

"Jalapeño Bagels" Day 1

| Objective | Materials | Pacing |
|--|---|--|
| <p>Content Knowledge: Foods from Different Cultures</p> <p>Phonics/Word Analysis: Vowel Patterns ei, eigh</p> <p>Comprehension Skill: Draw Conclusions</p> <p>Comprehension Strategy: Summarize</p> <p>Spelling: Vowel Patterns ei, eigh</p> <p>Conventions: Comparative and Superlative Adverbs</p> <p>Handwriting: Cursive Letters N, M, U</p> <p>Writing: Invitation</p> | <p>TE pp. 288j–293f</p> <p>SE pp. 288–293, E 6, E 25</p> <p>Decodable Practice Reader 24A</p> <p>Reader's and Writer's Notebook pp. 349–351</p> <p>Let's Practice It! DVD 319–321</p> | <p>Standards</p> <p>1 day</p> <p>Blocks</p> <p>1.5–2 hours</p> |
| National Standards | | |
| <p>CCSS Language 1.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>CCSS Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Foundational Skills 3.c. Decode multisyllable words.</p> <p>CCSS Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS Informational Text 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>CCSS Informational Text 6. Distinguish their own point of view from that of the author of a text.</p> <p>CCSS Informational Text 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> | | |
| Get Ready to Read | Targeted Resources | Duration |

Pearson SuccessNet Lesson Plan

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| <p>Content Knowledge: Discuss the Question of the Week: How can different cultures contribute to the food we eat?</p> <ul style="list-style-type: none"> - Build Oral Language <p>Oral Vocabulary: Amazing Words Routine</p> <p>Read Aloud: Read "Quentin's Complaint," TE p. 289b.</p> <p>Phonics: Read and spell words with vowel patterns ei and eigh.</p> <ul style="list-style-type: none"> - Decode and read words in context and in isolation. <p>Decodable Practice Reader 24A: Apply knowledge of sound-spellings to decode unknown words when reading.</p> <ul style="list-style-type: none"> - Decode and read words in context and independent of context. <p>Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Oral Rereading Routine | <p>Teacher's Edition p.288j Video, Concept Talk Video eText, Decodable eBook Reader's and Writer's Notebook Key</p> | <p>30 minutes</p> |
| <p><i>Read and Comprehend</i></p> | <p><i>Targeted Resources</i></p> | <p><i>Duration</i></p> |
| <p>Text-Based Comprehension: Draw conclusions to aid comprehension.</p> <ul style="list-style-type: none"> - Summarize information to aid comprehension. <p>Fluency: Read grade-level text with accuracy.</p> <ul style="list-style-type: none"> - Oral Rereading Routine <p>Selection Vocabulary: Introduce tested words.</p> | <p>Teacher's Edition p.292a Animation, Envision It! Animation</p> | <p>30 minutes</p> |
| <p><i>Language Arts</i></p> | <p><i>Targeted Resources</i></p> | <p><i>Duration</i></p> |

Pearson SuccessNet Lesson Plan

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| <p>Research and Inquiry: Identify questions for research. Small Group Time Spelling Pretest: Spell words with vowel patterns ei and eigh. Conventions: Use and understand comparative and superlative adverbs. - Daily Fix-It Handwriting: Write words and phrases using capital cursive letters N, M and U. Writing: Understand and identify the features of an invitation. - Mini-Lesson: Read Like a Writer - Quick Write for Fluency Routine Wrap Up Your Day</p> | <p>Teacher's Edition p.293b Daily Fix-It</p> | <p>30 minutes</p> |
| <p>Homework</p> | | <p>My Notes</p> |

"Jalapeño Bagels" Day 2

| Objective | Materials | Pacing |
|--|---|---|
| Content Knowledge: Foods from Different Cultures Phonics/Word Analysis: Vowel Patterns ei, eigh Literary Terms: Dialogue and Narration Vocabulary Skill: Unfamiliar Words Comprehension Skill: Draw Conclusions Comprehension Strategy: Summarize Conventions: Comparative and Superlative Adverbs Spelling: Vowel Patterns ei, eigh Writing: Invitation | TE pp. 294a–303e SE pp. 294–303, W 7 Reader's and Writer's Notebook pp. 352–356 Let's Practice It! DVD 322 | Standards 1 day Blocks 1.5–2 hours |

National Standards

- CCSS Language 1.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- CCSS Language 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- CCSS Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.
- CCSS Language 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- CCSS Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS Literature 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- CCSS Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS Literature 6. Distinguish their own point of view from that of the narrator or those of the characters.
- CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS Foundational Skills 3.c. Decode multisyllable words.

| Get Ready to Read | Targeted Resources | Duration |
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Pearson SuccessNet Lesson Plan

| <p>Content Knowledge: Discuss the Question of the Week: How can different cultures contribute to the food we eat? Oral Vocabulary: Amazing Words Routine Phonics: Apply knowledge of letter-sound correspondences to read words in context and in isolation. Literary Terms: Identify dialogue and narration.</p> | <p>Teacher's Edition p.294a</p> | <p>20 minutes</p> |
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| Read and Comprehend | Targeted Resources | Duration |
| <p>Vocabulary Skill: Use context clues to determine the meaning of unfamiliar words. Fluency: Read grade-level text with accuracy. - Oral Rereading Routine Text-Based Comprehension: Understand the elements of realistic fiction. Main Selection: Read "Jalapeño Bagels," pp. 296–303. - Read for Understanding Routine: Access Text and Close Reading - Comprehension: Draw Conclusions - Comprehension Strategy: Summarize Small Group Time</p> | <p>Teacher's Edition p.294e Student Edition p.296 Activity, Vocabulary Activity Activity, Journal: Word Bank eText, Selection Snapshot Reader's and Writer's Notebook Key</p> | <p>40 minutes</p> |
| Language Arts | Targeted Resources | Duration |
| <p>Research and Inquiry: Find pertinent information from multiple sources. Conventions: Recognize and correctly use comparative and superlative adverbs. - Daily Fix-It Spelling: Practice correctly spelling words with vowel patterns ei and eigh. Writing: Select a topic for and invitation. - Mini-Lesson: Organize Your Ideas - Quick Write for Fluency Routine Wrap Up Your Day</p> | <p>Teacher's Edition p.303b Daily Fix-It</p> | <p>30 minutes</p> |

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| <i>Homework</i> | <i>My Notes</i> |
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"Jalapeño Bagels" Day 3

| Objective | Materials | Pacing |
|--|---|--|
| <p>Content Knowledge: Foods from Different Cultures</p> <p>Phonics/Word Analysis: Vowel Patterns ei, eigh</p> <p>Comprehension Skill: Draw Conclusions</p> <p>Comprehension Strategy: Summarize</p> <p>Conventions: Comparative and Superlative Adverbs</p> <p>Spelling: Vowel Patterns ei, eigh</p> <p>Writing: Invitation</p> | <p>TE pp. 304a–313c</p> <p>SE pp. 304–313</p> <p>Decodable Practice Passage 24B</p> <p>Reader's and Writer's Notebook pp. 357–358</p> <p>Let's Practice It! DVD 323–324</p> | <p>Standards</p> <p>1 day</p> <p>Blocks</p> <p>1.5–2 hours</p> |
| National Standards | | |
| <p>CCSS Language 1.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>CCSS Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS Literature 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>CCSS Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS Literature 6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Foundational Skills 3.c. Decode multisyllable words.</p> | | |
| Get Ready to Read | Targeted Resources | Duration |
| <p>Content Knowledge: Discuss the Question of the Week: How can different cultures contribute to the food we eat?</p> <p>Oral Vocabulary: Amazing Words Routine</p> <p>Phonics: Read words with long a, long e, and long i spelled ei and eigh.</p> <ul style="list-style-type: none"> - Fluent Word Reading <p>Read Decodable Practice Passage 24B</p> <ul style="list-style-type: none"> - Read words in context and in isolation. | <p>Teacher's Edition p.304a</p> <p>eText, Decodable eBook</p> | <p>15 minutes</p> |
| Read and Comprehend | Targeted Resources | Duration |

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| <p>Text-Based Comprehension: Check understanding</p> <p>Main Selection: Read "Jalapeño Bagels," pp. 304–309.</p> <ul style="list-style-type: none"> - Read for Understanding Routine: Access Text and Close Reading - Comprehension Skill: Draw Conclusions - Comprehension Skill: Review sequence - Comprehension Strategy: Summarize <p>Small Group Time</p> <p>Retelling: Work in pairs to retell the selection.</p> <p>Think Critically: Draw conclusions from facts presented in text</p> <ul style="list-style-type: none"> - Summarize the plot's main events. <p>Fluency: Read grade-level text with accuracy.</p> <ul style="list-style-type: none"> - Oral Rereading Routine | <p>Teacher's Edition p.304–305</p> <p>Student Edition p.304</p> <p>eText, Selection Snapshot</p> <p>Reader's and Writer's Notebook Key</p> | <p>45 minutes</p> |
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| Language Arts | Targeted Resources | Duration |
| <p>Research and Study Skills: Sort information into categories to form a simple outline.</p> <p>Research and Inquiry: Analyze data for usefulness.</p> <p>Conventions: Identify and correctly use comparative and superlative adverbs.</p> <ul style="list-style-type: none"> - Daily Fix-It <p>Spelling: Correct frequently misspelled words.</p> <p>Let's Write It!: Understand the criteria for writing an invitation.</p> <ul style="list-style-type: none"> - Use the Scoring Rubric for an invitation. <p>Writing: Write a first draft of an invitation.</p> <ul style="list-style-type: none"> - Mini-Lesson: Establish a purpose when writing. - Quick Write for Fluency Routine <p>Wrap Up Your Day</p> | <p>Teacher's Edition p.311d</p> <p>Animation, Grammar Jammer</p> <p>Daily Fix-It</p> | <p>30 minutes</p> |
| Homework | My Notes | |

"Jalapeño Bagels" Day 4

| Objective | Materials | Pacing |
|--|---|---|
| Content Knowledge: Foods from Different Cultures Phonics/Word Analysis: Vowel Patterns for /o/ Vocabulary Skill: Unfamiliar Words Media Literacy: Radio Advertisement Conventions: Comparative and Superlative Adverbs Spelling: Vowel Patterns ei, eigh Writing: Invitation | TE pp. 314a–319e SE pp. 314–319 Decodable Practice Passage 24C Reader's and Writer's Notebook p. 359 Let's Practice It! DVD 325–326 | Standards 1 day Blocks 1.5–2 hours |

National Standards

CCSS Language 1.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

CCSS Speaking/Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CCSS Language 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CCSS Speaking/Listening 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS Speaking/Listening 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

CCSS Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS Language 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

CCSS Speaking/Listening 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS Speaking/Listening 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

CCSS Speaking/Listening 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CCSS Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.
 CCSS Foundational Skills 3.c. Decode multisyllable words.

| <i>Get Ready to Read</i> | <i>Targeted Resources</i> | <i>Duration</i> |
|--|--|------------------------|
| <p>Content Knowledge: Discuss the Question of the Week: How can different cultures contribute to the food we eat?</p> <p>Oral Vocabulary: Amazing Words Routine</p> <p>Phonics: Read and identify words with /o/ spelled a, aw, au, al, augh, and ough</p> <p>Fluent Word Reading: Read words fluently in context and in isolation.</p> <ul style="list-style-type: none"> - Oral Rereading Routine <p>Read Decodable Practice Passage 24C</p> | <p>Teacher's Edition p.314a</p> <p>eText, Decodable eBook</p> <p>eText, eReader</p> | <p>20 minutes</p> |
| <i>Read and Comprehend</i> | <i>Targeted Resources</i> | <i>Duration</i> |
| <p>Social Studies in Reading: Expository Text</p> <p>Small Group Time</p> <p>Paired Selection: Read "Foods of Mexico, a Delicious Blend," pp. 314–317.</p> <ul style="list-style-type: none"> - Access Text and Close Reading - Let's Think About Genre - Reading and Writing Across Texts <p>Fluency: Check words correct per minute.</p> <p>Vocabulary: Use context clues to figure out the meaning of unfamiliar words.</p> <p>Media Literacy: Radio Advertisement</p> | <p>Teacher's Edition p.314–315</p> <p>Student Edition p.314</p> <p>eText, Paired Selection eText</p> | <p>40 minutes</p> |
| <i>Language Arts</i> | <i>Targeted Resources</i> | <i>Duration</i> |

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| <p>Research and Inquiry: Synthesize research findings.</p> <p>Conventions: Review comparative and superlative adjectives.</p> <ul style="list-style-type: none">- Daily Fix-It <p>Spelling: Spell words with vowel pattern ei and eigh.</p> <p>Writing: Revise a draft of an invitation.</p> <ul style="list-style-type: none">- Mini-Lesson: Revising Strategy: Adding- Quick Write for Fluency Routine <p>Wrap Up Your Day</p> | <p>Teacher's Edition p.319b</p> <p>Daily Fix-It</p> <p>Reader's and Writer's Notebook Key</p> | <p>30 minutes</p> |
| <p>Homework</p> | | <p>My Notes</p> |

"Jalapeño Bagels" Day 5

| Objective | Materials | Pacing |
|---|---|--|
| <p>Content Knowledge: Foods from Different Cultures</p> <p>Comprehension Skill: Draw Conclusions</p> <p>Vocabulary Skill: Review Unfamiliar Words</p> <p>Phonics/Word Analysis: Vowel Patterns ei, eigh</p> <p>Literary Terms: Dialogue and Narration</p> <p>Spelling: Vowel Patterns ei, eigh</p> <p>Conventions: Comparative and Superlative Adverbs</p> <p>Writing: Invitation</p> | <p>TE pp. 319f–319r</p> <p>SE p. E 6</p> <p>Let's Practice It! DVD 327–328</p> <p>Weekly Tests pp. 139–144</p> <p>Fresh Reads pp. 139–144</p> | <p>Standards</p> <p>1 day</p> <p>Blocks</p> <p>1.5–2 hours</p> |
| National Standards | | |
| <p>CCSS Language 1.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>CCSS Language 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>CCSS Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CCSS Language 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS Literature 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>CCSS Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS Literature 6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Foundational Skills 3.c. Decode multisyllable words.</p> | | |
| Get Ready to Read | Targeted Resources | Duration |

Pearson SuccessNet Lesson Plan

| <p>Content Knowledge: Discuss the Question of the Week: How can different cultures contribute to the food we eat?</p> <ul style="list-style-type: none"> - Review the weekly concept. <p>Oral Vocabulary: Connect to Amazing Words.</p> <ul style="list-style-type: none"> - Check Oral Vocabulary | <p>Teacher's Edition p.319f</p> | <p>30 minutes</p> |
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| Read and Comprehend | Targeted Resources | Duration |
| <p>Text-Based Comprehension: Review draw conclusions.</p> <p>Vocabulary: Review unfamiliar words.</p> <p>Phonics: Review vowel patterns ei, eigh.</p> <p>Literary Terms: Review dialogue and narration.</p> <p>Assessment: Check words correct per minute.</p> <p>Small Group Time</p> <p>Assessment: Check understanding of draw conclusions.</p> | | <p>30 minutes</p> |
| Language Arts | Targeted Resources | Duration |
| <p>Research and Inquiry: Communicate inquiry results.</p> <p>Spelling Test: Take a spelling test.</p> <p>Conventions: Review comparative and superlative adverbs.</p> <ul style="list-style-type: none"> - Daily Fix-It <p>Writing: Edit draft for use of complements.</p> <ul style="list-style-type: none"> - Create a final draft. - Mini-Lesson: Proofread for Complements - Quick Write for Fluency Routine <p>Wrap Up Your Week</p> | <p>Activity, Story Sort</p> <p>Daily Fix-It</p> | <p>30 minutes</p> |
| Assessment Checkpoints for the Week | Targeted Resources | Duration |
| <p>Phonics: Vowel Patterns ei, eigh</p> <p>Comprehension Skill: Draw Conclusions</p> <p>Comprehension Skill: Review Sequence</p> <p>Lesson Vocabulary</p> | <p>Teacher's Edition p.319r</p> | <p>30 minutes</p> |
| Homework | My Notes | |