

Editable Weekly Plan: Grade 3 Module 5

How to Use this Editable Weekly Plan

- Review each week's plan, focusing on the non-shaded priority instruction and the skills tested on the Weekly and Module Assessments (indicated with an asterisk *). The portions of the lesson shaded in gray are lower priority.
- Based on your class schedule and student needs, decide which elements of the lesson you will use during your whole-class instruction. Edit the planner as needed.
- Because daily writing opportunities are embedded in the Reading lessons as response to reading, some of the Writing Workshop lessons are lower priority.
- If you have a separate block for Writing, consider using the Writing Workshop lessons during that time.

Small Group Considerations

- As you work with your students during whole-class instruction, note areas where they need additional teacher-led instruction.
 - If students need additional direct instruction in comprehension skills and strategies, utilize the *Tabletop Minilessons: Reading and/or the Rigby Readers* and *Take & Teach Lessons*.
 - If students need targeted instruction in foundational skills, utilize *Foundational Skills and Word Study Studio* and/or the *Blending Board*.
 - If students need English language development, utilize *Tabletop Minilessons: English Language Development*.
- While you are working with a small group, provide additional practice opportunities and/or centers for the rest of the class.
 - If students need independent practice with vocabulary, utilize *Vocabulary Interactive Practice*.
 - If students need additional practice in specific comprehension skills and strategies, utilize the *Read and Respond Journal*.

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Grade 3 Module 5 Week 1				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Build Knowledge & Language	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Module Launch pp. T150–T151	Introduce Critical Vocabulary pp. T158–T159	Review Critical Vocabulary p. T166	Generative Vocabulary* Suffix <i>-er/-or</i> ; <i>-er/-est</i> pp. T172–T173	Vocabulary Spiral Review p. T176–T177
		Vocabulary Strategy: Homographs/Homophones* p. T167	Spiral Review: Latin Roots <i>aud, vis</i>	
Reading	Reading	Reading	Reading	Reading
Author's Purpose pp. T152–T153 <i>Teamwork = Victory!</i> <i>myBook</i> pp. 360–361	Ask and Answer Questions pp. T160–T161 <i>Soccer Shootout</i> <i>myBook</i> pp. 362–379	Literary Elements* pp. T168–T169 <i>Soccer Shootout</i> <i>myBook</i> pp. 362–379	Theme* pp. T174–T175 <i>Soccer Shootout</i> <i>myBook</i> pp. 362–379	Author's Craft* pp. T178–T179 <i>Soccer Shootout</i> <i>myBook</i> pp. 362–379
Foundational Skills	Communication	Foundational Skills	Communication	Communication
Phonological Awareness: Sound Chains Decoding: Vowel Diphthong /oi/ Spelling: Spelling the /oi/ Sound Fluency: Accuracy and Self-Correction Lesson Slides: Teamwork, Week 1, Lesson 1	Listening Comprehension pp. T162–T165	Phonological Awareness: Sound Chains Decoding: Vowel Diphthong /oi/ Spelling: Spelling the /oi/ Sound Lesson Slides: Teamwork, Week 1, Lesson 3	Project Checkpoint: Brainstorm and Research pp. T138, T147	Research and Media Literacy p. T180 Make Connections p. T181
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Persuasive Letter Introducing the Focal Text p. W68	Persuasive Letter The Read p. W69	Persuasive Letter Vocabulary p. W70	Persuasive Letter* Prewriting: Preparing to Write p. W71	Persuasive Letter Prewriting II: Audience and Purpose p. W72
Grammar: Subject-Verb Agreement* p. W215	Grammar: Adding <i>-s</i> and <i>-es</i> to Verbs p. W216	Grammar: Singular and Plural Subjects p. W217	Grammar: Writing Quotations p. W333	Grammar: Connect to Writing: Using Correct Subject–Verb Agreement * p. W219

Grade 3 Module 5 Week 1	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies • Tabletop Minilessons: Reading - o 28: Author's Purpose - o 1: Ask and Answer Questions - o 12: Literary Elements - o 9: Theme - o 27: Author's Craft • Read and Respond Journal - o <i>Little Mud-Face</i> (Literary Elements) • Rigby Readers/Take & Teach Lessons - o Select by Module Connections - o Select by Skill/Strategy Connections - o Select by Reading Level	Practice and Reinforce Vocabulary • Vocabulary Interactive Practice - o Critical Vocabulary: <i>Soccer Shootout</i> - o Generative Vocabulary: Suffix <i>-er/-or; -er/-est</i> Practice and Reinforce Foundational Skills • Blending Board • Foundational Skills and Word Study Studio - o Phonics: Vowel Diphthongs <i>oi, oy</i> (Session 333) Support English Language Development • Tabletop Minilessons: English Language Development - o 13.1–13.3: Agree and Disagree Literacy Centers, pp. T146–T147

Grade 3 Module 5 Week 2				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Critical Vocabulary pp. T190–T191	Review Critical Vocabulary pp. T198	Introduce Critical Vocabulary pp. T202–T203	Review Critical Vocabulary p. T208	Generative Vocabulary* Greek root: <i>bio</i> ; Latin root <i>vid</i> p. T212–T213
	Vocabulary Strategy: Homographs/Homophones* p. T199		Vocabulary Strategy: Homographs/Homophones* p. T209	Spiral Review: Suffixes <i>-er</i> , <i>-est</i>
Reading	Reading	Reading	Reading	Reading
Monitor and Clarify pp. T192–T193 <i>Bend It Like Bianca</i> myBook pp.382–385	Media Techniques pp. T200–T201 <i>Bend It Like Bianca</i> myBook pp.382–385	Monitor and Clarify pp. T204–T205 <i>Running Rivals</i> myBook pp. 388–403	Literary Elements* pp. T210–T211 <i>Running Rivals</i> myBook pp. 388–403	Author's Purpose* pp. T214–T215 <i>Running Rivals</i> myBook pp. 388–403
Foundational Skills	Communication	Foundational Skills	Communication	Communication
Phonological Awareness: Sound Chains Decoding: Homophones Spelling: Homophones Fluency: Intonation Lesson Slides: Teamwork, Week 2, Lesson 6	Project Checkpoint: Write and Create pp. T139, T187	Phonological Awareness: Sound Chains Decoding: Homophones Spelling: Homophones Lesson Slides: Teamwork, Week 2, Lesson 6	Project Checkpoint: Write and Create pp. T139, T187	Speaking and Listening p. T216 Make Connections p. T217
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Persuasive Letter* Drafting I: Beginning the Draft p. W73	Persuasive Letter Drafting II: Using Persuasive Language p. W74	Persuasive Letter Drafting III: Completing the Draft p. W75	Persuasive Letter* Revising I: Possessives p. W76	Persuasive Letter Revising II: Conferencing p. W77
Grammar: Pronoun Verb– Agreement* p. W220	Grammar: When to Add <i>-es</i> or <i>-ies</i> p. W221	Grammar: Using Pronoun–Verb Agreement* p. W222	Grammar: Review Possessive Nouns and Pronouns p. W253	Grammar: Connect to Writing: Using Correct Pronoun–Verb Agreement* p. W224

Grade 3 Module 5 Week 2	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies • Tabletop Minilessons: Reading - o 2: Monitor and Clarify - o 29: Media Techniques - o 12: Literary Elements - o 28: Author's Purpose • Read and Respond Journal - o <i>Dog of the Future</i> (Monitor and Clarify, Literary Elements) • Rigby Readers/Take & Teach Lessons - o Select by Module Connections - o Select by Skill/Strategy Connections - o Select by Reading Level	Practice and Reinforce Vocabulary • Vocabulary Interactive Practice - o Critical Vocabulary: <i>Bend It Like Bianca</i> - o Critical Vocabulary: <i>Running Rivals</i> - o Generative Vocabulary: Greek root: <i>bio</i>; Latin root <i>vid</i> Practice and Reinforce Foundational Skills • Blending Board • Foundational Skills and Word Study Studio - o Phonics: Homophones (Session 334) Support English Language Development • Tabletop Minilessons: English Language Development - o 14.1–14.3: Analyze Literacy Centers, pp. T186–T187

Grade 3 Module 5 Week 3				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Synthesize and Connect
Introduce Critical Vocabulary pp. T226–T227	Review Critical Vocabulary pp. T234 Vocabulary Strategy: Shades of Meaning p. T235	Generative Vocabulary: Suffix <i>–ment</i> * pp. T238–T239	Vocabulary Spiral Review pp. T244–T245	Module Wrap-Up p. T250–T251
Reading	Reading	Reading	Reading	Reading
Make and Confirm Predictions pp. T228–229 <i>Brothers at Bat</i> myBook pp. 406–425	Figurative Language* pp. T236–T237 <i>Brothers at Bat</i> myBook pp. 406–425	Text Structure* pp. T240–T241 <i>Brothers at Bat</i> myBook pp. 406–425	Point of View* pp. T246–T247 <i>Brothers at Bat</i> myBook pp. 406–425	Performance Task: Expository Essay pp. T252–T255
Foundational Skills	Communication	Foundational Skills	Communication	Communication
Phonological Awareness: Sound Chains Decoding: Contractions Spelling: Contractions Fluency: Reading Rate Lesson Slides: Teamwork, Week 3, Lesson 11	Project Checkpoint: Practice and Present pp. T139, T223	Phonological Awareness: Sound Chains Decoding: Contractions with <i>n't, 'd, 've</i> Spelling: Contractions Lesson Slides: Teamwork, Week 3, Lesson 11	Speaking and Listening p. T248 Make Connections p. T249	Project Presentation pp. T139, T256
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Persuasive Letter* Revising III: Applying Feedback p. W78	Persuasive Letter* Editing I: Spelling and Mechanics p. W79	Persuasive Letter Editing II: Peer Proofreading p. W80	Persuasive Letter* Publishing p. W81	Persuasive Letter Sharing p. W82
Grammar: Verbs in the Past* p. W275	Grammar: Verbs in the Present* p. W276	Grammar: Verbs in the Future* p. W277	Grammar: Review Pronouns p. W258	Grammar: Connect to Writing: Using Past, Present, and Future Tenses* p. W278

Grade 3 Module 5 Week 3	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies • Tabletop Minilessons: Reading - o 5: Make and Confirm Predictions - o 25: Figurative Language - o 18: Text Structure - o 15: Point of View • Read and Respond Journal - o <i>The Race 1903</i> (Text Structure, Make and Confirm Predictions) • Rigby Readers/Take & Teach Lessons - o Select by Module Connections - o Select by Skill/Strategy Connections - o Select by Reading Level	Practice and Reinforce Vocabulary • Vocabulary Interactive Practice - o Critical Vocabulary: <i>Brothers at Bat</i> - o Generative Vocabulary: Suffix <i>-ment</i>* Practice and Reinforce Foundational Skills • Blending Board • Foundational Skills and Word Study Studio - o Phonics: contractions with 's, n't (Session 167) - o Phonics: contractions with 'll, 'd, 'm (Session 188) - o Phonics: contractions with 've, 're (Session 191) Support English Language Development • Tabletop Minilessons: English Language Development - o 15.1–15.3: Sequence Literacy Centers, pp. T222–T223