



Santillana
Spotlight
on English

**Guided Reading
Scope and Sequence**

Level 1

Santillana Spotlight on English

Thematic Library Guided Reading: Weekly Planners

Grade	Unit	Week	Title(s)	Key Words	Day 1		Day 2		
					Warm Up/Concepts About Print	CCSS	Genre	CCSS (grades 5 and 6 only)	Listening and Reading
1	2	1	<i>Good Citizenship</i>	class, play, rules, says, sit, stands, student	<ul style="list-style-type: none"> • book cover • book title and title page • author and role of author • illustrator and role of illustrator • categorize key words 	RI.1.5; L.1.5a; L.1.5b	Realistic Fiction	<ul style="list-style-type: none"> • Main Idea and Key Details • Story Structure • Make Judgments 	RL.1.1-10; RI.1.1-8; RI.1.10; RF.1.3b; RF.1.4a; RF.1.4b; RF.1.4c; SL.1.2; L.1.4a-c;
1	2	2	<i>What Can You Do?</i>	can, feel, hear, see, smell, sound, taste, touch	<ul style="list-style-type: none"> • book cover • book title and title page • author and role of author • illustrator and role of illustrator • features of a sentence 	RI.1.5; L.1.5a; L.1.5b; RF.1.1a; L.1.1a	Nonfiction (Informational Text)	<ul style="list-style-type: none"> • Main Idea and Key Details • Compare and Contrast / use text images • Make Inferences 	RI.1.1-8; RI.1.10; RF.1.3b; RF.1.4a; RF.1.4b; RF.1.4c; SL.1.2; L.1.4a-c;
1	2	3	<i>Homes</i>	are, be, can, have, homes, houses, there	<ul style="list-style-type: none"> • book cover • book title and title page • author and role of author • relationship of images and text • categorize key words 	RI.1.5; RI.1.6; L.1.5a; L.1.5b	Nonfiction (Informational Text)	<ul style="list-style-type: none"> • Main Idea and Key Details • Compare and Contrast • Make Judgments 	RI.1.1-8; RI.1.10; RF.1.3b; RF.1.4a; RF.1.4b; RF.1.4c; SL.1.2; L.1.4a-c;
1	2	4	<i>No TV Day</i>	asked, grandma, my, no, play, said, sister, we	<ul style="list-style-type: none"> • book cover • book title and title page • author and role of author • illustrator and role of illustrator • pagination and page numbers • categorize key words 	RI.1.5; L.1.5a; L.1.5b; RL.1.6	Realistic Fiction	<ul style="list-style-type: none"> • Main Idea and Key Details • Cause and Effect • Make Inferences 	RL.1.1-10; RI.1.1-8; RI.1.10; RF.1.3b; RF.1.4a; RF.1.4b; RF.1.4c; SL.1.2; L.1.4a-c;
1	2	5	<i>Seasons</i>	autumn, do, in, is, like, spring, summer, winter	<ul style="list-style-type: none"> • book cover • book title and title page • author and role of author • Using Text Information Features • categorize key words 	RI.1.5; L.1.5a; L.1.5b	Poetry	<ul style="list-style-type: none"> • Main Idea and Key Details • Compare and Contrast • Cause and Effect 	RL.1.1-10; RI.1.1-8; RI.1.10; RF.1.3b; RF.1.4a; RF.1.4b; RF.1.4c; SL.1.2; L.1.4a-c;
1	2	6	<i>Our Trip to the Zoo</i>	had, next, saw, then, they, went, were, zoo	<ul style="list-style-type: none"> • book cover • book title and title page • author and role of author • illustrator and role of illustrator • categorize key words 	RI.1.5; L.1.5a; L.1.5b	Journal Writing	<ul style="list-style-type: none"> • Main Idea and Key Details • Characters and Setting • Sequence 	RL.1.1-10; RI.1.1-8; RI.1.10; RF.1.3b; RF.1.4a; RF.1.4b; RF.1.4c; SL.1.2; L.1.4a-c;
1	2	7	<i>Where I Live</i>	also, library, live, many, people, places, some, subway, this, where	<ul style="list-style-type: none"> • book cover • book title and title page • author and role of author • REVIEW Features of a Sentence • categorize key words 	RI.1.5; L.1.5a; L.1.5b	Nonfiction (Explanation Text)	<ul style="list-style-type: none"> • Main Idea and Key Details • Author's point of view • Make Judgments 	RI.1.1-8; RI.1.10; RF.1.3b; RF.1.4a; RF.1.4b; RF.1.4c; SL.1.2; L.1.4a-c;
1	2	8	<i>The First Thanksgiving</i>	barley, feast, hunt, Native Americans, Pilgrims, pumpkins, turkey, wheat	<ul style="list-style-type: none"> • book cover • book title and title page • author and role of author • REVIEW Using Text Information Features 	RI.1.5; L.1.5a; L.1.5b	Nonfiction (Informational Text)	<ul style="list-style-type: none"> • Recall Specific Information • Cause and Effect • Main Idea and Key Details 	RI.1.1-8; RI.1.10; RF.1.3b; RF.1.4a; RF.1.4b; RF.1.4c; SL.1.2; L.1.4a-c;

Day 3		Day 4		Day 5		Day 5		
Phonics and Phonemic Awareness	CCSS	Grammar and Usage	CCSS	Speaking and Writing	CCSS	Writer's Workshop/Writing Prompt	CCSS	NOTES
• Long u (student, rule, ruler, Hugo)	RF.1.2a; RF.1.2b; RF.1.2c; RF.1.2d; RF.1.3b; RF.1.4a; RF.1.4b; RF.1.4c;	• common and proper nouns	L.1.1b	Discussion: Making New Friends	SL.1.1a; SL.1.1b; SL.1.1c; SL.1.2; SL.1.3; SL.1.4; L.1.6	Explanatory: What do you do to show good citizenship? (use common and proper nouns)	W.1.1; W.1.2; W.1.5; SL.1.5; SL.1.6; L.1.1a-j; L.1.2a-e; L.1.6	
• Long e (feels, eat, see, sweet, tree) • Long e homophones	RF.1.2a; RF.1.2b; RF.1.2c; RF.1.2d; RF.1.3b; RF.1.4a; RF.1.4b; RF.1.4c;	• simple present tense • sensory verbs	L.1.1e; RL.1.4	Discussion: A Sensory Riddle	SL.1.1a; SL.1.1b; SL.1.1c; SL.1.2; SL.1.3; SL.1.4; L.1.6	Explanatory: The things we can sense in a special place.	W.1.1; W.1.2; W.1.5; SL.1.5; SL.1.6; L.1.1a-j; L.1.2a-e; L.1.6	
• Long o (homes, mobile, stone)	RF.1.2a; RF.1.2b; RF.1.2c; RF.1.2d; RF.1.3b; RF.1.4a; RF.1.4b; RF.1.4c;	• singular and plural of the verb to be • auxiliary verbs using to be	L.1.1e	Discussion: Kinds of Homes (a riddle activity)	SL.1.1a; SL.1.1b; SL.1.1c; SL.1.2; SL.1.3; SL.1.4; L.1.6	Explanatory: What is your home like? Describe it.	W.1.1; W.1.2; W.1.5; SL.1.5; SL.1.6; L.1.1a-j; L.1.2a-e; L.1.6	
• Long a (day, play, made)	RF.1.2a; RF.1.2b; RF.1.2c; RF.1.2d; RF.1.3b; RF.1.4a; RF.1.4b; RF.1.4c;	• simple past tense • questions in the simple past tense	L.1.1e	Discussion: A Fun Event	SL.1.1a; SL.1.1b; SL.1.1c; SL.1.2; SL.1.3; SL.1.4; L.1.6	Explanatory: Imagine a Family Fun Day. Use simple past tense.	W.1.1; W.1.2; W.1.5; SL.1.5; SL.1.6; L.1.1a-j; L.1.2a-e; L.1.6	
• Long i (like, time, night, ride, pile, wipe)	RF.1.2a; RF.1.2b; RF.1.2c; RF.1.2d; RF.1.3b; RF.1.4a; RF.1.4b; RF.1.4c;	• affirmative and negative statements with "do" • contractions with "do"	L.1.1e	Discussion: Seasonal Activities	SL.1.1a; SL.1.1b; SL.1.1c; SL.1.2; SL.1.3; SL.1.4; L.1.6	Explanatory: Explain a season.	W.1.1; W.1.2; W.1.5; SL.1.5; SL.1.6; L.1.1a-j; L.1.2a-e; L.1.6	
• Consonant digraph th (voiced: them, they, there, and voiceless: thank, think)	RF.1.3a	• adjectives (big, white, little, great, cute, pink)	L.1.1f	Discussion: A Zoo Animal	SL.1.1a; SL.1.1b; SL.1.1c; SL.1.2; SL.1.3; SL.1.4; L.1.6	Descriptive: Describe a visit to the zoo.	W.1.1; W.1.2; W.1.5; SL.1.5; SL.1.6; L.1.1a-j; L.1.2a-e; L.1.6	
• Consonant and consonant blend p, pl (apple, playground, people)	RF.1.2b	• personal pronouns • subject pronouns • object pronouns • possessive pronouns	L.1.1d	Discussion: A Place in the Community	SL.1.1a; SL.1.1b; SL.1.1c; SL.1.2; SL.1.3; SL.1.4; L.1.6	Letter to a Friend: Describe the places you want your friend to visit (in your community) and the things people do there.	W.1.1; W.1.2; W.1.5; SL.1.5; SL.1.6; L.1.1a-j; L.1.2a-e; L.1.6	
• Consonant blend mp (pumpkin) • Controlled Consonant r (turkey)	RF.1.2b; RF.1.3g	• Capitalization of First Word, the Pronoun I, and Proper Nouns • Capitalization of Dates and Holidays	L.1.2a	Discussion: A Celebration	SL.1.1a; SL.1.1b; SL.1.1c; SL.1.2; SL.1.3; SL.1.4; L.1.6	Explanatory: How do you celebrate Thanksgiving?	W.1.1; W.1.2; W.1.5; SL.1.5; SL.1.6; L.1.1a-j; L.1.2a-e; L.1.6	



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Level 2

Santillana Spotlight on English
Thematic Library Guided Reading: Weekly Planners

Grade	Unit	Week	Title(s)	Key Words	Day 1		Day 1		Day 2	
					Warm Up/Concepts About Print	CCSS	Genre	CCSS (grades 5 and 6 only)	Listening and Reading	CCSS
2	3	1	<i>What Do You Like Best at School?</i>	about, best, learn, like, to	<ul style="list-style-type: none"> book cover book title and title page author and role of author categorize key words 	RI.2.5	Realistic Fiction		<ul style="list-style-type: none"> Main Ideas and Key Details Cause and Effect Make Judgments 	RI.2.1; RI.2.4; RI.2.5; RI.2.7; RI.2.1; RI.2.4; RI.2.6; RF.2.3a-f; RF.2.4a-c; SL.2.2; L.2.4a-d
2	3	2	<i>Meet Jabron</i>	asked, kickball, play, said, sign language, talk, what, yes	<ul style="list-style-type: none"> book cover book title and title page author and role of author illustrator and role of illustrator use of quotation marks to signal conversation categorize key words 	RI.2.5	Realistic Fiction		<ul style="list-style-type: none"> Main Idea and Key Details Identify Characters, Setting, and Conflict Make Judgments 	RI.2.1; RI.2.3; RI.2.5; RI.2.6; RI.2.7; RI.2.1; RI.2.4; RI.2.6; RF.2.3a-f; RF.2.4a-c; SL.2.2; L.2.4a-d
2	3	3	<i>Country and City</i>	do, eat, feed, like, live, school, so, wake	<ul style="list-style-type: none"> book cover book title and title page author and role of author illustrator and role of illustrator Recognize relationship between text and images categorize key words 	RI.2.5	Realistic Fiction		<ul style="list-style-type: none"> Main Idea and Key Details Compare and Contrast How Images Support Text 	RI.2.1; RI.2.4; RI.2.5; RI.2.7; RI.2.1; RI.2.4; RI.2.6; RF.2.3a-f; RF.2.4a-c; SL.2.2; L.2.4a-d
2	3	4	<i>The Healthy Food Parry</i>	bring, food, hands, have, healthy, junk, need, wanted, would	<ul style="list-style-type: none"> book cover book title and title page author and role of author illustrator and role of illustrator Use tables, charts, and other information categorize key words 	RI.2.5; RI.2.7	Poetry		<ul style="list-style-type: none"> Main Idea and Key Details Structure of text Making Judgments 	RI.2.1; RI.2.3; RI.2.5; RI.2.6; RI.2.7; RI.2.1; RI.2.4; RI.2.6; RF.2.3a-f; RF.2.4a-c; SL.2.2; L.2.4a-d
2	3	5	<i>Treasure Hunt</i>	backyard, blocks, brother, clue, first, neighborhood, next, outside, surprise, treasure, turn	<ul style="list-style-type: none"> book cover book title and title page author and role of author recognize text features categorize key words 	RI.2.5	Realistic Fiction		<ul style="list-style-type: none"> Main Idea and Key Details Sequence Identify Plot Author's Purpose 	RI.2.1; RI.2.3; RI.2.5; RI.2.6; RI.2.7; RI.2.1; RI.2.4; RI.2.6; RF.2.3a-f; RF.2.4a-c; SL.2.2; L.2.4a-d
2	3	6	<i>I Don't Need an Umbrella</i>	arcas, clouds, complained, laughed, sighed, state, storm, umbrella, weather forecaster, weather report	<ul style="list-style-type: none"> book cover book title and title page author and role of author illustrator and role of illustrator Recognize relationship between image and text 	RI.2.5	Realistic Fiction		<ul style="list-style-type: none"> Main Idea and Key Details Make Judgments Cause and Effect Author's Purpose 	RI.2.1; RI.2.3; RI.2.5; RI.2.6; RI.2.7; RI.2.1; RI.2.4; RI.2.6; RF.2.3a-f; RF.2.4a-c; SL.2.2; L.2.4a-d
2	3	7	<i>Insects</i>	because, bugs, called, change, everywhere, insects, guess, shapes, some, world	<ul style="list-style-type: none"> book cover book title and title page author and role of author recognize sentence features: capital letters and end punctuation categorize key words 	RI.2.5	Nonfiction		<ul style="list-style-type: none"> Main Idea and Key Details Compare and Contrast Make Inferences Author's Purpose 	RI.2.1; RI.2.4; RI.2.6; RF.2.3a-f; RF.2.4a-c; SL.2.2; L.2.4a-d
2	3	8	<i>I'm Proud of My Past</i>	ceremonies, clan, hogans, language, Native Americans, Navajo, pottery, proud, reservation, weave	<ul style="list-style-type: none"> book cover book title and title page author and role of author illustrator and role of illustrator use features such as tables of contents, glossaries, and other charts categorize key words 	RI.2.5; RI.2.7	Realistic Fiction		<ul style="list-style-type: none"> Main Idea and Key Details How Images Support Text Make Judgments Author's Purpose 	RI.2.1; RI.2.4; RI.2.5; RI.2.7; RI.2.1; RI.2.4; RI.2.6; RF.2.3a-f; RF.2.4a-c; SL.2.2; L.2.4a-d

Day 3		Day 4		Day 5		Day 5		
Phonics and Phonemic Awareness	CCSS	Grammar and Usage	CCSS	Speaking and Writing	CCSS	Writer's Workshop/Writing Prompt	CCSS	NOTES
<ul style="list-style-type: none"> long i (like) short e (best) 	RF.2.3a	<ul style="list-style-type: none"> adjectives irregular past tense verbs (drew, wrote) 	L.2.1d; L.2.1e	Discussion: A Class at School	SL.2.1a; SL.2.1b; SL.2.1c; SL.2.3; SL.2.6; L.2.6	Opinion: What do you like the best about school? Why? (use of key words and adjectives)	W.2.1; W.2.2; W.2.5; W.2.8	
<ul style="list-style-type: none"> short vowel sounds (is, hands, of, us, yes) short vowel spelling patterns 	RF.2.3a	<ul style="list-style-type: none"> Compound words: open and closed (crosswalk, living room) 	L.2.4d	Discussion: A New Student	SL.2.1a; SL.2.1b; SL.2.1c; SL.2.3; SL.2.6; L.2.6	Informative: Research Other Forms of Communication (use key words and compound words)	W.2.1; W.2.2; W.2.5; W.2.7; W.2.8	
<ul style="list-style-type: none"> digraphs and common vowel teams (cat, feed, school) 	RF.2.3b	<ul style="list-style-type: none"> Pronouns Subject Pronouns Object Pronouns Reflexive pronouns 	L.2.1c	Discussion: Life in the City or Country	SL.2.1a; SL.2.1b; SL.2.1c; SL.2.3; SL.2.6; L.2.6	Narrative: My trip to the Country/City (use key words and pronouns including reflexive pronouns)	W.2.1; W.2.2; W.2.5; W.2.8	
<ul style="list-style-type: none"> Identify words with inconsistent but common spelling sounds (said, true, juice) 	RF.2.3c	<ul style="list-style-type: none"> Use of apostrophe to form contractions and possessives (True's, Let's, Don't, Plj, Pm) 	L.2.2c	Discussion: A Healthy Meal	SL.2.1a; SL.2.1b; SL.2.1c; SL.2.3; SL.2.6; L.2.6	Explanatory: What You Need For a Good Party (use key words, contractions and possessives)	W.2.1; W.2.2; W.2.5; W.2.8	
<ul style="list-style-type: none"> Identify syllables in words (surprise, hunt, neighborhood) 	RF.2.3c	<ul style="list-style-type: none"> Past tense of common irregular verbs (came, found, read, ran, slid, swung) 	L.2.1d	Discussion: A Family Get-Together	SL.2.1a; SL.2.1b; SL.2.1c; SL.2.3; SL.2.6; L.2.6	Narrative: My Treasure Hunt (use key words and irregular verbs in the past tense)	W.2.1; W.2.2; W.2.5; W.2.8	
<ul style="list-style-type: none"> Review long vowel sounds (pie, wait, he, do) 	RF.2.3a	<ul style="list-style-type: none"> Produce and expand simple and compound sentences. 	L.2.1f	Discussion: Today's Weather, and Maybe Tomorrow's	SL.2.1a; SL.2.1b; SL.2.1c; SL.2.3; SL.2.6; L.2.6	Narrative: A Story about a Serious Weather Event (use key words and simple and compound sentences)	W.2.1; W.2.2; W.2.5; W.2.8	
<ul style="list-style-type: none"> Maintain long vowel sounds (way, see, who, coat, lie) long vowel spelling patterns 	RF.2.3a	<ul style="list-style-type: none"> collective nouns (furniture, luggage) compound words (peanut, butterfly, anthill) 	L.2.1a	Discussion: An Insect I Saw	SL.2.1a; SL.2.1b; SL.2.1c; SL.2.3; SL.2.6; L.2.6	Research/Explanatory: An Insect I've Learned About (use key words and collective nouns)	W.2.1; W.2.2; W.2.5; W.2.8	
<ul style="list-style-type: none"> Review multi-syllable words with long vowels (Native, family, tribe, reservation) 	RF.2.3c	<ul style="list-style-type: none"> Capitalization of proper nouns, including holidays, product names, geographic names, and ethnicities (Native American, Navajo, Arizona, United States, Thanksgiving) 	L.2.2a	Discussion: Family Traditions	SL.2.1a; SL.2.1b; SL.2.1c; SL.2.3; SL.2.6; L.2.6	Opinion: What I Like Best About My Culture (use key words and capitalization for proper nouns)	W.2.1; W.2.2; W.2.5; W.2.8	



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Scope and Sequence**

Level 3

Santillana Spotlight on English
Guided Reading Teacher Guide -- Scope and Sequence

Grade	Unit	Week	Title(s)	Key Words	Day 1		Day 1		Day 2	
					Concepts About Print	CCSS	Genre	CCSS (grades 5 and 6 only)	Reading Comprehension	CCSS
3	4	1	<i>Jake's Helpful Notebook</i>	afternoon, assignment, blanks, copied, counselor's office, homework, lunchtime, notebook	<ul style="list-style-type: none"> book cover book title and title page author and role of author illustrator and role of illustrator -CHRISTINE: use of quotation marks (as well as comma) to signal conversation and indicate who is talking. categorize key words 	RI.3.5, L.3.2c	Realistic Fiction		<ul style="list-style-type: none"> Main Idea and Key Details Cause and Effect Draw Conclusions Author's Purpose 	RL.3.1; RL.3.3; RL.3.5; RL.3.6; RL.3.7; RI.3.1; RI.3.2; RI.3.4; RI.3.5; RI.3.6; RI.3.7; RF.3.3a-d; RF.3.4a-c; SL.3.1-3.3; L.3.4a-d; L.3.5a-c
3	4	2	<i>My Grandpa</i>	beach, bus, chicken, hardware, noodle, sneakers, stomp, tomato	<ul style="list-style-type: none"> book cover book title and title page author and role of author illustrator and role of illustrator categorize key words 	RI.3.5, L.3.2c	Realistic Fiction		<ul style="list-style-type: none"> main topic and key details sequence compare and contrast author's purpose recognize quotation marks, commas, and signal words to indicate who is talking 	RL.3.1; RL.3.3; RL.3.5; RL.3.6; RL.3.7; RI.3.1; RI.3.2; RI.3.4; RI.3.5; RI.3.6; RI.3.7; RF.3.3a-d; RF.3.4a-c; SL.3.1-3.3; L.3.4a-d; L.3.5a-c
3	4	3	<i>Fuel to Win</i>	bleachers, breakfast, championship, dugout, energy, home run, inning, machine, run-down, stomach	<ul style="list-style-type: none"> book cover book title and title page author and role of author categorize key words 	RI.3.5	Realistic Fiction		<ul style="list-style-type: none"> main topic and key details cause and effect draw conclusions author's purpose features of a sentence: first word, capitalization, ending punctuation 	RL.3.1; RL.3.3; RL.3.5; RL.3.6; RL.3.7; RI.3.1; RI.3.2; RI.3.4; RI.3.5; RI.3.6; RI.3.7; RF.3.3a-d; RF.3.4a-c; SL.3.1-3.3; L.3.4a-d; L.3.5a-c
3	4	4	<i>What a Tree Has Seen</i>	Civil War, indigo, oak, majestic, merchants, Savannah, throughout, the Union, Yamacraw	<ul style="list-style-type: none"> book cover book title and title page author and role of author illustrator and role of illustrator categorize key words 	RI.3.5, RI.3.7	Historical Fiction		<ul style="list-style-type: none"> main topic and key details author's point of view draw conclusions author's purpose recognize types of images and how they support the text 	RL.3.1; RL.3.3; RL.3.5; RL.3.6; RL.3.7; RI.3.1; RI.3.2; RI.3.3; RI.3.4; RI.3.5; RI.3.6; RI.3.7; RF.3.3a-d; RF.3.4a-c; SL.3.1-3.3; L.3.4a-d; L.3.5a-c
3	4	5	<i>Our Solar System</i>	asteroid, astronaut, astronomer, atmosphere, comet, dwarf planet, ice giant, orbit, Solar System, surface, telescope, unmanned	<ul style="list-style-type: none"> book cover book title and title page author and role of author illustrator and role of illustrator categorize key words 	RI.3.5, RI.3.7	Nonfiction		<ul style="list-style-type: none"> main topic and key details make inferences compare and contrast author's purpose identify how images support text 	RL.3.1; RL.3.3; RL.3.5; RL.3.6; RL.3.7; RI.3.1; RI.3.2; RI.3.3; RI.3.4; RI.3.5; RI.3.6; RI.3.7; RF.3.3a-d; RF.3.4a-c; SL.3.1-3.3; L.3.4a-d; L.3.5a-c
3	4	6	<i>The Terrible, Horrible Itch</i>	buffalo, cranky, gazelle, giraffe, horrible, itch, lioness, savannah, stomp, terrible	<ul style="list-style-type: none"> book cover book title and title page author and role of author categorize key words 	RI.3.5	Folktales		<ul style="list-style-type: none"> main topic and key details sequence cause and effect author's purpose identify text features 	RL.3.3; RL.3.5; RL.3.6; RL.3.7; RI.3.1; RI.3.2; RI.3.4; RI.3.5; RI.3.6; RI.3.7; RF.3.3a-d; RF.3.4a-c; SL.3.1-3.3; L.3.4a-d; L.3.5a-c
3	4	7	<i>Thurgood Marshall: Fighting for People</i>	advice, African American, court, demonstration, discrimination, honored, lawyer, prejudice, race, rejected, segregation, slaves	<ul style="list-style-type: none"> book cover book title and title page author and role of author illustrator and role of illustrator categorize key words 	RI.3.5, RI.3.7	Biography		<ul style="list-style-type: none"> main topic and key details make inferences author's purpose explain how photos support the text 	RL.3.1; RL.3.3; RL.3.5; RL.3.6; RL.3.7; RI.3.1; RI.3.2; RI.3.3; RI.3.4; RI.3.5; RI.3.6; RI.3.7; RF.3.3a-d; RF.3.4a-c; SL.3.1-3.3; L.3.4a-d; L.3.5a-c
3	4	8	<i>Go West!</i>	country, excited, journey, miles, Native Americans, oxen, pioneers, river, supplies, trail, traveled, wagon	<ul style="list-style-type: none"> book cover book title and title page author and role of author illustrator and role of illustrator categorize key words 	RI.3.5, RI.3.7	Historical Fiction		<ul style="list-style-type: none"> main topic and key details draw conclusions cause and effect author's purpose recognize text features and how they support the text 	RL.3.1; RL.3.3; RL.3.5; RL.3.6; RL.3.7; RI.3.1; RI.3.2; RI.3.3; RI.3.4; RI.3.5; RI.3.6; RI.3.7; RF.3.3a-d;

Day 3 Phonics and Phonic Awareness	CCSS	Day 4 Grammar and Usage	CCSS	Day 5 Listening and Speaking	CCSS	Day 5 Writing and Spelling (prompt is for topic in Writer's Workshop)	CCSS	NOTES
• Decode multi-syllable words	RF.3.3c	• Explain the function of nouns (Jake, Ana, homework, school, office), pronouns (he, she, it), verbs (were, walked, asked, ask, remember) adjectives (helpful notebook, special notebook, math homework, spelling homework, science homework), and adverbs (always, keep, surprised, very) in general and their functions in particular sentences.	L.3.1a	Discussion: Problem Solving	SL.3.1a-d; SL.3.2; SL.3.3; SL.3.6; L.3.6	Topic: Opinion: Do You Think a Notebook Like Jake's Would Be Helpful?	W.3.1a-d; W.3.2a-d; W.3.3a-d; W.3.4; W.3.5; W.3.8	
• Review spelling-sound correspondences for common vowel teams (diphthongs and digraphs) (see, sleeve, green, teeth, need, tea, beach, sneakers, sea, knee; tools, noodle, book, mood-bye)	RF.3.4a	• Form and use regular and irregular plural nouns (teeth, feet).	L.3.1b	Discussion: My Grandparent or Older Relative	SL.3.1a-d; SL.3.2; SL.3.3; SL.3.6; L.3.6	Topic: Narrative: Time With an Older Relative	W.3.1a-d; W.3.2a-d; W.3.3a-d; W.3.4; W.3.5; W.3.8	
• Read grade-appropriate irregularly spelled words (the "r" sound in "br": thought, weights, caught vs. enough) (the use of contractions: I'm, you're, I'll, couldn't, didn't)	RF.3.3d	• Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	L.3.1q	Discussion: A Great Plate	SL.3.1a-d; SL.3.2; SL.3.3; SL.3.6; L.3.6	Topic: Expository: How Does What You Eat Affect Your Day?	W.3.1a-d; W.3.2a-d; W.3.3a-d; W.3.4; W.3.5; W.3.8	
• Review long and short vowels in single-syllable words. (Christine: there are plenty of examples in the story for all vowels sounds)	RF.3.4a	• Form and use regular (call/called, gather/gathered, use/used, help/helped, plant/planted, join/joined) and irregular verbs (is/was, grow/grew, build/built, come/came, sell/sold, drive/drove)	L.3.1d	Discussion: What the Trees Saw	SL.3.1a-d; SL.3.2; SL.3.3; SL.3.6; L.3.6	Topic: Narrative: My Life Through an Object	W.3.1a-d; W.3.2a-d; W.3.3a-d; W.3.4; W.3.5; W.3.8	
• Review using context clues to access content area vocabulary.	RI.3.4	• Form and use the simple past, present, and future verb tenses. (e.g., I walked; I walk; I will walk)	L.3.1e	Discussion: Solar System Riddles	SL.3.1a-d; SL.3.2; SL.3.3; SL.3.6; L.3.6	Topic: Opinion/Research: My Favorite Planet	W.3.1a-d; W.3.2a-d; W.3.3a-d; W.3.4; W.3.5; W.3.8	
• Use context to confirm or self-correct word recognition and understanding	RF.3.4c	• Ensure subject-verb and pronoun antecedent agreement	L.3.1f	Discussion: What The Animals Thought About Rhino	SL.3.1a-d; SL.3.2; SL.3.3; SL.3.6; L.3.6	Topic: Research: Expository: An Animal from the Savannah	W.3.1a-d; W.3.2a-d; W.3.3a-d; W.3.4; W.3.5; W.3.8	
• Decode words with common Latin suffixes (university, advancement, discrimination, association, segregation, demonstrations.)	RF.3.3b	• Use abstract nouns (prejudice, discrimination, civil rights, race, segregation)	L.3.1c	Discussion: Key Word Riddles	SL.3.1a-d; SL.3.2; SL.3.3; SL.3.6; L.3.6	Topic: Research: Expository: An Important Person From Your Culture or Heritage	W.3.1a-d; W.3.2a-d; W.3.3a-d; W.3.4; W.3.5; W.3.8	
• Identify and know the meaning of the most common prefixes (exciting, extra, unclear, inside, independence, important, provide) and derivational suffixes (wonderful, beautiful, bumpy, careless, dangerous, lucky)	RF.3.3a	Use coordinating and subordinating conjunctions	L.3.1h	Discussion: Interview With a Pioneer	SL.3.1a-d; SL.3.2; SL.3.3; SL.3.6; L.3.6	Topic: Opinion: How The Pioneers Felt About Their Journey	W.3.1a-d; W.3.2a-d; W.3.3a-d; W.3.4; W.3.5; W.3.8	