](#)
[Library Resources](#)

**Group 2
Approaching / Strategic**

Leveled Reader
Henry Bergh and the
ASPCA pg. 184F

Vocabulary
Word Parts/Word Families

[Analogy Action](#)
[Extreme Words](#)

**Group 3
Intensive / Below**

Phonics
Decoding Words with
Inflected Endings
pg. 217N, 217M, 217P

[Inflection Toss](#)

**Group 4
Intensive / Far Below**

Phonics
Decoding Words with
Inflected Endings
pg. 217N, 217M, 217P

[Inflection Toss](#)

For student specific needs in
Phonemic Awareness, see:
[Florida Center](#)
[for Reading Search Tool](#)

Support For English Language Learners
pg. 217U

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension Make and Check a Prediction	Vocabulary Analogy Basketball	Phonics Parting Words	Writing Story Maker Or use suggested Daily writing prompt from Treasures	Fluency Phrase Progression
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Write about someone or something that changed your life.

Write a paragraph about your life before the person or event. Write a paragraph about your life after the person or event.

Focus on using good transitional words (eg- because, as a result)

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



A Carousel of Dreams [Basal Alignment Link](#) [Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "The Runner" pg. 219

<p>Oral Language Build Background pg. 218 Talk About: Being In Motion</p>	<p>Word Work Phonics- Words with endings y to i pg. 229E, 229G</p>	<p>Reading Comprehension - Make Inferences and Analyze/Fact and Opinion Visions of the Future from the Past pg. 220-221 A Carousel of Dreams pg. 222-225 Getting a Free Ride pg. 226-227 Fluency - Punctuation pg. 225A Vocabulary - Word Parts/Possessives pg. 221 powered declared existed artist's pride</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u> Leveled Readers <i>Thrills and Chills pg. 218F</i> <i>Up, Down, or Open-Moving Machines pg. 218F</i> Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u> Leveled Reader <i>Making Waves pg. 218F</i> Vocabulary Word Parts/Possessives Category Cube</p>	<p>Group 3 <u>Intensive / Below</u> Phonics Decoding Words with endings y to i pg. 229N, 229M, 229P Piece it together</p>	<p>Group 4 <u>Intensive / Far Below</u> Phonics Decoding Words with endings y to i pg. 229N, 229M, 229P Piece it together For student specific needs in Phonemic Awareness, see: Florida Center for Reading Search Tool</p>
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Support For English Language Learners
pg. 229U

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension Incredible Inferences	Vocabulary Analogy Action	Phonics Syllable Cut-ups	Writing Story Maker Or use suggested daily writing prompt from Treasures	Fluency Phrase Speed Progression
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

*Tell about the first time you went on a carousel or other exciting ride. Write a story in three paragraphs describing your experience.
Teacher supports for this prompt can be found in the Basal Alignment Project link.*

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



The Printer

[Basal Alignment Link](#)

[Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "The Name of The Tree" pg. 231

<p><u>Oral Language</u> Build Background pg. 230 Talk About: Heroes</p>	<p><u>Word Work</u> Phonics- Words with Inflected endings y to i pg. 259E, 259G</p>	<p><u>Reading</u> Comprehension – Make Inferences and Analyze/Making and Confirm Predictions To the Rescue pg. 232-233 The Printer pg. 234-251 Smoke Jumpers pg. 254-257</p> <p>Fluency - Punctuation and Dialogue pg. 253A</p> <p>Vocabulary - Context Clues and Figurative Language pg. 232 screamed numb escape fled shuttered image newspaper</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u></p> <p>Leveled Readers <i>Hurricane Heroes pg. 230F</i> <i>Earthquake Heroes pg. 230F</i></p> <p>Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u></p> <p>Leveled Reader <i>Blizzard Heroes pg. 230F</i></p> <p>Vocabulary Context Clues and Figurative Language</p> <p>Figurative Language Puzzle Figurative Language Book</p>	<p>Group 3 <u>Intensive / Below</u></p> <p>Phonics Decoding Words with Inflected Endings y to i pg. 259N, 259M, 259P</p> <p>-Y Worksheets and Resources Parting Words</p>	<p>Group 4 <u>Intensive / Far Below</u></p> <p>Phonics Decoding Words with Inflected Endings y to i pg. 259N, 259M, 259P</p> <p>Worksheets and Resources Parting Words</p> <p>For student specific needs in Phonemic Awareness, see: Florida Center for Reading Search Tool</p>
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pg. 259U**

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

<p>Independent Reading Suggested Accountability Questions</p>	<p>Comprehension Make and Check a Prediction</p>	<p>Vocabulary Tongue Twisters</p>	<p>Phonics Syllable Share</p>	<p>Writing An Insect's Perspective Or use suggested daily writing prompt from Treasures</p>	<p>Fluency Punctuating Dialogue</p>
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Whole Group Wrap-Up

10 Minutes

Review
Closure to lesson
Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

*Think about someone you admire. Write a descriptive paragraph telling who this person is and why you admire them.
Use both facts and opinions to tell about this person.
Teacher supports for this prompt can be found in the Basal Alignment Project link.*

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives

*****During Spring Intersession*****

Teachers will pre-teach Unit 5/ Lesson 5; *Animal Homes* and will focus on the five different components of balanced literacy.

1. Phonemic Awareness: Alliteration
2. Phonics: Words with V/CV, VC/V pattern
3. Fluency: Tempo and Genre
4. Vocabulary: Analogies (hives architects structures contain retreats shallow shelter)
5. Comprehension: Summarize/Description



<http://achievethecore.org/page/525/basal-alignment-project-lessons-grade-3>

Support For English Language Learners
pg. 259U

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

<p>Independent Reading <u>Suggested Accountability Questions</u></p>	<p>Comprehension <u>Fact or Opinion Football</u></p>	<p>Vocabulary <u>Analogy Basketball</u></p>	<p>Phonics <u>Syllable Patterns- Piece It Together</u></p>	<p>Writing <u>Theme Poems</u> Or use suggested daily writing prompt from Treasures</p>	<p>Fluency <u>Fluent Phrasing</u></p>
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Whole Group Wrap-Up

10 Minutes

Review
Closure to lesson
Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Think about a special place to live, or your favorite place at home. Write a poem (6-10 lines) to describe this special place. Your poem does not have to rhyme, but create a "picture" with figurative language. Teacher supports for this prompt can be found in the Basal Alignment Project link.

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



A Castle on Viola Street [Basal Alignment Link](#) [Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "The Town that Moved" pg. 291

<p><u>Oral Language</u></p> <p>Build Background pg. 290 Talk About: Helping Our Neighbors</p>	<p><u>Word Work</u></p> <p>Phonics- Words with final /əl/ sound pg. 321E, 321G</p>	<p><u>Reading</u></p> <p>Comprehension - Story Structure / Theme What Should I Be? pg. 292-293 A Castle on Viola Street pg. 294-319 Homes for Families pg. 316-319</p> <p>Fluency - Pauses and Stops pg. 315A</p> <p>Vocabulary - Context Clues: Paragraph Clues pg. 293 downtown appliances owners construction equipment leaky</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u></p> <p>Leveled Readers <i>Emergency!</i> pg. 2900 <i>New Neighbors</i> pg. 2900</p> <p>Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u></p> <p>Leveled Reader <i>Heat Wave</i> pg. 2900</p> <p>Vocabulary Context Clues/ Paragraph Clues</p> <p>Word Express</p>	<p>Group 3 <u>Intensive / Below</u></p> <p>Phonics Decoding Words with final /əl/ sound pg. 321N, 321M, 321P</p> <p>Final Phoneme Find</p>	<p>Group 4 <u>Intensive / Far Below</u></p> <p>Phonics Decoding Words with final /əl/ sound pg. 321N, 321M, 321P</p> <p>Final Phoneme Find</p> <p>For student specific needs in Phonemic Awareness, see: Florida Center for Reading Search Tool</p>
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**Support For English Language Learners
pg321U**

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

<p>Independent Reading Suggested Accountability Questions</p>	<p>Comprehension Story Grammar Yammer Text Feature Find</p>	<p>Vocabulary Synonym Bingo</p>	<p>Phonics Syllable Speed Practice</p>	<p>Writing Story Maker Or use suggested daily writing prompt from Treasures</p>	<p>Fluency Phrase Progression</p>
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Write a business letter to a college you would like to learn more about.

Make sure to include: the date, the address, the greeting, body, closing, and your signature.

Make sure to review formal and informal language.

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "Dolphin Play" pg. 323

<p><u>Oral Language</u> Build Background pg. 322 Talk About: Unusual Animals</p>	<p><u>Word Work</u> Phonics- Prefixes: re-, -un-, dis-, pre- pg. 345E, 345G</p>	<p><u>Reading</u> Comprehension - Monitoring Comprehension/Making Judgments Max the Amazing Hamster pg. 324-325 Wilbur's Boast pg. 326-337 Do Animals Have Personalities? pg. 340-343 Fluency - Punctuation pg. 339A Vocabulary - Word Parts: Prefixes pg. 324 conversation interrupted boasting sway scrambled seized rebuild</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u> Leveled Readers Mike's Surprise pg. 322F the Grizzly and the Frigate Bird pg. 322F Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u> Leveled Reader The Elephant's Boast pg. 322F Vocabulary Word Parts: Prefixes Build a Word</p>	<p>Group 3 <u>Intensive / Below</u> Phonics Decoding Words with prefixes : re-, un-, dis-, and pre- pg. 345N, 345M, 345P Affix Match</p>	<p>Group 4 <u>Intensive / Far Below</u> Phonics Decoding Words with prefixes: re-, un-, dis-, and pre- pg. 345N, 345M, 345P Affix Match For student specific needs in Phonemic Awareness, see: Florida Center for Reading Search Tool</p>
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**Support for English Language Learners
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Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

<p>Independent \ Reading Suggested Accountability Questions</p>	<p>Comprehension Cause and Effect Match</p>	<p>Vocabulary Word Knowledge- Opposites Attract</p>	<p>Phonics Prefix and Suffix Flip Book</p>	<p>Writing An Insect's Perspective Or use suggested daily writing prompt from Treasures</p>	<p>Fluency Shared reading</p>
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Write a News Story about something that has recently happened at school.

News stories need to include

the answers to the 5W's; Who? What?, When?, Where?, and Why?

Students should include at least three, well developed, paragraphs. Use transitional words to show sequence.

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



An American Hero Who Flies Again [Basal Alignment Link](#) [Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "Election Day" pg. 347

<p>Oral Language Build Background pg. 346 Talk About: Being a Good Citizen</p>	<p>Word Work Phonics- Words with final /er/ sound pg. 357E, 357G</p>	<p>Reading Comprehension - Analyze Text Structure/Problem and Solution Pledging Allegiance/Becoming a Citizen pg. 348-349 An American Flies Again pg. 350-353 Who is Uncle Sam? pg. 354-355 Fluency - Punctuation pg. 353A Vocabulary -Word Parts: Greek Roots pg. 349 historical dispute automatically requirements</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u> Leveled Readers <i>Getting Out The Vote</i> pg. 346F <i>Three Great Americans</i> pg. 346F Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u> Leveled Reader <i>Symbols of America</i> pg. 346F Vocabulary Word Parts: Greek Roots Root-A-Word</p>	<p>Group 3 <u>Intensive / Below</u> Phonics Decoding Words with final /er/ sound pg. 357N, 357M, 357P Syllable Vowel r</p>	<p>Group 4 <u>Intensive / Far Below</u> Phonics Decoding Words with final /er/ sound pg. 357N, 357M, 357P Syllable Vowel r For student specific needs in Phonemic Awareness, see: Florida Center for Reading Search Tool</p>
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**Support for English Language Learners
pg357U**

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension Story Element Sort	Vocabulary Build-A-Word	Phonics Giraffes, Goats, Cats, and Centipedes	Writing Story Starters Or use suggested daily writing prompt from Treasures	Fluency Shared Reading
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

*Write a three paragraph narrative about a time you were a good citizen. Include a beginning, middle, and a conclusion.
Make sure to use details to support your story.*

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



Mother to Tigers [Basal Alignment Link](#) [Oklahoma Academic Standards](#)

Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "The Giant Jam Sandwich" pg. 359

<p><u>Oral Language</u> Build Background pg. 358 Talk About: Working Together</p>	<p><u>Word Work</u> Phonics- Words with Suffixes: -ful, -less, and -ly pg. 383E, 383G</p>	<p><u>Reading</u> Comprehension - Monitor Comprehension/Author's Purpose Dogs for the Deaf pg. 360-361 Mother to Tigers pg. 362-377 The Lion and the Mouse pg. 380-383</p> <p>Fluency - Intonation pg. 379A</p> <p>Vocabulary - Word Parts: Suffixes: -y and -ly pg. 361 strolled pitiful sleepy crouch official sleek grace</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u></p> <p>Leveled Readers Jane Goodall: Life Among the Chimpanzees pg. 358F Gerald Durrell: Animals Best Friend pg. 358F</p> <p>Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u></p> <p>Leveled Reader Painting Birds: The Life of John James Audubon pg. 358F</p> <p>Vocabulary Word Parts: Suffixes</p> <p><u>Synonym-Antonym Connections</u></p>	<p>Group 3 <u>Intensive / Below</u></p> <p>Phonics Decoding Words with Suffixes: -ful, -less, and -ly pg. 383N, 383M, 383P</p> <p>Front or Back</p>	<p>Group 4 <u>Intensive / Far Below</u></p> <p>Phonics Decoding Words with Suffixes: -ful, -less, and -ly pg. 383N, 383M, 383P</p> <p>Front or Back For student specific needs in Phonemic Awareness, see: Florida Center for Reading Search Tool</p>
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Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

Independent Reading Suggested Accountability Questions	Comprehension Author's Purpose Sort	Vocabulary Suffix Match	Phonics Front or Back	Writing Story Maker Or use suggested daily writing prompt from Treasures	Fluency Shared Reading
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Whole Group Wrap-Up

10 Minutes

Review
Closure to lesson
Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

*Create an essay that tells about a time you worked with a partner at school.
Include details and examples about working together to accomplish something.
Make sure to include at least a beginning, middle, and conclusion paragraph.
If time allows, students can illustrate their essay and write a caption explaining their picture.*

[ELA Standards: P.A.S.S. standards](#)

Identify and list standards and objectives



Whole Group (Grade Level Text)

30-45 Minutes Direct Instruction Treasures Core Reading Program

Modeled/Shared Reading

Read Aloud: "Chasing Butterflies" pg. 385

<p><u>Oral Language</u> Build Background pg. 384 Talk About: Raising Butterflies</p>	<p><u>Word Work</u> Phonics- Words with Accented Syllables pg. 403E, 403G</p>	<p><u>Reading</u> Comprehension - Monitor Comprehension/Draw Conclusions Save Our Butterflies pg. 386-387 Home Grown Butterflies pg. 388-397 Monarch Butterfly/The Caterpillar pg. 400-401</p> <p>Fluency - Tempo pg. 399A</p> <p>Vocabulary -Dictionary: Multiple Meaning Words pg. 387 appear protect harming involved supply capture enclosure</p>
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Small Group Differentiated Instruction

45-60 Minutes Daily 15-20 Minutes Per Group Teacher Directed Explicit Instruction

<p>Group 1 <u>Above / On-Level</u></p> <p>Leveled Readers <i>Purple Loosestrife pg. 384F</i> <i>Aliens in the Waters pg. 384F</i></p> <p>Above/On-Level Passages Library Resources</p>	<p>Group 2 <u>Approaching / Strategic</u></p> <p>Leveled Reader <i>Curious World of Beetles pg. 384F</i></p> <p>Vocabulary Dictionary: Multiple Meaning Words</p> <p>Multiple Meaning Match</p>	<p>Group 3 <u>Intensive / Below</u></p> <p>Phonics Decoding Words with Accented Syllables pg. 403N, 403M, 403P</p> <p>Roll and Read</p>	<p>Group 4 <u>Intensive / Far Below</u></p> <p>Phonics Decoding Words with Accented Syllables pg. 403N, 403M, 403P</p> <p>Roll and Read For student specific needs in Phonemic Awareness, see: Florida Center for Reading Search Tool</p>
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**Support for English Language Learners
pg403U**

Literacy Centers

15-20 Minutes Per Group Small-Group or Independent Practice to Reinforce Key Skills

<p>Independent Reading <u>Suggested Accountability Questions</u></p>	<p>Comprehension <u>Anticipation Sort</u></p>	<p>Vocabulary <u>Multiple Meaning Match-Up</u></p>	<p>Phonics <u>Hard and Soft c and g</u></p>	<p>Writing <u>Insect's Perspective</u> Or use suggested daily writing prompt from Treasures</p>	<p>Fluency <u>Shared Reading</u></p>
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Whole Group Wrap-Up

10 Minutes

Review

Closure to lesson

Ticket Out - Check for Understanding

Strategic Intervention

30-45 Minutes Daily Teacher Directed Explicit Instruction All Students At-Risk for Reading Difficulties

Intensive Intervention

30 Minutes Teacher Directed Explicit Instruction All Students High At-Risk for Reading Difficulties

Writing

Write three complete paragraphs about honeybees.

Make sure to use a beginning, middle, and conclusion paragraph.

Include information from an encyclopedia, the Internet, or a science book.

Make sure to explain what the different bees in a hive do.

As an extension students may draw a diagram of a honey bee and label the diagram.

-See the basal alignment project for additional projects.

ELA Standards: P.A.S.S. standards

Identify and list standards and objectives