

"Talking Walls: Art for the People" Day 1

Objective	Materials	Pacing
Content Knowledge: Freedom of Expression Word Analysis: Final Syllables -tion, -ion, -ture, -ive, -ize Comprehension Skill: Graphic Sources Comprehension Strategy: Important Ideas Spelling: Final Syllables -ion, -ure Conventions: Combine Sentences Writing: Description	TE pp. 430j–435f SE pp. 430–435, E 10, E 19 Decodable Practice Reader 28A Reader's and Writer's Notebook pp. 407–408 Let's Practice It! DVD 381–383	Standards 1 day Blocks 1.5–2 hours
National Standards		
<p>CCSS Language 1.c. Use abstract nouns (e.g., childhood).</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.b. Decode words with common Latin suffixes.</p> <p>CCSS Foundational Skills 3.c. Decode multisyllable words.</p> <p>CCSS Informational Text 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.</p> <p>CCSS Informational Text 7. Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>CCSS Language 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>		
Get Ready to Read	Targeted Resources	Duration

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<p>Content Knowledge: Discuss the Question of the Week: Why is freedom of expression important?</p> <ul style="list-style-type: none"> - Build Oral Language <p>Oral Vocabulary: Amazing Words Routine</p> <p>Read Aloud: Read "Toothpicks, Bottles, Tin, and Rocks," TE p. 431b.</p> <p>Word analysis: Use word analysis to recognize words with final syllables (-tion, -ion, -ture, -ive, -ize_.</p> <ul style="list-style-type: none"> - Decode and read words in context and in isolation. <p>Decodable Practice Reader 28A: Apply knowledge of sound-spellings to decode unknown multisyllabic words when reading.</p> <ul style="list-style-type: none"> - Decode and read words in context and in isolation. <p>Reread for Fluency: Practice fluency with oral rereading.</p> <ul style="list-style-type: none"> - Oral Rereading Routine 	<p>Teacher's Edition p.430j Video, Concept Talk Video eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<p>Read and Comprehend</p>	<p>Targeted Resources</p>	<p>Duration</p>
<p>Text-Based Comprehension: Use graphic sources to aid comprehension.</p> <ul style="list-style-type: none"> - Identify important ideas to aid comprehension. <p>Fluency: Read grade-level text with accuracy.</p> <ul style="list-style-type: none"> - Choral Reading Routine <p>Selection Vocabulary: Introduce tested words.</p>	<p>Teacher's Edition p.434a Animation, Envision It! Animation</p>	<p>30 minutes</p>
<p>Language Arts</p>	<p>Targeted Resources</p>	<p>Duration</p>

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<p>Research and Inquiry: Identify questions for research.</p> <p>Small Group Time</p> <p>Spelling Pretest: Spell words with common final syllables -ion and -ure.</p> <p>Conventions: Combine sentences.</p> <ul style="list-style-type: none">- Daily Fix-It <p>Handwriting: Write words and phrases using cursive letters G, S, and I.</p> <p>Writing: Understand and identify the features of a description.</p> <ul style="list-style-type: none">- Mini-Lesson: Read Like a Writer- Quick Write for Fluency Routine <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.435b</p> <p>Daily Fix-It</p>	<p>30 minutes</p>
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Homework

My Notes

"Talking Walls: Art for the People" Day 2

Objective	Materials	Pacing
Content Knowledge: Freedom of Expression Word Analysis: Final Syllables -tion, -ion, -ture, -ive, -ize Literary Terms: Personification Vocabulary Skill: Unknown Words Comprehension Skill: Graphic Sources Comprehension Strategy: Important Ideas Spelling: Final Syllables -ion, -ure Conventions: Combine Sentences Writing: Description	TE pp. 436a–445e SE pp. 436–445, W 14 Reader's and Writer's Notebook pp. 410–414 Let's Practice It! DVD 384–385	Standards 1 day Blocks 1.5–2 hours

National Standards

- CCSS Language 1.c. Use abstract nouns (e.g., childhood).
- 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 Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS Foundational Skills 3.b. Decode words with common Latin suffixes.
- CCSS Foundational Skills 3.c. Decode multisyllable words.
- 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.
- 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.
- CCSS Informational Text 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.
- CCSS Informational Text 6. Distinguish their own point of view from that of the author of a text.
- CCSS Informational Text 7. Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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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).

CCSS Language 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

<i>Get Ready to Read</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Content Knowledge: Discuss the Question of the Week: Why is freedom of expression important?</p> <p>Oral Vocabulary: Amazing Words Routine</p> <p>Phonics: Apply knowledge of letter-sound correspondences and final syllables to read words in context and in isolation.</p> <p>Literary Terms: Identify personification.</p>	<p>Teacher's Edition p.436a</p>	<p>20 minutes</p>
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Vocabulary Skill: Use a dictionary or glossary to find the meaning, syllabication, and pronunciation of unknown words.</p> <p>Fluency: Read grade-level text with accuracy.</p> <ul style="list-style-type: none"> - Choral Reading Routine <p>Text-Based Comprehension: Understand the elements of a photo essay.</p> <ul style="list-style-type: none"> - Use graphic sources to preview and predict. - Set a purpose for listening. <p>Main Selection: Read "Talking Walls Art for the People," pp. 438–445.</p> <ul style="list-style-type: none"> - Read for Understanding Routine: Access Text and Close Reading - Vocabulary Skill: Unknown Words - Comprehension Skill: Graphic Sources - Comprehension Strategy: Important Ideas <p>Small Group Time</p>	<p>Teacher's Edition p.436e</p> <p>Student Edition p.438</p> <p>Activity, Vocabulary Activity</p> <p>Activity, Journal: Word Bank</p> <p>eText, Main Selection eText</p> <p>Reader's and Writer's Notebook Key</p>	<p>40 minutes</p>
<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>

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<p>Research and Inquiry: Find pertinent information from multiple sources. Conventions: Combine sentences correctly. - Daily Fix-It Spelling: Practice correctly spelling words with final syllables ion and ure. Writing: Select a topic for a description. - Organize ideas to prepare for writing. - Mini-Lesson: Main Idea and Supporting Details - Quick Write for Fluency Routine Wrap Up Your Day</p>	<p>Teacher's Edition p.445b Daily Fix-It</p>	<p>30 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Talking Walls: Art for the People" Day 3

Objective	Materials	Pacing
Content Knowledge: Freedom of Expression Word Analysis: Final Syllables -tion, -ion, -ture, -ive, -ize Vocabulary Skill: Unknown Words Comprehension Skill: Graphic Sources Comprehension Skill: Review Facts and Opinions Comprehension Strategy: Important Ideas Spelling: Final Syllables -ion, -ure Conventions: Combine Sentences Writing: Description	TE pp. 446a–455c SE pp. 446–455 Decodable Practice Passage 28B Reader's and Writer's Notebook pp. 415–416 Let's Practice It! DVD 386	Standards 1 day Blocks 1.5–2 hours

National Standards

- CCSS Language 1.c. Use abstract nouns (e.g., childhood).
- CCSS Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS Foundational Skills 3.b. Decode words with common Latin suffixes.
- CCSS Foundational Skills 3.c. Decode multisyllable words.
- 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.
- 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.
- CCSS Informational Text 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.
- CCSS Informational Text 6. Distinguish their own point of view from that of the author of a text.
- CCSS Informational Text 7. Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 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).
- CCSS Language 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

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<i>Get Ready to Read</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Content Knowledge: Discuss the Question of the Week: Why is freedom of expression important?</p> <p>Oral Vocabulary: Amazing Words Routine</p> <p>Word Analysis: Read and sort words with final syllables -tion, -ion, -ture, -ive, -ize.</p> <ul style="list-style-type: none"> - Fluent Word Reading <p>Read Decodable Practice Passage 28B</p> <ul style="list-style-type: none"> - Read words in context and in isolation. 	<p>Teacher's Edition p.446a</p> <p>eText, Decodable eBook</p>	<p>15 minutes</p>
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Text-Based Comprehension: Check Understanding.</p> <p>Main Selection: Read "Talking Walls Art for the People," pp. 446–451.</p> <ul style="list-style-type: none"> - Read for Understanding Routine: Access Text and Close Reading - Vocabulary Skill: Unknown Words - Comprehension Skill: Graphic Sources - Comprehension Skill: Review Facts and Opinions - Comprehension Strategy: Important Ideas <p>Small Group Time</p> <p>Retelling: Work in pairs to retell the selection.</p> <p>Think Critically: Use graphic sources to aid comprehension.</p> <ul style="list-style-type: none"> - Identify important ideas to aid comprehension. <p>Fluency: Read grade-level text with accuracy.</p> <ul style="list-style-type: none"> - Choral Reading Routine 	<p>Teacher's Edition p.446–447</p> <p>Student Edition p.446</p> <p>eText, Main Selection eText</p> <p>Reader's and Writer's Notebook Key</p>	<p>45 minutes</p>
<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>

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<p>Research and Study Skills: Arrange words in alphabetical order.</p> <p>Research and Inquiry: Analyze data for usefulness.</p> <p>Conventions: Combine sentences correctly.</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 a description.</p> <ul style="list-style-type: none">- Use the Scoring Rubric for description.- Write a first draft of a description.- Mini-Lesson: Choosing Descriptive Words- Quick Write for Fluency Routine <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.453d</p> <p>Animation, Grammar Jammer</p> <p>Daily Fix-It</p>	<p>30 minutes</p>
<p>Homework</p>		<p>My Notes</p>

"Talking Walls: Art for the People" Day 4

Objective	Materials	Pacing
Content Knowledge: Freedom of Expression Word Analysis: Review Schwa Vocabulary Skill: Unknown Words Media Literacy: Talk Show Spelling: Final Syllables -ion, -ure Conventions: Combine Sentences Writing: Description	TE pp. 456a–459e SE pp. 456–459 Decodable Practice Passage 28C Reader's and Writer's Notebook p. 417 Let's Practice It! DVD 371, 388	Standards 1 day Blocks 1.5–2 hours

National Standards

- CCSS Language 1.c. Use abstract nouns (e.g., childhood).
- 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.
- 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.

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CCSS Language 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

<i>Get Ready to Read</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Content Knowledge: Discuss the Question of the Week: Why is freedom of expression important?</p> <p>Oral Vocabulary: Amazing Words Routine</p> <p>Word Analysis: Read and identify words with the schwa sound.</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 28C</p>	<p>Teacher's Edition p.456a</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: Introduce and discuss palindromes.</p> <p>Small Group Time</p> <p>Paired Selection: Read "The History of Palindromes," pp. 456–457.</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 a dictionary or glossary.</p> <p>Media Literacy: Conduct a interview.</p>	<p>Teacher's Edition p.456–457</p> <p>Student Edition p.456</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: Combine sentences correctly.</p> <ul style="list-style-type: none">- Daily Fix-It <p>Spelling: Spell words with common final syllables -ion and -ure.</p> <p>Writing: Revise a draft by combining sentences.</p> <ul style="list-style-type: none">- Mini-Lesson: Revising Strategy: Consolidating- Quick Write for Fluency Routine <p>Wrap Up Your Day</p>	<p>Teacher's Edition p.459b</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>

"Talking Walls: Art for the People" Day 5

Objective	Materials	Pacing
<p>Content Knowledge: Freedom of Expression Comprehension Skill: Review graphic sources Vocabulary Skill: Review Unknown Words Word Analysis: Review Final Syllables -ion, -ure Literary Terms: Review Personification Spelling: Final Syllables -ion, -ure Conventions: Combine Sentences Writing: Description</p>	<p>TE pp. 459f–459r SE p. E 10–E 11 Let's Practice It! DVD 163–168 Weekly Tests pp. 163–168 Fresh Reads pp. 389–390</p>	<p>Standards 1 day Blocks 1.5–2 hours</p>
National Standards		
<p>CCSS Language 1.c. Use abstract nouns (e.g., childhood).</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 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.b. Decode words with common Latin suffixes.</p> <p>CCSS Foundational Skills 3.c. Decode multisyllable words.</p> <p>CCSS Informational Text 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.</p> <p>CCSS Informational Text 7. Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>CCSS Language 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>		
Get Ready to Read	Targeted Resources	Duration

Pearson SuccessNet Lesson Plan

<p>Content Knowledge: Discuss the Question of the Week: Why is freedom of expression important?</p> <ul style="list-style-type: none"> - Review the weekly concept. <p>Oral Vocabulary: Amazing Ideas—Connect to Amazing Words</p> <ul style="list-style-type: none"> - Check Oral Vocabulary 	<p>Teacher's Edition p.459f</p>	<p>30 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>Text-Based Comprehension: Review graphic sources.</p> <p>Vocabulary: Review unknown words.</p> <p>Phonics: Review final syllables (-tion, -ion, -ture, -ive, -ize).</p> <p>Literary Terms: Review personification.</p> <p>Assessment: Check words correct per minute.</p> <p>Small Group Time</p> <p>Assessment: Check understanding of graphic sources.</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 combining sentences.</p> <ul style="list-style-type: none"> - Daily Fix-It <p>Writing: Edit draft for use of voice.</p> <ul style="list-style-type: none"> - Create a final draft. - Mini-Lesson: Proofread for Voice - 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>Word Analysis: Final Syllables -tion, -ion, -ture, -ive, -ize</p> <p>Comprehension Skill: Graphic Sources</p> <p>Comprehension Skill: Review Facts and Opinions</p> <p>Lesson Vocabulary</p>	<p>Teacher's Edition p.459r</p>	<p>30 minutes</p>

<i>Homework</i>	<i>My Notes</i>
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