

Optional Review Day 1

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
<p>Content Knowledge: Trying New Things                      Comprehension Skill: Literary Elements: Character, Setting, Theme                      Comprehension Strategy: Background Knowledge                      Phonics: Short Vowels; Syllables VC/CV                      Spelling: Short Vowels; Syllables VC/CV                      Conventions: Sentences</p>	<p>TE pp. UR6–UR15                      SE pp. 34–35, 42–43                      Reader's and Writer's Notebook pp. 95–96                      Let's Practice It! TR DVD 51–56</p>	<p><b>Standards</b>                      1 day  <b>Blocks</b>                      1 hour                      30 minutes</p>
<b>National Standards</b>		
<p>CCSS Language 1.i. Produce simple, compound, and complex sentences.</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.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</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 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</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 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>		
<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Content Knowledge: Discuss the Question of the Week: What can we learn by trying new things?                      - Build Oral Language                      Oral Vocabulary: Amazing Words Routine</p>	<p>Video, Concept Talk Video</p>	<p>10 minutes</p>

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<b>Read and Comprehend</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Text-Based Comprehension:</p> <ul style="list-style-type: none"> <li>- Review literary elements: character, setting, and theme</li> <li>- Access Text and Close Reading</li> <li>- Review homonyms</li> </ul> <p>Comprehension Strategy: Review background knowledge.</p> <p>Extend Thinking: Make text connections.</p> <p>Fluency: Read aloud fluently with accuracy.</p> <ul style="list-style-type: none"> <li>- Paired Reading Routine</li> </ul>	<p>Activity, Vocabulary Activity Activity, Journal: Word Bank Animation, Envision It! Animation</p>	<p>50 minutes</p>
<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Phonics: Decode words with short vowels VC/CV.</p> <p>Spelling: Spell words with short vowels VC/CV.</p> <p>Conventions: Review sentences.</p> <ul style="list-style-type: none"> <li>- Quick Write for Fluency Routine</li> </ul> <p>Wrap Up Your Day</p>	<p>Animation, Grammar Jammer Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<b>Homework</b>	<b>My Notes</b>	

Optional Review Day 2

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
Content Knowledge: Trading with Others Comprehension Skill: Sequence Comprehension Strategy: Summarize Word Analysis: Plurals -s, -es, -ies Spelling: Plurals -s, -es, -ies Conventions: Subjects and Predicates	TE pp. UR16–UR25 SE pp. 68–71 Reader's and Writer's Notebook pp. 97–98 Let's Practice It! TR DVD 57–60	<b>Standards</b> 1 day <b>Blocks</b> 1 hour 30 minutes
<b>National Standards</b>		
<p>CCSS Language 1.b. Form and use regular and irregular plural nouns.</p> <p>CCSS Language 1.i. Produce simple, compound, and complex sentences.</p> <p>CCSS Language 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</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 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 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 Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>
Content Knowledge: Discuss the Question of the Week: What can we learn by trading with one another? - Build Oral Language Oral Vocabulary: Amazing Words Routine	Video, Concept Talk Video	10 minutes
<b>Read and Comprehend</b>	<b>Targeted Resources</b>	<b>Duration</b>

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<p>Text-Based Comprehension:</p> <ul style="list-style-type: none"> <li>- Review sequence</li> <li>- Access Text and Close Reading</li> <li>- Review compound words.</li> </ul> <p>Comprehension Strategy: Review summarizing.</p> <p>Extend Thinking: Make text connections.</p> <p>Fluency: Read aloud fluently using appropriate rate.</p> <ul style="list-style-type: none"> <li>- Paired Reading Routine</li> </ul>	<p>Activity, Vocabulary Activity            Activity, Journal: Word Bank            Animation, Envision It! Animation</p>	<p>50 minutes</p>
<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Word Analysis: Review reading words with plural endings.</p> <p>Spelling: Spell words with plural endings.</p> <p>Conventions: Identify subjects and predicates.</p> <ul style="list-style-type: none"> <li>- Quick Write for Fluency Routine</li> </ul> <p>Wrap Up Your Day</p>	<p>Animation, Grammar Jammer            Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<b>Homework</b>	<b>My Notes</b>	

Optional Review Day 3

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
Content Knowledge: Achieving Goals Comprehension Skill: Sequence Comprehension Strategy: Visualize Word Analysis: Base Words and Endings Spelling: Base Words and Endings Conventions: Declarative and Interrogative Sentences	TE pp. UR26–UR35 SE pp. 102–105 Reader's and Writer's Notebook pp. 99–100 Let's Practice It! TR DVD 61–64	<b>Standards</b> 1 day <b>Blocks</b> 1 hour 30 minutes
<b>National Standards</b>		
<p>CCSS Language 1.d. Form and use regular and irregular verbs.</p> <p>CCSS Language 1.i. Produce simple, compound, and complex sentences.</p> <p>CCSS Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS Language 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</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 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>		
<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>

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<p>Content Knowledge: Discuss the Question of the Week: How can we achieve goals?          - Build Oral Language          Oral Vocabulary: Amazing Words Routine</p>	<p>Video, Concept Talk Video</p>	<p>10 minutes</p>
<b>Read and Comprehend</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Text-Based Comprehension:          - Review sequence          - Access Text and Close Reading          - Review how to determine meanings of unknown words.          Comprehension Strategy: Review visualizing.          Extend Thinking: Make text connections.          Fluency: Read aloud fluently with expression.          - Oral Rereading Routine</p>	<p>Activity, Vocabulary Activity          Activity, Journal: Word Bank          Animation, Envision It! Animation</p>	<p>50 minutes</p>
<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Word Analysis: Review words with base words with endings.          Spelling: Spell words with base words with endings.          Conventions: Identify declarative and interrogative sentences.          - Quick Write for Fluency Routine          Wrap Up Your Day</p>	<p>Animation, Grammar Jammer          Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<b>Homework</b>		<b>My Notes</b>

Optional Review Day 4

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
Content Knowledge: Wants and Needs Comprehension Skill: Compare and Contrast Comprehension Strategy: Background Knowledge Phonics: Vowel Digraphs Spelling: Vowel Digraphs Conventions: Imperative and Exclamatory Sentences	TE pp. UR36–UR45 SE pp. 134–135, 146–147 Reader's and Writer's Notebook pp. 101–102 Let's Practice It! TR DVD 65–68	<b>Standards</b> 1 day <b>Blocks</b> 1 hour 30 minutes
<b>National Standards</b>		
<p>CCSS Language 1.i. Produce simple, compound, and complex sentences.</p> <p>CCSS Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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 Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding 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>		
<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>
Content Knowledge: Discuss the Question of the Week: How can we get what we want and need? - Build Oral Language Oral Vocabulary: Amazing Words Routine	Video, Concept Talk Video	10 minutes
<b>Read and Comprehend</b>	<b>Targeted Resources</b>	<b>Duration</b>

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<p>Text-Based Comprehension:</p> <ul style="list-style-type: none"> <li>- Review compare and contrast</li> <li>- Access Text and Close Reading</li> <li>- Review multiple-meaning words.</li> </ul> <p>Comprehension Strategy: Review background knowledge.</p> <p>Extend Thinking: Make text connections.</p> <p>Fluency: Read aloud fluently with accuracy.</p> <ul style="list-style-type: none"> <li>- Oral Rereading Routine</li> </ul>	<p>Activity, Vocabulary Activity            Activity, Journal: Word Bank            Animation, Envision It! Animation</p>	<p>50 minutes</p>
<p><b>Language Arts</b></p>	<p><b>Targeted Resources</b></p>	<p><b>Duration</b></p>
<p>Phonics: Decode words with vowel digraphs.            Spelling: Spell words with vowel digraphs.            Conventions: Identify imperative and exclamatory sentences.</p> <ul style="list-style-type: none"> <li>- Quick Write for Fluency Routine</li> </ul> <p>Wrap Up Your Day</p>	<p>Animation, Grammar Jammer            Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<p><b>Homework</b></p>	<p><b>My Notes</b></p>	

Optional Review Day 5

<b>Objective</b>	<b>Materials</b>	<b>Pacing</b>
Content Knowledge: Saving and Spending Comprehension Skill: Author's Purpose Comprehension Strategy: Story Structure Phonics: Vowel Diphthongs Spelling: Vowel Diphthongs Conventions: Compound Sentences	TE pp. UR46–UR55 SE pp. 178–181 Reader's and Writer's Notebook pp. 103–104 Let's Practice It! TR DVD 69–72	<b>Standards</b> 1 day <b>Blocks</b> 1 hour 30 minutes
<b>National Standards</b>		
<p>CCSS Language 1.h. Use coordinating and subordinating conjunctions.</p> <p>CCSS Language 1.i. Produce simple, compound, and complex sentences.</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.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>CCSS Language 4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</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 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.a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
<b>Get Ready to Read</b>	<b>Targeted Resources</b>	<b>Duration</b>
Content Knowledge: Discuss the Question of the Week: What do we need to know about saving and spending? - Build Oral Language Oral Vocabulary: Amazing Words Routine	Video, Concept Talk Video	10 minutes

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<b>Read and Comprehend</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Text-Based Comprehension:</p> <ul style="list-style-type: none"> <li>- Review author's purpose</li> <li>- Access Text and Close Reading</li> <li>- Review prefixes and suffixes.</li> </ul> <p>Comprehension Strategy: Review story structure.</p> <p>Extend Thinking: Make text connections.</p> <p>Fluency: Read aloud fluently with appropriate phrasing.</p> <ul style="list-style-type: none"> <li>- Paired Reading Routine</li> </ul>	<p>Activity, Vocabulary Activity</p> <p>Activity, Journal: Word Bank</p> <p>Animation, Envision It! Animation</p>	<p>50 minutes</p>
<b>Language Arts</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Phonics: Decode words with vowel diphthongs.</p> <p>Spelling: Spell words with vowel diphthongs.</p> <p>Conventions: Identify and complete compound sentences.</p> <ul style="list-style-type: none"> <li>- Quick Write for Fluency Routine</li> </ul> <p>Wrap Up Your Day</p>	<p>Animation, Grammar Jammer</p> <p>Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<b>Unit Wrap Up</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Wrap Up Your Unit!</p> <ul style="list-style-type: none"> <li>- Discuss Content Knowledge gained through reading.</li> </ul>		<p>30 minutes</p>
<b>Assessment Checkpoints for the Week</b>	<b>Targeted Resources</b>	<b>Duration</b>
<p>Passage Comprehension</p> <p>Phonics and Word Analysis</p> <p>Vocabulary Skills</p> <p>Writing Conventions</p> <p>Writing</p> <p>Fluency</p>		<p>30 minutes</p>
<b>Homework</b>	<b>My Notes</b>	