Coach® Common Core Suite
Implementation and Pacing Guide

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Program Overview

Welcome to School Specialty’s Coach® Common Core Suite Implementation and Pacing Guide! You have received this guide because you are using one or more of our Coach products: Common Core 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.

Common Core Coach
Instruction and Practice
Use Common Core 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 Instructional Shifts in ELA

1 Regular practice with complex texts and their academic language

The CCSS call for increasingly complex texts, both literary and informational, as students progress through the grades, as well as for students to expand their vocabularies through direct instruction, reading, and conversation.

The Coach Common Core 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.
Knowledge building through content-rich nonfiction

The CCSS state that students must be able to internalize information about the world if they are to be prepared for successful career, college, and life experiences.

The Coach Common Core 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.
## Coach® Common Core Suite Correlation

The chart below lists all of the Common Core Standards for the grade level and their correlations to coverage in the Coach® Common Core Suite. If you find that students are struggling with a particular standard, look to the lessons indicated in these Coach programs for review and remediation.

### Grade 3

### Common Core Standards

#### Reading: Literature

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>RL.3.1</strong> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>L1, L2, L6, L7</td>
<td>L1-L4</td>
</tr>
<tr>
<td><strong>RL.3.2</strong> 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>L1</td>
<td>L1</td>
</tr>
<tr>
<td><strong>RL.3.3</strong> 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>
</tr>
<tr>
<td><strong>RL.3.4</strong> 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>
</tr>
<tr>
<td><strong>RL.3.5</strong> 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>
</tr>
<tr>
<td><strong>RL.3.6</strong> Distinguish their own point of view from that of the narrator or those of the characters.</td>
<td>L1, L6</td>
<td>L4</td>
</tr>
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## Grade 3

### Common Core Standards

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<tbody>
<tr>
<td><strong>RL.3.7</strong> 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>
</tr>
<tr>
<td><strong>RL.3.8</strong> (Not applicable to literature)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RL.3.9</strong> 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>
</tr>
<tr>
<td><strong>RL.3.10</strong> 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>
</tr>
</tbody>
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### Reading: Informational Texts

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>RI.3.1</strong> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>L4, L8, L10</td>
<td>L5</td>
</tr>
<tr>
<td><strong>RI.3.2</strong> Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td>L4, L10</td>
<td>L5</td>
</tr>
<tr>
<td><strong>RI.3.3</strong> 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.</td>
<td>L8, L10</td>
<td>L6, L7, L8</td>
</tr>
<tr>
<td><strong>RI.3.4</strong> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</td>
<td>L4, L8, L10</td>
<td>L6, L7, L8</td>
</tr>
<tr>
<td><strong>RI.3.5</strong> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</td>
<td>L4, L8, L10</td>
<td>L5, L6, L7, L8</td>
</tr>
<tr>
<td><strong>RI.3.6</strong> Distinguish their own point of view from that of the author of a text.</td>
<td>L4</td>
<td>L5</td>
</tr>
</tbody>
</table>
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<thead>
<tr>
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<tr>
<td><strong>RI.3.7</strong> 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).</td>
<td>L8, L10</td>
<td>L6, L7, L8</td>
<td>L7, L8 TE: L10</td>
</tr>
<tr>
<td><strong>RI.3.8</strong> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</td>
<td>L4, L8, L10</td>
<td>L6, L7, L8</td>
<td>L5-L8</td>
</tr>
<tr>
<td><strong>RI.3.9</strong> Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>L4</td>
<td>L6</td>
<td>L9, L10</td>
</tr>
<tr>
<td><strong>RI.3.10</strong> 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.</td>
<td>L4, L8, L10</td>
<td>L5, L6, L7, L8</td>
<td>Throughout program (L1-L19)</td>
</tr>
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### Reading: Foundational Skills

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<tr>
<th>Reading: Foundational Skills</th>
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</thead>
<tbody>
<tr>
<td><strong>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>
</tr>
<tr>
<td><strong>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>RF.3.3.b</strong> Decode words with common Latin suffixes.</td>
<td>L5 TM: L1, L10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>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>RF.3.3.d</strong> Read grade-appropriate irregularly spelled words.</td>
<td>L3, L5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RF.3.4</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>
</tbody>
</table>
### Grade 3

#### Common Core Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Coach Lesson(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>RF.3.4.a</td>
<td>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>RF.3.4.b</td>
<td>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>RF.3.4.c</td>
<td>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>
<td></td>
</tr>
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#### Writing

<table>
<thead>
<tr>
<th>Standard</th>
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</thead>
<tbody>
<tr>
<td>W.3.1</td>
<td>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>W.3.1.a</td>
<td>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>
</tr>
<tr>
<td>W.3.1.b</td>
<td>Provide reasons that support the opinion.</td>
<td>L11</td>
<td>L11, L12, L16</td>
<td></td>
</tr>
<tr>
<td>W.3.1.c</td>
<td>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</td>
<td>L11</td>
<td>L11, L12, L16</td>
<td></td>
</tr>
<tr>
<td>W.3.1.d</td>
<td>Provide a concluding statement or section.</td>
<td>L11</td>
<td>L11, L12, L16</td>
<td></td>
</tr>
<tr>
<td>W.3.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>L9</td>
<td>L11, L12, L16</td>
<td></td>
</tr>
<tr>
<td>W.3.2.a</td>
<td>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</td>
<td>L9</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td>W.3.2.b</td>
<td>Develop the topic with facts, definitions, and details.</td>
<td>L9</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td>W.3.2.c</td>
<td>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</td>
<td>L9</td>
<td>L11, L15</td>
<td></td>
</tr>
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<tr>
<td><strong>W.3.2.d</strong> Provide a concluding statement or section.</td>
<td>L9</td>
<td></td>
<td>L11, L15</td>
</tr>
<tr>
<td><strong>W.3.3</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>W.3.3.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>W.3.3.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>W.3.3.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>W.3.3.d</strong> Provide a sense of closure.</td>
<td>L3, L5</td>
<td></td>
<td>L13</td>
</tr>
<tr>
<td><strong>W.3.4</strong> 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><strong>W.3.5</strong> 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><strong>W.3.6</strong> 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><strong>W.3.7</strong> Conduct short research projects that build knowledge about a topic.</td>
<td>L9</td>
<td></td>
<td>L14</td>
</tr>
<tr>
<td><strong>W.3.8</strong> 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><strong>W.3.9</strong> (Begins in grade 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Grade 3

#### Common Core Standards

| W.3.10  | 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 discipline-specific tasks, purposes, and audiences. | L3, L5, L9, L11 | Throughout program (L1-L19) |

#### Speaking and Listening

| SL.3.1  | 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. | L1-L11 | L18, L19 TE: L6 |
| SL.3.1.a | 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. | L1-L11 | L18, L19 TE: L6 |
| SL.3.1.b | Follow agreed-upon rules for discussions and carry out assigned roles. | L1-L11 | L18, L19 TE: L6 |
| SL.3.1.c | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | L1-L11 | L18, L19 TE: L6 |
| SL.3.1.d | Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | L1-L11 | L18, L19 TE: L6 |
| SL.3.2  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | TM: L7 | L18, L19 TE: L2, L9, L10, L12, L15 |
| SL.3.3  | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | TM: L6 | L19 TE: L16 |
| SL.3.4  | 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. | TM: L6 | TE: L1, L7, L12, L13 |
| SL.3.5  | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | TM: L1, L4 | TE: L1, L2, L12, L13 |
| SL.3.6  | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | TM: L1, L4, L6 | TE: L3, L16 |
Grade 3

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<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>L3, L9, L11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</td>
<td>L3</td>
<td>TE: L8</td>
<td>L17</td>
</tr>
<tr>
<td>L.3.1.b Form and use regular and irregular plural nouns.</td>
<td>L3</td>
<td>TE: L5</td>
<td>L17</td>
</tr>
<tr>
<td>L.3.1.c Use abstract nouns (e.g., childhood).</td>
<td>TM: L3</td>
<td>TE: L5</td>
<td></td>
</tr>
<tr>
<td>L.3.1.d Form and use regular and irregular verbs.</td>
<td>L3</td>
<td>L17</td>
<td></td>
</tr>
<tr>
<td>L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</td>
<td>L3</td>
<td>L12, L17</td>
<td></td>
</tr>
<tr>
<td>L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.</td>
<td>L3</td>
<td>L16, L17</td>
<td></td>
</tr>
<tr>
<td>L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</td>
<td>L11</td>
<td>L17, L19</td>
<td></td>
</tr>
<tr>
<td>L.3.1.h Use coordinating and subordinating conjunctions.</td>
<td>L9</td>
<td>L11, L17</td>
<td></td>
</tr>
<tr>
<td>L.3.1.i Produce simple, compound, and complex sentences.</td>
<td>L9</td>
<td>L15, L17</td>
<td></td>
</tr>
<tr>
<td>L.3.2 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></td>
<td></td>
</tr>
<tr>
<td>L.3.2.a Capitalize appropriate words in titles.</td>
<td>TM: L11</td>
<td>L14, L17</td>
<td></td>
</tr>
<tr>
<td>L.3.2.b Use commas in addresses.</td>
<td>TM: L11</td>
<td>TE: L13</td>
<td></td>
</tr>
<tr>
<td>L.3.2.c Use commas and quotation marks in dialogue.</td>
<td>L5, L11</td>
<td>L13, L17</td>
<td></td>
</tr>
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<tr>
<td><strong>L.3.2.d</strong></td>
<td>Form and use possessives.</td>
<td>L5, L11</td>
<td></td>
</tr>
<tr>
<td><strong>L.3.2.e</strong></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></td>
</tr>
<tr>
<td><strong>L.3.2.f</strong></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></td>
</tr>
<tr>
<td><strong>L.3.2.g</strong></td>
<td>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</td>
<td>L5, L9</td>
<td></td>
</tr>
<tr>
<td><strong>L.3.3</strong></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><strong>L.3.3.a</strong></td>
<td>Choose words and phrases for effect.</td>
<td>L5</td>
<td></td>
</tr>
<tr>
<td><strong>L.3.3.b</strong></td>
<td>Recognize and observe differences between the conventions of spoken and written standard English.</td>
<td>L5</td>
<td></td>
</tr>
<tr>
<td><strong>L.3.4</strong></td>
<td>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.</td>
<td>L1–L10</td>
<td>L1</td>
</tr>
<tr>
<td><strong>L.3.4.a</strong></td>
<td>Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td>L1–L4, L6–8, L10</td>
<td>L3, L4, L7</td>
</tr>
<tr>
<td><strong>L.3.4.b</strong></td>
<td>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).</td>
<td>L5 TM: L1, L10</td>
<td>L1, L4, L5</td>
</tr>
<tr>
<td><strong>L.3.4.c</strong></td>
<td>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</td>
<td>L5 TM: L1, L10</td>
<td>L2, L8</td>
</tr>
<tr>
<td><strong>L.3.4.d</strong></td>
<td>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</td>
<td>L9</td>
<td>L5, L6</td>
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## Grade 3

### Common Core Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.3.5</td>
<td>Demonstrate understanding of word relationships and nuances in word meanings.</td>
<td>L9, L11</td>
<td>L3, L5</td>
<td>L10</td>
</tr>
<tr>
<td>L.3.5.a</td>
<td>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</td>
<td>L9</td>
<td>L3, L5</td>
<td>L2</td>
</tr>
<tr>
<td>L.3.5.b</td>
<td>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</td>
<td>L11</td>
<td>L2</td>
<td>L5</td>
</tr>
<tr>
<td>L.3.5.c</td>
<td>Distinguish shades of meaning among related words that describe states of mind or degrees of uncertainty (e.g., knew, believed, suspected, heard, wondered).</td>
<td>L9, L11</td>
<td>L3, L5</td>
<td>L2, L10</td>
</tr>
<tr>
<td>L.3.6</td>
<td>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).</td>
<td>L3, L5, L9, L11</td>
<td></td>
<td>L6–L8</td>
</tr>
</tbody>
</table>
Using the Grade 3 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 Common Core 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 Common Core Coach Benchmark Assessments and/or Support Coach for formative assessments.

- The sequence of topics is designed to address the content of the CCSS, but you can re-sequence the content to align with the curriculum maps used in your state or district.

- Optional Speaking and Listening Projects from Common Core Coach are suggested in some units. Alternative lessons from Common Core 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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<td>2 Reading Short Stories</td>
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<td>3 Writing Fictional Narratives</td>
<td>7–8</td>
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<td>4 Writing Personal Narratives</td>
<td>9–10</td>
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<td>5 Reading Literary Nonfiction</td>
<td>11–13</td>
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<td>6 Reading Historical Nonfiction</td>
<td>14–16</td>
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<td>7 Writing Opinion</td>
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<td>8 Reading Drama</td>
<td>19–21</td>
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<td>9 Reading Poetry</td>
<td>22–24</td>
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<td>10 Reading Technical Texts</td>
<td>25–27</td>
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<td>11 Writing Informative/Explanatory Texts</td>
<td>28–29</td>
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<td>12 Reading Scientific Nonfiction</td>
<td>30–32</td>
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</table>
### Unit: Reading Myths and Fables

#### LESSON FOCUS
- **Week 1**
  - **Day 1**
  - **Day 2**
  - **Day 3**
  - **Day 4**
  - **Day 5**

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<tr>
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<tr>
<td><strong>Skills</strong></td>
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<tr>
<td>✔ Myths and Fables</td>
<td>✔ Engage in Collaborative Discussions</td>
</tr>
<tr>
<td>✔ Ask and Answer Questions</td>
<td>✔ Review</td>
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<tr>
<td>✔ Myths and Fables</td>
<td>✔ Engage in Collaborative Discussions</td>
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<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<tr>
<td>✔ Common Core Coach</td>
<td>Reread The Wind and the Sun and Daylight and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
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<tr>
<td>✔ Common Core Coach</td>
<td>Help students identify what makes The Wind and the Sun a fable and Daylight a myth.</td>
</tr>
<tr>
<td>✔ Common Core Coach</td>
<td>Introduce the Speaking and Listening Project, TM pp. 13–15. Explain that groups will create board games based on myths.</td>
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<tr>
<td>✔ Common Core Coach</td>
<td>Guide students to complete Vocabulary, SE p. 11.</td>
</tr>
<tr>
<td>✔ Common Core Coach</td>
<td>Teach Word Analysis, TM p. 5, to address suffixes.</td>
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<tr>
<td>✔ Common Core Coach</td>
<td>Teach vocabulary. Use highlighted words in How the Camel Got His Hump to reinforce the meanings.</td>
</tr>
<tr>
<td>✔ Common Core Coach</td>
<td>Have students discuss the meanings of other unfamiliar words or phrases, such as presently (p. 12), ‘scruciatingly and double-time (p. 13), and apurpose (p. 16).</td>
</tr>
<tr>
<td>✔ Performance Coach</td>
<td>Have accelerating students read Lesson 1 and complete the Coached Example, SE pp. 2–7.</td>
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<tr>
<td>✔ Common Core Coach</td>
<td>Reread How the Camel Got His Hump. Ask students how they know that it is a fable.</td>
</tr>
<tr>
<td>✔ Common Core Coach</td>
<td>Review how to find the central message or moral, TM p. 5.</td>
</tr>
<tr>
<td>✔ Performance Coach</td>
<td>Have accelerating students complete the Lesson Practice for Lesson 1 SE pp. 8–12 (items 1–5).</td>
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<td>✔ Details</td>
<td>✔ Engage in Collaborative Discussions</td>
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<td>✔ Myths and Fables</td>
<td>✔ Write about Literature</td>
</tr>
<tr>
<td>✔ Ask and Answer Questions</td>
<td>✔ Engage in Collaborative Discussions</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<tr>
<td>✔ Common Core Coach</td>
<td>Guide students to review the moral or theme of each story in this group. Discuss what the moral means to them personally.</td>
</tr>
<tr>
<td>✔ Common Core Coach</td>
<td>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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**Week 2**

**Unit: Reading Myths and Fables**

<table>
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<td>RL.3.2, SL.3.1</td>
<td>RL.3.1, RL.3.3</td>
<td>RL.3.3</td>
<td>RF.3.3.a, W.3.2, L.3.4.b</td>
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<td>Common Core Support Coach</td>
<td><strong>Student Edition pp. 5–6, 14, 16–18, 203, 205</strong></td>
<td><strong>Student Edition pp. 7, 15, 16–18, 204, 206</strong></td>
<td><strong>Student Edition pp. 16–19, 203, 206</strong></td>
<td><strong>Student Edition pp. 20–25, 207</strong></td>
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<tr>
<td>Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.</td>
<td>Have students find the central message of the story and explain it to each other.</td>
<td>Review Ask and Answer Questions, SE p. 6. With students in small groups, reread The Two Weavers using the annotations to focus on ask and answer questions. Guide students to complete the <strong>first read</strong> questions on the Close Reading Worksheet, SE p. 203.</td>
<td>Have students determine a character’s traits.</td>
<td>Review the Try It, SE p. 20. Reread So Say the Little Monkeys, using the <strong>first read</strong> annotations to focus on determining the central message. Guide students to complete the Central Message Chart, SE p. 207.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
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<td>Read On Your Own</td>
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<td><strong>Performance Coach</strong></td>
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<tr>
<td>Have students find 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.</td>
<td>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.</td>
<td>Review Ask and Answer Questions, SE p. 6. With students in small groups, reread The Two Weavers using the annotations to focus on ask and answer questions. Guide students to complete the <strong>second read</strong> questions on the Close Reading Worksheet, SE p. 206.</td>
<td>Have students determine a character’s traits.</td>
<td>Review Ask and Answer Questions, SE p. 6. With students in small groups, reread The Two Weavers using the annotations to focus on ask and answer questions. Guide students to complete the <strong>third read</strong> questions on the Close Reading Worksheet, SE p. 206.</td>
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<td><strong>Lesson Practice, SE p. 13 (item 6).</strong> Have students determine a character’s traits.</td>
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<td>Have students complete the Lesson Practice, SE p. 13 (item 6).</td>
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## Unit: Reading Myths and Fables

### Week 3

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<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.3.9, RF.3.4.c, L.3.4.a&lt;br&gt;<strong>Common Core Support Coach</strong>&lt;br&gt;<strong>Lesson 1: Myths and Fables</strong>&lt;br&gt;• Student Edition pp. 21–25, 208&lt;br&gt;• Teacher’s Manual pp. 19–23&lt;br&gt;Skills&lt;br&gt;✔ Setting&lt;br&gt;✔ Context Clues&lt;br&gt;✔ Close Reading&lt;br&gt;So Say the Little Monkeys&lt;br&gt;Review Setting, SE p. 21. Reread the passage [second read]. Then review how to use context clues, SE p. 25. Discuss the importance of setting, SE p. 21. Have students complete the relevant questions on the Close Reading Worksheet, SE p. 208.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.3.1, RL.3.2, RL.3.9, W.3.2, W.3.4&lt;br&gt;<strong>Common Core Support Coach</strong>&lt;br&gt;<strong>Lesson 1: Myths and Fables</strong>&lt;br&gt;• Student Edition pp. 22–30, 208&lt;br&gt;• Teacher’s Manual pp. 19–26&lt;br&gt;Skills&lt;br&gt;✔ Determine the Central Message or Moral&lt;br&gt;✔ Sequence&lt;br&gt;✔ Ask and Answer Questions&lt;br&gt;✔ Close Reading&lt;br&gt;✔ Write about Literature&lt;br&gt;Respond to Text&lt;br&gt;So Say the Little Monkeys&lt;br&gt;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.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.3.2, RL.3.9, W.3.2, W.3.4&lt;br&gt;<strong>Common Core Support Coach</strong>&lt;br&gt;<strong>Lesson 1: Myths and Fables</strong>&lt;br&gt;• Student Edition pp. 26–30&lt;br&gt;• Teacher’s Manual pp. 24–25&lt;br&gt;Skills&lt;br&gt;✔ Determine the Central Message or Moral&lt;br&gt;✔ Comparing the Central Message in Two Texts&lt;br&gt;✔ Setting&lt;br&gt;✔ Write about Literature&lt;br&gt;Respond to Text&lt;br&gt;Review SE p. 26 and discuss the writing task on p. 27 before students draft and complete their writing.</td>
<td><strong>REVIEW</strong>&lt;br&gt;RL.3.1, RL.3.2, RL.3.3, L.3.4.a&lt;br&gt;<strong>Common Core Support Coach</strong>&lt;br&gt;<strong>Lesson 1: Reading Myths and Fables</strong>&lt;br&gt;• Student Edition pp. 5, 28–30, 207&lt;br&gt;• Teacher’s Manual pp. 3, 18, 23&lt;br&gt;Skills&lt;br&gt;✔ Ask and Answer Questions&lt;br&gt;✔ Determine the Central Message or Moral&lt;br&gt;✔ Context Clues&lt;br&gt;✔ Details&lt;br&gt;Listen and Learn&lt;br&gt;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</td>
<td><strong>REVIEW AND ASSESS OPTIONS:</strong>&lt;br&gt;<strong>Common Core Support Coach</strong>&lt;br&gt;<strong>Quiz 1</strong>&lt;br&gt;Skills&lt;br&gt;✔ Ask and Answer Questions&lt;br&gt;✔ Sequence&lt;br&gt;✔ Characters’ Actions&lt;br&gt;✔ Compare and Contrast Central Message or Moral&lt;br&gt;✔ Compare and Contrast Settings&lt;br&gt;✔ Roots and Affixes&lt;br&gt;✔ Context Clues&lt;br&gt;<strong>Common Core Support Coach</strong>&lt;br&gt;<strong>Lesson 1: Myths and Fables</strong>&lt;br&gt;• Student Edition pp. 31–32&lt;br&gt;• Teacher’s Manual pp. 26&lt;br&gt;Read on Your Own&lt;br&gt;The Parrot King and the Fig Tree&lt;br&gt;Review Comprehension Check, SE pp. 31–32. Have students share answers and discuss the text, pointing out the moral.</td>
</tr>
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# Unit: Reading Short Stories

## Lesson 2: Reading Short Stories

### Lesson Focus
- **RL.3.1, SL.3.1**
- **Common Core Coach**

### Non-Assessed Skills/Strategies
- Short Stories
- Communicate Clearly
- Listen Carefully and Respectfully
- Engage in Collaborative Discussions

### Assessed Skills/Strategies
- Character Traits
- Sequence
- Nonliteral Language
- Engage in Collaborative Discussions

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

### Differentiation Options
- **Common Core Coach** To help students with sequencing, use the Think Aloud, TM p. 18.
- **Common Core Coach** Help explain nonliteral language using SE p. 24 and TM p. 22. Ask them to offer other similes.

### Differentiation Options
- **Common Core Coach** Use TM p. 25 to review concepts and vocabulary for struggling students.
- **Common Core Coach** Explore how dialogue helps develop the characters, using SE p. 33 and TM p. 27.
- **Common Core Coach** Explore with students another example of nonliteral language on SE p. 29.

### Differentiation Options
- **Common Core Coach** Reread *The Adventure of the Red-Headed League*. Ask students how they know it is a short story.
- **Common Core Coach** Use SE p. 33 and TM p. 27 to help students compare settings and plots.
- **Performance Coach** Have accelerating students complete the Coached Example for Lesson 18, SE pp. 274–276 (items 1–4). Use TE pp. 86–87.

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**LESSON FOCUS**
- **RL.3.3, RL.3.4, SL.3.1, L.3.5.a**

**Common Core Coach**

**Lesson 2: Reading Short Stories**
- **Student Edition pp. 20–26**
- **Teacher’s Manual pp. 16–24**

**Skills**
- Character Traits
- Sequence
- Nonliteral Language
- Engage in Collaborative Discussions

**Listen and Learn**
*The Adventure of the Three Students*

Reread the selection with students, using think alouds to help them identify the sequence of events and traits of the characters. Then have students complete the Comprehension Check on sequence and character traits, SE p. 26.

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

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

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

---

**LESSON FOCUS**
- **RL.3.3, RL.3.4, RL.3.7, SL.3.1, L.3.4**

**Common Core Coach**

**Lesson 2: Reading Short Stories**
- **Student Edition pp. 27–35**
- **Teacher’s Manual pp. 25–27**

**Skills**
- Explain Illustrations
- Dialogue
- Determine or Clarify Word Meanings
- Engage in Collaborative Discussions

**Listen and Learn**
*The Adventure of the Three Students*

Reread *The Adventure of the Three Students* with students another example of nonliteral language. Afterward, discuss the story, using the Anchor Standard Discussion Guide.

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

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# Unit: Reading Short Stories

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<tr>
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<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tbody>
<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.3.3, SL.3.1&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 2: Reading Short Stories&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;Common Core Support Coach&lt;br&gt;Independent Leveled Practice Resource Book&lt;br&gt;Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.&lt;br&gt;Common Core Support Coach&lt;br&gt;Independent Leveled Practice Resource Book&lt;br&gt;Have students identify the traits of the characters in this passage and explain those traits to each other.&lt;br&gt;</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.3.1&lt;br&gt;Common Core Support Coach&lt;br&gt;Lesson 2: Short Stories&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;Common Core Support Coach&lt;br&gt;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.&lt;br&gt;Common Core Support Coach&lt;br&gt;Use Supporting Struggling Learners scaffolding, TM p. 32, to help students make an inference about Danny's feelings.&lt;br&gt;Performance Coach&lt;br&gt;Have accelerating students listen again to the Lesson Practice passage for Lesson 18, SE pp. 274–277 (item 9). Use TE pp. 86–87.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.3.5&lt;br&gt;Common Core Support Coach&lt;br&gt;Lesson 2: Short Stories&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;Common Core Support Coach&lt;br&gt;Review the Try It, SE p. 35. Reread Danny, the New Boy using the second read annotations to focus on how chapters build. Guide students to complete the second read questions on the Close Reading Worksheet, SE p. 210.&lt;br&gt;Common Core Support Coach&lt;br&gt;Use Supporting Struggling Learners scaffolding, TM p. 31, to help students see how chapters build on each other.&lt;br&gt;</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.3.2, L.3.4.c&lt;br&gt;Common Core Support Coach&lt;br&gt;Lesson 2: Short Stories&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;Common Core Support Coach&lt;br&gt;Review the Try It, SE p. 42. Reread Summer Danny using the second read annotations, have students choose one of the questions in the annotations, write an answer, and discuss it with the group.&lt;br&gt;Common Core Support Coach&lt;br&gt;Guide students to complete the Standards Focus, TE p. 4.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.3.9&lt;br&gt;Common Core Support Coach&lt;br&gt;Lesson 2: Short Stories&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;Common Core Support Coach&lt;br&gt;Use Supporting Struggling Learners scaffolding, TM p. 35, to help students understand why the teacher invites Danny to talk to the class.&lt;br&gt;</td>
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Week 6

Unit: Reading Short Stories

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<td><strong>LESSON FOCUS</strong></td>
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<td><strong>LESSON FOCUS</strong></td>
<td><strong>REVIEW</strong></td>
<td><strong>REVIEW AND ASSESS OPTIONS:</strong></td>
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<td>RL.3.7, L.3.5.b</td>
<td>RL.3.1, RL.3.9, W.3.2, W.3.4</td>
<td>RL.3.5, RL.3.7, RL.3.9, W.3.2, W.3.4</td>
<td>RL.3.1, RL.3.3, RL.3.7</td>
<td><strong>Common Core Support Coach Quiz 2</strong></td>
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<td>Common Core Support Coach</td>
<td><strong>Skills</strong></td>
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<td>Lesson 2: Short Stories</td>
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<td>Lesson 2: Reading Short Stories</td>
<td>✓ Describe How Chapters Build</td>
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</tr>
<tr>
<td>• Teacher’s Manual pp. 39–43</td>
<td>• Teacher’s Manual pp. 40–45</td>
<td>• Teacher’s Manual pp. 30, 38</td>
<td>✓ Explain Illustrations</td>
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<tr>
<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
<td>✓ Use Root Words as Clues</td>
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<tr>
<td>✓ Identify Real-life Connections</td>
<td>✓ Compare and Contrast Settings</td>
<td>✓ Character Traits</td>
<td>✓ Identify Real-life Connections</td>
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<tr>
<td>✓ Explain Illustrations</td>
<td>✓ Make Inferences</td>
<td>✓ Explain Illustrations</td>
<td><strong>Common Core Support Coach Lesson 2: Short Stories</strong></td>
<td></td>
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<tr>
<td>✓ Close Reading</td>
<td>✓ Close Reading</td>
<td><strong>Listen and Learn</strong></td>
<td>• Student Edition pp. 50–54</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>Review and discuss the Essential</strong></td>
<td>• Teacher’s Manual pp. 46</td>
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<tr>
<td>• Common Core Support Coach</td>
<td>• Common Core Support Coach</td>
<td>Question on TM p. 17 and the <strong>Skills</strong></td>
<td>Read on Your Own</td>
<td></td>
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<tr>
<td>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.</td>
<td>After discussing the first read annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.</td>
<td><strong>Common Core Support Coach Lesson 2: Reading Short Stories</strong></td>
<td>Nina’s Big Day</td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<td>Use Supporting Struggling Learners scaffolding, TM p. 39, to help students understand the illustration.</td>
<td>Guide students through Respond to Text using support, TM pp. 44–45.</td>
<td>• Compare and Contrast Setting</td>
<td>• Student Edition pp. 50–54</td>
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<td>Continue guiding students through Respond to Text using support, TM pp. 44–45.</td>
<td>To review making inferences, use TM p. 30 and the Make Inferences Chart, SE p. 209.</td>
<td><strong>Review and discuss the Essential</strong></td>
<td>✓ Identify Real-life Connections</td>
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<td>After discussing the first read annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.</td>
<td>To review comparing and contrasting, use TM p. 38 and the Compare and Contrast Chart, SE p. 211.</td>
<td>Question on TM p. 17 and the <strong>Skills</strong></td>
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<td>Use Supporting Struggling Learners scaffolding, TM p. 44, to help students compare and contrast the stories.</td>
<td>Continue guiding students through Respond to Text using support, TM pp. 44–45.</td>
<td>• Compare and Contrast Setting</td>
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<td><strong>Skills</strong></td>
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<td>Use Language Spotlight, SE p. 270 and TE p. 83, to review the use of dictionaries and glossaries.</td>
<td>To review comparing and contrasting, use TM p. 38 and the Compare and Contrast Chart, SE p. 211.</td>
<td><strong>Review and discuss the Essential</strong></td>
<td>✓ Use Root Words as Clues</td>
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<td>Review Comprehension Check, SE pp. 53–54. Have students share answers and discuss the text, using the skills covered in this unit.</td>
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# Unit: Writing Fictional Narratives

## LESSON FOCUS

### Lesson 3: Writing Fictional Narratives

**Common Core Coach**

**Lesson 3: Writing Fictional Narratives**
- **Skills**
  - Write a Fictional Narrative
  - Communicate Clearly
  - Listen Carefully and Respectfully
  - Engage in Collaborative Discussions

**Essential Question**


**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Use notes, TM p. 34, to introduce the purpose and audience for fictional narratives. Review the elements listed there.
- **Performance Coach** Have accelerating students read and complete the Coached Example for Lesson 11, SE pp. 150–158.

### LESSON FOCUS

- **Skills**
  - Write a Fictional Narrative
  - Sequence of Events

**Analyze a Mentor Text**

Read aloud the Mentor Text, SE pp. 39–40, using the annotations. Help students analyze the text and mark up as noted.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Reread the first page of A Change of Heart, SE p. 39, and use the Think Alouds, TM p. 35, to identify and discuss the beginning and middle of that text.
- **Performance Coach** Have students who need extra support complete SE p. 41.

### LESSON FOCUS

- **Skills**
  - Write a Fictional Narrative
  - Context Clues
  - Sequence of Events

**Analyze a Mentor Text**

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.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Guide students to complete the Try It, SE p. 45.

### LESSON FOCUS

- **Skills**
  - Write a Fictional Narrative
  - Sequence of Events

**Analyze a Mentor Text**

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.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Guide students to complete the Try It, SE p. 45.

### LESSON FOCUS

- **Skills**
  - Write a Fictional Narrative
  - Sequence of Events

**Analyze a Mentor Text**

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.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Guide students to complete the Try It, SE p. 45.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Guide students through SE pp. 43–45 with a deeper dive into SE pp. 44–45 with students who need extra support as they use the graphic on p. 45 to brainstorm their characters. For practice, have them use a copy of the graphic to describe a familiar fictional character.

## LESSON FOCUS

**Skills**

- Write a Fictional Narrative
  - Sequence of Events

**Analyze a Mentor Text**

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.

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## LESSON FOCUS

**Skills**

- Write a Fictional Narrative
  - Sequence of Events

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## LESSON FOCUS

**Skills**

- Write a Fictional Narrative
  - Sequence of Events

**Analyze a Mentor Text**

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## LESSON FOCUS

**Skills**

- Write a Fictional Narrative
  - Sequence of Events

**Analyze a Mentor Text**

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## LESSON FOCUS

**Skills**

- Write a Fictional Narrative
  - Sequence of Events

**Analyze a Mentor Text**

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.

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**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Guide students through SE pp. 43–45 with a deeper dive into SE pp. 44–45 with students who need extra support as they use the graphic on p. 45 to brainstorm their characters. For practice, have them use a copy of the graphic to describe a familiar fictional character.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.

- **Performance Coach** Have accelerating students read and complete the Lesson Practice for Lesson 11, SE pp. 159–165.
Unit: Writing Fictional Narratives

**LESSON FOCUS**
W.3.3, W.3.4, W.3.5, W.3.6
Common Core 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, SE pp. 52–53, spend less time with SE pp. 54–55, and allow students to finish revising and begin editing.

**DIFFERENTIATION OPTIONS**
- Common Core Coach For students who need extra support with SE pp. 52–53, spend less time on pp. 50–51. Model responses for the Try It sections.
- Performance Coach Have accelerating students read and complete the Coached Example for Lesson 13, SE pp. 180–186.

**LESSON FOCUS**
W.3.3, W.3.4, W.3.5, W.3.6, L.3.6
Common Core Coach
Lesson 3: Writing Fictional Narratives
- Student Edition pp. 50–55
- Teacher’s Manual pp. 43–45
Skills
✓ Use Time-Order Words and Phrases
✓ Communicate Clearly
✓ Listen Carefully and Respectfully
✓ Revise 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**
- Common Core Coach Help students use words and phrases that show sequence, SE p. 54. Provide students with support as they revise.
- Performance Coach Have students complete the Lesson Practice for Lesson 13, SE pp. 187–193.
- Common Core Coach Set aside time for students to work on the Speaking and Listening project, TM pp. 30–31.

**LESSON FOCUS**
W.3.3, W.3.4, W.3.5, W.3.6, L.3.1, L.3.3, L.3.6
Common Core 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
✓ Edit a Fictional Narrative
Writing Process: Steps 5, 6
Read SE p. 56. Provide time for students to finish revising and begin editing.

**DIFFERENTIATION OPTIONS**
- Common Core 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.
- Common Core Coach Use TM p. 46 if students need to review the use of pronouns.

**LESSON FOCUS**
W.3.3, W.3.4, W.3.5, W.3.6, W.3.10, L.3.1
Common Core 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. Read the publishing ideas, SE p. 60.

**DIFFERENTIATION OPTIONS**
- Common Core Coach Use the checklist on SE pp. 49, 54, 56, and 59 and the information about nouns and verbs on p. 57 as springboards for students to discuss strategies for improving their narratives.
- Common Core Coach As students edit, consult with them about one specific area of improvement in their editing.

**PUBLISH AND ASSESS OPTIONS:**
Common Core Coach
Benchmark Assessment 1
Skills
✓ Nouns and Verbs
✓ Verb Tenses
✓ Subject-Verb Agreement
✓ Write Fictional Narrative
Common Core 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**
- Common Core Coach Students may use alternative media for their writing, especially if it includes images and text features.
- Common Core Coach Speaking and Listening Project. Allow time for graphic novel presentations.
## Week 9

### Unit: Writing Personal Narratives

#### LESSON FOCUS

**W.3.3, SL.3.1**  
**Common Core Coach**  
**Lesson 5: Writing Personal Narratives**

- **Student Edition pp. 79–80**  

**Skills**
- Write a Personal Narrative
- Create Engaging Video Recordings
- Speak in Complete Sentences
- Engage in Collaborative Discussion
- Essential Question

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Use notes, TM p. 66, to introduce the purpose and audience for personal narratives. Review the elements listed there.
- **Common Core Coach** Use the graphic on SE p. 80 to help students understand the characteristics and structure of a personal narrative.
- **Common Core Coach** Introduce the Speaking and Listening project, TM pp. 62–63.

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#### LESSON FOCUS

**W.3.3, W.3.4, W.3.5, W.3.6, L.3.3.a, SL.3.1**  
**Common Core Coach**  
**Lesson 5: Writing Personal Narratives**

- **Student Edition pp. 81–82**  
- **Teacher’s Manual pp. 67–68**

**Skills**
- Write a Personal Narrative
- Organize Sequence: Beginning, Middle, and Ending
- Sensory Language and Descriptive Details
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Reread The Day We Built a Snow Penguin and use the think alouds to discuss the beginning, middle, and ending of that text.
- **Common Core Coach** Use the TM notes, p. 68, to help students locate descriptive sensory details in the mentor text.
- **Performance 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.

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#### LESSON FOCUS

**W.3.3, W.3.5, W.3.6, L.3.3.a, L.3.4.b, L.3.4.c, SL.3.1**  
**Common Core Coach**  
**Lesson 5: Writing Personal Narratives**

- **Student Edition pp. 81–84**  
- **Teacher’s Manual pp. 68–70**

**Skills**
- Write a Personal Narrative
- Organize Sequence: Beginning, Middle, and Ending
- Prefixes and Root Words
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Review the writing process, SE p. 84, for students who need extra support.
- **Common Core 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.

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#### LESSON FOCUS

**W.3.3, W.3.4, W.3.5, W.3.6, W.3.8, L.3.3.a, SL.3.1**  
**Common Core Coach**  
**Lesson 5: Writing Personal Narratives**

- **Student Edition pp. 84–87**  
- **Teacher’s Manual p. 71**

**Skills**
- Write a Personal Narrative
- Organize Sequence: Beginning, Middle, and Ending
- Use Time-Order Words and Phrases
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Guide students to complete Try It, SE p. 85.
- **Common Core Coach** Take a deeper dive into SE pp. 85–87 with students who need extra support as they use the graphic on p. 87 to brainstorm the beginning, middle, and ending of their narratives.

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#### LESSON FOCUS

**W.3.3, W.3.4, W.3.5, W.3.6, W.3.8, L.3.6, SL.3.1**  
**Common Core Coach**  
**Lesson 5: Writing Personal Narratives**

- **Student Edition pp. 88–91**  
- **Teacher’s Manual pp. 72–74**

**Skills**
- Write a Personal Narrative
- Organize Sequence: Beginning, Middle, and Ending
- Use Time-Order Words and Phrases
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Performance Coach** Have accelerating students read and complete the Lesson Practice, SE pp. 159–165.
## Unit: Writing Personal Narratives

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<td>✔ Write a Personal Narrative</td>
<td>✔ Revise a Personal Narrative</td>
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<td>✔ Punctuate Dialogue</td>
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<td>✔ Use Time-Order Words and Phrases</td>
<td>✔ Sensory Language and Descriptive Details</td>
<td>✔ Possessives</td>
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<td>Writing Process: Steps 3, 4</td>
<td>Writing Process: Steps 4, 5</td>
<td>Writing Process: Steps 5, 6</td>
<td>Writing Process: Steps 6, 7</td>
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<td>With students, reread the Writer’s Craft section, SE p. 90, to help them focus on using time-order words and phrases. Then read SE pp. 92–94 and complete Try It, SE p. 95.</td>
<td>Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 96–97.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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**PUBLISH AND ASSESS OPTIONS:**

- **Common Core Coach** Lesson 5: Writing Personal Narratives
  - Teacher’s Manual p. 79
  - Write a Personal Narrative
  - 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**
  - **Common Core Coach** Students may 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.
# Week 11

## Unit: Reading Biography

### LESSON FOCUS
**RL.3.1, SL.3.1**

**Common Core Support Coach**

Lesson 5: Literary Nonfiction: Biography

- **Student Edition pp. 101–102, 104–108, 222**
- **Teacher’s Manual pp. 87–90, 92–97**

**Skills**
- Point of View
- Close Reading
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - Review Try It, SE p. 103. Reread the passage **second read**, have students complete the **second read** questions on the Close Reading Worksheet, SE p. 222.
- **Common Core Support Coach**
  - Use Supporting Struggling Learners scaffolding, TM p. 92, to help students understand the relationship between main idea and supporting detail.
- **Common Core Coach**
  - Give students time to work on the Speaking and Listening project, TM pp. 62–63.

### LESSON FOCUS
**RL.3.6, SL.3.1**

**Common Core 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

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - Review Try It, SE p. 103. Reread the passage **second read**, have students complete the **second read** annotations to focus on point of view.
- **Common Core 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.

### LESSON FOCUS
**RL.3.3.a, W.3.2, L.3.4.b, SL.3.1**

**Common Core Support Coach**

Lesson 5: Literary Nonfiction: Biography

- **Student Edition pp. 104–109, 222**
- **Teacher’s Manual pp. 92–97**

**Skills**
- Roots and Suffixes
- Close Reading
- Write about Informational Text
- **Engage in Collaborative Discussion**

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - Review Try It, SE p. 104. Reread the passage **second read**, have students complete the Ask and Answer Questions Chart, SE p. 223.
- **Common Core Support Coach**
  - Guide students to complete the Ask and Answer Questions Chart, SE p. 223.

### LESSON FOCUS
**RL.3.1, SL.3.1**

**Common Core 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**

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - Review Try It, SE p. 110. Read Maya Lin: A Young Artist with Courage
  - Review Nonliteral Language, SE p. 111. Reread the passage **second read**, have students complete the **second read** questions on the Close Reading Worksheet, SE p. 224.
- **Common Core Support Coach**
  - Guide students to complete the Ask and Answer Questions Chart, SE p. 223.

### LESSON FOCUS
**L.3.5.a, SL.3.1**

**Common Core 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**

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - Review Try It, SE p. 111. Maya Lin: A Young Artist with Courage
  - Review Nonliteral Language, SE p. 111. Reread the passage **second read**, have students complete the **second read** questions on the Close Reading Worksheet, SE p. 224.
- **Common Core 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

## LESSON FOCUS

**W.3.2, L.3.5.c**
**Common Core Support Coach**
**Lesson 5: Literary Nonfiction: Biography**
- **Student Edition pp. 116–122, 222**
- **Teacher’s Manual pp. 104–106**
**Skills**
- ✔ Shades of Meaning
- ✔ Close Reading
- ✔ Write about Informational Text

**Maya Lin: A Young Artist with Courage**

Then have students complete the Close Reading Worksheet, p. 224.

**DIFFERENTIATION OPTIONS**
- ✔ Common Core 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.

**LESSON FOCUS**

**RI.3.1**
**Common Core Support Coach**
**Lesson 5: Literary Nonfiction: Biography**
- **Student Edition pp. 116, 118–122, 222**
- **Teacher’s Manual pp. 104, 106–111**
**Skills**
- ✔ Make Inferences
- ✔ Text Features
- ✔ Make Inferences
- ✔ Close Reading

**Jacques Cousteau: Keeper of the Ocean**

Discuss how to make inferences, SE p. 116. Read the passage **first read**. Have students complete the Make Inferences Chart, SE p. 225.

**DIFFERENTIATION OPTIONS**
- ✔ Common Core Support Coach
  - Review Try It, SE p. 116. Read Jacques Cousteau: Keeper of the Ocean using the **first read** annotations to focus on making inferences. Guide students to complete the Make Inferences Chart, SE p. 225.

**Common Core Support Coach**

Use Supporting Struggling Learners scaffolding, TM p. 106, to help students make inferences.

**Common Core Support Coach**

Give students time for the Speaking and Listening project, TM pp. 62–63.

**LESSON FOCUS**

**RI.3.5, L.3.4.d**
**Common Core Support Coach**
**Lesson 5: Literary Nonfiction: Biography**
- **Student Edition pp. 117–122, 226**
- **Teacher’s Manual pp. 105–111**
**Skills**
- ✔ Text Features
- ✔ Close Reading
- ✔ Nonliteral Language

**Respond to Text**

Jacques Cousteau: Keeper of the Ocean

Review Text Features, SE p. 117. Reread the passage **second read**. Have students complete the **second read** questions on the Close Reading Worksheet, SE p. 226.

**DIFFERENTIATION OPTIONS**
- ✔ Common Core Support Coach
  - Review Try It, SE p. 117. Reread Jacques Cousteau: Keeper of the Ocean using the **second read** annotations to focus on text features.

**Common Core Support Coach**

Guide students to complete the second read questions on the Close Reading Worksheet, SE p. 226.

**Performance Coach**

Do shared writing with students in Lesson Practice, SE p. 287 (item 6).

**LESSON FOCUS**

**RI.3.1, RI.3.2, W.3.2, W.3.4**
**Common Core Support Coach**
**Lesson 5: Literary Nonfiction: Biography**
- **Student Edition pp. 118–125, 226**
- **Teacher’s Manual pp. 106–113**
**Skills**
- ✔ Main Idea and Key Details
- ✔ Ask and Answer Questions
- ✔ Close Reading
- ✔ Write about Informational Text

**Respond to Text**

Jacques Cousteau: Keeper of the Ocean

Read the passage **third read**. Then have students complete the Close Reading Worksheet, p. 226. Follow with Vocabulary, SE p. 123, to practice using glossaries and indexes. Follow with Respond to Text, SE pp. 124–125.

**DIFFERENTIATION OPTIONS**
- ✔ Common Core Support Coach
  - Guide students through Respond to Text using support, TM pp. 112–113. Have them work with partners and write.

**Common Core Support Coach**

Use Supporting Struggling Readers scaffolding, TM p. 112, to help students identify details that support their writing.

**Common Core Support Coach**

Guide students through Respond to Text using support, TM pp. 112–113.

**DIFFERENTIATION OPTIONS**
- ✔ Common Core Support Coach
  - Guide students to complete the Standards Focus on collaborative discussions, TM p. 90.

**Common Core Support Coach**

Guide students to complete the Writing with Students in Lesson Practice, SE p. 123.

**Common Core Support Coach**

Use Supporting Struggling Learners scaffolding, TM p. 108, to help students make inferences.

**Common Core Support Coach**

Guide students through Respond to Text using support, TM pp. 112–113.

**DIFFERENTIATION OPTIONS**
- ✔ Common Core Support Coach
  - Guide students through Respond to Text using support, TM pp. 112–113. Have them work with partners and write.

**Common Core Support Coach**

Use Supporting Struggling Readers scaffolding, TM p. 112, to help students identify details that support their writing.

**Performance Coach**

Have accelerating students complete the Writing with Students in Lesson Practice, SE p. 123.
## Unit: Reading Biography

### LESSON FOCUS
SL.3.5, SL.3.6, RF.3.4.a, RF.3.4.b
**Performance Coach**

- **Lesson 5: Literary Nonfiction: Biography**
- **Lesson 9: Analyze Informational Texts**

### DIFFERENTIATION OPTIONS
- **Common Core 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** Help students identify and define any unfamiliar words in SE pp. 114–118. Guide them to complete the Language Spotlight, SE p. 116.

### LESSON FOCUS
**Performance Coach** Have students read and complete the Language Spotlight: Multiple-Meaning Words, SE p. 116. Ask students to read the Coached Example and answer the questions, SE pp. 117–119.

### DIFFERENTIATION OPTIONS
- **Performance Coach** Guide students to study the Lesson Practice and answer the questions, SE pp. 120–121.
- **Performance Coach** Respond to the questions, SE pp. 117–118, as a class.
- **Common Core Support Coach** Have students read **Cesar Chavez: A Man for the Workers**, SE pp. 126–128.

### LESSON FOCUS
**Performance Coach** Have students read **Cesar Chavez: A Man for the Workers**, SE pp. 126–128.

### REVIEW
**Performance Coach** To review identifying the main idea and key details, use TM p. 98 and SE p. 223.

### REVIEW AND ASSESS OPTIONS:
- **Common Core Support Coach** Review answers to Quiz 5 with students.
- **Common Core Coach** Allow time for students to share Speaking and Listening Project Video Journals.

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**Day 1**

- **Speaking and Listening Project**

**Day 2**

- **Common Core Support Coach** Have students read **Cesar Chavez: A Man for the Workers**, SE pp. 126–128.

**Day 3**

- **Performance Coach** Guide students to study the Lesson Practice and answer the questions, SE pp. 120–125.

**Day 4**

- **Performance Coach** Respond to the questions, SE pp. 122–125, as a class.

**Day 5**


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**Day 1**

- **Speaking and Listening Project**

**Day 2**

- **Common Core Support Coach** Have students read **Cesar Chavez: A Man for the Workers**, SE pp. 126–128.

**Day 3**

- **Performance Coach** Guide students to study the Lesson Practice and answer the questions, SE pp. 120–125.

**Day 4**

- **Performance Coach** Respond to the questions, SE pp. 122–125, as a class.

**Day 5**


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**Day 1**

- **Speaking and Listening Project**

**Day 2**

- **Common Core Support Coach** Have students read **Cesar Chavez: A Man for the Workers**, SE pp. 126–128.

**Day 3**

- **Performance Coach** Guide students to study the Lesson Practice and answer the questions, SE pp. 120–125.

**Day 4**

- **Performance Coach** Respond to the questions, SE pp. 122–125, as a class.

**Day 5**

## Unit: Reading Historical Nonfiction

### LESSON FOCUS

| RI.3.1, SL.3.1  
**Common Core Coach**  
**Lesson 4: Reading Historical Nonfiction**  
**Skills**  
✔ Historical Nonfiction  
✔ Engage in Collaborative Discussion  
Listen and Learn  
Ellis and Angel: Islands of Hope  
Introduce historical nonfiction and discuss the Essential Question, TM p. 49. What can we learn from stories about the past? Then read Ellis and Angel: Islands of Hope with students.  

**DIFFERENTIATION OPTIONS**  
● **Common Core Coach** Reread Ellis and Angel: Islands of Hope and have students identify vocabulary words that they do not understand. Teach the vocabulary words.  
● **Common Core Coach** Help students identify what makes Ellis and Angel: Islands of Hope historical nonfiction.  

### LESSON FOCUS

| RI.3.1, RI.3.3, RI.3.5, RI.3.9, RF.3.3.c, SL.3.1  
**Common Core Coach**  
**Lesson 4: Reading Historical Nonfiction**  
**Skills**  
✔ Historical Nonfiction  
✔ Compare and Contrast  
Text Features  
✔ Historical Nonfiction  
✔ Engage in Collaborative Discussion  
Listen and Learn  
Ellis and Angel: Islands of Hope  
Reread the selection with students, using the Think Alouds. Use the Think Aloud, TM p. 54, to help them compare and contrast facts in the selection. Then have students complete the Comprehension Check, SE p. 68. Follow with Vocabulary, SE p. 69.  

**DIFFERENTIATION OPTIONS**  
● **Common Core Coach** Reread the selection. Review its informational text elements.  
● **Common Core Coach** Guide students to complete the Comprehension Check, SE p. 68, and Vocabulary, SE p. 69.  
● **Common Core Coach** Teach Word Analysis, TM p. 51, to address letter-sound correspondence.  

### LESSON FOCUS

| RI.3.1, RI.3.3, RI.3.5, RI.3.7, RI3.8, RI.3.9, SL.3.1, L.3.4  
**Common Core Coach**  
**Lesson 4: Reading Historical Nonfiction**  
**Skills**  
✔ Historical Nonfiction  
✔ Compare and Contrast  
Logical Connections  
Text Features  
✔ Historical Nonfiction  
✔ Determine or Clarify Word Meanings  
✔ Engage in Collaborative Discussion  
Share and Learn  
Sarah Winnemucca/A Great Woman  
Preview the vocabulary, SE p. 69. Then have students read the selections, SE pp. 70–76.  

**DIFFERENTIATION OPTIONS**  
● **Common Core Coach** Teach the vocabulary. Use highlighted words in Sarah Winnemucca/A Great Woman to reinforce the meanings.  
● **Common Core Coach** Have students discuss the meanings of other unfamiliar words or phrases, such as Paiute and settlers.  
● **Performance Coach** Have accelerating students work in pairs to do the Coached Example, SE pp. 90–93.  

### LESSON FOCUS

| RI.3.1, RI.3.3, RI.3.5, RI.3.7, RI.3.8, RI.3.9, W.3.2, SL.3.1  
**Common Core Coach**  
**Lesson 4: Reading Historical Nonfiction**  
**Skills**  
✔ Historical Nonfiction  
✔ Write about Informational Text  
✔ Engage in Collaborative Discussion  
Share and Learn  
Sarah Winnemucca/A Great Woman  
Have students reread and discuss the selections. Next, ask them to respond to the Anchor Standard Discussion Question, SE p. 77. Then have them complete the Comprehension Check, SE p. 78.  

**DIFFERENTIATION OPTIONS**  
● **Common Core Coach** Have students explain the most important thing they learned from this historical nonfiction.  
● **Common Core Coach** Have students work in pairs to complete the Comprehension Check, SE p. 78.  

### LESSON FOCUS

| RI.3.1, W.3.2, SL.3.1  
**Common Core Coach**  
**Lesson 4: Reading Historical Nonfiction**  
**Skills**  
✔ Historical Nonfiction  
✔ Write about Informational Text  
✔ Engage in Collaborative Discussion  
Reread  
Ellis and Angel, Sarah Winnemucca, or A Great Woman  
Have students choose a selection and write a paragraph responding to the Essential Question, What can we learn from stories about the past? Tell them to use details from their chosen selection to support their responses.  

**DIFFERENTIATION OPTIONS**  
● **Common Core Coach** Have students choose a selection and write a paragraph responding to the Essential Question, What can we learn from stories about the past? Tell them to use details from their chosen selection to support their responses.  

### LESSON FOCUS

| RI.3.1, RI.3.3, RI.3.5, RI.3.7, RI.3.8, RI.3.9, W.3.2, SL.3.1  
**Common Core Coach**  
**Lesson 4: Reading Historical Nonfiction**  
**Skills**  
✔ Historical Nonfiction  
✔ Write about Informational Text  
✔ Engage in Collaborative Discussion  
Reread  
Ellis and Angel, Sarah Winnemucca, or A Great Woman  
Have students choose a selection and write a paragraph responding to the Essential Question, What can we learn from stories about the past? Tell them to use details from their chosen selection to support their responses.  

**DIFFERENTIATION OPTIONS**  
● **Common Core Coach** Have students explain the most important thing they learned from this historical nonfiction.  
● **Common Core Coach** Have students work in pairs to complete the Comprehension Check, SE p. 78.  

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

## LESSON FOCUS

**RL.3.1, SL.3.1**

**Common Core Coach**

**Lesson 4: Reading Historical Nonfiction**

- Common Core 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

- ✔ Common Core Coach Independent Leveled Practice Resource Book
- ✔ Teachers scaffolding, TM p. 118, to help students identify time-order words.
- ✔ Use the Focus on Word Study, TM p. 127, to help students break words into syllables.

### LESSON FOCUS

**RL.3.3, RL.3.7, RL.3.8**

**Common Core Support Coach**

**Lesson 6: Historical Nonfiction**

- 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

- ✔ Common Core 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.

- ✔ Common Core Support Coach
  - Use Supporting Struggling Learners scaffolding, TM p. 118, to help students identify time-order words.

- ✔ Common Core Support Coach
  - Guide students to complete the Sequence of Events Chart, SE p. 227.

### LESSON FOCUS

**RL.3.7**

**Common Core 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

- ✔ Common Core Support Coach
  - Review Try It, SE p. 133. Reread The Rush for Gold using the **second read** annotations to focus on using information from illustrations.

- ✔ Common Core Support Coach
  - Use Supporting Struggling Learners scaffolding, TM p. 119, to help students understand the map.

- ✔ Performance Coach
  - Guide students to complete the **third read** questions on the Close Reading Worksheet, SE p. 228.

- ✔ Performance Coach
  - Have accelerating students complete the Standards Focus, TM p. 32.

### LESSON FOCUS

**RL.3.4, W.3.2**

**Common Core 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
- ✔ The Rush for Gold
- ✔ Discuss history terms and 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

- ✔ Common Core Support Coach
  - With students in small groups, reread The Rush for Gold, using the **third read** annotations to focus on critical thinking.

- ✔ Common Core Support Coach
  - Guide students to complete the **third read** questions on the Close Reading Worksheet, SE p. 228.

- ✔ Common Core Support Coach
  - Use the Focus on Word Study, TM p. 127, to help students break words into syllables.
### Unit: Reading Historical Nonfiction

#### Lesson 6: Historical Nonfiction

**LESSON FOCUS**
- RI.3.3, L.3.4.d

**Common Core Support Coach**
- Lesson 6: Historical Nonfiction
  - Student Edition pp. 139–142, 230
  - Teacher’s Manual pp. 126–129

**Skills**
- Text Features
- Dictionaries and Glossaries
- Close Reading

**Respont to Text**
- Gold Rush Success Stories

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - Review Try It, SE p. 139. Reread Gold Rush Success Stories using the annotations to focus on text features.

- **Common Core 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**
- RI.3.3, RI.3.7, RI.3.9, W.3.2, W.3.4

**Common Core 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

**Respont to Text**
- Gold Rush Success Stories

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - Reread the passage using the annotations to focus on critical thinking.

- **Common Core Support Coach**

- **Common Core Support Coach**
  - Help students, as needed, complete the Vocabulary exercise, SE p. 143.

**LESSON FOCUS**
- RI.3.5, RI.3.7, RI.3.9, W.3.2, W.3.4

**Common Core 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

**Respont to Text**
- Gold Rush Success Stories

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - Guide students through 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.

- **Common Core Support Coach**
  - Use Information from Illustrations

**LESSON FOCUS**
- RI.3.3, RI.3.5, RI.3.7, RI.3.8, RI.3.9

**Common Core Coach**
- Lesson 4: Reading Historical Nonfiction
  - Student Edition pp. 61
  - Teacher’s Manual p. 49

**Skills**
- Compare and Contrast
- Logical Connections

**Respont to Text**
- Use Information from Illustrations

**DIFFERENTIATION OPTIONS**
- **Common Core Coach**

- **Common Core Support Coach**
  - Have accelerating students complete the Lesson Extension, TE p. 30.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**

- **Common Core Support Coach**
  - Invite accelerating students to complete the Lesson Extension, TE p. 30.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - Review the lesson using支持, TM p. 124 and the Compare and Contrast chart, SE p. 229.

- **Common Core Support Coach**
  - Review using illustrations, use TM p. 119.

**REVIEW AND ASSESS OPTIONS:**

- **Common Core Coach**
  - Benchmark Assessment 2

- **Common Core Support Coach**
  - Quiz 6

**Skills**
- Compare and Contrast
- Sequence of Events
- Use Information from Illustrations
- Text Features
- History Terms

**Common Core Support Coach**
- Lesson 6: Historical Nonfiction

- **Student Edition pp. 146–150**
- **Teacher’s Manual p. 132**

**Read on Your Own**
- New Orleans: The City with a Long History

**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**
- **Common Core Support Coach**
  - Review answers to Benchmark Assessment 2 with students.

- **Common Core Support Coach**
  - Review answers to Quiz 6 with students.
## Unit: Writing Opinion Pieces

### Lesson Focus

**W.3.1, SL.3.1**

**Common Core 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**

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

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### Lesson Focus

**W.3.1, W.3.1.b**

**Common Core 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**

- **Common Core Coach** Use the graphic on SE p. 188 to help students analyze the text and mark it up as noted.
- **Common Core Coach** Have accelerating students identify the opinion, supporting reasons, and conclusion of the Mentor Text.

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### Lesson Focus

**W.3.1, W.3.1.b, L.3.5.b, L.3.5.c**

**Common Core 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**

- **Common Core Coach** Take a closer look at SE pp. 193–195 with students who need extra support to help them understand the writer’s words with different shades of meaning and then write a set of three sentences together with students.
- **Common Core 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.

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### Lesson Focus

**W.3.1, W.3.1.b, W.3.4, W.3.5, W.3.6**

**Common Core 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
- Write a Conclusion

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.

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### Lesson Focus

**W.3.1, W.3.1.b, W.3.1.d, W.3.4, W.3.5, W.3.6**

**Common Core 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
- Write a Conclusion

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Have students complete SE pp. 193 and 195.
## Unit: Writing Opinion Pieces

### LESSON FOCUS

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**Day 1**

- **LESSON FOCUS**
  - W.3.1, W.3.1.b, W.3.1.d, W.3.4, W.3.5, W.3.6, L.3.6
  - **Common Core 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**
  - **Common Core 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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**Day 2**

- **LESSON FOCUS**
  - W.3.1, W.3.1.b, W.3.1.d, W.3.4, W.3.5, W.3.6, L.3.1.g, L.3.6
  - **Common Core Coach**
  - **Lesson 11: Writing Opinion Pieces**
    - Student Edition pp. 200–205
    - Teacher’s Manual pp. 161–163
  - **Skills**
    - ✔ Use Supporting Reasons and Details
    - ✔ Write a Conclusion
    - ✔ Use Linking Words and Phrases
    - ✔ Comparative and Superlative Adjectives and Adverbs
    - ✔ Write 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 pp. 204–205, including the Writer’s Craft section.

- **DIFFERENTIATION OPTIONS**
  - **Common Core Coach** Identify sentences that students should revise in order to improve the introduction and opinion, supporting reasons, and/or conclusion. Provide students with support as they revise.
  - **Performance Coach** Have students complete the Lesson Practice, SE pp. 204–205.

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**Day 3**

- **LESSON FOCUS**
  - W.3.1, W.3.4, W.3.5, W.3.6, L.3.2.c, L.3.2.d
  - **Common Core Coach**
  - **Lesson 11: Writing Opinion Pieces**
    - Student Edition pp. 204–209
    - 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**
  - **Common Core 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 accelerating students complete the Lesson Practice, SE pp. 232–239 (including item 6).

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**Day 4**

- **LESSON FOCUS**
  - W.3.1, W.3.4, W.3.5, W.3.6, W.3.10, L.3.2.c, L.3.2.d
  - **Common Core Coach**
  - **Lesson 11: Writing Opinion Pieces**
    - Student Edition pp. 206–210
    - Teacher’s Manual pp. 164–165
  - **Skills**
    - ✔ Write an Opinion Piece
    - ✔ Punctuate Dialogue
    - ✔ Possessives
  - **Writing Process:** Steps 6, 7

- **DIFFERENTIATION OPTIONS**
  - **Common Core 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. 232–239 (including item 6).

**PUBLISH AND ASSESS OPTIONS:**

- **Common Core Coach**
  - Lesson 11: Writing Opinion Pieces
    - Teacher’s Manual p. 165
  - **Skills**
    - ✔ Write an Opinion Piece
  - **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**
  - **Common Core 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. 232–239 (including item 6).
# Unit: Reading Drama

## Day 1

**Lesson Focus**
- **RL.3.3, RL.3.5, SL.3.1**

**Common Core Coach**

**Lesson 6: Reading Drama**
- **Student Edition pp. 103–109**
- **Teacher's Manual pp. 80–87**

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

**Listen and Learn**

A Garden to Share

Introduce drama and discuss questions. 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.

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

## Day 2

**Lesson Focus**
- **RL.3.3, RL.3.5, RL.3.6, SL.3.1**

**Common Core Coach**

**Lesson 6: Reading Drama**
- **Student Edition pp. 104–111**
- **Teacher's Manual pp. 82–89**

**Skills**
- Parts of a Drama
- Point of View
- Sequence
- Engage in Collaborative Discussions

**Listen and Learn**

A Garden to Share

Reread the drama with students using Think Alouds. Use sequence Think Alouds to focus strategy instruction, TM pp. 85, 86. Then have students complete the Comprehension Check on Sequence, SE p. 110.

**Differentiation Options**
- **Common Core Coach** Review parts of a drama in A Garden to Share and guide students through the Comprehension Check, SE p. 110.
- **Common Core 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.

## Day 3

**Lesson Focus**
- **RL.3.3, RL.3.5, RL.3.6, SL.3.1, RL.3.6, W.3.2, SL.3.1**

**Common Core Coach**

**Lesson 6: Reading Drama**
- **Student Edition pp. 110–116**
- **Teacher's Manual pp. 90–91**

**Skills**
- Parts of a Drama
- Point of View
- Sequence
- Engage in Collaborative Discussions
- Write about Literature

**Listen and Learn**

A Garden to Share

Have students continue to read and discuss the drama. Then have students respond to the Anchor Standard Discussion Question and Comprehension Check, SE pp. 117–118.

**Differentiation Options**
- **Common Core 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.
- **Common Core Coach** Have students work in pairs to complete the Comprehension Check, SE p. 118.

## Day 4

**Lesson Focus**
- **RL.3.3, RL.3.5, W.3.4**

**Common Core Coach**

**Lesson 6: Reading Drama**
- **Student Edition pp. 117–118**
- **Teacher's Manual p. 92**

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

**Listen and Learn**

A Garden to Share or A Mammoth Adventure

Have students choose a passage and write a paragraph responding to the Essential Question, How is a play a special way of telling a story? Tell them to use two examples of the parts of drama to support their response.

**Differentiation Options**
- **Common Core 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.
- **Common Core Coach** Have students work in pairs to complete the Comprehension Check, SE p. 118.
Unit: Reading Drama

**LESSON FOCUS**
**RL.3.3, RL.3.5, SL.3.1**
**Common Core Coach**
**Lesson 6: Reading Drama**
Skills
- ✔ Parts of a Drama
- ✔ Engage in Collaborative Discussions
- ✔ Read on Your Own
- Attic Stardust
  Have students read the drama at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.

**DIFFERENTIATION OPTIONS**
- ✔ Common Core Coach
- Independent Leveled Practice Resource Book
  Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
- ✔ Common Core 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**
**RL.3.5**
**Common Core 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
- ✔ Make Predictions
- ✔ 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**
- ✔ Common Core Support Coach
  Independent Leveled Practice Resource Book
  Use Supporting Struggling Learners scaffolding, TM pp. 70, 73. Help students understand how to use evidence in the text to make predictions.
- ✔ Common Core Support Coach
  Use Supporting Struggling Learners scaffolding, TM pp. 70, 73. Help students understand how to use evidence in the text to make predictions.
- ✔ Common Core Support Coach
  Use Supporting Struggling Learners scaffolding, TM pp. 70, 73. Help students understand how to use evidence in the text to make predictions.
- ✔ Common Core Support Coach
  Use Supporting Struggling Learners scaffolding, TM pp. 70, 73. Help students understand how to use evidence in the text to make predictions.

**LESSON FOCUS**
**RL.3.3, W.3.4, L.3.4.b**
**Common Core Support Coach**
**Lesson 4: Drama**
- Student Edition pp. 78–83, 218
- Teacher's Manual pp. 70–75
Skills
- ✔ Roots and Prefixes
- ✔ 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**
- ✔ Common Core Support Coach
  Review Try It, SE p. 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**
- ✔ Common Core Support Coach
  Review Try It, SE p. 84. Reread How Honeybee Got Her Stinger using the [first read] annotations to focus on Summarize. Have students complete the Summary Chart.
- ✔ Common Core Support Coach
  Use Supporting Struggling Learners, TM p. 78. Help students identify the characters, narrator, and setting.
Unit: Reading Drama

LESSON FOCUS
RL.3.2, RL.3.5, W.3.2
Common Core Support Coach
Lesson 4: Drama
- Student Edition pp. 86–90, 92–98, 220
- Teacher’s Manual pp. 78–86
Skills
✓ Point of View
✓ Context Clues
✓ Close Reading

LESSON FOCUS
RL.3.2, RL.3.5, W.3.2
Common Core 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

LESSON FOCUS
RL.3.5, RL.3.6, W.3.2
Common Core Support Coach
Lesson 6: Reading Drama
- Student Edition p. 103
- Teacher’s Manual p. 81
Skills
✓ Parts of a Drama
✓ Point of View

REVIEW
RL.3.2, RL.3.3, RL.3.5, RL.3.6
Common Core Coach
Lesson 6: Reading Drama
- Student Edition pp. 99–100
- Teacher’s Manual p. 86
Skills
✓ Parts of a Drama
✓ Make Predictions
✓ Summarize
✓ Roots and Prefixes
✓ Context Clues

DIFFERENTIATION OPTIONS
- Common Core Support Coach Guide students through Respond to Text using support, TM pp. 84–85.
- Common Core Support Coach Have students read The Unknown Singer, SE pp. 94–98.
- Common Core Support Coach Have students 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).
- Performance Coach Do shared writing with students in Lesson Practice, SE pp. 31–37 (item 6).
- Common Core Support Coach Review answers to Quiz 4 with students.
- Common Core Coach Have students present Speaking and Listening Projects.

DIFFERENTIATION OPTIONS
- Common Core Support Coach Guide students through Respond to Text using support, TM pp. 84–85.
- Common Core Support Coach Have students read The Unknown Singer, SE pp. 94–98.
- Performance Coach To review parts of a drama, have students complete the Lesson Practice, SE pp. 31–36 (items 1–5).

DIFFERENTIATION OPTIONS
- Common Core 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.

DIFFERENTIATION OPTIONS
- Common Core Support Coach Have students complete the Close Reading Worksheet, SE p. 220, and Vocabulary, SE p. 91.
- Common Core Support Coach Review Point of View, SE p. 85.
- Common Core Support Coach Have students complete the Close Reading Worksheet, SE p. 220, and do the Comprehension Check, SE pp. 99–100. Have students share answers and discuss the text, pointing out evidence for their responses.

DIFFERENTIATION OPTIONS
- Common Core Support Coach Review Try It, SE p. 85. Reread How Honeybee Got Her Stinger using the annotations to focus on point of view. Guide students to complete the relevant questions on the Close Reading Worksheet.
- Common Core Support Coach Have students read How Honeybee Got Her Stinger using the annotations to focus on point of view. Guide students to complete the relevant questions on the Close Reading Worksheet.
### Unit: Reading Poetry

#### LESSON FOCUS
**RL.3.1, RL.3.5, SL.3.1**
**Common Core Coach**
**Lesson 7: Reading Poetry**
- Student Edition pp. 119–123

**Skills**
- Recognize Elements of Poetry
- Engage in Collaborative Discussions

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Teach the features of poetry in *The Pied Piper of Hamelin*, noting and listing features including stanzas, rhyme, and rhythm.
- **Common Core Coach** Reread *The Pied Piper of Hamelin*, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Common Core Coach** Use the Speaking and Listening Project, TM pp. 108–109, during this unit.

#### LESSON FOCUS
**RL.3.1, RL.3.5, RF.3.3, L.3.4.a**
**Common Core Coach**
**Lesson 7: Reading Poetry**
- Student Edition pp. 120–125
- Teacher’s Manual pp. 98–103

**Skills**
- Poetry: Structure, Rhyme, and Rhythm
- Context Clues
- Ask and Answer Questions
- Letter-Sound Correspondence

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Review Ask and Answer Questions with *The Pied Piper of Hamelin* and guide students through the Comprehension Check, SE p. 124.
- **Common Core Coach** Teach vocabulary and guide students through Vocabulary. Use highlighted words in *Shenandoah* and *Autumn* to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 14–16 and identify the features of poetry also used in *The Pied Piper of Hamelin*, *Shenandoah*, *The Wind*, and *Autumn*.

#### LESSON FOCUS
**RL.3.1, RL.3.4, RL.3.5, W.3.4, SL.3.1**
**Common Core Coach**
**Lesson 7: Reading Poetry**
- Student Edition pp. 126–130
- Teacher’s Manual pp. 104–106

**Skills**
- Poetry: Structure, Rhyme, and Rhythm
- Nonliteral Language
- Elements of Poetry
- Write about Literature

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Guide students through the Anchor Standard Discussion Question and Comprehension Check, SE pp. 131–132.
- **Common Core Coach** Reread *Shenandoah*, *The Wind*, and *Autumn* have students choose a poem and write a paragraph responding to the Essential Question, *How do poems tell stories and communicate feelings about the world?* Tell them to use two examples of features of poetry to support their response.

**Non-Assessed Skills/Strategies**
- *Hamelin* The Pied Piper of
- *Shenandoah* 
- *The Wind* 
- *Autumn*

**Assessed Skills/Strategies**
- *Then read* feelings about the world?
- *poems tell stories and communicate* feelings about the world?
- *ask and answer* questions, TM p. 97, focusing on
- *Discuss* and have
- *The Pied Piper of Hamelin*, Shenandoah, The Wind, and
- *Write about Literature*
Unit: Reading Poetry

LESSON FOCUS
RL 3.5, SL 3.1
Common Core Coach
Lesson 7: Reading Poetry
- Common Core Coach Independent Leveled Practice Resource Book, pp. 63–71

DIFFERENTIATION OPTIONS
- Common Core Coach Independent Leveled Practice Resource Book
  Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
- Common Core 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
- Common Core 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.
- Common Core Support Coach
  Use Supporting Struggling Learners scaffolding, TM p. 52. Help students use illustrations to visualize what is happening in the poems.

LESSON FOCUS
RL 3.5
Common Core Support Coach
Lesson 3: Poetry
Skilis
- Poetry: Structure, Rhyme, and Rhythm
- Engage in Collaborative Discussions

DIFFERENTIATION OPTIONS
- Common Core Support Coach
  Review Try It, SE p. 56. Reread My Little Neighbor and Travel using the second read annotations to focus on structure, rhyme, and rhythm. Guide students to complete the relevant questions on the Close Reading Worksheet.
- Common Core Support Coach
  Focus on regular and irregular plural forms in My Little Neighbor and Travel using Word Study, TM p. 53. Preview Vocabulary, SE p. 61.
## Unit: Reading Poetry

### LESSON FOCUS
**Lesson 3: Poetry**
- **Common Core Support Coach**
- **Teacher's Manual pp. 62–64**
- **Student Edition pp. 64–66, 68–72, 215**
- **Teacher's Manual pp. 58–64**

#### DIFFERENTIATION OPTIONS
- **Common Core 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.**
  - **Review Vocabulary, SE p. 67.**

- **Common Core Support Coach**
  - **Review Vocabulary, SE p. 67.**

- **Common Core 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 FOCUS
**Lesson 3: Poetry**
- **Common Core Support Coach**
- **Teacher's Manual pp. 62–64**
- **Student Edition pp. 64–66, 68–72, 215**
- **Teacher's Manual pp. 58–64**

#### DIFFERENTIATION OPTIONS
- **Common Core Support Coach**
  - **Guide students through Respond to Text using support, TM pp. 62–63.**
  - **Have them work with partners and write.**

### LESSON FOCUS
**Lesson 3: Poetry**
- **Common Core Support Coach**
- **Teacher's Manual pp. 62–64**
- **Student Edition pp. 64–66, 68–72, 215**
- **Teacher's Manual pp. 58–64**

#### DIFFERENTIATION OPTIONS
- **Common Core Support Coach**
  - **Have students read The Moon, SE pp. 70–72.**

- **Performance Coach**
  - **Use Language Spotlight, SE p. 16 and TE p. 7, to explore shades of meaning in words.**
  - **Have students choose a pair of words that are synonyms or nearly synonyms and use the words in a sentence or short paragraph that shows the difference in their meanings.**

### LESSON FOCUS
**Lesson 3: Poetry**
- **Common Core Support Coach**
- **Teacher's Manual pp. 62–64**
- **Student Edition pp. 64–66, 68–72, 215**
- **Teacher's Manual pp. 58–64**

#### DIFFERENTIATION OPTIONS
- **Common Core Support Coach**
  - **Have students read The Moon and do the Comprehension Check, SE pp. 73–74.**
  - **Review the features of poetry, have students complete the Lesson Practice, SE pp. 20–22 (items 1–5).**

- **Common Core Support Coach**
  - **Review answers to Benchmark Assessment 3 with students.**

- **Common Core Support Coach**
  - **Review answers to Quiz 3 with students.**
**Unit: Reading Technical Texts**

**LESSON FOCUS**
**RI.3.5, RI.3.7, SL.3.1**
**Common Core Coach**
**Lesson 8: Reading Technical Texts**
- **Student Edition pp. 133–137**
- **Teacher’s Manual pp. 110–115**
**Skills**
- ✔ Technical Texts, Headings, Use Photos, Use Maps, Labels
- ✔ Engage in Collaborative Discussion
- ✔ Listen and Learn
- ✔ Using the Internet

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Teach technical text features in Using the Internet, noting and listing text features, including page design.
- **Common Core Coach** Reread Using the Internet, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

**LESSON FOCUS**
**RI.3.3, RI.3.5, RI.3.7, RF.3.3.c**
**Common Core Coach**
**Lesson 8: Reading Technical Texts**
- **Student Edition pp. 134–139**
- **Teacher’s Manual pp. 112–117**
**Skills**
- ✔ Technical Texts, Headings, Use Photos, Use Maps, Labels
- ✔ Cause and Effect
- ✔ Decode Multisyllable Words
- ✔ Listen and Learn
- ✔ Using the Internet

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Reread Using the Internet, SE pp. 134–137, noting text features and their purposes. Complete the list of text features used.
- **Common Core Coach** Preview and teach the vocabulary words, SE p. 139.
- **Common Core Coach** Teach Word Analysis, TM p. 113, to address multisyllable words.

**LESSON FOCUS**
**RI.3.1, RI.3.3, RI.3.5, RI.3.7, RI.3.8, SL.3.1**
**Common Core Coach**
**Lesson 8: Reading Technical Texts**
- **Student Edition pp. 138–144**
- **Teacher’s Manual pp. 116–119**
**Skills**
- ✔ Technical Texts, Headings, Use Photos, Use Maps, Labels
- ✔ Ask and Answer Questions
- ✔ Cause and Effect
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Review cause and effect in Using the Internet and guide students through the Comprehension Check, SE p. 136.
- **Common Core Coach** Teach vocabulary and guide students through Vocabulary. Use highlighted words in Migration of Loggerhead Turtles to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 100–103 and identify the graphic features also used in Using the Internet and Migration of Loggerhead Turtles.

**LESSON FOCUS**
**RI.3.1, RI.3.3, RI.3.5, RI.3.7, RI.3.8, SL.3.1**
**Common Core Coach**
**Lesson 8: Reading Technical Texts**
- **Student Edition pp. 140–146**
- **Teacher’s Manual pp. 118–120**
**Skills**
- ✔ Technical Texts, Headings, Use Photos, Use Maps, Labels
- ✔ Ask and Answer Questions
- ✔ Cause and Effect
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Use highlighted words in Migration of Loggerhead Turtles and guide students as they unpack the text features.
- **Common Core Performance Coach** Have students work in pairs to do the Coached Example, SE pp. 145–146.

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Guide students through Anchor Standard Discussion Questions, SE p. 145. Point out that the first question is about cause and effect; the second question is about text features.
- **Common Core Coach** Have students work in pairs to complete the Comprehension Check, SE p. 146.
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<thead>
<tr>
<th>Day 1</th>
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### Unit: Reading Technical Texts

#### LESSON FOCUS

**RI.3.3, RI.3.5, RI.3.7, RI.3.8, SL.3.1**

**Common Core Coach**

**Lesson 8: Reading Technical Texts**

- **Common Core Support Coach**
  - Leveled Practice Resource Book, pp. 72–83

**LESSON FOCUS**

**RI.3.7, RL.3.7, RI.3.8**

**Common Core Support Coach**

**Lesson 8: Technical Texts**


**Skills**

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

**DIFFERENTIATION OPTIONS**

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

**DIFFERENTIATION OPTIONS**

- **Common Core 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.
- **Common Core 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.

**DIFFERENTIATION OPTIONS**

- **Common Core 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.
- **Common Core Support Coach**

**DIFFERENTIATION OPTIONS**

- **Common Core 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**

**RI.3.4, W.3.2**

**Common Core Support Coach**

**Lesson 8: Technical Texts**

- **Student Edition** pp. 176–181, 236
- **Teacher’s Manual** pp. 158–163

**Skills**

- **Technology Terms**
- **Close Reading**
- **Write about Informational Text**

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - Review Try It, SE p. 175. Reread *Protecting Our Food Supply* using the **first read** annotations to focus on charts. Guide students to complete the Close Reading Worksheet.
  - Follow with Vocabulary, SE p. 236.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - Review Skim and Scan for Details, SE p. 175. Then have students complete the Skim and Scan Chart, SE p. 237.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - 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**

- **Common Core Support Coach**
  - Review Skim and Scan for Details, SE p. 175. Then have students complete the relevant questions on the Close Reading Worksheet.

- **Common Core Support Coach**
  - Use Supporting Struggling Learners, TM p. 166, to help students identify the central idea.

**LESSON FOCUS**

**RI.3.5**

**Common Core 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**

- Read *All About Volcanologists* to the group.
  - Guide students to complete the Skim and Scan Chart.
  - Have students complete the Skim and Scan Chart, SE p. 237.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - Review Try It, SE p. 182. Reread *All About Volcanologists* using the **first read** annotations to focus on skimming and scanning. Guide students to complete the Skim and Scan chart.

- **Common Core Support Coach**
  - Use Supporting Struggling Learners, TM p. 166, to help students identify the central idea.

**LESSON FOCUS**

**RI.3.4, W.3.2**

**Common Core Support Coach**

**Lesson 8: Technical Texts**

- **Student Edition** pp. 176–181, 236
- **Teacher’s Manual** pp. 158–163

**Skills**

- **Technology Terms**
- **Close Reading**
- **Write about Informational Text**

**DIFFERENTIATION OPTIONS**

- **Common Core 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.
Week 27

Unit: Reading Technical Texts

**LESSON FOCUS**
RI.3.3, L.3.4.c
Common Core Support Coach
Lesson 8: Technical Texts
- Student Edition pp. 183–187, 238
- Teacher’s Manual pp. 165–169

**Skills**
- Text Features
- Using Roots to Determine the Meaning of Unfamiliar Words
- Close Reading
- Respond to Text
- All About Volcanologists Review Text Features, SE p. 183. Read the passage. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 238. Follow with Vocabulary, SE p. 187.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Review Try It, SE p. 183. Reread All About Volcanologists using the annotations to focus on text features. Guide students to complete the relevant questions on the Close Reading Worksheet.

**LESSON FOCUS**
RI.3.3, RI.3.5, RI.3.7, W.3.2
Common Core Support Coach
Lesson 8: Technical Texts
- Student Edition pp. 184–186, 188–194, 238
- Teacher’s Manual pp. 166–172

**Skills**
- Steps in a Procedure
- Skim and Scan for Details
- Close Reading
- Write about Informational Text
- Respond to Text
- All About Volcanologists Read the passage. Then have students complete the Close Reading Worksheet, SE p. 238. Follow with Respond to Text, SE pp. 188–189.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Guide students through Respond to Text using support, TM pp. 170–171. Have them work with partners and write.

**LESSON FOCUS**
RI.3.3, RI.3.5, RI.3.7, W.3.2
Common Core Support Coach
Lesson 8: Technical Texts
- Student Edition pp. 188–194
- Teacher’s Manual pp. 170–171

**Skills**
- Charts
- Text Features
- Skim and Scan for Details
- Write about Informational Text
- Respond to Text
- Review SE pp. 188–189 and discuss the writing task on p. 188 before students draft and complete their writing.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Guide students through Respond to Text using support, TM pp. 170–171. Have them work with partners and write.

**LESSON FOCUS**
RI.3.3, RI.3.5, RI.3.7, RI.3.8
Common Core Support Coach
Lesson 8: Technical Texts
- Student Edition pp. 184–186
- Teacher’s Manual pp. 170–171

**Skills**
- Technology Terms
- Using Roots to Determine the Meaning of Unfamiliar Words

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Review SE pp. 188–189 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.

**LESSON FOCUS**
RI.3.3, RI.3.5, RI.3.7, RI.3.8
Common Core Support Coach
Lesson 8: Technical Texts
- Student Edition pp. 190–194

**Skills**
- Text Features
- Skim and Scan for Details
- Technology Terms
- Using Roots to Determine the Meaning of Unfamiliar Words

**DIFFERENTIATION OPTIONS**

**LESSON FOCUS**
RI.3.3, RI.3.5, RI.3.7, RI.3.8
Common Core Support Coach
Lesson 8: Technical Texts
- Student Edition pp. 184–186
- Teacher’s Manual pp. 170–171

**Skills**
- Text Features
- Skim and Scan for Details
- Technology Terms
- Using Roots to Determine the Meaning of Unfamiliar Words

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Have students read How the Mail Moves and do the Comprehension Check, SE pp. 195–196.

**LESSON FOCUS**
RI.3.3, RI.3.5, RI.3.7, RI.3.8
Common Core Support Coach
Lesson 8: Technical Texts
- Student Edition pp. 184–186
- Teacher’s Manual pp. 170–171

**Skills**
- Technology Terms
- Using Roots to Determine the Meaning of Unfamiliar Words

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Review answers to Quiz 8 with students.
**Unit: Writing Informative/Explanatory Texts**

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<th>LESSON FOCUS</th>
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<td>Common Core Coach</td>
<td>Lesson 9: Writing Informative/Explanatory Texts</td>
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<tr>
<td>Skills</td>
<td>✔ Write an Informative/Explanatory Text ✔ Engage in Collaborative Discussion</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td></td>
</tr>
<tr>
<td>✔ Common Core Coach</td>
<td>Use notes, TM p. 124, to introduce the purpose and audience for an informative/explanatory text.</td>
</tr>
<tr>
<td>✔ Common Core Coach</td>
<td>Review Migration of Loggerhead Turtles, SE pp. 140–144, and identify and discuss the introduction, body, and conclusion of that text.</td>
</tr>
<tr>
<td>✔ Performance Coach</td>
<td>Have students complete the Coached Example, SE pp. 197–201.</td>
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<td>Lesson 9: Writing Informative/Explanatory Texts</td>
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<tr>
<td>Skills</td>
<td>✔ Write an Informative/Explanatory Text ✔ Introduce a Topic ✔ Use Supporting Details Analyze a Mentor Text</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td></td>
</tr>
<tr>
<td>✔ Common Core Coach</td>
<td>Use the glossary in the SE and show students how to use it. Help students find the entries for main idea, supporting details, and topic.</td>
</tr>
<tr>
<td>✔ Common Core Coach</td>
<td>Review the Writing Process, SE p. 152, for students who need extra support.</td>
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<td>Common Core Coach</td>
<td>Lesson 9: Writing Informative/Explanatory Texts</td>
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<tr>
<td>Skills</td>
<td>✔ Write an Informative/Explanatory Text ✔ Use Supporting Details ✔ Use Research to Write About a Topic</td>
</tr>
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<td><strong>Writing Process: Step 1</strong></td>
<td></td>
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<tr>
<td>✔ Common Core Coach</td>
<td>Have students complete Lesson Practice, SE pp. 202–208 (items 1–5).</td>
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<td>Lesson 9: Writing Informative/Explanatory Texts</td>
</tr>
<tr>
<td>Skills</td>
<td>✔ Write an Informative/Explanatory Text ✔ Organize the Topic, Main Idea, and Supporting Details</td>
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<td><strong>Writing Process: Steps 2, 3</strong></td>
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<tr>
<td>✔ Common Core Coach</td>
<td>Allow time for students to draft independently or in pairs. Conference with students who need extra support.</td>
</tr>
<tr>
<td>✔ Performance Coach</td>
<td>Have students complete Lesson Practice, SE pp. 202–208 (items 1–5).</td>
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Week 29

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**Unit: Writing Informative/Explanatory Texts**

**LESSON FOCUS**
- W.3.2, W.3.4, W.3.5, W.3.6, L.3.6
- Common Core Coach
- Lesson 9: Writing Informative/Explanatory Texts
  - Student Edition pp. 160, 162–165

**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**
- Performance Coach Have students complete the Coached Example, SE pp. 215–218.

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**LESSON FOCUS**
- W.3.2, W.3.4, W.3.5, W.3.6, L.3.5.a, L.3.5.c
- Common Core Coach
- Lesson 9: Writing Informative/Explanatory Texts
  - Student Edition pp. 166–171
  - Teacher's Manual pp. 135–136

**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 pp. 166–167.

**DIFFERENTIATION OPTIONS**
- Common Core 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**
- W.3.2, W.3.4, W.3.5, W.3.6, L.3.1.h, L.3.1.i
- Common Core Coach
- Lesson 9: Writing Informative/Explanatory Texts
  - Student Edition pp. 168–172
  - Teacher's Manual pp. 136–137

**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**
- Common Core 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.
- Common Core Coach For students who need extra support, review coordinating and subordinating conjunctions.

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**LESSON FOCUS**
- W.3.2, W.3.4, W.3.5, W.3.6, W.3.10, L.3.1.h, L.3.1.i
- Common Core Coach
- Lesson 9: Writing Informative/Explanatory Texts
  - Student Edition pp. 170–171
  - Teacher's Manual pp. 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**
- Common Core 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).

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**PUBLISH OPTIONS:**
- Common Core 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**
- Common Core 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

**RI.3.1, SL.3.1**

**Common Core Coach**

**Lesson 10: Reading Scientific Nonfiction**

- **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.

- **Discuss Questions, TM**

  - **Listen and Learn** Howling Wind, Swirling Snow
  - **Read** Howling Wind, Swirling Snow
  - **Have students identify vocabulary words that they do not understand.**
  - **Teach** the vocabulary words.
  - **Consider** using Lesson 10, SE pp. 126–137, with accelerated students during this unit.

- **Have students complete the Comprehension Check on Cause and Effect, SE p. 178.**

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Teach and list the features of scientific nonfiction in Howling Wind, Swirling Snow.

- **Common Core 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.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Reread Howling Wind, Swirling Snow, SE pp. 174–177, noting and completing the list of features of scientific nonfiction.

- **Common Core Coach** Preview and teach the vocabulary words, SE p. 179.

- **Common Core Coach** Teach Word Analysis, TM p. 141, to address root words and affixes.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Review cause and effect in Howling Wind, Swirling Snow and guide students through the Comprehension Check, SE p. 178.

- **Common Core Coach** Teach vocabulary and guide students through Vocabulary. Use highlighted words in Giants of the Grassland to reinforce meanings.

- **Performance Coach** Have students read SE pp. 126–128 to analyze texts across genres.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Reread Giants of the Grassland, guiding students to note cause and effect. Create a cause and effect chart.

- **Common Core Coach** Reread Giants of the Grassland and guide students as they identify features of scientific nonfiction.

- **Performance Coach** Have students complete the Coached Example, SE pp. 129–131.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Guide students through the Anchor Standard Discussion Question, SE p. 185.

- **Common Core Coach** Have students work in pairs to complete the Comprehension Check, SE p. 186.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Read Giants of the Grassland and guide students as they identify features of scientific nonfiction.

- **Performance Coach** Have students complete the Coached Example, SE pp. 129–131.
### Unit: Reading Scientific Nonfiction

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#### Common Core Coach
- **Student Edition pp.** 151–152, 154–158, 231
- **Teacher’s Manual pp.** 133–136, 138–143
- **Skills**
  - Cause and Effect
  - Scientific Nonfiction

#### Lesson 7: Scientific Nonfiction
- **Common Core Support Coach**
- **Student Edition pp.** 153–159, 232
- **Teacher’s Manual pp.** 137–143
- **Skills**
  - Diagrams and Photos
  - Cause and Effect
  - Close Reading
  - Read On Your Own

#### Tarantulas
- **Read On Your Own**
- **Review Try It, SE p.** 153.
- **Read the passage** (first read).
- **Read the passage** (second read).
- **Read the passage** (third read).
- **Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 232.

#### Cause and Effect Chart, SE p. 231.

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

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

#### Differentiation Options
- **Common Core Support Coach**
- **Review Try It, SE p.** 152.
- **Reread Tarantulas using the annotations to focus on cause and effect.** Guide students to complete the relevant questions on the Close Reading Worksheet.

#### Differentiation Options
- **Common Core Support Coach**
- **Review Try It, SE p.** 153.
- **Reread Tarantulas using the annotations to focus on cause and effect.** Guide students to complete the relevant questions on the Close Reading Worksheet.

#### Differentiation Options
- **Common Core 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
- **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.

#### Performance Coach
- **Guide students through the Coached Example, SE pp.** 65–68.

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**Week 31**

**Day 1**

**Day 2**

**Day 3**

**Day 4**

**Day 5**

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**Unit: Reading Scientific Nonfiction**

### Lesson 7: Scientific Nonfiction

#### Lesson Focus
- **RI.3.1, RI.3.3, RI.3.6, W.3.2**
- **Common Core Support Coach**
- **Lesson 7: Scientific Nonfiction**
- Student Edition pp. 162–164, 166–170, 234
- Teacher’s Manual pp. 146–152

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

**Differentiation Options**
- **Common Core Support Coach**
  - Review Try It, SE p. 161. Reread the passage (second read). Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 234, and Vocabulary, SE p. 165.
- **Common Core Support Coach**
  - Review Vocabulary, SE p. 165.
- **Common Core Support Coach**
  - Have students write a riddle using a multiple-meaning word pair.

#### Lesson Focus
- **RI.3.1, RI.3.5, RI.3.7, W.3.2, W.3.4**
- **Common Core Support Coach**
- **Lesson 7: Scientific Nonfiction**
- Student Edition pp. 166–170
- Teacher’s Manual pp. 150–152

**Skills**
- Cause and Effect
- Draw Conclusions
- Close Reading
- Write about Informational Text

**Differentiation Options**
- **Common Core Support Coach**

#### Lesson Focus
- **RI.3.1, RI.3.5, RI.3.7, W.3.2, W.3.4**
- **Common Core Support Coach**
- **Lesson 7: Scientific Nonfiction**
- Student Edition pp. 166–170
- Teacher’s Manual pp. 150–152

**Skills**
- Diagrams and Photos
- Text Features
- Draw Conclusions
- Write about Informational Text

**Differentiation Options**
- **Common Core Support Coach**
  - Guide students through Respond to Text: The Red Planet. Read the passage (third read). Then have students complete the Close Reading Worksheet, SE pp. 168–170.

#### Lesson Focus
- **RI.3.1, RI.3.3, RI.3.5, RI.3.7, W.3.8, RI.3.8**
- **Common Core Support Coach**
- **Lesson 7: Scientific Nonfiction**
- Student Edition pp. 173
- Teacher’s Manual p. 139

**Skills**
- Cause and Effect
- Diagrams and Photos
- Text Features

**Differentiation Options**
- **Common Core Support Coach**
  - Review answers to Quiz 7 with students.
- **Common Core Support Coach**
  - Review answers to Benchmark Assessment 4 with students.

**Review and Assess Options:**
- **Common Core Coach**
- **Benchmark Assessment 4**
- **Common Core Support Coach**
- **Lesson 7: Scientific Nonfiction**
  - Student Edition pp. 171–172
  - Teacher’s Manual p. 152

**Read on Your Own**
- The Narwhal

**Performance Coach**
- Do shared writing with students in Lesson Practice, SE pp. 69–73 (item 6).
- **Common Core Coach**
  - Review answers to Benchmark Assessment 4 with students.
- **Common Core Support Coach**
  - Review answers to Quiz 7 with students.