Florida Coach® Suite

Implementation and Pacing Guide

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Program Overview

Welcome to School Specialty’s Florida Coach Suite Implementation and Pacing Guide! You have received this guide because you are using one or more of our Coach products: Instruction Coach, Support Coach, or Performance Coach. This guide provides an organizational structure for implementing these products together.

The Coach products are designed to provide a flexible instructional pathway that fits your classroom needs. Use the print and digital components of each product for the blended teaching and learning environment that best suits your teaching style.

Instruction Coach
Instruction and Practice
Use Instruction Coach as your core instruction.

Support Coach
Targeted Instruction and Practice
Use Support Coach to fill gaps in student understanding with scaffolded instruction.

Performance Coach
Reinforcement and Test Preparation
Use Performance Coach to extend understanding for your on-level students and provide practice with a variety of item types.

The Instructional Pathway
Addressing Key Features in ELA Learning

1. Regular practice with complex texts and their academic language

As students progress through the grades, they need to read increasingly complex literary and informational texts. Students must also expand their vocabularies through direct instruction, reading, and conversation in order to develop their literacy.

The Coach Suite provides a sequential organization to reading comprehension, exposing students to multiple genres of literature and nonfiction texts. Academic vocabulary is thoroughly covered across reading, writing, and listening strands.

Instruction Coach, Grade 5
2 Reading, writing, and speaking grounded in evidence from texts

Students are expected to answer questions that depend on careful multiple readings of text, helping them develop skills, fluency, and deep comprehension necessary for literacy development and content area knowledge.

The Coach Suite provides multiple opportunities—across genres—for students to practice close reading with different strategies and skills in mind.

3 Knowledge building through content-rich nonfiction

Students must be able to internalize information about the world if they are to be prepared for successful academic, career, and life experiences.

The Coach Suite presents students with challenging, yet engaging examples of informational texts across genres, including historical texts, literary nonfiction, scientific texts, technical texts, and persuasive nonfiction.
## Florida Coach® Suite Correlation

The chart below lists skills for the grade level and their correlations to coverage in the School Specialty Florida Coach Suite. If you find that students are struggling with a particular skill, look to the lessons indicated in these Coach programs for review and remediation.

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<td><strong>Reading: Literature</strong></td>
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<td>L1, L2, L6, L7</td>
<td>L1</td>
<td>L1–L4</td>
</tr>
<tr>
<td><strong>3.RL.1.1</strong></td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>L1</td>
<td>L1</td>
<td>L2, L4</td>
</tr>
<tr>
<td><strong>3.RL.1.2</strong></td>
<td>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.</td>
<td>L2, L6</td>
<td>L1</td>
<td>L1, L3, L4</td>
</tr>
<tr>
<td><strong>3.RL.1.3</strong></td>
<td>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
<td>L2, L6</td>
<td>L1</td>
<td>L1, L3, L4</td>
</tr>
<tr>
<td><strong>3.RL.2.4</strong></td>
<td>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</td>
<td>L1, L2, L6, L7</td>
<td>L3</td>
<td>L2–L4</td>
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<tr>
<td><strong>3.RL.2.5</strong></td>
<td>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</td>
<td>L2, L6, L7</td>
<td>L2, L3, L4</td>
<td>L1–L3</td>
</tr>
<tr>
<td><strong>3.RL.2.6</strong></td>
<td>Distinguish their own point of view from that of the narrator or those of the characters.</td>
<td>L1, L6</td>
<td>L4</td>
<td>L1, L2</td>
</tr>
<tr>
<td><strong>3.RL.3.7</strong></td>
<td>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</td>
<td>L1, L2</td>
<td>L2</td>
<td>L1 TE: L4</td>
</tr>
<tr>
<td><strong>3.RL.3.9</strong></td>
<td>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</td>
<td>L2</td>
<td>L1, L2</td>
<td>L4</td>
</tr>
<tr>
<td>Grade 3</td>
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<tr>
<td><strong>3.RL.4.10</strong></td>
<td>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</td>
<td>L1, L2, L6, L7</td>
<td>L1, L2, L3, L4</td>
<td>Throughout program (L1–L19)</td>
</tr>
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</table>

**Reading: Informational Texts**

| 3.RI.1.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | L4, L8, L10 | L5 | L5–L10 |
| 3.RI.1.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. | L4, L10 | L5 | L5–L9 |
| 3.RI.1.3 | 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. | L8, L10 | L6, L7, L8 | L7, L8 |
| 3.RI.2.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | L4, L8, L10 | L6, L7, L8 | L5–L8 |
| 3.RI.2.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | L4, L8, L10 | L5, L6, L7, L8 | L5 TE: L7, L14 |
| 3.RI.2.6 | Distinguish their own point of view from that of the author of a text. | L4 | L5 | L6 |
| 3.RI.3.7 | 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). | L8, L10 | L6, L7, L8 | L7, L8 TE: L10 |
| 3.RI.3.8 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | L4, L8, L10 | L6, L7, L8 | L5–L8 |
| 3.RI.3.9 | Compare and contrast the most important points and key details presented in two texts on the same topic. | L4 | L6 | L9, L10 |
| 3.RI.4.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. | L4, L8, L10 | L5, L6, L7, L8 | Throughout program (L1–L19) |
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<tr>
<td><strong>3.RF.3.3</strong> Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>L3, L5, L9 TM: L1, L2, L4, L6–L8, L10</td>
<td>TM L1–L8</td>
<td></td>
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<tr>
<td><strong>3.RF.3.3.a</strong> Identify and know the meaning of the most common prefixes and derivational suffixes.</td>
<td>L5 TM: L1, L10</td>
<td>L1, L4, L5</td>
<td></td>
</tr>
<tr>
<td><strong>3.RF.3.3.b</strong> Decode words with common Latin suffixes.</td>
<td>L5 TM: L1, L10</td>
<td></td>
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<tr>
<td><strong>3.RF.3.3.c</strong> Decode multisyllable words.</td>
<td>L9 TM: L2, L4, L6, L8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.RF.3.3.d</strong> Read grade-appropriate irregularly spelled words.</td>
<td>L3, L5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.RF.4.4</strong> Read with sufficient accuracy and fluency to support comprehension.</td>
<td>L1, L2, L4, L6–L8, L10</td>
<td>TM L1–L8</td>
<td></td>
</tr>
<tr>
<td><strong>3.RF.4.4.a</strong> Read grade-level text with purpose and understanding.</td>
<td>L1, L2, L4, L6–L8, L10</td>
<td>TM L1–L8</td>
<td></td>
</tr>
<tr>
<td><strong>3.RF.4.4.b</strong> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
<td>L7 TM: L1, L4</td>
<td>TM L1–L8</td>
<td></td>
</tr>
<tr>
<td><strong>3.RF.4.4.c</strong> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
<td>L1, L2, L4, L6–L8, L10</td>
<td>L3, L4, L7</td>
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#### Writing

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<tr>
<td><strong>3.W.1.1</strong> Write opinion pieces on topics or texts, supporting a point of view with reasons.</td>
<td>L11</td>
<td>L11, L12, L16</td>
<td></td>
</tr>
<tr>
<td><strong>3.W.1.1.a</strong> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</td>
<td>L11</td>
<td>L11, L12, L16</td>
<td></td>
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<tr>
<td><strong>3.W.1.1.b</strong> Provide reasons that support the opinion.</td>
<td>L11</td>
<td></td>
<td>L11, L12, L16</td>
</tr>
<tr>
<td><strong>3.W.1.1.c</strong> Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</td>
<td>L11</td>
<td></td>
<td>L11, L12, L16</td>
</tr>
<tr>
<td><strong>3.W.1.1.d</strong> Provide a concluding statement or section.</td>
<td>L11</td>
<td></td>
<td>L11, L12, L16</td>
</tr>
<tr>
<td><strong>3.W.1.2</strong> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>L9</td>
<td></td>
<td>L11, L15</td>
</tr>
<tr>
<td><strong>3.W.1.2.a</strong> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</td>
<td>L9</td>
<td></td>
<td>L11, L15</td>
</tr>
<tr>
<td><strong>3.W.1.2.b</strong> Develop the topic with facts, definitions, and details.</td>
<td>L9</td>
<td></td>
<td>L11, L15</td>
</tr>
<tr>
<td><strong>3.W.1.2.c</strong> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</td>
<td>L9</td>
<td></td>
<td>L11, L15</td>
</tr>
<tr>
<td><strong>3.W.1.2.d</strong> Provide a concluding statement or section.</td>
<td>L9</td>
<td></td>
<td>L11, L15</td>
</tr>
<tr>
<td><strong>3.W.1.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
<td>L3, L5</td>
<td></td>
<td>L11, L13</td>
</tr>
<tr>
<td><strong>3.W.1.3.a</strong> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
<td>L3, L5</td>
<td></td>
<td>L11, L13</td>
</tr>
<tr>
<td><strong>3.W.1.3.b</strong> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</td>
<td>L3, L5</td>
<td></td>
<td>L13</td>
</tr>
<tr>
<td><strong>3.W.1.3.c</strong> Use temporal words and phrases to signal event order.</td>
<td>L3, L5</td>
<td></td>
<td>L11, L13</td>
</tr>
<tr>
<td><strong>3.W.1.3.d</strong> Provide a sense of closure.</td>
<td>L3, L5</td>
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<td>L13</td>
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<tr>
<td>3.W.2.4</td>
<td>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</td>
<td>L3, L5, L9, L11</td>
<td></td>
<td>L11</td>
</tr>
<tr>
<td>3.W.2.5</td>
<td>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</td>
<td>L3, L5, L9, L11</td>
<td></td>
<td>L11, L17</td>
</tr>
<tr>
<td>3.W.2.6</td>
<td>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</td>
<td>L3, L5, L9, L11</td>
<td></td>
<td>L14 TE: L11</td>
</tr>
<tr>
<td>3.W.3.7</td>
<td>Conduct short research projects that build knowledge about a topic.</td>
<td>L9</td>
<td></td>
<td>L14</td>
</tr>
<tr>
<td>3.W.3.8</td>
<td>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</td>
<td>L3, L5, L9</td>
<td></td>
<td>L14</td>
</tr>
<tr>
<td>3.W.4.10</td>
<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and audiences.</td>
<td>L3, L5, L9, L11</td>
<td></td>
<td>Throughout program (L1–L19)</td>
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#### Speaking and Listening

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<tr>
<td>3.SL.1.1</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>L1–L11</td>
<td></td>
<td>L18, L19 TE: L6</td>
</tr>
<tr>
<td>3.SL.1.1.a</td>
<td>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
<td>L1–L11</td>
<td></td>
<td>L18, L19 TE: L6</td>
</tr>
<tr>
<td>3.SL.1.1.b</td>
<td>Follow agreed-upon rules for discussions and carry out assigned roles.</td>
<td>L1–L11</td>
<td></td>
<td>L18, L19 TE: L6</td>
</tr>
<tr>
<td>3.SL.1.1.c</td>
<td>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</td>
<td>L1–L11</td>
<td></td>
<td>L18, L19 TE: L6</td>
</tr>
<tr>
<td>3.SL.1.1.d</td>
<td>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</td>
<td>L1–L11</td>
<td></td>
<td>L18, L19 TE: L6</td>
</tr>
<tr>
<td>3.SL.1.2</td>
<td>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>TM: L7</td>
<td></td>
<td>L18, L19 TE: L2, L9, L10, L12, L15</td>
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<tr>
<td>3.SL.1.3</td>
<td>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</td>
<td>TM: L6</td>
<td></td>
<td>L19 TE: L16</td>
</tr>
<tr>
<td>3.SL.2.4</td>
<td>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
<td>TM: L6</td>
<td></td>
<td>TE: L1, L7, L12, L13</td>
</tr>
<tr>
<td>3.SL.2.5</td>
<td>Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.</td>
<td>TM: L1, L4</td>
<td></td>
<td>TE: L1, L2, L12, L13</td>
</tr>
<tr>
<td>3.SL.2.6</td>
<td>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</td>
<td>TM: L1, L4, L6</td>
<td></td>
<td>TE: L3, L16</td>
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<th>3.L.1.1.i</th>
<th>Use coordinating and subordinating conjunctions.</th>
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<tr>
<td>3.L.1.1.j</td>
<td>Produce simple, compound, and complex sentences.</td>
<td>L9</td>
<td>L15, L17</td>
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<tr>
<td>3.L.1.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>L5, L9, L11 TM: L2, L4, L6-L8</td>
<td>L14, L17</td>
</tr>
<tr>
<td>3.L.1.2.a</td>
<td>Capitalize appropriate words in titles.</td>
<td>TM: L11</td>
<td>L14, L17</td>
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<tr>
<td>3.L.1.2.b</td>
<td>Use commas in addresses.</td>
<td>TM: L11</td>
<td>TE: L13</td>
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<tr>
<td>3.L.1.2.c</td>
<td>Use commas and quotation marks in dialogue.</td>
<td>L5, L11</td>
<td>L13, L17</td>
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<td>3.L.1.2.d</td>
<td>Form and use possessives.</td>
<td>L5, L11</td>
<td>L17</td>
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<tr>
<td>3.L.1.2.e</td>
<td>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</td>
<td>L5</td>
<td>L17</td>
</tr>
<tr>
<td>3.L.1.2.f</td>
<td>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</td>
<td>L5 TM: L2, L4, L6-L8</td>
<td>L17</td>
</tr>
<tr>
<td>3.L.1.2.g</td>
<td>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</td>
<td>L5, L9</td>
<td>L17</td>
</tr>
<tr>
<td>3.L.2.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>L1-L11</td>
<td></td>
</tr>
<tr>
<td>3.L.2.3.a</td>
<td>Choose words and phrases for effect.</td>
<td>L5</td>
<td>L17</td>
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<tr>
<td>3.L.2.3.b</td>
<td>Recognize and observe differences between the conventions of spoken and written standard English.</td>
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<td>TE: L3</td>
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<td>L1</td>
<td>L9</td>
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<tr>
<td>3.L.3.4.a</td>
<td>L1–L4, L6–8, L10</td>
<td>L3, L4, L7</td>
<td>L1</td>
</tr>
<tr>
<td>3.L.3.4.b</td>
<td>L5 TM: L1, L10</td>
<td>L1, L4, L5</td>
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<tr>
<td>3.L.3.5.c</td>
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<td>L3, L5</td>
<td>L2, L10</td>
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<td>L3, L5, L9, L11</td>
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<td>L6–L8</td>
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3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

3.L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

3.L.3.4.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).

3.L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

3.L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

3.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

3.L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

3.L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

3.L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of uncertainty (e.g., knew, believed, suspected, heard, wondered).

3.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
Using the Pacing Guide

You can use the Pacing Guide on the following pages to plan the delivery of your curriculum over the school year. There are several assumptions built into the organization of the Pacing Guide:

- The Pacing Guide is designed for 32 weeks of instruction. If your instructional year is longer or shorter than 32 weeks, make adjustments for the difference.
- Units that focus on Reading and Writing topics have been created using the lessons from Instruction Coach, Support Coach, and Performance Coach. See the Contents at right. Typically, reading units last 3 weeks and writing units last 2 weeks.
- Each day is planned around 90–120 minutes of instructional activities. However, the amount of time needed for the core lesson and the differentiation options will differ based on the needs of your class.
- Skills and strategies are listed for each core lesson. Non-assessed skills are marked with a ✔, and assessed skills with a ✔.
- Suggestions for review and assessments are at the end of each unit. You may use print- or digital-based Instruction Coach Benchmark Assessments and/or Support Coach for formative assessments.
- The sequence of topics is designed to address the content of the LAFS, but you can re-sequence the content to align with the curriculum maps used in your district.
- Optional Speaking and Listening Projects from Instruction Coach are suggested in some units. Alternative lessons from Instruction Coach and Support Coach are sometimes offered if you wish to focus on a different set of ELA skills/strategies and standards.

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## Unit: Reading Myths and Fables

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<td><strong>LESSON FOCUS</strong> &lt;br&gt; LAFS: 3.RL.1.1, 3.RF.3.a, 3.L.3.4.b, 3.SL.1.1  &lt;br&gt; <strong>Instruction Coach</strong>  &lt;br&gt; Lesson 1: Reading Myths and Fables  &lt;br&gt; - Student Edition pp. 5–11  &lt;br&gt; - Teacher’s Manual pp. 3–8  &lt;br&gt; Skills  ✔ Ask and Answer Questions  ✔ Suffixes  ✔ Myths and Fables  ✔ Engage in Collaborative Discussions  &lt;br&gt; <strong>DIFFERENTIATION OPTIONS</strong>  &lt;br&gt; - Instruction Coach Reread The Wind and the Sun and Daylight. Review the literary elements of a myth/fable.  &lt;br&gt; - Instruction Coach Guide students to complete Vocabulary, SE p. 11.  &lt;br&gt; - Instruction Coach Teach Word Analysis, TM p. 5, to address suffixes.</td>
<td><strong>LESSON FOCUS</strong> &lt;br&gt; LAFS: 3.RL.1.1, 3.SL.1.1, 3.L.3.4.a  &lt;br&gt; <strong>Instruction Coach</strong>  &lt;br&gt; Lesson 1: Reading Myths and Fables  &lt;br&gt; - Student Edition pp. 12–16  &lt;br&gt; - Teacher’s Manual pp. 9–11  &lt;br&gt; Skills  ✔ Ask and Answer Questions  ✔ Context Clues  ✔ Engage in Collaborative Discussions  &lt;br&gt; <strong>DIFFERENTIATION OPTIONS</strong>  &lt;br&gt; - Instruction Coach Teach vocabulary. Use highlighted words in How the Camel Got His Hump to reinforce the meanings.  &lt;br&gt; - Instruction Coach Have students discuss the meanings of other unfamiliar words or phrases, such as presently (p. 12), scrutinizingly and double-time (p. 13), and a purpose (p. 16).  &lt;br&gt; - Performance Coach Have accelerating students read Lesson 1 and complete the Coached Example, SE pp. 2–7.</td>
<td><strong>LESSON FOCUS</strong> &lt;br&gt; LAFS: 3.RL.1.1, 3.RL.1.2, 3.W.1.2, 3.SL.1.1  &lt;br&gt; <strong>Instruction Coach</strong>  &lt;br&gt; Lesson 1: Reading Myths and Fables  &lt;br&gt; - Student Edition pp. 12–18  &lt;br&gt; - Teacher’s Manual pp. 9–11  &lt;br&gt; Skills  ✔ Details  ✔ Ask and Answer Questions  ✔ Write about Literature  ✔ Engage in Collaborative Discussions  &lt;br&gt; <strong>DIFFERENTIATION OPTIONS</strong>  &lt;br&gt; - Instruction Coach Reread How the Camel Got His Hump. Ask students how they know that it is a fable.  &lt;br&gt; - Instruction Coach Review how to find the central message or moral, TM p. 5.  &lt;br&gt; - Performance Coach Have accelerating students complete the Lesson Practice for Lesson 1, SE pp. 9–12 (items 1–5).</td>
<td><strong>LESSON FOCUS</strong> &lt;br&gt; LAFS: 3.RL.1.1, 3.RL.1.2, 3.W.1.2, 3.SL.1.1  &lt;br&gt; <strong>Instruction Coach</strong>  &lt;br&gt; Lesson 1: Reading Myths and Fables  &lt;br&gt; - Student Edition pp. 12–18  &lt;br&gt; - Teacher’s Manual pp. 9–11  &lt;br&gt; Skills  ✔ Details  ✔ Ask and Answer Questions  ✔ Write about Literature  ✔ Engage in Collaborative Discussions  &lt;br&gt; <strong>DIFFERENTIATION OPTIONS</strong>  &lt;br&gt; - Instruction Coach Guide students to review the moral or theme of each story in this group. Discuss what the moral means to them personally.  &lt;br&gt; - Instruction Coach Have students discuss how the imaginary characters in the stories are like real people. How are their problems much like ours?</td>
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# Unit: Reading Myths and Fables

**LESSON FOCUS**  
LAFS: 3.RL.1.2, 3.SL.1.1  
**Instruction Coach**  
Lesson 1: Reading Myths and Fables  
- Instruction Coach Independent Leveled Practice Resource Book, pp. 12–23

**DIFFERENTIATION OPTIONS**  
- Instruction Coach Independent Leveled Practice Resource Book  
Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
- Instruction Coach Independent Leveled Practice Resource Book  
Have students find the central message of the story and explain it to each other.

**LESSON FOCUS**  
LAFS: 3.RL.1.1, 3.RL.1.3  
**Support Coach**  
Lesson 1: Myths and Fables  
- Student Edition pp. 5–6, 14, 16–18, 203, 205
- Teacher’s Manual pp. 1–4, 12, 14–17

**Skills**  
- Determine the Central Message or Moral
- Engage in Collaborative Discussion
- Read On Your Own
- Tiger Gets His Stripes
- Have students read the appropriate level of this story and answer the questions independently. Invite them to discuss the moral of the story in small groups and then share their ideas with the class.

**DIFFERENTIATION OPTIONS**  
- Support Coach  
Review Ask and Answer Questions, SE p. 6. With students in small groups, read The Two Weavers using the first read annotations to focus on ask and answer questions. Guide students to complete the first read questions on the Close Reading Worksheet, SE p. 203.
- Support Coach  
Use Supporting Struggling Learners scaffolding, TM p. 4. Help students use the five basic question words: who, what, when, why, how.
- Performance Coach  
Have accelerating students complete the Lesson Practice, SE p. 13 (item 6).

**LESSON FOCUS**  
LAFS: 3.RL.1.3  
**Support Coach**  
Lesson 1: Myths and Fables  
- Student Edition pp. 7, 15, 16–18, 204, 206
- Teacher’s Manual pp. 5, 12–17

**Skills**  
- Characters and Character Traits
- Characters’ Actions
- Close Reading
- Ask and Answer Questions
- Roots and Prefixes
- Write About Literature

**DIFFERENTIATION OPTIONS**  
- Support Coach  
Review Character’s Actions, SE p. 7. With students in small groups, reread The Two Weavers using the second read annotations to focus on characters’ traits.
- Support Coach  
Guide students to complete the Character Traits Web, SE p. 204.
- Support Coach  
Use Supporting Struggling Learners scaffolding, TM p. 5, to help students determine a character’s motivation.

**LESSON FOCUS**  
LAFS: 3.RF.3.3.a, 3.W.1.2, 3.L.3.4.b  
**Support Coach**  
Lesson 1: Myths and Fables  
- Student Edition pp. 16–19, 203, 206
- Teacher’s Manual pp. 12–17

**Skills**  
- Roots and Suffixes
- Roots and Prefixes

**DIFFERENTIATION OPTIONS**  
- Support Coach  
Write about Literature, SE p. 20. Reread The Ant and the Grasshopper. Discuss Roots and Suffixes and have students answer the questions, SE p. 19 and TM p. 16. Reread the passage in the first read. Have students complete the Central Message Chart, SE p. 207.

**DIFFERENTIATION OPTIONS**  
- Support Coach  
Review the Try It, SE p. 20. Reread So Say the Little Monkeys. Using the first read annotations to focus on determining the central message. Guide students to complete the Central Message Chart, SE p. 207.
- Support Coach  
Use Supporting Struggling Learners scaffolding, TM p. 20, to help students find clues for identifying a central message.
- Performance Coach  
Have accelerating students read Lesson 12 and complete the Coached Example, SE pp. 166–172.
Week 3

Day 1

Unit: Reading Myths and Fables

LESSON FOCUS
LAFS: 3.RL.3.9, 3.RF.4.4.c, 3.L.3.4.a
Support Coach
Lesson 1: Myths and Fables
• Student Edition pp. 21–25, 208
• Teacher’s Manual pp. 19–23
Skills
✓ Setting
✓ Context Clues
✓ Close Reading
So Say the Little Monkeys
Discuss the importance of setting, SE p. 21. Have students complete the relevant questions on the Close Reading Worksheet, SE p. 208.

DIFFERENTIATION OPTIONS
• Support Coach With students in small groups, reread So Say the Little Monkeys (second read). Have students complete the Try It activity, SE p. 21.
• Support Coach Use Supporting Learners scaffolding, TM p. 19, to help students find details describing a setting.
• Support Coach Review context clues, TM p. 22, to help students identify clues to help them understand unfamiliar words.

Day 2

LESSON FOCUS
LAFS: 3.RL.1.1, 3.RL.1.2, 3.RL.3.9, 3.RW.1.2, 3.RW.2.4
Support Coach
Lesson 1: Myths and Fables
• Student Edition pp. 22–30, 208
• Teacher’s Manual pp. 19–26
Skills
✓ Determine the Central Message or Moral
✓ Sequence
✓ Ask and Answer Questions
✓ Close Reading
✓ Write about Literature
Respond to Text
So Say the Little Monkeys
Reread the passage (third read). Have students complete the relevant questions on the Close Reading Worksheet, SE p. 208. Follow with Respond to Text, SE pp. 26–27.

DIFFERENTIATION OPTIONS
• Support Coach Guide students through Respond to Text using support, TM pp. 24–25. Have them work with partners and write.
• Support Coach Have students read (first read) The Parrot King and the Fig Tree, SE pp. 28–30.
• Performance Coach Have accelerating students complete Lesson Practice, SE pp. 177–179 (item 6).

Day 3

LESSON FOCUS
LAFS: 3.RL.3.9, 3.W.1.2, 3.RW.2.4
Support Coach
Lesson 1: Myths and Fables
• Student Edition pp. 26–30
• Teacher’s Manual pp. 24–25
Skills
✓ Determine the Central Message or Moral
✓ Comparing the Central Message in Two Texts
✓ Setting
✓ Write about Literature
Respond to Text
Review SE p. 26 and discuss the writing task on p. 27 before students draft and complete their writing.

DIFFERENTIATION OPTIONS
• Support Coach Guide students through Respond to Text using support, TM pp. 24–25. Have them work with partners and write.
• Support Coach Have students read (third read) The Parrot King and the Fig Tree, SE pp. 28–30.
• Performance Coach Have accelerating students complete Lesson Practice, SE pp. 177–179 (item 6).

Day 4

LESSON FOCUS
LAFS: 3.RL.1.1, 3.RL.1.2, 3.RL.3.9, 3.L.3.4.a
Instruction Coach
Lesson 1: Reading Myths and Fables
• Student Edition pp. 5, 28–30, 207
• Teacher’s Manual pp. 3, 18, 23
Skills
✓ Ask and Answer Questions
✓ Determine the Central Message or Moral
✓ Context Clues
✓ Details
Listen and Learn
Review and discuss the Essential Question on TM p. 3: How can made-up stories with imaginary characters teach important things about real life? Discuss the following focus skills:
• identifying myths and fables and their characteristics
• ask and answer questions about literature
• determining the central message or moral

DIFFERENTIATION OPTIONS
• Performance Coach Have students answer Lesson Practice question 6, p. 13, comparing the themes of two stories.
• Support Coach Review answers to Quiz 1 with students.
• Instruction Coach Speaking and Listening Project. Have students share the board games they created.

Day 5

REVIEW
LAFS: 3.RL.1.1, 3.RL.1.2, 3.RL.3.9, 3.L.3.4.a
Quiz 1
Skills
✓ Ask and Answer Questions
✓ Sequence
✓ Characters’ Actions
✓ Compare and Contrast Central Message or Moral
✓ Compare and Contrast Settings
✓ Roots and Affixes
✓ Context Clues
Support Coach
Lesson 1: Myths and Fables
• Student Edition pp. 31–32
• Teacher’s Manual pp. 26
Read on Your Own
The Parrot King and the Fig Tree
Review Comprehension Check, SE pp. 31–32. Have students share answers and discuss the text, pointing out the moral.
Lesson 2: Reading Short Stories

LESSON FOCUS
LAFS: 3.RL.1.3, 3.RL.2.4, 3.SL.1.1, 3.L.3.5.a

Instruction Coach
Lesson 2: Reading Short Stories
- Student Edition pp. 19–25
- Teacher’s Manual pp. 16–23, 30–31

Skills
✔ Short Stories
✔ Communicate Clearly
✔ Listen Carefully and Respectfully
✔ Engage in Collaborative Discussions

Listen and Learn
The Adventure of the Three Students
Introduce short stories and discuss the Essential Question, SE p. 19: What makes a short story enjoyable to read? Then read The Adventure of the Three Students with the class.

DIFFERENTIATION OPTIONS
- Instruction Coach Reread The Adventure of the Three Students and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- Instruction Coach Encourage students to explain what they think makes this selection a short story.
- Instruction Coach Use Speaking and Listening Project, TM pp. 30–31, for this unit.

DIFFERENTIATION OPTIONS
- Instruction Coach To help students with sequencing, use the Think Aloud, TM p. 18.
- Instruction Coach Help explain nonliteral language using SE p. 24 and TM p. 22. Ask them to offer other similes.

DIFFERENTIATION OPTIONS
- Instruction Coach Use TM p. 25 to review concepts and vocabulary for struggling students.
- Instruction Coach Explore how dialogue helps develop the characters, using SE p. 33 and TM p. 27.
- Instruction Coach Explore with students another example of nonliteral language on SE p. 29.

DIFFERENTIATION OPTIONS
- Instruction Coach Reread The Adventure of the Red-Headed League. Ask students how they know it is a short story.
- Instruction Coach Use SE p. 33 and TM p. 27 to help students compare settings and plots.

DIFFERENTIATION OPTIONS
- Instruction Coach Ask students why they liked reading these stories.
- Instruction Coach Guide students to review the plot and theme of both short stories.
- Performance Coach Have accelerating students complete the Lesson Practice for Lesson 18, SE pp. 274–276 (items 1–4). Use TE pp. 86–87.
## Unit: Reading Short Stories

### Lesson 1: Reading Short Stories

**LESSON FOCUS**
LAFS: 3.RL.1.3, 3.SL.1.1

**Instruction Coach**
Lesson 2: Reading Short Stories
- Instruction Coach Independent Leveled Practice Resource Book, pp. 24–35

**Skills**
- Character Traits
- Engage in Collaborative Discussions

**Read On Your Own**
The Case of the Stolen Letter

**DIFFERENTIATION OPTIONS**
- Instruction Coach Independent Leveled Practice Resource Book

WEEK 5

Day 1

Day 2

Day 3

Day 4

Day 5

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**LESSON FOCUS**
LAFS: 3.RL.1.1

**Support Coach**
Lesson 2: Short Stories
- Student Edition pp. 33–34, 36–40, 209
- Teacher’s Manual pp. 27–30, 32–37

**Skills**
- Make Inferences
- Identify Short Stories
- Discuss how to make inferences, SE p. 34. Read the passage (first read). Have students complete the Make Inferences Chart, SE p. 209.

**DIFFERENTIATION OPTIONS**
- Support Coach Review the Try It, SE p. 34. Read Danny, the New Boy using the first read annotations to focus on making inferences. Guide students to complete the Make Inferences Chart, SE p. 209.
- Support Coach Use Supporting Struggling Learners scaffolding, TM p. 32, to help students make an inference about Danny’s feelings.
- Performance Coach Have accelerating students listen again to the Lesson Practice passage for Lesson 18, SE pp. 274–277 (item 5). Use TE pp. 86–87.

**LESSON FOCUS**
LAFS: 3.RL.2.5

**Support Coach**
Lesson 2: Short Stories
- Student Edition pp. 35–40, 210
- Teacher’s Manual pp. 31–37

**Skills**
- Describe How Chapters Build
- Close Reading
- Identify Short Stories
- Discuss how to make inferences, SE p. 34. Reread the passage (second read). Have students complete the second read questions on the Close Reading Worksheet, SE p. 210.

**DIFFERENTIATION OPTIONS**
- Support Coach Use Supporting Struggling Learners scaffolding, TM p. 31, to help students see how chapters build on each other.

**LESSON FOCUS**
LAFS: 3.W.1.2, 3.L.3.4c

**Support Coach**
Lesson 2: Short Stories
- Student Edition pp. 36–41, 210
- Teacher’s Manual pp. 32–37

**Skills**
- Use Root Words as Clues
- Close Reading
- Write about Literature
- Discuss how to compare and contrast, SE p. 42. Read the passage (first read). Have students complete the Compare and Contrast Chart, SE p. 211.

**DIFFERENTIATION OPTIONS**
- Support Coach Review the Try It, SE p. 35. Reread Summer Danny using the first read annotations to focus on comparing and contrasting. Guide students to complete the Compare and Contrast Chart, SE p. 211.
- Support Coach Use Supporting Struggling Learners scaffolding, TM p. 38, to help students compare Meg and Muffin.
- Performance Coach Have accelerating students complete the Standards Focus, TE p. 4.

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✔ Non-Assessed Skills/Strategies
✔ Assessed Skills/Strategies
**Unit: Reading Short Stories**

**LESSON FOCUS**
LAFS: 3.RL.3.7, 3.RL.3.9, 3.W.1.2, 3.W.2.4

**LESSON FOCUS**
LAFS: 3.RL.1.1, 3.RL.3.9, 3.W.1.2, 3.W.2.4

**Support Coach**
Lesson 2: Short Stories
- Student Edition pp. 44–46, 48–49, 212
- Teacher's Manual pp. 40–45

**Support Coach**
Lesson 2: Short Stories
- Student Edition pp. 44–46, 48–49, 212
- Teacher's Manual pp. 40–45

**Support Coach**
Lesson 2: Short Stories
- Student Edition pp. 48–49
- Teacher's Manual pp. 44–45

**Skills**
- Identify Real-life Connections
- Explain Illustrations
- Close Reading

**Difficulties**
- Reread the passage
- Review Explain Illustrations, SE
- Summer Danny

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review the Try It, SE p. 43. Reread Summer Danny using the second read annotations to focus on explaining illustrations. Guide students to complete the second read questions on the Close Reading Worksheet, SE p. 212.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 39, to help students understand the illustration.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Continue guiding students through Respond to Text using support, TM pp. 44–45. Have them work with partners and write.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 44, to help students compare and contrast the stories.
- **Performance Coach** Use Language Spotlight, SE p. 270 and TE p. 83, to review the use of dictionaries and glossaries.
- **Support Coach** Have students reread the third read, Nina's Big Day, SE pp. 50–52.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review the passage, using the second read. Then have students complete the second read questions on the Close Reading Worksheet, SE p. 212. Follow with Respond to Text, SE pp. 48–49.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Have students choose one of the questions in the annotations, write their answer, and discuss with the group.
- **Support Coach** Guide students through Respond to Text using support, TM pp. 44–45.
- **Support Coach** Have students reread the second read, Nina's Big Day, SE pp. 50–52.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Continue guiding students through Respond to Text using support, TM pp. 44–45. Have them work with partners and write.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 44, to help students compare and contrast the stories.
- **Performance Coach** Use Language Spotlight, SE p. 270 and TE p. 83, to review the use of dictionaries and glossaries.
- **Support Coach** Have students reread the third read, Nina's Big Day, SE pp. 50–52.

**DIFFERENTIATION OPTIONS**
- **Support Coach** To review comparing and contrasting, use TM p. 38 and the Compare and Contrast Chart, SE p. 211.
- **Support Coach** Have students reread the second read, Nina's Big Day, SE pp. 50–52.

**DIFFERENTIATION OPTIONS**
- **Performance Coach** Have accelerating students write several paragraphs comparing and contrasting the two stories they listened to in Lesson 18. Invite partners to exchange their work and compare their ideas.
- **Instruction Coach** Allow students time to work on Speaking and Listening Project, pp. 30–31.
- **Support Coach** Review answers to Quiz 2 with students.
### Unit: Writing Fictional Narratives

#### Week 7

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 3.W.1.3, 3.W.2.4, 3.W.2.5, 3.W.2.6&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 3: Writing Fictional Narratives&lt;br&gt;• Student Edition pp. 37–38&lt;br&gt;• Teacher’s Manual pp. 32–34&lt;br&gt;Skills&lt;br&gt;✔ Write a Fictional Narrative&lt;br&gt;✔ Communicate Clearly&lt;br&gt;✔ Listen Carefully and Respectfully&lt;br&gt;✔ Engage in Collaborative Discussions&lt;br&gt;<strong>Essential Question</strong>&lt;br&gt;Introduce writing fictional narratives and discuss questions, TM p. 33, focusing on the Essential Question, What makes a fictional narrative interesting? Then read SE pp. 37–38 with students.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 3.W.1.3, 3.W.2.4, 3.W.2.5, 3.W.2.6&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 3: Writing Fictional Narratives&lt;br&gt;• Student Edition pp. 39–40&lt;br&gt;• Teacher’s Manual pp. 35–36&lt;br&gt;Skills&lt;br&gt;✔ Write a Fictional Narrative&lt;br&gt;✔ Sequence of Events&lt;br&gt;<strong>ANALYZE A MENTOR TEXT</strong>&lt;br&gt;Read aloud the Mentor Text, SE pp. 39–40, using the annotations. Help students analyze the text and mark up as noted.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 3.W.1.3, 3.W.2.4, 3.W.2.5, 3.W.2.6&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 3: Writing Fictional Narratives&lt;br&gt;• Student Edition pp. 39–42&lt;br&gt;• Teacher’s Manual pp. 35–37&lt;br&gt;Skills&lt;br&gt;✔ Write a Fictional Narrative&lt;br&gt;✔ Context Clues&lt;br&gt;✔ Sequence of Events&lt;br&gt;<strong>ANALYZE A MENTOR TEXT</strong>&lt;br&gt;Vocabulary Study: Context Clues&lt;br&gt;Discuss the Think About It questions, TM p. 36. Focus on what makes this narrative a good model for study. Then read the Vocabulary Study and have students complete SE p. 41.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 3.W.1.3, 3.W.2.4, 3.W.2.5, 3.W.2.6&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 3: Writing Fictional Narratives&lt;br&gt;• Student Edition pp. 42–45&lt;br&gt;• Teacher’s Manual pp. 38–39&lt;br&gt;Skills&lt;br&gt;✔ Write a Fictional Narrative&lt;br&gt;✔ Situation and Characters&lt;br&gt;<strong>WRITING PROCESS:</strong> Step 1&lt;br&gt;After reviewing the steps in the writing process, read the Writing Assignment, SE p. 42. Discuss the task along with the purpose and audience. Then guide students through SE pp. 43–44, using the annotations. Students complete SE p. 45.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 3.W.1.3, 3.W.2.4, 3.W.2.5, 3.W.2.6&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 3: Writing Fictional Narratives&lt;br&gt;• Student Edition pp. 46–49&lt;br&gt;• Teacher’s Manual pp. 40–42&lt;br&gt;Skills&lt;br&gt;✔ Write a Fictional Narrative&lt;br&gt;✔ Write a Good Ending&lt;br&gt;✔ Sequence of Events&lt;br&gt;<strong>WRITING PROCESS:</strong> Steps 2, 3&lt;br&gt;Read SE p. 46 with students to help them understand how the writer of the Mentor Text organized the beginning, middle, and ending of that story. Have them complete the Try It, SE p. 47. Then read and discuss the drafting process, SE p. 48, and have students complete the Try It, SE p. 49.</td>
</tr>
</tbody>
</table>
## Unit: Writing Fictional Narratives

### LESSON FOCUS

**LAFS:** 3.W.1.3, 3.W.2.4, 3.W.2.5, 3.W.2.6

**Instruction Coach**

Lesson 3: Writing Fictional Narratives
- Student Edition pp. 48, 50–52
- Teacher’s Manual pp. 42–44
**Skills**
- Write a Fictional Narrative
- Write a Good Ending

**Writing Process:** Steps 3, 4

With students, reread the Writer’s Craft section, SE p. 48. Have students share their ideas about writing a good ending. Then read SE pp. 50–51 and complete the Try It, writing a good ending. Then read SE pp. 50–51 and complete the Try It, writing a good ending. Then read SE pp. 50–51 and complete the Try It, writing a good ending. Then read SE pp. 50–51 and complete the Try It, writing a good ending. Then read SE pp. 50–51 and complete the Try It, writing a good ending.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** For students who need extra support with SE pp. 50–51, spend less time on pp. 50–51. Model responses for the Try It sections.
- **Performance Coach** Have students to finish revising and begin editing.

### LESSON FOCUS

**LAFS:** 3.W.1.3, 3.W.2.4, 3.W.2.5, 3.W.2.6, 3.L.1.1

**Instruction Coach**

Lesson 3: Writing Fictional Narratives
- Student Edition pp. 48–49
- Teacher’s Manual pp. 43–45
**Skills**
- Use Time-Order Words and Phrases
- Communicate Clearly
- Listen Carefully and Respectfully
- Reflect on a Fictional Narrative

**Writing Process:** Steps 4, 5

Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 54–55.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Help students who need extra support with SE pp. 50–51, spend less time on pp. 50–51. Model responses for the Try It sections.
- **Performance Coach** Have students complete the Lesson Practice for Lesson 13, SE pp. 187–193.

### LESSON FOCUS


**Instruction Coach**

Lesson 3: Writing Fictional Narratives
- Student Edition pp. 54–59
- Teacher’s Manual pp. 45–46
**Skills**
- Nouns and Verbs (Tenses)
- Subject-Verb Agreement
- Evaluate a Fictional Narrative

**Writing Process:** Steps 5, 6

Read SE p. 56. Provide time for students to finish revising and begin editing.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Have students read aloud portions of their writing. Model think alouds about the beginning, the middle, and the end of their narratives. Students should now finish editing and move on to publishing.

### LESSON FOCUS


**Instruction Coach**

Lesson 3: Writing Fictional Narratives
- Student Edition pp. 56, 59–60
- Teacher’s Manual pp. 46–47
**Skills**
- Write a Fictional Narrative
- Nouns and Verbs (Tenses)
- Subject-Verb Agreement

**Writing Process:** Steps 6, 7

Have students complete the Try It, SE p. 59, to check the editing of their narratives. Students should now finish editing and move on to publishing.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Have students complete the Lesson Practice for Lesson 13, SE pp. 187–193.

### PUBLISH AND ASSESS OPTIONS:

**Instruction Coach**

Benchmark Assessment 1
**Skills**
- Nouns and Verbs
- Verb Tenses
- Subject-Verb Agreement
- Write Fictional Narrative

**Instruction Coach**

Lesson 3: Writing Fictional Narratives
- Teacher’s Manual p. 47
**Writing Process:** Step 7

This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Students may use alternative media for their writing, especially if it includes images and text features.
- **Instruction Coach** Speaking and Listening Project. Allow time for graphic novel presentations.
## Unit: Writing Personal Narratives

### Week 9

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<td>✔ Create Engaging Video Recordings</td>
<td>✔ Organize Sequence: Beginning, Middle, and Ending</td>
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<td>✔ Speak in Complete Sentences</td>
<td>✔ Sensory Language and Descriptive Details</td>
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<tr>
<td>- Instruction Coach Use notes, TM p. 66, to introduce the purpose and audience. Review the elements listed there.</td>
<td>- Instruction Coach Use the graphic on SE p. 80 to help students understand the characteristics and structure of a personal narrative.</td>
<td>- Instruction Coach Introduce the Speaking and Listening project, TM pp. 62–63.</td>
<td>- Instruction Coach Guide students to complete the Lesson Practice, SE pp. 159–165.</td>
<td>- Instruction Coach Allow time for students to draft independently or in pairs. Conference with students who need extra support.</td>
</tr>
<tr>
<td>- Instruction Coach Use the graphic on p. 87 to brainstorm descriptive sensory details in the mentor text.</td>
<td>- Instruction Coach Use the TM notes, p. 86, to help students locate descriptive sensory details in the mentor text.</td>
<td>- Instruction Coach If accelerating students did not complete Lesson 11 during Unit 3, have them read and complete the Coached Example for Lesson 11, SE pp. 150–158.</td>
<td>- Instruction Coach Guide students to complete the Vocabulary Study, SE p. 83. Check their understanding by asking them to find additional prefixes and root words in the Mentor Text.</td>
<td>- Instruction Coach Have accelerating students read and complete the Lesson Practice, SE pp. 159–165.</td>
</tr>
<tr>
<td>- Instruction Coach Reread The Day We Built a Snow Penguin and use the think alouds to discuss the beginning, middle, and ending of that text.</td>
<td>- Instruction Coach Review the writing process, SE p. 84, for students who need extra support.</td>
<td>- Instruction Coach Guide students to complete the Vocabulary Study, SE p. 83. Check their understanding by asking them to find additional prefixes and root words in the Mentor Text.</td>
<td>- Instruction Coach Guide students to complete Try It, SE p. 87.</td>
<td>- Performance Coach Have students complete Try It, SE pp. 85–87 with students who need extra support.</td>
</tr>
<tr>
<td>- Instruction Coach Introduce the Speaking and Listening project, TM pp. 62–63.</td>
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<td>- Instruction Coach Introduce the Speaking and Listening project, TM pp. 62–63.</td>
<td>- Performance Coach Have students complete Try It, SE pp. 85–87 with students who need extra support.</td>
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# Unit: Writing Personal Narratives

## LESSON FOCUS


### Instruction Coach

**Lesson 5: Writing Personal Narratives**
- **Student Edition pp. 90–95**
- **Teacher’s Manual pp. 73–76**

<table>
<thead>
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<th>Skills</th>
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<tbody>
<tr>
<td>✔ Write a Personal Narrative</td>
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<tr>
<td>✔ Organize Sequence: Beginning, Middle, and Ending</td>
</tr>
<tr>
<td>✔ Use Time-Order Words and Phrases</td>
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</table>

**Writing Process: Steps 3, 4**

**Craft section, SE p. 90, to help students use sensory language in their narratives. Provide students with support as they revise.**

**Instruction Coach**

- **Set aside time for students to work on the Speaking and Listening project, TM pp. 62–63.**

### DIFFERENTIATION OPTIONS

- **Instruction Coach**
  - For students who need extra support with SE pp. 94–95, spend less time on pp. 92–93. Model responses for the Try It sections.
- **Performance Coach**
  - Have accelerating students read and complete the Coached Example, SE pp. 244–247.

<table>
<thead>
<tr>
<th>Skills</th>
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</thead>
<tbody>
<tr>
<td>✔ Revise a Personal Narrative</td>
</tr>
<tr>
<td>✔ Organize Sequence: Beginning, Middle, and Ending</td>
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<tr>
<td>✔ Sensory Language and Descriptive Details</td>
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<tr>
<td>✔ Create Engaging Video Recordings</td>
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<tr>
<td>✔ Speak in Complete Sentences</td>
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</table>

### DIFFERENTIATION OPTIONS

- **Instruction Coach**
  - Use the Writer’s Craft section, SE p. 96, to help students use sensory language in their narratives. Provide students with support as they revise.

### DIFFERENTIATION OPTIONS

- **Instruction Coach**
  - Set aside time for students to work on the Speaking and Listening project, TM pp. 62–63.

## LESSON FOCUS


### Instruction Coach

**Lesson 5: Writing Personal Narratives**
- **Student Edition pp. 96–99**
- **Teacher’s Manual pp. 77–78**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>✔ Edit a Personal Narrative</td>
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<td>✔ Punctuate Dialogue</td>
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<td>✔ Possessives</td>
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<tr>
<td>✔ Spelling</td>
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<tr>
<td>✔ Sensory Language and Descriptive Details</td>
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</table>

**Writing Process: Steps 5, 6**

**Read SE p. 98. Provide time for students to finish revising and begin editing. Read the Language Focus: Punctuating Dialogue, Using Possessives, and Spelling, SE p. 99. Have them complete Try It, SE p. 100.**

### DIFFERENTIATION OPTIONS

- **Instruction Coach**
  - Have students read aloud portions of their writing. Model think alouds about the beginning, the middle, and the ending to demonstrate how to talk about writing.

### DIFFERENTIATION OPTIONS

- **Instruction Coach**

## LESSON FOCUS


### Instruction Coach

**Lesson 5: Writing Personal Narratives**
- **Student Edition pp. 96, 98–102**
- **Teacher’s Manual pp. 78–79**

<table>
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<td>✔ Write a Personal Narrative</td>
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**Writing Process: Steps 6, 7**

**Have students complete Try It, SE p. 101. Students should now finish editing and move on to publishing. Discuss the publishing ideas, SE p. 102.**

### DIFFERENTIATION OPTIONS

- **Instruction Coach**
  - Use the checklists on SE pp. 91, 96, 98, and 101 and the information in the Language Focus, SE p. 99, as springboards for students to discuss strategies for improving their narratives.

### DIFFERENTIATION OPTIONS

- **Instruction Coach**
  - Use alternative media for their writing, especially if it includes images and text features.
- **Performance Coach**
  - Have students complete the Lesson Practice, SE pp. 248–255.
### Unit: Reading Biography

#### LESSON FOCUS
**LAFS: 3.RI.1.2, 3.SL.1.1**
**Support Coach**
**Lesson 5: Literary Nonfiction: Biography**
- **Student Edition pp. 101–102, 104–108, 221**
- **Teacher’s Manual pp. 87–90, 92–97**
**Skills**
- ✔ Main Idea and Key Details
- ✔ Engage in Collaborative Discussion

##### Thurgood Marshall: A Life for Equal Rights

- **Discuss how to identify the main idea and key details in a passage**

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE p. 102. Read Thurgood Marshall: A Life for Equal Rights. Discuss how to identify the main idea and key details in a passage, SE p. 102. Read the passage (first read). Have students complete the Main Idea and Key Details Chart, SE p. 221.

- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 92, to help students understanding the relationship between a main idea and a supporting detail.

- **Instruction Coach** Give students time to work on the Speaking and Listening project, TM pp. 62–63.

---

### LESSON FOCUS
**LAFS: 3.RI.2.6, 3.SL.1.1**
**Support Coach**
**Lesson 5: Literary Nonfiction: Biography**
- **Student Edition pp. 103–108, 222**
- **Teacher’s Manual pp. 91–97**
**Skills**
- ✔ Point of View
- ✔ Close Reading
- ✔ Engage in Collaborative Discussion

##### Engage in Collaborative Discussion

- **Thurgood Marshall: A Life for Equal Rights**
- **Review Point of View**, SE p. 103. Reread the passage (second read). Have students complete the second read questions on the Close Reading Worksheet, SE p. 222.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE p. 103. Reread Thurgood Marshall: A Life for Equal Rights annotations to focus on point of view.

- **Support Coach** Guide students to complete the second read questions on the Close Reading Worksheet, SE p. 222.

- **Performance Coach** Have students work in pairs to do Coached Example, SE pp. 281–283.

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### LESSON FOCUS
**LAFS: 3.RF.3.3.a, 3.W.1.2, 3.L.3.4.b, 3.SL.1.1**
**Support Coach**
**Lesson 5: Literary Nonfiction: Biography**
- **Student Edition pp. 104–109, 223**
- **Teacher’s Manual pp. 92–97**
**Skills**
- ✔ Roots and Suffixes
- ✔ Close Reading
- ✔ Write about Informational Text
- ✔ Engage in Collaborative Discussion

##### Engage in Collaborative Discussion

- **Thurgood Marshall: A Life for Equal Rights**
- **Read the passage** (third read). Then have students complete the Close Reading Worksheet, SE p. 222. Follow with Vocabulary, SE p. 109, to practice understanding roots and suffixes.

**DIFFERENTIATION OPTIONS**
- **Support Coach** After discussing the third read annotations, have students choose one of the questions in the annotations, write an answer, and discuss it with the group.

- **Support Coach** Guide students to complete Vocabulary, SE p. 109.

- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 94, to help students think critically about the passage.

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### LESSON FOCUS
**LAFS: 3.RI.1.1, 3.SL.1.1**
**Support Coach**
**Lesson 5: Literary Nonfiction: Biography**
- **Student Edition pp. 110, 112–114, 223**
- **Teacher’s Manual pp. 98, 100–103**
**Skills**
- ✔ Ask and Answer Questions
- ✔ Engage in Collaborative Discussion

##### Engage in Collaborative Discussion

- **Thurgood Marshall: A Life for Equal Rights**
- **Maya Lin: A Young Artist with Courage**
- **Discuss how to ask and answer questions to better understand a passage**
- **Read the passage** (first read). Have students complete the Ask and Answer Questions Chart, SE p. 223.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE p. 110. Read Maya Lin: A Young Artist with Courage. Discuss how to ask and answer questions to better understand a passage, SE p. 110. Read the passage (second read). Have students complete the second read questions on the Close Reading Worksheet, SE p. 224.

- **Support Coach** Review Try It, SE p. 111. Reread the passage (second read). Have students complete the second read questions on the Close Reading Worksheet, SE p. 224.

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### LESSON FOCUS
**LAFS: 3.L.3.5.a, 3.SL.1.1**
**Support Coach**
**Lesson 5: Literary Nonfiction: Biography**
- **Student Edition pp. 111–114, 224**
- **Teacher’s Manual pp. 99–103**
**Skills**
- ✔ Nonliteral Language
- ✔ Close Reading
- ✔ Engage in Collaborative Discussion

##### Engage in Collaborative Discussion

- **Thurgood Marshall: A Life for Equal Rights**
- **Maya Lin: A Young Artist with Courage**

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE p. 111. Maya Lin: A Young Artist with Courage using the second read annotations to focus on nonliteral language.

- **Support Coach** Guide students to complete the second read questions on the Close Reading Worksheet, SE p. 224.

- **Performance Coach** Have students work in pairs to complete Lesson Practice, SE pp. 284–286 (items 1–5).
## Unit: Reading Biography

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 3.W.1.2, 3.L.3.5.c&lt;br&gt;Support Coach&lt;br&gt;Lesson 5: Literary Nonfiction: Biography&lt;br&gt;Skills: ✓ Shades of Meaning ✓ Close Reading ✓ Write about Informational Text&lt;br&gt;Maya Lin: A Young Artist with Courage&lt;br&gt;Read the passage [third read]. Then have students complete the Close Reading Worksheet, p. 224. Follow with Vocabulary, SE p. 115, to explore shades of meaning.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Support Coach After discussing the third read annotations, have students choose one of the questions in the annotations, write their answer and discuss with group.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 3.W.2.4&lt;br&gt;Support Coach&lt;br&gt;Lesson 5: Literary Nonfiction: Biography&lt;br&gt;Skills: ✓ Text Features ✓ Ask and Answer Questions ✓ Close Reading&lt;br&gt;Louis Armstrong: A Life of Music&lt;br&gt;Write about Informational Text&lt;br&gt;Respond to Text&lt;br&gt;Follow with Vocabulary, SE p. 123, to practice using glossaries and indexes. Follow with Respond to Text, SE pp. 124–125.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Support Coach Guide students through Respond to Text using support, TM pp. 112–113. Have them work with partners and write.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 3.RI.1.2, 3.RI.1.2.5, 3.RI.2.6, 3.W.1.2, 3.L.3.5.a&lt;br&gt;Support Coach&lt;br&gt;Lesson 5: Literary Nonfiction: Biography&lt;br&gt;Skills: ✓ Main Idea and Key Details ✓ Point of View ✓ Nonliteral Language ✓ Text Features ✓ Write about Informational Text&lt;br&gt;Respond to Text&lt;br&gt;Review SE p. 124 and discuss the writing task on p. 125 before students draft and complete their writing. Remind them to think about the point of view in their response and include text features and nonliteral language.</td>
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<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 3.RI.1.1&lt;br&gt;Support Coach&lt;br&gt;Lesson 5: Literary Nonfiction: Biography&lt;br&gt;Skills: ✓ Make Inferences ✓ Text Features ✓ Ask and Answer Questions ✓ Close Reading&lt;br&gt;Jacques Cousteau: Keeper of the Ocean&lt;br&gt;Read the passage [second read]. Then have students complete the Close Reading Worksheet, p. 226. Follow with Vocabulary, SE p. 115, to practice using glossaries and indexes. Follow with Respond to Text, SE pp. 124–125.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Support Coach Guide students to complete the second read questions on the Close Reading Worksheet, SE p. 226.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 3.W.1.2, 3.L.3.5.a&lt;br&gt;Support Coach&lt;br&gt;Lesson 5: Literary Nonfiction: Biography&lt;br&gt;Skills: ✓ Nonliteral Language ✓ Text Features ✓ Ask and Answer Questions ✓ Close Reading&lt;br&gt;Abraham Lincoln: A Life of Leadership&lt;br&gt;Review SE p. 124 and discuss the writing task on p. 125 before students draft and complete their writing. Remind them to think about the point of view in their response and include text features and nonliteral language.</td>
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- ✔ Non-Assessed Skills/Strategies
- ✔ Assessed Skills/Strategies
# Unit: Reading Biography

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<tr>
<td>Day 1</td>
<td>Lesson 5: Literary Nonfiction: Biography</td>
<td>Instruction Coach: Have students respond in writing to the recorded presentations. They might each write a note to the presenter, commenting in positive ways about the presentation.</td>
</tr>
<tr>
<td>Day 4</td>
<td>Lesson 9: Analyze Informational Texts</td>
<td>Performance Coach: Guide students to study the Lesson Practice and answer the questions, SE pp. 120–125.</td>
</tr>
<tr>
<td>Day 5</td>
<td>Lesson 5: Literary Nonfiction: Biography</td>
<td>Performance Coach: Respond to the questions, SE pp. 122–125, as a class.</td>
</tr>
</tbody>
</table>

**DIFFERENTIATION OPTIONS**

- **Instruction Coach**: Have students respond in writing to the recorded presentations. They might each write a note to the presenter, commenting in positive ways about the presentation.
- **Performance Coach**: Guide students to study the Coached Example and answer the questions, SE pp. 117–119.

**LESSON FOCUS**

- **LAFS**: 3.RI.1.2, 3.RI.1.3, 3.RI.3.8, 3.RI.3.9, 3.L.3.4
- **Performance Coach**: Have students read the Coached Example and answer the questions, SE pp. 117–119.
- **Performance Coach**: Help students define any unfamiliar words in SE pp. 114–125.

**DIFFERENTIATION OPTIONS**

- **Performance Coach**: Help students define any unfamiliar words in SE pp. 114–125.
- **Performance Coach**: Guide students to study the Lesson Practice and answer the questions, SE pp. 120–125.
- **Support Coach**: Review the questions, SE pp. 122–125, as a class.
- **Support Coach**: Have students read **Cesar Chavez: A Man for the Workers**, SE pp. 126–128.

**REVIEW AND ASSESS OPTIONS**

- **Support Coach**: Review answers to Quiz 5 with students.
- **Support Coach**: Review Comprehension Check, SE pp. 129–130. Have students share answers and discuss the text. Encourage them to use the skills covered in this lesson, pointing out the main ideas and details, for example.

**Skills**

- Main Idea and Key Details
- Point of View
- Ask and Answer Questions
- Nonliteral Language
- Make Inferences
- Text Features
- Roots and Suffixes
- Shades of Meaning
- Glossaries and Dictionaries

**Support Coach**: Review answers to Quiz 5 with students.

**Teacher's Manual**: pp. 114

**Student Edition**: pp. 120–125

**Teacher's Manual pp. 89**

**Student Edition pp. 101**

**Teacher's Manual pp. 114**

**Student Edition pp. 120–125**

**Student Edition pp. 122–125**

**Student Edition pp. 126–128**
# Unit: Reading Historical Nonfiction

## LESSON FOCUS

### Lesson 1

**LAFS:** 3.RI.1.1, 3.RI.3.9, 3.RF.3.c, 3.SL.1.1

**Instruction Coach**

- **Lesson 1:** Reading Historical Nonfiction
  - *Student Edition pp. 61–67*
  - *Teacher’s Manual pp. 48–55*

**Skills**

- ✔ Historical Nonfiction
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**

- ✔ Instruction Coach
- ✔ Reread Ellis and Angel: Islands of Hope
- ✔ Introduce historical nonfiction and discuss the Essential Question, TM p. 49.

**Lesson 4:** Reading Historical Nonfiction

- ✔ Student Edition pp. 62–69
- ✔ Teacher’s Manual pp. 50–57

**Skills**

- ✔ Compare and Contrast
- ✔ Text Features
- ✔ Historical Nonfiction
- ✔ Engage in Collaborative Discussion
- ✔ Listen and Learn

**ELLIS AND ANGEL: ISLANDS OF HOPE**

- Introduce historical nonfiction.

**DIFFERENTIATION OPTIONS**

- ✔ Instruction Coach
- ✔ Reread Ellis and Angel: Islands of Hope
- ✔ Introduce historical nonfiction and discuss the Essential Question, TM p. 49.

**Lesson 4:** Reading Historical Nonfiction

- ✔ Student Edition pp. 62–69
- ✔ Teacher’s Manual pp. 50–57

**Skills**

- ✔ Compare and Contrast
- ✔ Text Features
- ✔ Historical Nonfiction

**LESSON FOCUS**

**LAFS:** 3.RI.1.1, 3.RI.1.3, 3.RI.2.5, 3.RI.3.7, 3.RI.3.8, 3.RI.3.9, 3.SL.1.1, 3.L.3.4

**Instruction Coach**

- **Lesson 4:** Reading Historical Nonfiction
  - *Student Edition pp. 69–76*
  - *Teacher’s Manual pp. 58–60*

**Skills**

- ✔ Compare and Contrast
- ✔ Logical Connections
- ✔ Text Features
- ✔ Historical Nonfiction
- ✔ Determine or Clarify Word Meanings
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**

- ✔ Instruction Coach
- ✔ Reread Ellis and Angel: Islands of Hope
- ✔ Introduce historical nonfiction and discuss the Essential Question, TM p. 49.

**LESSON FOCUS**

**LAFS:** 3.RI.1.1, 3.RI.1.3, 3.RI.2.5, 3.RI.3.7, 3.RI.3.8, 3.RI.3.9, 3.W.1.2, 3.SL.1.1

**Instruction Coach**

- **Lesson 4:** Reading Historical Nonfiction
  - *Student Edition pp. 70–78*
  - *Teacher’s Manual pp. 58–60*

**Skills**

- ✔ Compare and Contrast
- ✔ Logical Connections
- ✔ Text Features
- ✔ Historical Nonfiction
- ✔ Write about Informational Text
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**

- ✔ Instruction Coach
- ✔ Reread Ellis and Angel: Islands of Hope
- ✔ Introduce historical nonfiction and discuss the Essential Question, TM p. 49.

**LESSON FOCUS**

**LAFS:** 3.RI.1.1, 3.W.1.2, 3.SL.1.1

**Instruction Coach**

- **Lesson 4:** Reading Historical Nonfiction
  - *Student Edition pp. 71–78*

**Skills**

- ✔ Historical Nonfiction
- ✔ Write about Informational Text
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**

- ✔ Instruction Coach
- ✔ Reread Ellis and Angel: Islands of Hope
- ✔ Introduce historical nonfiction and discuss the Essential Question, TM p. 49.

**LESSON FOCUS**

**LAFS:** 3.RI.1.1, 3.RI.1.3, 3.RI.2.5, 3.RI.3.7, 3.RI.3.8, 3.RI.3.9

**Instruction Coach**

- **Lesson 4:** Reading Historical Nonfiction
  - *Student Edition pp. 71–78*

**Skills**

- ✔ Historical Nonfiction
- ✔ Write about Informational Text
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**

- ✔ Instruction Coach
- ✔ Reread Ellis and Angel: Islands of Hope
- ✔ Introduce historical nonfiction and discuss the Essential Question, TM p. 49.

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- ✔ Non-Assessed Skills/Strategies
- ✔ Assessed Skills/Strategies
# Unit: Reading Historical Nonfiction

**LESSON FOCUS**  
**LAFS: 3.RI.1.1, 3.SL.1.1**
**Instruction Coach**  
**Lesson 4: Reading Historical Nonfiction**
- **Instruction Coach Independent Leveled Practice Resource Book**, pp. 36–47

**Skills**
- ✔ Historical Nonfiction
- ✔ Engage in Collaborative Discussion
- ✔ Read on Your Own
- Harriet Tubman

Have students read the appropriate level of this story and answer the questions independently. Invite them to share their answers to the Comprehension Check in small groups and then share their answers with the class.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach Independent Leveled Practice Resource Book** Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
- **Instruction Coach Independent Leveled Practice Resource Book** Have students identify why this selection is historical nonfiction and explain it to each other.

**LESSON FOCUS**  
**LAFS: 3.RI.1.3, 3.RI.3.7, 3.RI.3.8**
**Support Coach**  
**Lesson 6: Historical Nonfiction**
- **Student Edition** pp. 131–132, 134–136, 227
- **Teacher’s Manual** pp. 115–118, 120–123

**Skills**
- ✔ Sequence of Events
- ✔ Read on Your Own
- The Rush for Gold
- Discuss sequence of events, SE p. 132. Read the passage **(first read)**. Have students complete the Sequence of Events Chart, SE p. 227.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE p. 132. With students in small groups, reread The Rush for Gold using the **(first read)** annotations to focus on the sequence of events.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 118, to help students identify time-order words.
- **Support Coach** Guide students to complete the Sequence of Events Chart, SE p. 227.

**LESSON FOCUS**  
**LAFS: 3.RI.3.7**
**Support Coach**  
**Lesson 6: Historical Nonfiction**
- **Student Edition** pp. 133–136, 228
- **Teacher’s Manual** pp. 119–123

**Skills**
- ✔ Use Information from Illustrations
- ✔ Close Reading
- ✔ Read on Your Own
- The Rush for Gold
- Review using information from illustrations, SE p. 133. Reread the passage **(second read)**. Have students complete the **(second read)** questions on the Close Reading Worksheet, SE p. 228.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE p. 133. Reread The Rush for Gold **(second read)**. Have students answer the questions, SE p. 137. Reread the passage **(third read)**. Have students complete the questions on the Close Reading Worksheet, SE p. 228.

**DIFFERENTIATION OPTIONS**
- **Support Coach** With students in small groups, reread The Rush for Gold, **(third read)**, using the **(third read)** annotations to focus on critical thinking.
- **Support Coach** Guide students to complete the questions on the Close Reading Worksheet, SE p. 228.
- **Performance Coach** Have accelerating students complete the Standards Focus, TM p. 32.

**LESSON FOCUS**  
**LAFS: 3.RI.2.4, 3.W.1.2**
**Support Coach**  
**Lesson 6: Historical Nonfiction**
- **Student Edition** pp. 134–137, 228
- **Teacher’s Manual** pp. 120–123

**Skills**
- ✔ History Terms
- ✔ Close Reading
- ✔ Write about Informational Text
- ✔ Read on Your Own
- Gold Rush Success Stories
- Review how to compare and contrast, SE p. 138. Read the passage **(first read)**. Have students complete the Compare and Contrast Chart, SE p. 229.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students to complete the Compare and Contrast Chart, SE p. 229.
- **Support Coach** Use the Focus on Word Study, TM p. 127, to help students break words into syllables.
Unit: Reading Historical Nonfiction

LESSON FOCUS
LAFS: 3.RI.2.5, 3.L.3.4.d
Support Coach
Lesson 6: Historical Nonfiction
- Student Edition pp. 139–142, 230
- Teacher’s Manual pp. 125–129
Skills
✔ Text Features
✔ Dictionaries and Glossaries
✔ Close Reading
Respond to Text
Gold Rush Success Stories

DIFFERENTIATION OPTIONS
- Support Coach Review Try It, SE p. 139. Reread Gold Rush Success Stories using the [second read] annotations to focus on text features.
- Support Coach Use Supporting Struggling Learners scaffolding, TM p. 125, to help students understand bulleted lists.
- Performance Coach Have accelerating students complete the Language Spotlight, TE p. 32.

LESSON FOCUS
LAFS: 3.RI.1.3, 3.RI.3.7, 3.RI.3.8, 3.RI.3.9, 3.W.1.2, 3.W.2.4
Support Coach
Lesson 6: Historical Nonfiction
- Student Edition pp. 140–148, 230
- Teacher’s Manual pp. 126–131
Skills
✔ Compare and Contrast
✔ Sequence of Events
✔ Close Reading
✔ Write about Informational Text
Respond to Text
Gold Rush Success Stories
Reread the passage [third read]. Have students complete the [third read] questions on the Close Reading Worksheet, SE p. 230. Have students read and complete Vocabulary, SE p. 143. Follow with Respond to Text, SE pp. 144–145.

DIFFERENTIATION OPTIONS
- Support Coach Reread Gold Rush Success Stories [third read], using the [third read] annotations to focus on critical thinking.
- Support Coach Help students, as needed, complete the Vocabulary exercise, SE p. 143.

LESSON FOCUS
LAFS: 3.RI.2.5, 3.RI.3.7, 3.RI.3.9, 3.W.1.2, 3.W.2.4
Support Coach
Lesson 6: Historical Nonfiction
- Student Edition pp. 144–148
- Teacher’s Manual pp. 130–131
Skills
✔ Compare and Contrast
✔ Use Information from Illustrations
✔ Text Features
✔ Write about Informational Text
Respond to Text
Review SE p. 144 and discuss the writing task on p. 145 before students draft and complete their writing. Remind them to include information about the illustrations and text features in their response.

DIFFERENTIATION OPTIONS
- Support Coach Guide students through Respond to Text using support, TM pp. 130–131. Have them work with partners and write.
- Performance Coach Invite accelerating students to complete the Lesson Extension, TE p. 30.

LESSON FOCUS
LAFS: 3.RI.1.3, 3.RI.2.5, 3.RI.3.7, 3.RI.3.8, 3.RI.3.9
Support Coach
Lesson 4: Reading Historical Nonfiction
- Student Edition p. 61
- Teacher’s Manual p. 49
Skills
✔ Compare and Contrast
✔ Logical Connections
✔ Text Features
Listen and Learn
Review and discuss the Essential Question on TM p. 49 and the following focus skills:
- identifying the features of historical nonfiction
- comparing and contrasting different texts on the same topic
- drawing logical connections between ideas, sentences, and paragraphs
- using text features to understand a text.

DIFFERENTIATION OPTIONS
- Performance Coach Invite students to complete the Optional Extension, TE pp. 30–31.

LESSON FOCUS
LAFS: 3.RI.1.3, 3.RI.2.5, 3.RI.3.7, 3.RI.3.8, 3.RI.3.9
Support Coach
Lesson 6: Historical Nonfiction
- Student Edition pp. 146–150
- Teacher’s Manual p. 132
Read on Your Own
New Orleans
Read on Your Own New Orleans Review Comprehension Check, SE pp. 149–150. Have students share answers and discuss the text. Encourage them to use the skills covered in this lesson, paying attention to the sequence of events and comparing and contrasting.

DIFFERENTIATION OPTIONS
- Instruction Coach Review answers to Benchmark Assessment 2 with students.
- Support Coach Review answers to Quiz 6 with students.
### Week 17

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>

#### Unit: Writing Opinion Pieces

**Lesson Focus**
LAFS: 3.W.1.1, 3.W.1.1.b

- **Instruction Coach**

**Lesson 11: Writing Opinion Pieces**
- **Student Edition pp. 70–76, 187–188**
- **Teacher’s Manual pp. 150–152**

**Skills**
- Write an Opinion Piece
- Use Supporting Reasons
- Write a Conclusion

**Differentiation Options**
- **Instruction Coach** Use notes, TM p. 152, to introduce the purpose and audience for an opinion piece.
- **Instruction Coach** Review A Great Woman, SE pp. 70–76. Identify and discuss the opinion, supporting reasons, and conclusion of the text.

**Lesson FOCUS**

- **Instruction Coach**

**Lesson 11: Writing Opinion Pieces**
- **Student Edition pp. 188–190**
- **Teacher’s Manual pp. 152–154**

**Skills**
- Write an Opinion Piece
- Use Supporting Reasons
- Write a Conclusion

**Differentiation Options**
- **Instruction Coach** Use the graphic on SE p. 188 to help students understand the characteristics and structure of an opinion piece.
- **Instruction Coach** Have accelerating students identify the opinion, supporting reasons, and conclusion of the Mentor Text.

**Lesson FOCUS**

- **Instruction Coach**

**Lesson 11: Writing Opinion Pieces**
- **Student Edition pp. 189–192**
- **Teacher’s Manual pp. 153–155**

**Skills**
- Write an Opinion Piece
- Use Supporting Reasons
- Write a Conclusion
- Identify Real-Life Connections
- Shades of Meaning

**Differentiation Options**
- **Instruction Coach** Use the graphic on SE p. 188 to help students understand the characteristics and structure of an opinion piece.
- **Instruction Coach** Have accelerating students identify the opinion, supporting reasons, and conclusion of the Mentor Text.

**Lesson FOCUS**

- **Instruction Coach**

**Lesson 11: Writing Opinion Pieces**
- **Student Edition pp. 192–195**
- **Teacher’s Manual pp. 156–157**

**Skills**
- Write an Opinion Piece
- Use Supporting Reasons and Details

**Differentiation Options**
- **Instruction Coach** Take a deeper dive into SE pp. 193–195 with students who need extra support as they brainstorm to complete the Try It activities.
- **Instruction Coach** Have students work in pairs or small groups to generate questions about the class pet topic. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.

**Lesson FOCUS**

- **Instruction Coach**

**Lesson 11: Writing Opinion Pieces**
- **Student Edition pp. 196–199**
- **Teacher’s Manual pp. 158–160**

**Skills**
- Write an Opinion Piece
- Use Supporting Reasons and Details

**Differentiation Options**
- **Instruction Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
### Unit: Writing Opinion Pieces

#### Lesson 11: Writing Opinion Pieces

**Lesson Focus**

**Instruction Coach**
Lesson 11: Writing Opinion Pieces
- **Student Edition pp. 198, 200–203**
- **Teacher’s Manual pp. 159, 161–162**

**Skills**
- ✔ Write an Opinion Piece
- ✔ Use Supporting Reasons and Details
- ✔ Write a Conclusion
- ✔ Use Linking Words and Phrases

**Writing Process:** Steps 3, 4
With students read the Writer’s Craft section, SE p. 198. Have students share their efforts to use linking words. Then read SE pp. 200–203.

**Differentiation Options**
- **Instruction Coach** For students who need extra support with SE p. 202–203, spend less time on pp. 200–201. Model responses for the Try It sections.
- **Performance Coach** Have students complete the Coached Example, SE pp. 229–231.

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#### Lesson 11: Writing Opinion Pieces

**Lesson Focus**

**Instruction Coach**
Lesson 11: Writing Opinion Pieces
- **Student Edition pp. 204–209**
- **Teacher’s Manual pp. 163–164**

**Skills**
- ✔ Write an Opinion Piece
- ✔ Use Supporting Reasons and Details
- ✔ Write a Conclusion
- ✔ Use Linking Words and Phrases
- ✔ Comparative and Superlative Adjectives and Adverbs
- ✔ Revise an Opinion Piece

**Writing Process:** Steps 4, 5
Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE p. 204–205, including the Writer’s Craft section.

**Differentiation Options**
- **Instruction Coach** Have students read aloud portions of their writing. Model think alouds about the introduction/opinion, supporting reasons, and/or conclusion, to demonstrate how to talk about writing.
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 232–236 (items 1–5).

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#### Lesson 11: Writing Opinion Pieces

**Lesson Focus**

**Instruction Coach**
Lesson 11: Writing Opinion Pieces
- **Student Edition pp. 206–209**
- **Teacher’s Manual pp. 164–165**

**Skills**
- ✔ Edit an Opinion Piece
- ✔ Punctuate Dialogue
- ✔ Possessives

**Writing Process:** Steps 5, 6
Read SE pp. 206–207. Provide time for students to finish revising and begin editing.

**Differentiation Options**
- **Instruction Coach** Have students read aloud portions of their writing. Model think alouds about the introduction/opinion, supporting reasons, and/or conclusion, to demonstrate how to talk about writing.
- **Instruction Coach** Use SE pp. 198–208 as a springboard for students to discuss strategies for improving specific sentences in their writing.

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#### Lesson 11: Writing Opinion Pieces

**Lesson Focus**

**Instruction Coach**
Lesson 11: Writing Opinion Pieces
- **Student Edition pp. 206–209**
- **Teacher’s Manual pp. 164–165**

**Skills**
- ✔ Write an Opinion Piece
- ✔ Punctuate Dialogue
- ✔ Possessives

**Writing Process:** Steps 6, 7

**Differentiation Options**
- **Instruction Coach** Use alternative media for their writing, especially if it includes images and text features.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 232–239 (including item 6).
# Unit: Reading Drama

## Lesson 6: Reading Drama

### Lesson Focus
- **LAFS:** 3.RL.1.3, 3.RL.2.5, 3.SL.1.1
- **Instruction Coach**
  - **Lesson 6: Reading Drama**
    - **Student Edition pp.** 103–109
    - **Teacher's Manual pp.** 80–87, 94–95

#### Skills
- Parts of a Drama
- Engage in Collaborative Discussions

#### Differentiation Options
- **Instruction Coach** Teach the parts of a drama in *A Garden to Share*, noting and listing Parts of a Drama including characters, scenes, and stage directions.
- **Instruction Coach** Reread *A Garden to Share*, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Instruction Coach** Use Speaking and Listening Project, TM pp. 94–95, during this unit.

### Lesson 6: Reading Drama

#### Skills
- Parts of a Drama
- Point of View
- Sequence
- Decode Multisyllable Words

#### Differentiation Options
- **Instruction Coach** Reread *A Garden to Share*, TM p. 81, focusing on the Essential Question, *How is a play a special way of telling a story?* Then read *A Garden to Share* with students.

### Week 19

#### Day 1
- **LESSON FOCUS**
  - **LAFS:** 3.RL.1.3, 3.RL.2.5, 3.RL.2.6, 3.RL.2.3.c
  - **Instruction Coach**
    - **Lesson 6: Reading Drama**
      - **Student Edition pp.** 104–111
      - **Teacher's Manual pp.** 82–89

#### Differentiation Options
- **Instruction Coach** Teach Word Analysis, TM p. 83, to address multisyllable words.

### Week 19

#### Day 2
- **LESSON FOCUS**
  - **LAFS:** 3.RL.1.3, 3.RL.2.5, 3.RL.2.6, 3.SL.1.1
  - **Instruction Coach**
    - **Lesson 6: Reading Drama**
      - **Student Edition pp.** 110–116
      - **Teacher's Manual pp.** 88–91

#### Differentiation Options
- **Instruction Coach** Review parts of a drama in *A Garden to Share* and guide students through the Comprehension Check, SE p. 110.
- **Instruction Coach** Teach vocabulary and guide students through Vocabulary. Use highlighted words in *A Mammoth Adventure* to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 24–26 and identify the parts of drama also used in *A Garden to Share* and *A Mammoth Adventure.*

### Week 19

#### Day 3
- **LESSON FOCUS**
  - **LAFS:** 3.RL.1.3, 3.RL.2.5, 3.RL.2.6, 3.W.1.2, 3.SL.1.1
  - **Instruction Coach**
    - **Lesson 6: Reading Drama**
      - **Student Edition pp.** 117–118
      - **Teacher's Manual pp.** 90–92

#### Differentiation Options
- **Instruction Coach** Guide students through the Anchor Standard Discussion Question and Comprehension Check, SE pp. 117–118.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 118.

### Week 19

#### Day 4
- **LESSON FOCUS**
  - **LAFS:** 3.RL.1.3, 3.RL.2.5, 3.W.2.4
  - **Instruction Coach**
    - **Lesson 6: Reading Drama**
      - **Student Edition pp.** 117–118
      - **Teacher's Manual p.** 92

#### Skills
- Parts of a Drama
- Write about Literature

#### Differentiation Options
- **Instruction Coach** Guide students through the Anchor Standard Discussion Question, SE p. 117. Point out that the question asks students to compare and contrast two scenes.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 118.

## Notes
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## Unit: Reading Drama

### LESSON FOCUS

**LESSON FOCUS**  
LAFS: 3.RL.1.3, 3.RL.2.5, 3.SL.1.1  
**Instruction Coach**  
**Lesson 6: Reading Drama**  
- Instruction Coach Independent  
  Leveled Practice Resource Book, pp. 48–62  
- **Support Coach**

**Support Coach**  
Lesson 4: Drama  
- Student Edition pp. 75–76, 78–82, 217  
- Teacher’s Manual pp. 65–68, 70–75  
- **Skills**  
- Parts of a Drama  
- Read on Your Own  
  A Career Day Lesson  
  Discuss Drama and the skills that will be reviewed, SE p. 75. Review Make Predictions, SE p. 76. Read the drama (first read). Have students complete the Make Predictions Chart, SE p. 217.

**DIFFERENTIATION OPTIONS**  
- **Instruction Coach Independent**  
  Leveled Practice Resource Book  
  Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.  
- **Instruction Coach Independent**  
  Leveled Practice Resource Book  
  Have students identify the Parts of a Drama in Attic: Stardust and explain them to each other.

### LESSON FOCUS

**LESSON FOCUS**  
LAFS: 3.RL.2.5  
**Support Coach**  
Lesson 4: Drama  
- Student Edition pp. 77–83, 218  
- Teacher’s Manual pp. 69–75  
- **Skills**  
- Parts of a Drama  
- Close Reading  
  Read on Your Own  
  A Career Day Lesson  
  Review Parts of Drama, SE p. 77. Read the drama (second read). Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 218.

**DIFFERENTIATION OPTIONS**  
- **Support Coach**  
  Review Try It, SE p. 77. Reread A Career Day Lesson using the second read annotations to focus on parts of drama. Guide students to complete the relevant questions on the Close Reading Worksheet.

### LESSON FOCUS

**LESSON FOCUS**  
LAFS: 3.RL.2.5  
**Support Coach**  
Lesson 4: Drama  
- Student Edition pp. 78–83, 218  
- Teacher’s Manual pp. 70–75  
- **Skills**  
- Parts of a Drama  
- Close Reading  
  Read on Your Own  
  A Career Day Lesson  
  Read the drama (third read). Then have students complete the Close Reading Worksheet, SE p. 218. Follow with Vocabulary, SE p. 83.

**DIFFERENTIATION OPTIONS**  
- **Support Coach**  
  Review Try It, SE p. 84. Reread How Honeybee Got Her Stinger using the first read annotations to focus on Summarize. Guide students to complete the Summary Chart.

### LESSON FOCUS

**LESSON FOCUS**  
LAFS: 3.RF.3.3.a, 3.W.2.4, 3.L.3.4.b  
**Support Coach**  
Lesson 4: Drama  
- Student Edition pp. 84–86–90, 219  
- Teacher’s Manual pp. 76, 78–83  
- **Skills**  
- Summarize  
  Read on Your Own  
  How Honeybee Got Her Stinger  
  Review Summarize, SE p. 84. Read the drama (first read). Have students complete the Summary Chart, SE p. 219.

**DIFFERENTIATION OPTIONS**  
- **Support Coach**  
  Review Try It, SE p. 84. Reread How Honeybee Got Her Stinger using the first read annotations to focus on Summarize. Guide students to complete the Summary Chart.

- **Support Coach**  
  Use Supporting Struggling Learners, TM p. 78. Help students identify the characters, narrator, and setting.
## Unit: Reading Drama

### Lesson 4: Drama

**Support Coach**
- **Lesson 4: Drama**
  - **Student Edition** pp. 85–91, 220
  - **Teacher’s Manual** pp. 78–83
- **Skills**
  - Point of View
  - Context Clues
  - Close Reading

- **Respond to Text**
  - **How Honeybee Got Her Stinger**
    - Review Point of View, **SE** p. 85. 
    - Read the drama **(second read)**. Then have students complete the relevant questions on the Close Reading Worksheet, **SE** pp. 220, and Vocabulary, **SE** p. 91.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, **SE** p. 85. Reread How Honeybee Got Her Stinger using the **second read** annotations to focus on point of view. Guide students to complete the relevant questions on the Close Reading Worksheet, **SE** pp. 92–93.
- **Support Coach** Review Vocabulary, **SE** p. 91.
- **Support Coach** Have students use a vocabulary word in a sentence or short paragraph that gives clear context clues for the meaning of the word.

### Lesson 4: Drama

**Support Coach**
- **Lesson 4: Drama**
  - **Student Edition** pp. 92–98
  - **Teacher’s Manual** pp. 84–86
- **Skills**
  - Parts of a Drama
  - Point of View
  - How Scenes Build on One Another
  - Write about Literature

- **Respond to Text**
  - Review **SE** pp. 92–93 and discuss the writing task on p. 92 before students draft and complete their writing.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, **TM** pp. 84–85. Have them work with partners and write.
- **Support Coach** Have students read **(second read)** **How Honeybee Got Her Stinger**, **SE** pp. 94–98.

### Lesson 4: Drama

**Support Coach**
- **Lesson 4: Drama**
  - **Student Edition** pp. 86–90, 92–98, 220
  - **Teacher’s Manual** pp. 78–86
- **Skills**
  - Point of View
  - Close Reading
  - Write about Literature

- **Respond to Text**
  - **How Honeybee Got Her Stinger**
    - Read the drama **(third read)**. Then have students complete the Close Reading Worksheet, **SE** pp. 220. Follow with Respond to Text, **SE** pp. 92–93.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, **TM** pp. 84–85. Have them work with partners and write.
- **Support Coach** Have students read **(second read)** The Unknown Singer, **SE** pp. 94–98.

### Lesson 6: Reading Drama

**Support Coach**
- **Lesson 6: Reading Drama**
  - **Student Edition** p. 103
  - **Teacher’s Manual** p. 81
- **Skills**
  - Parts of a Drama
  - Point of View
  - Make Predictions
  - Summarize
  - Roots and Prefixes
  - Context Clues

**Listen and Learn**
- Review and discuss the Essential Question on **TM** p. 81 and the following focus skills:
  - identifying a drama and its parts
  - identifying the points of view of different characters and the narrator

**DIFFERENTIATION OPTIONS**
- **Support Coach** Have students read **(third read)** The Unknown Singer and do the Comprehension Check, **SE** pp. 99–100.
- **Performance Coach** To review parts of a drama, have students complete the Lesson Practice, **SE** pp. 31–36 (items 1–5).
- **Support Coach** Review answers to **Quiz 4** with students.

**Instruction Coach**
- Have students present Speaking and Listening Projects.
### Unit: Reading Poetry

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<thead>
<tr>
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<td>✔ Recognize Elements of Poetry</td>
<td>✔ Context Clues</td>
<td>✔ Poet: Structure, Rhyme, and Rhythm</td>
<td>✔ Nonliteral Language</td>
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<tr>
<td>✔ Engage in Collaborative Discussions</td>
<td>✔ Ask and Answer Questions</td>
<td>✔ Poet: Structure, Rhyme, and Rhythm</td>
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<td>- Instruction Coach Teach the features of poetry in The Pied Piper of Hamelin, noting and listing features including stanzas, rhyme, and rhythm.</td>
<td>- Instruction Coach Reread The Pied Piper of Hamelin, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
<td>- Instruction Coach Reread The Pied Piper of Hamelin and guide students through the Comprehension Check, SE p. 124.</td>
<td>- Instruction Coach Guide students through the Anchor Standard Discussion Question and Comprehension Check, SE pp. 131–132.</td>
<td>- Instruction Coach Guide students through the Anchor Standard Discussion Question, SE p. 131.</td>
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<tr>
<td>- Instruction Coach Reread The Pied Piper of Hamelin, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
<td>- Instruction Coach Preview and teach the vocabulary words, SE p. 125.</td>
<td>- Instruction Coach Teach vocabulary and guide students through Vocabulary, SE pp. 124–125.</td>
<td>- Instruction Coach Reread The Wind, and Autumn, and guide students as they identify the features of poetry.</td>
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<tr>
<td>- Instruction Coach Use Speaking and Listening Project, TM pp. 108–109, during this unit.</td>
<td>- Instruction Coach Teach Word Analysis, TM p. 101, to address letter-sound correspondences.</td>
<td>- Instruction Coach Teach vocabulary and guide students through Vocabulary. Use highlighted words in Shenandoah and Autumn to reinforce meanings.</td>
<td>- Performance Coach Have students work in pairs to do the Coached Example, SE pp. 17–19.</td>
<td>- Performance Coach Have accelerating students work in pairs to do the Comprehension Check, SE p. 132.</td>
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<td>Day 1</td>
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**LESSON FOCUS**  
*LAFS: 3.RL.2.5, 3.SL.1.1*

**Instruction Coach**  
**Lesson 7: Reading Poetry**
- Instruction Coach Independent Leveled Practice Resource Book, pp. 63–71
  - Skills
  - Poetry: Structure, Rhyme, and Rhythm
  - Engage in Collaborative Discussions

**DIRECTIONS OPTIONS**
- Instruction Coach Independent Leveled Practice Resource Book
  - Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
  - Instruction Coach Independent Leveled Practice Resource Book
  - Have students identify the features of poetry in the poem or poems they read and explain them to each other.

**DIFFERENTIATION OPTIONS**
- Support Coach Review Try It, SE p. 56. Reread My Little Neighbor and Travel using the **first read** annotations to focus on visualization. Guide students to complete the Visualize Chart.
- Support Coach Use Supporting Struggling Learners scaffolding, TM pp. 52. Help students use illustrations to visualize what is happening in the poems.

**LESSON FOCUS**  
*LAFS: 3.RL.2.5*

**Support Coach**
**Lesson 3: Poetry**
  - Skills
  - Poetry: Structure, Rhyme, and Rhythm
  - Visualize

**DIFFERENTIATION OPTIONS**
- Support Coach Review Try It, SE p. 56. Reread My Little Neighbor and Travel using the **first read** annotations to focus on visualization. Guide students to complete the Visualize Chart.
- Support Coach Use Supporting Struggling Learners scaffolding, TM pp. 52. Help students use illustrations to visualize what is happening in the poems.

**LESSON FOCUS**  
*LAFS: 3.RF.4.4.c, 3.W.2.4, 3.L.3.4.a*

**Support Coach**
**Lesson 3: Poetry**
- Student Edition pp. 57–61, 214
- Teacher’s Manual pp. 51–55
  - Skills
  - Poetry: Structure, Rhyme, and Rhythm
  - Close Reading

**DIFFERENTIATION OPTIONS**
- Support Coach Review Try It, SE p. 56. Reread My Little Neighbor and Travel using the **first read** annotations to focus on structure, rhyme, and rhythm. Guide students to complete the relevant questions on the Close Reading Worksheet.

**LESSON FOCUS**  
*LAFS: 3.RF.4.4.c, 3.W.2.4, 3.L.3.4.a*

**Support Coach**
**Lesson 3: Poetry**
- Student Edition pp. 58–61, 214
- Teacher’s Manual pp. 52–55
  - Skills
  - Context Clues
  - Close Reading
  - Write about Literature

**DIFFERENTIATION OPTIONS**
- Support Coach Use the **first read** annotations to focus on Paraphrase. Guide students to complete the relevant questions on the Close Reading Worksheet.

**LESSON FOCUS**  
*LAFS: 3.RL.1.2*

**Support Coach**
**Lesson 3: Poetry**
- Teacher’s Manual pp. 56, 58–61
  - Skills
  - Paraphrase
  - Close Reading

**DIFFERENTIATION OPTIONS**
- Support Coach Use the **first read** annotations to focus on Paraphrase. Guide students to complete the relevant questions on the Close Reading Worksheet.
- Support Coach Use the questioning techniques in Supporting Struggling Learners, TM p. 56, to help students in paraphrasing The Fly and The Land of Counterpane.

**Performance Coach**
Guide students through the Coached Example, SE pp. 17–19.

**Performance Coach**
Use Discussion Questions, TE p. 6. Review the features of poetry. Have students respond to one of the Discussion Questions in writing, based on one of the poems they have read.
**Unit: Reading Poetry**

### Lesson 1: Poetry

**Lesson Focus**
- **LAFS:** 3.RL.2.4, 3.L.3.a, 3.L.3.c
- **Support Coach**
  - Lesson 3: Poetry
  - **Skills**
    - Nonliteral Language
    - Context Clues
- **Differentiation Options**
  - **Support Coach** Review Try It, SE p. 63. Reread The Fly and The Land of Counterpane using the second read annotations to focus on nonliteral language. Guide students to complete the Nonliteral Language Chart, SE p. 215.
  - **Support Coach** Review Vocabulary, SE p. 67.
  - **Support Coach** Have students choose a pair of words that are synonyms or nearly synonyms, like tiny and little, and explain how their meanings differ.

### Lesson 2: Poetry

**Lesson Focus**
- **LAFS:** 3.RL.1.2, 3.RL.2.5, 3.W.2.4
- **Support Coach**
  - Lesson 3: Poetry
  - **Skills**
    - Poetry: Structure, Rhyme, and Rhythm
- **Differentiation Options**
  - **Support Coach** Guide students through Respond to Text using support, TM pp. 62–63.
  - **Support Coach** Have students read [First Read] The Moon, SE pp. 70–72.

### Lesson 3: Poetry

**Lesson Focus**
- **LAFS:** 3.RL.2.4, 3.RL.2.5, 3.W.2.4, 3.L.3.a
- **Support Coach**
  - **Skills**
    - Poetry: Structure, Rhyme, and Rhythm
- **Differentiation Options**
  - **Support Coach** Have students read [Second Read] The Moon, SE pp. 70–72.

### Review

**Lesson 7: Reading Poetry**
- **LAFS:** 3.RL.1.1, 3.RL.1.2, 3.RL.2.4, 3.RL.2.5, 3.L.3.a, 3.L.3.c
- **Support Coach**
  - **Skills**
    - Poetry: Structure, Rhyme, and Rhythm
- **Differentiation Options**
  - **Support Coach** Review answers to Benchmark Assessment 3 with students.
  - **Support Coach** Review answers to Quiz 3 with students.
## Unit: Reading Technical Texts

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 3.RI.2.5, 3.RI.3.7, 3.SL.1.1&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 8: Reading Technical Texts&lt;br&gt;Skills&lt;br&gt;- Technical Texts, Headings, Use Photos, Use Maps, Labels&lt;br&gt;- Engage in Collaborative Discussion&lt;br&gt;- Listen and Learn&lt;/p&gt;Introduction technical texts and discuss questions, TM p. 111, focusing on the Essential Question, How do technical texts make information easier to understand? Then read Using the Internet with students.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- Instruction Coach Teach technical text features in Using the Internet, noting and listing text features, including page design.&lt;br&gt;- Instruction Coach Reread Using the Internet, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 3.RI.1.3, 3.RI.2.5, 3.RI.3.7, 3.RI.3.8, 3.RI.3.9, 3.RF.3.3.c&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 8: Reading Technical Texts&lt;br&gt;Skills&lt;br&gt;- Technical Texts, Headings, Use Photos, Use Maps, Labels&lt;br&gt;- Cause and Effect&lt;br&gt;- Decode Multisyllable Words&lt;br&gt;Listen and Learn&lt;br&gt;Using the Internet&lt;br&gt;Reread the passage with students using Think Alouds. Use Cause and Effect Think Aloud to focus strategy instruction, TM p. 114. Then have students complete the Comprehension Check on Cause and Effect, SE p. 138.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- Instruction Coach Re-read Using the Internet, SE pp. 134–137, noting text features and their purposes. Complete the list of text features used.&lt;br&gt;- Instruction Coach Preview Vocabulary and teach the vocabulary words, SE p. 139.&lt;br&gt;- Instruction Coach Teach Word Analysis, TM p. 113, to address multisyllable words.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 3.RI.1.1, 3.RI.1.3, 3.RI.2.5, 3.RI.3.7, 3.RI.3.8, 3.SL.1.1&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 8: Reading Technical Texts&lt;br&gt;Skills&lt;br&gt;- Technical Texts, Headings, Use Photos, Use Maps, Labels&lt;br&gt;- Ask and Answer Questions&lt;br&gt;- Cause and Effect&lt;br&gt;- Engage in Collaborative Discussion&lt;br&gt;- Share and Learn Migration of Loggerhead Turtles&lt;br&gt;Preview Vocabulary, SE p. 139. Then have students read and discuss the passage. SE pp. 140–144.</td>
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</table>
### Unit: Reading Technical Texts

#### Lesson 8: Technical Texts

**Lesson Focus**
LAFS: 3.RI.1.3, 3.RI.2.5, 3.RI.3.7, 3.RI.3.8, 3.SL.1.1

**Instruction Coach**
*Lesson 8: Reading Technical Texts*
- Instruction Coach Independent
- Leveled Practice Resource Book, pp. 72–83

**Skills**
- Technical Texts, Headings, Use Photos, Use Maps, Labels
- Cause and Effect
- Engage in Collaborative Discussion

**Differential Options**
- Instruction Coach Independent
- Leveled Practice Resource Book
  - Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.
- Instruction Coach Independent
  - Leveled Practice Resource Book
  - Have students identify cause-and-effect relationships in the text and explain them to each other.

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</table>
| **LESSON FOCUS**
LAFS: 3.RI.1.3, 3.RI.2.5, 3.RI.3.7, 3.RI.3.8
Support Coach
Lesson 8: Technical Texts

Skills
- Technical Texts, Headings, Use Photos, Use Maps, Labels
- Steps in a Procedure

Read on Your Own
Swimming with Sharks
Have students read the passage at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.

| **DIFFERENTIATION OPTIONS**
- Instruction Coach Independent
- Leveled Practice Resource Book
  - Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.
- Instruction Coach Independent
  - Leveled Practice Resource Book
  - Have students identify cause-and-effect relationships in the text and explain them to each other.

| **LESSON FOCUS**
LAFS: 3.RI.1.3, 3.RI.2.5, 3.RI.3.7
Support Coach
Lesson 8: Technical Texts
- Student Edition pp. 175–181, 236
- Teacher’s Manual pp. 157–163

Skills
- Charts
- Close Reading

Read on Your Own
Protecting Our Food Supply
Discuss technical texts and the skills that will be reviewed, SE p. 173. Review Steps in a Procedure, SE p. 174. Read the passage **[first read]**. Have students complete the Sequence Chart, SE p. 235.

| **DIFFERENTIATION OPTIONS**
- Support Coach
  - Review Try It, SE p. 174. Reread *Protecting Our Food Supply* using the **[first read]** annotations to focus on steps in a procedure. Guide students to complete the Sequence Chart.
  - Support Coach
  - Use Supporting Struggling Learners scaffolding, TM pp. 158, 160. Help students see how to understand the sequence of steps and events in a text.

| **LESSON FOCUS**
LAFS: 3.RI.3.7
Support Coach
Lesson 8: Technical Texts
- Student Edition pp. 175–181, 236
- Teacher’s Manual pp. 157–163

Skills
- Technology Terms
- Close Reading

Write about Informational Text
Read on Your Own
Protecting Our Food Supply
Reread the passage **[second read]**. Then have students complete the Close Reading Worksheet, SE p. 236.

| **DIFFERENTIATION OPTIONS**
- Support Coach
  - Review Try It, SE p. 175. Reread *Protecting Our Food Supply* using the **[second read]** annotations to focus on charts. Guide students to complete the relevant questions on the Close Reading Worksheet.
  - Support Coach

| **LESSON FOCUS**
LAFS: 3.RI.2.4, 3.W.1.2
Support Coach
Lesson 8: Technical Texts
- Student Edition pp. 175–181, 236
- Teacher’s Manual pp. 157–163

Skills
- Technology Terms
- Close Reading

Write about Informational Text
Read on Your Own
Protecting Our Food Supply
Read the passage **[third read]**. Then have students complete the Close Reading Worksheet, SE p. 236. Follow with Vocabulary, SE p. 181.

| **DIFFERENTIATION OPTIONS**
- Support Coach
  - After discussing the **[third read]** annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.
  - Performance Coach
  - Performance Coach
  - Use Discussion Questions, TE p. 34. Review the features of technical texts. Have students respond to one of the Discussion Questions in writing, based on one of the passages they have read.

| **LESSON FOCUS**
LAFS: 3.RI.2.5
Support Coach
Lesson 8: Technical Texts
- Student Edition pp. 182, 184–186, 237
- Teacher’s Manual pp. 164, 166–169

Skills
- Skim and Scan for Details

Read on Your Own
All About Volcanologists
Review Skim and Scan for Details, SE p. 182. Read the passage **[first read]**. Have students complete the Skim and Scan Chart, SE p. 237.

| **DIFFERENTIATION OPTIONS**
- Support Coach
  - Review Try It, SE p. 182. Reread *All About Volcanologists* using the **[second read]** annotations to focus on skimming and scanning. Guide students to complete the Skim and Scan chart.
  - Support Coach
  - Use Supporting Struggling Learners, TM p. 166, to help students identify the central idea.
# Unit: Reading Technical Texts

## LESSON FOCUS
**LAFS: 3.RI.2.5, 3.RI.2.5, 3.RI.3.7, 3.RI.3.8, 3.W.1.2**

**Support Coach**

**Lesson 8: Technical Texts**
- **Skills**
  - Text Features
  - Using Roots to Determine the Meaning of Unfamiliar Words
  - Close Reading

**DIFFERENTIATION OPTIONS**
- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 108–113 (item 6).
- **Support Coach** Review answers to Quiz 8 with students.

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## LESSON FOCUS
**LAFS: 3.RI.1.3, 3.RI.2.5, 3.RI.3.7, 3.RI.3.8, 3.W.1.2**

**Support Coach**

**Lesson 8: Technical Texts**
- **Skills**
  - Charts
  - Text Features
  - Skim and Scan for Details
  - Write about Informational Text
- **Write about Informational Text**. Guide students through Respond to Text using support, TM pp. 170–171. Have them work with partners and write.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Have students use the words they identified on SE p. 187 to write a sentence.
- **Support Coach** Have students review the passage [second read]. How the Mail Moves, SE p. 190–194.
- **Performance Coach** Use Language Spotlight, SE p. 103 and TE p. 36, to teach domain-specific vocabulary. Have students choose a vocabulary word from All About Volcanologists to write about.

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## LESSON FOCUS
**LAFS: 3.RI.1.3, 3.RI.2.5, 3.RI.3.7, 3.RI.3.8**

**Support Coach**

**Lesson 8: Technical Texts**
- **Skills**
  - Technical Texts, Headings, Use Photos, Use Maps, Labels
  - Steps in a Procedure
  - Text Features
- **Listen and Learn**. Review and discuss the Essential Question on TM p. 111 and the following focus skills:
  - Identifying technical texts
  - Using and interpreting text features (diagrams, photos, charts, etc.)
  - Understanding cause-and-effect relationships and sequence
  - Locating information within the text.
- **DIFFERENTIATION OPTIONS**
  - **Support Coach** Guide students through Respond to Text using support, TM pp. 170–171. Have them work with partners and write.
**Unit: Writing Informative/Explanatory Texts**

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<td><strong>Teacher's Manual pp. 122–124</strong></td>
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<td>✔ Write an Informative/Explanatory Text</td>
<td>✔ Engage in Collaborative Discussion</td>
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<td>✔ Use Supporting Details</td>
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<td>✔ Analyze a Mentor Text</td>
<td>✔ Use Glossaries and Dictionaries</td>
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<td><strong>Teacher's Manual pp. 125–127</strong></td>
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<td><strong>Teacher's Manual pp. 128–130</strong></td>
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<td>✔ Analyze a Mentor Text</td>
<td>✔ Use Research to Write About a Topic</td>
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<td>✔ Vocabulary Study</td>
<td>✔ Organize the Topic, Main Idea, and Supporting Details</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>Teacher's Manual pp. 131–132</strong></td>
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<td><strong>Lesson 9: Writing Informative/Explanatory Texts</strong></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td><strong>Teacher's Manual pp. 139–141</strong></td>
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<tr>
<td>✔ Write an Informative/Explanatory Text</td>
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<tr>
<td>✔ Introduce a Topic</td>
<td>✔ Introduce a Topic</td>
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<tr>
<td>✔ Use Supporting Details</td>
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<tr>
<td>✔ Analyze a Mentor Text</td>
<td>✔ Use Research to Write About a Topic</td>
</tr>
<tr>
<td>✔ Use Supporting Details</td>
<td>✔ Organize the Topic, Main Idea, and Supporting Details</td>
</tr>
</tbody>
</table>

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Use notes, TM p. 124, to introduce the purpose and audience for an informative/explanatory text.
- **Instruction Coach** Review Migration of Loggerhead Turtles, SE pp. 140–144, and identify and discuss the introduction, body, and conclusion of that text.
- **Performance Coach** Have students complete SE pp. 149–150 with students who need extra support.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Use the graphic on SE p. 148 to help students understand the characteristics and structure of an informative/explanatory text.
- **Instruction Coach** Have students complete SE pp. 149–150 with students who need extra support.
- **Performance Coach** Have students complete the Coached Example, SE pp. 197–201.
- **Instruction Coach** Use the Graphic on SE p. 148 to help students understand the characteristics and structure of an informative/explanatory text.
- **Instruction Coach** Use the Graphic on SE p. 148 to help students understand the characteristics and structure of an informative/explanatory text.
**Week 29**

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## Unit: Writing Informative/Explanatory Texts

**LESSON FOCUS**


**Instruction Coach**

Lesson 9: Writing Informative/Explanatory Texts

- Student Edition pp. 160, 162–165
- Teacher’s Manual pp. 132–134

Skills

✔ Write an Informative/Explanatory Text
✔ Use Linking Words and Phrases

Writing Process: Steps 3, 4

With students, read the Writer’s Craft section, SE p. 160. Have students share their efforts to use linking words. Then read SE pp. 162–165.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** For students who need extra support with SE p. 164–165, spend less time on pp. 162–163. Model responses for the Try It sections.
- **Performance Coach** Have students complete the Coached Example, SE pp. 215–218.

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**LESSON FOCUS**


**Instruction Coach**

Lesson 9: Writing Informative/Explanatory Texts

- Student Edition pp. 162–167
- Teacher’s Manual pp. 133–135

Skills

✔ Literal and Nonliteral Language
✔ Revise an Informative/Explanatory Text

Writing Process: Steps 4, 5

Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE p. 166–167.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Identify sentences that students should revise in order to improve the introduction, the body, and/or the conclusion. Provide students with support as they revise.
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 219–222 (items 1–5).

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**LESSON FOCUS**


**Instruction Coach**

Lesson 9: Writing Informative/Explanatory Texts

- Student Edition pp. 166–171
- Teacher’s Manual pp. 135–136

Skills

✔ Edit an Informative/Explanatory Text
✔ Coordinating and Subordinating Conjunctions
✔ Sentence Structure

Writing Process: Steps 5, 6

Read SE pp. 168–169. Provide time for students to finish revising and begin editing.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Have students read aloud portions of their writing. Model think alouds about the introduction, the body, and/or the conclusion, to demonstrate how to talk about writing.
- **Instruction Coach** For students who need extra support, review coordinating and subordinating conjunctions.

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**LESSON FOCUS**


**Instruction Coach**

Lesson 9: Writing Informative/Explanatory Texts

- Student Edition pp. 168–172
- Teacher’s Manual pp. 136–137

Skills

✔ Write an Informative/Explanatory Text
✔ Coordinating and Subordinating Conjunctions
✔ Sentence Structure

Writing Process: Steps 6, 7

Read SE pp. 170–171. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 172.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Use SE pp. 160–170 as a springboard for students to discuss strategies for improving specific sentences in their writing.
- **Instruction Coach** For students who need extra support, review sentence structure.

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**PUBLISH OPTIONS:**

**Instruction Coach**
Lesson 9: Writing Informative/Explanatory Texts

- Teacher’s Manual p. 137

Skills

✔ Write an Informative/Explanatory Text

Writing Process: Step 7

This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Students may use alternative media for their writing, especially if it includes images and text features.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 219–225 (item 6).
## Unit: Reading Scientific Nonfiction

### LESSON FOCUS

**LAFS: 3.RI.1.1, 3.SL.1.1**

**Instruction Coach**

**Lesson 10: Reading Scientific Nonfiction**

- **Skills**
  - ✔️ Scientific Nonfiction
  - ✔️ Engage in Collaborative Discussion

**Listen and Learn**

**Howling Wind, Swirling Snow**

Introduce scientific nonfiction and discuss questions, TM p. 139, focusing on the Essential Question, What can we learn from articles about weather, animals, plants, and other science topics? Then read *Howling Wind, Swirling Snow* with students.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach and list the features of scientific nonfiction in *Howling Wind, Swirling Snow*.
- **Instruction Coach** Reread *Howling Wind, Swirling Snow* and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Performance Coach** Consider using Lesson 10, SE pp. 126–137, with accelerated students during this unit.

**LESSON FOCUS**

**LAFS: 3.RI.1.1, 3.RI.1.3, 3.RI.3.8, 3.L.3.4.b, 3.L.3.4.c**

**Instruction Coach**

**Lesson 10: Reading Scientific Nonfiction**

- **Skills**
  - ✔️ Cause and Effect
  - ✔️ Scientific Nonfiction
  - ✔️ Root Words and Affixes

**Listen and Learn**

**Howling Wind, Swirling Snow**

Reread the passage with students using think alouds. Use the Cause and Effect Think Alouds to focus strategy instruction, TM pp. 141, 142. Then have students complete the Comprehension Check on Cause and Effect, SE p. 178.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Review cause and effect in *Howling Wind, Swirling Snow*.
  - **Instruction Coach** Reread *Howling Wind, Swirling Snow*, SE pp. 174–177, noting and completing the list of features of scientific nonfiction.
  - **Instruction Coach** Preview and teach the vocabulary words, SE p. 179.
  - **Instruction Coach** Teach Word Analysis, TM p. 141, to address root words and affixes.
  - **Instruction Coach** Have students read SE pp. 126–128 to analyze texts across genres.

**LESSON FOCUS**

**LAFS: 3.RI.1.1, 3.RI.1.3, 3.RI.3.8, 3.SL.1.1**

**Instruction Coach**

**Lesson 10: Reading Scientific Nonfiction**

- **Skills**
  - ✔️ Cause and Effect
  - ✔️ Scientific Nonfiction
  - ✔️ Engage in Collaborative Discussion

**Share and Learn**

**Giants of the Grassland**

Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Question and Comprehension Check, SE pp. 185–186.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Guide students through the Anchor Standard Discussion Question, SE p. 185.
  - **Instruction Coach** Reread Giants of the Grassland, guiding students to note cause and effect. Create a cause and effect chart.
  - **Instruction Coach** Have students complete the Composed Example, SE pp. 129–131.
## Unit: Reading Scientific Nonfiction

### Week 31

#### Day 1

**Lesson Focus**
LAFS: 3.RI.1.1, 3.RI.1.3, 3.RI.3.8, 3.SL.1.1

**Instruction Coach**
**Lesson 10: Reading Scientific Nonfiction**
- **Support Coach**
- **Lesson 7: Scientific Nonfiction**
  - **Support Coach**
    - Student Edition pp. 151–152, 154–158, 231
  - **Skills**
    - Cause and Effect
    - Scientific Nonfiction
  - **Read On Your Own**
    - Plants That Fight Back!
    - Engage in Collaborative Discussion
    - Have students read the passage at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.

**Differentiation Options**
- **Instruction Coach Independent**
  - Leveled Practice Resource Book, pp. 84–95
- **Support Coach**
  - Review Cause and Effect
  - Read On Your Own
  - Plants That Fight Back!
  - Students complete the Cause and Effect Chart.
  - Students choose one word and write about its meaning in the text.

**Performance Coach**
- Have students read SE pp. 62–64 and identify the text structures of Tarantulas.

**Non-Assessed Skills/Strategies**

#### Day 2

**Lesson Focus**
LAFS: 3.RI.1.1, 3.RI.1.3, 3.RI.3.8

**Support Coach**
**Lesson 7: Scientific Nonfiction**
- **Support Coach**
  - Teacher's Manual pp. 137–143
  - **Skills**
    - Science Terms
    - Close Reading
    - Write about Informational Text
  - **Read On Your Own**
    - Tarantulas
    - Read the passage **(first read)**. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 232.
    - Have students complete the Cause and Effect Chart.

**Differentiation Options**
- **Support Coach**
  - Review Try It, SE p. 152. Reread Tarantulas using the **first read** annotations to focus on cause and effect. Guide students to complete the Close Reading Worksheet.
- **Performance Coach**
  - Use Discussion Questions, TE p. 22. Have students respond to one of the Discussion Questions in writing, based on one of the passages they have read.

**Non-Assessed Skills/Strategies**

#### Day 3

**Lesson Focus**
LAFS: 3.RI.2.4, 3.W.1.2

**Support Coach**
**Lesson 7: Scientific Nonfiction**
- **Support Coach**
  - Teacher's Manual pp. 138–143
  - **Skills**
    - Science Terms
    - Close Reading
    - Write about Informational Text
  - **Read On Your Own**
    - Tarantulas
    - Read the passage **(third read)**. Then have students complete the Close Reading Worksheet, SE p. 232. Follow with Vocabulary, SE p. 159.

**Differentiation Options**
- **Support Coach**
  - Review Try It, SE p. 153. Reread Tarantulas using the **second read** annotations to focus on diagrams and photos. Guide students to complete the relevant questions on the Close Reading Worksheet.
- **Performance Coach**
  - Use Discussion Questions, TE p. 22. Have students respond to one of the Discussion Questions in writing, based on one of the passages they have read.

**Non-Assessed Skills/Strategies**

#### Day 4

**Lesson Focus**
LAFS: 3.RI.1.1

**Support Coach**
**Lesson 7: Scientific Nonfiction**
- **Support Coach**
  - Student Edition pp. 160, 162–164, 233
  - Teacher's Manual pp. 144, 146–149
  - **Skills**
    - Draw Conclusions
    - Read On Your Own
    - The Red Planet
  - **Read On Your Own**
    - The Red Planet

**Differentiation Options**
- **Support Coach**
  - Review Try It, SE p. 160. Reread The Red Planet using the **third read** annotations to focus on drawing conclusions. Guide students to complete the Draw Conclusions chart.
- **Performance Coach**
  - Guide students through the Coached Example, SE pp. 65–68.

**Non-Assessed Skills/Strategies**

#### Day 5

**Non-Assessed Skills/Strategies**

**Assessed Skills/Strategies**
### Unit: Reading Scientific Nonfiction

#### Lesson 7: Scientific Nonfiction

**LESSON FOCUS**

LAFS: 3.RI.2.5, 3.RF.4.4.c, 3.L.3.4.a

**Support Coach**

Lesson 7: Scientific Nonfiction
- Student Edition pp. 162–164, 166–170
- Teacher’s Manual pp. 145–149

**Skills**
- Text Features
- Multiple-Meaning Words
- Close Reading

**DIFFERENTIATION OPTIONS**


- **Support Coach** Review Vocabulary, SE p. 165.

- **Support Coach** Have students write a riddle using a multiple-meaning word pair.

**LESSON FOCUS**

LAFS: 3.RI.1.1, 3.RI.1.3, 3.RI.3.8, 3.W.1.1

**Support Coach**

Review SE pp. 166–167 and discuss the writing task on p. 166 before students draft and complete their writing.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 150–151. Have them work with partners and write.

- **Support Coach** Have students read The Narwhal, SE pp. 168–170. Then have students complete the Close Reading Worksheet, SE p. 234. Follow with Respond to Text, SE pp. 166–167.

#### Review

**LESSON FOCUS**

LAFS: 3.RI.1.1, 3.RI.1.3, 3.RI.2.5, 3.RI.3.7, 3.W.1.2, 3.W.2.4

**Instruction Coach**

Lesson 10: Reading Scientific Nonfiction
- Student Edition p. 173
- Teacher’s Manual p. 139

**Skills**
- Cause and Effect
- Diagrams and Photos
- Text Features
- Science Terms
- Multiple-Meaning Words

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Have students read The Narwhal, SE pp. 168–170. Then have students complete Lesson Practice, SE pp. 69–73 (item 6).

- **Instruction Coach** Review answers to Benchmark Assessment 4 with students.

- **Support Coach** Review answers to Quiz 7 with students.