

# GRADE 3 UNIT SCOPE AND SEQUENCES

## Unit 1: The Classroom Community

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 1</b>			
<b>Whole-Class Reading</b> Texts: <i>Hey, Wall: A Story of Art and Community</i> <i>The Good Little Book</i> "Your Brain on Books"	Reading comprehension Language comprehension	<ul style="list-style-type: none"> <li>▪ Listen to and discuss texts</li> <li>▪ Use questioning</li> <li>▪ Develop understanding of genre</li> <li>▪ Discuss lessons or messages in the story</li> <li>▪ Discuss reading lives</li> </ul>	Class Assessment
<b>Word Study</b> Texts: <i>Thesaurus Has a Secret</i>	Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Learn the purpose of Word Study</li> <li>▪ Learn about and read words with the inflectional endings -s and -es</li> <li>▪ Learn about base words</li> <li>▪ Add -s and -es to words that end with y and f/fe</li> <li>▪ Learn the procedure for word sorts</li> <li>▪ Learn about irregular plurals</li> <li>▪ Start a word collection</li> </ul>	Class Assessment
<b>Social Development in Whole-Class Instruction</b>	Classroom community Listening and speaking skills Caring environment	<ul style="list-style-type: none"> <li>▪ Learn classroom procedures</li> <li>▪ Build the classroom community</li> <li>▪ Learn "Turn to Your Partner" and "Think, Pair, Share"</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> </ul>	

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Unit 1: The Classroom Community (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 2</b>			
<b>Whole-Class Reading</b> Texts: Teacher-Selected Text	Reading comprehension Language comprehension	<ul style="list-style-type: none"> <li>▪ Learn about Individualized Daily Reading</li> <li>▪ Learn to choose texts for independent reading</li> <li>▪ Learn self-monitoring and “fix-up” strategies</li> <li>▪ Learn about reading conferences</li> <li>▪ Read independently</li> </ul>	Class Assessment IDR Assessment
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell words with inflectional endings -s and -es</li> <li>▪ Learn about words with the inflectional endings <i>-ing</i> and <i>-ed</i></li> <li>▪ Learn strategies for reading words with the inflectional endings <i>-ing</i> and <i>-ed</i></li> <li>▪ Analyze and sort words in pairs</li> <li>▪ Add <i>-ed</i> and <i>-ing</i> to verbs that end with final e or y</li> </ul>	Class Assessment
<b>Social Development in Whole-Class Instruction</b>	Classroom community Listening and speaking skills Caring environment Working responsibly	<ul style="list-style-type: none"> <li>▪ Listen respectfully to others</li> <li>▪ Take responsibility for learning and behavior</li> <li>▪ Participate responsibly</li> <li>▪ Share ideas with one another</li> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	

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**Unit 1: The Classroom Community** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 3</b>			
<b>Whole-Class Reading</b> Texts: <i>My Papi Has a Motorcycle</i> <i>Olympic Spirit</i>	Reading comprehension Language comprehension Generate independent thinking	<ul style="list-style-type: none"> <li>▪ Listen to and discuss texts</li> <li>▪ Use reading strategies (make text-to-self connections and questioning)</li> <li>▪ Discuss theme</li> <li>▪ Use text features</li> <li>▪ Develop understanding of genre (fiction and expository nonfiction)</li> <li>▪ Read independently with a focus on self-monitoring and generating independent thinking</li> </ul>	Class Assessment IDR Assessment
<b>Word Study</b> Texts: "Words with Wings"	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell words with inflectional endings <i>-ing</i> and <i>-ed</i></li> <li>▪ Learn about and read consonant-<i>-l-e</i> and final <i>e</i> syllables</li> <li>▪ Learn how to use a print dictionary</li> <li>▪ Listen to, read, and discuss a poem</li> <li>▪ Add to word collections</li> </ul>	Class Assessment
<b>Social Development in Whole-Class Instruction</b>	Classroom community Listening and speaking skills Caring environment	<ul style="list-style-type: none"> <li>▪ Ask clarifying questions</li> <li>▪ Confirm another person's thinking</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	

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**Unit 1: The Classroom Community** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 4</b>			
<p><b>Whole-Class Reading</b></p> <p>Texts:</p> <p><i>Our Subway Baby: The True Story of How One Baby Found His Home</i></p> <p><i>Our House Is on Fire: Greta Thunberg's Call to Save the Planet</i></p>	<p>Reading comprehension</p> <p>Language comprehension</p> <p>Reading-writing connections</p> <p>Generate independent thinking</p>	<ul style="list-style-type: none"> <li>▪ Listen to and discuss texts</li> <li>▪ Use reading strategies (questioning, making connections, visualizing)</li> <li>▪ Discuss theme</li> <li>▪ Discuss reading lives</li> <li>▪ Write a reading journal entry</li> <li>▪ Read independently with a focus on self-monitoring and generating independent thinking</li> </ul>	<p>Class Assessment</p> <p>IDR Assessment</p>
<p><b>Word Study</b></p>	<p>Spelling</p> <p>Decoding</p> <p>Word recognition</p> <p>Language comprehension</p> <p>Word analysis</p>	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell words with consonant-<i>l</i>-<i>e</i> and final <i>e</i> syllables</li> <li>▪ Read and sort polysyllabic words</li> <li>▪ Learn about and read words with open and closed syllables</li> <li>▪ Learn more about words from word collections</li> <li>▪ Review how to use a print dictionary</li> <li>▪ Learn how to use an online dictionary</li> </ul>	<p>Class Assessment</p> <p>Word Study Assessment</p>
<p><b>Social Development in Whole-Class Instruction</b></p>	<p>Classroom community</p> <p>Listening and speaking skills</p> <p>Caring environment</p> <p>Working responsibly</p>	<ul style="list-style-type: none"> <li>▪ Share partners' thinking with the class</li> <li>▪ Build and reflect on the classroom community</li> <li>▪ Reflect on own learning and behavior</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	

## Unit 2: Strategy Development and Generating Independent Thinking

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 1</b>			
<b>Whole-Class Reading</b> Texts: <i>The Three Ninja Pigs</i> <i>Ninja Red Riding Hood</i> "The Sparrow and the Feathers"	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> <li>▪ Listen to and discuss texts</li> <li>▪ Watch and discuss a video</li> <li>▪ Use questioning</li> <li>▪ Make and confirm predictions</li> <li>▪ Discuss story elements</li> <li>▪ Compare and contrast two stories in a series</li> <li>▪ Read independently with a focus on self-monitoring and generating independent thinking</li> </ul>	Class Assessment IDR Assessment
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell polysyllabic words with open and closed syllables</li> <li>▪ Learn about <i>r</i>-controlled syllables, vowel team syllables, and morphemes</li> <li>▪ Read and sort words with <i>r</i>-controlled syllables</li> <li>▪ Read and discuss one-syllable and polysyllabic words with vowel team syllables</li> <li>▪ Review the prefixes <i>un-</i> and <i>re-</i></li> <li>▪ Review the suffixes <i>-ful</i> and <i>-less</i></li> <li>▪ Explore the literal and nonliteral meanings of common English expressions</li> </ul>	Class Assessment

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**Unit 2: Strategy Development and Generating Independent Thinking** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> <li>▪ Use discussion prompts</li> <li>▪ Build on one another's thinking</li> <li>▪ Share partners' thinking with the class</li> <li>▪ Take responsibility for learning and behavior</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> </ul>	
<b>Week 2</b>			
<b>Whole-Class Reading</b> Texts: <i>Birdsong</i> "Mommy Who Walks on the Sea" "Treat"	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> <li>▪ Listen to and discuss texts</li> <li>▪ Use reading strategies (visualizing and making inferences)</li> <li>▪ Make and confirm predictions</li> <li>▪ Discuss story elements (character, setting, plot, and challenges or problems)</li> <li>▪ Complete a reading self-assessment</li> <li>▪ Read independently with a focus on generating independent thinking</li> </ul>	Class Assessment Reading self-assessment IDR Assessment
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Review and spell words with <i>r</i>-controlled or vowel team syllables, prefixes, and suffixes</li> <li>▪ Read polysyllabic words</li> <li>▪ Divide words into syllables</li> <li>▪ Learn about and relate adjectives to real life</li> </ul>	Class Assessment

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**Unit 2: Strategy Development and Generating Independent Thinking** (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> <li>▪ Build on one another's thinking</li> <li>▪ Agree and disagree in a caring, respectful way</li> <li>▪ Take responsibility for learning and behavior</li> <li>▪ Ask clarifying questions</li> <li>▪ Confirm another person's thinking</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	
<b>Week 3</b>			
<b>Whole-Class Reading</b>  Texts:  <i>Mountain Chef: How One Man Lost His Groceries, Changed His Plans, and Helped Cook Up the National Park Service</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a story</li> <li>▪ Watch and discuss a reading conference</li> <li>▪ Use questioning</li> <li>▪ Discuss important events</li> <li>▪ Generate independent thinking</li> <li>▪ Write a reading journal entry for a text read independently</li> <li>▪ Read independently with a focus on generating independent thinking</li> </ul>	Class Assessment IDR Assessment Social Skills Assessment
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell two-syllable words by syllable</li> <li>▪ Review and practice strategies for reading polysyllabic words</li> <li>▪ Learn a word-analysis process for reading polysyllabic words</li> <li>▪ Learn about morphemic transformations and synonyms</li> <li>▪ Revisit word collections</li> <li>▪ Create a synonym word web</li> </ul>	Class Assessment

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**Unit 2: Strategy Development and Generating Independent Thinking** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<p><b>Social Development in Whole-Class Instruction</b></p>	<p>Listening and speaking skills Discussion skills Caring environment Working responsibly</p>	<ul style="list-style-type: none"> <li>▪ Take responsibility for learning and behavior</li> <li>▪ Build on one another's thinking</li> <li>▪ Use discussion prompts</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	
<b>Week 4</b>			
<p><b>Whole-Class Reading</b></p> <p>Texts: "Protecting Our Land: The Journey of the National Park Service" <i>Parks for All: U.S. National Parks</i></p>	<p>Reading comprehension Language comprehension Reading-writing connections Generate independent thinking</p>	<ul style="list-style-type: none"> <li>▪ Listen to and discuss expository nonfiction texts</li> <li>▪ Determine and discuss main ideas, important ideas, and supporting details</li> <li>▪ Use and discuss text features</li> <li>▪ Discuss compare and contrast relationships</li> <li>▪ Generate independent thinking</li> <li>▪ Write a reading journal entry for a text read independently</li> <li>▪ Read independently with a focus on self-monitoring and generating independent thinking</li> </ul>	<p>Class Assessment IDR Assessment</p>

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**Unit 2: Strategy Development and Generating Independent Thinking** (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell two-syllable words by syllable</li> <li>▪ Learn about the suffixes <i>-ly</i>, <i>-ion</i>, <i>-tion</i>, <i>-sion</i>, and <i>-ation</i></li> <li>▪ Read and discuss words with these suffixes</li> <li>▪ Learn and practice identifying the schwa</li> <li>▪ Listen to, read, and discuss a poem</li> <li>▪ Use context clues to determine meaning</li> <li>▪ Add to word collections</li> </ul>	Class Assessment
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Discussion skills Caring environment Reaching agreement Working responsibly	<ul style="list-style-type: none"> <li>▪ Actively listen to one another</li> <li>▪ Give reasons to support thinking</li> <li>▪ Reach agreement before making decisions</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> </ul>	
<b>Week 5</b>			
<b>Whole-Class Reading</b> Texts: <i>Parks for All</i> "Protecting Our Land: The Journey of the National Park Service" <i>Mountain Chef</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> <li>▪ Revisit familiar texts</li> <li>▪ Brainstorm and write a shared summary of a book and an article</li> <li>▪ Synthesize information about a topic and write about it</li> <li>▪ Write a reading journal entry</li> <li>▪ Use thinking tools with texts read independently</li> <li>▪ Read independently with a focus on generating independent thinking</li> </ul>	Class Assessment IDR Assessment Student Progress Assessment

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**Unit 2: Strategy Development and Generating Independent Thinking** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell words with previously learned spelling patterns and irregular high-frequency words</li> <li>▪ Review previously learned suffixes and prefixes</li> <li>▪ Review spelling, pronunciation, and parts of speech</li> <li>▪ Read and sort polysyllabic words</li> <li>▪ Revisit word collections</li> </ul>	Class Assessment Word Study Assessment Student Progress Assessment
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Discussion skills Caring environment Reaching agreement	<ul style="list-style-type: none"> <li>▪ Reach an agreement before making decisions</li> <li>▪ Give reasons to support thinking</li> <li>▪ Actively listen to one another</li> <li>▪ Share partners' thinking with the class</li> <li>▪ Participate responsibly</li> <li>▪ Handle materials responsibly and share them fairly</li> <li>▪ Share ideas with one another</li> </ul>	

Unit 3: Fiction

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 1</b>			
<b>Whole-Class Reading</b> Texts: <i>A Boy Called Bat</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a novel</li> <li>▪ Use reading strategies (questioning, making inferences, making connections)</li> <li>▪ Identify and discuss important events and story elements (character, setting, plot)</li> <li>▪ Discuss the structure of fiction</li> <li>▪ Read independently with a focus on self-monitoring and story elements</li> </ul>	Class Assessment IDR Assessment
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Review and spell words with previously learned suffixes and irregular high-frequency words</li> <li>▪ Learn the meaning of the suffixes <i>-er</i>, <i>-est</i>, <i>-or</i>, and <i>-ist</i></li> <li>▪ Read and sort words with these suffixes</li> <li>▪ Learn and explore word choices used to reveal characters' feelings</li> </ul>	Class Assessment
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Caring environment Working responsibly	<ul style="list-style-type: none"> <li>▪ Take responsibility for learning and behavior</li> <li>▪ Ask clarifying questions</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	

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Unit 3: Fiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 2</b>			
<b>Whole-Class Reading</b> Texts: <i>A Boy Called Bat</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking Fluency	<ul style="list-style-type: none"> <li>▪ Listen to and discuss part of a novel</li> <li>▪ Use reading strategies (questioning, making inferences, making connections)</li> <li>▪ Discuss story elements (character, plot, challenges and problems)</li> <li>▪ Identify important events</li> <li>▪ Learn a procedure for reading with partners</li> <li>▪ Read phrases and sentences</li> <li>▪ Read independently with a focus on generating independent thinking, story elements, and fluency</li> </ul>	Class Assessment IDR Assessment
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Review and spell words with previously learned suffixes and irregular high-frequency words</li> <li>▪ Review negative prefixes (<i>un-</i>, <i>dis-</i>, and <i>non-</i>)</li> <li>▪ Read and sort words with these negative prefixes</li> <li>▪ Use word-part clues to think about the meanings of polysyllabic words</li> <li>▪ Discuss antonyms and create a word web</li> <li>▪ Revisit word collections</li> </ul>	Class Assessment

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**Unit 3: Fiction** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> <li>▪ Confirm another person’s thinking</li> <li>▪ Share partners’ thinking with the class</li> <li>▪ Take responsibility for learning and behavior</li> <li>▪ Give feedback in a helpful way</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	
<b>Week 3</b>			
<b>Whole-Class Reading</b> Texts: <i>A Boy Called Bat</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a novel</li> <li>▪ Use reading strategies (making connections, questioning, visualizing, making inferences)</li> <li>▪ Discuss story elements (character, plot, setting, challenges and problems) and important events</li> <li>▪ Discuss the structure of fiction</li> <li>▪ Write and discuss ideas about the story</li> <li>▪ Write about reading strategies used when reading independently</li> <li>▪ Read independently with a focus on generating independent thinking and important events</li> </ul>	Class Assessment IDR Assessment

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Unit 3: Fiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Review and spell words with previously learned prefixes and irregular high-frequency words</li> <li>▪ Review and practice a process for reading polysyllabic words</li> <li>▪ Learn the meanings of the prefixes <i>in-</i>, <i>im-</i>, <i>il-</i>, and <i>mis-</i></li> <li>▪ Learn about word families</li> <li>▪ Learn about personification</li> <li>▪ Listen to and discuss a poem</li> <li>▪ Visualize the poem and draw visualizations</li> </ul>	Class Assessment
<b>Social Development in Whole-Class Instruction</b>		<ul style="list-style-type: none"> <li>▪ Agree and disagree in a caring, respectful way</li> <li>▪ Share partner time in a fair way</li> <li>▪ Support one another's independent work</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> </ul>	
<b>Week 4</b>			
<b>Whole-Class Reading</b>  Texts: <i>A Boy Called Bat</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a novel</li> <li>▪ Use reading strategies (making inferences, questioning, making connections)</li> <li>▪ Discuss story elements (character, setting, plot, challenges and problems)</li> <li>▪ Discuss the structure of fiction</li> <li>▪ Write and share about texts read independently</li> <li>▪ Read independently with a focus on generating independent thinking and making connections</li> </ul>	Class Assessment IDR Assessment

**Unit 3: Fiction** (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Review and spell words with previously learned prefixes and irregular high-frequency words</li> <li>▪ Learn the meaning of the prefixes <i>pre-</i> and <i>fore-</i></li> <li>▪ Read and sort words with these prefixes</li> <li>▪ Listen to, read, discuss, and visualize a poem</li> <li>▪ Discuss personification in the poem</li> </ul>	Class Assessment
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> <li>▪ Build on one another's thinking</li> <li>▪ Share partners' thinking with the class</li> <li>▪ Share partner time in a fair way</li> <li>▪ Listen respectfully to others</li> <li>▪ Participate responsibly</li> <li>▪ Share ideas with one another</li> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	
<b>Week 5</b>			
<b>Whole-Class Reading</b>  Texts: <i>A Boy Called Bat</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> <li>▪ Use reading strategies (making inferences and making connections)</li> <li>▪ Identify and discuss themes in the novel</li> <li>▪ Discuss themes</li> <li>▪ Summarize important events and themes in the text and write a summary</li> <li>▪ Generate independent thinking</li> <li>▪ Learn and share about independent reading texts</li> <li>▪ Read independently with a focus on generating independent thinking, themes, and important events</li> </ul>	Class Assessment IDR Assessment Student Progress Assessment

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**Unit 3: Fiction** (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Review and spell words with previously learned prefixes</li> <li>▪ Review word families, morphemic transformations, and syllable types</li> <li>▪ Read and sort words with prefixes and suffixes</li> <li>▪ Use the word-analysis process</li> <li>▪ Research and revisit word collections</li> </ul>	Class Assessment Word Study Assessment Student Progress Assessment
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> <li>▪ Contribute ideas that are different from other people's ideas</li> <li>▪ Support one another's independent work</li> <li>▪ Listen respectfully to others</li> <li>▪ Reflect on partnerships</li> <li>▪ Participate responsibly</li> <li>▪ Share ideas with one another</li> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	

**Unit 4: Narrative Nonfiction**

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 1</b>			
<b>Whole-Class Reading</b>  Texts: <i>The World Is Not a Rectangle: A Portrait of Architect Zaha Hadid</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking Fluency	<ul style="list-style-type: none"> <li>▪ Listen to and discuss biographies</li> <li>▪ Use reading strategies (inferences and making connections)</li> <li>▪ Discuss important events, the subject's traits and motivations, and theme</li> <li>▪ Discuss text structure</li> <li>▪ Read independently with a focus on generating independent thinking, making inferences, and fluency</li> </ul>	Class Assessment IDR Assessment

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**Unit 4: Narrative Nonfiction** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell irregular high-frequency words</li> <li>▪ Review and spell polysyllabic words with previously learned affixes</li> <li>▪ Learn another meaning of the prefixes <i>in-</i> and <i>im-</i></li> <li>▪ Read, analyze, and discuss words with the prefixes <i>in-</i> and <i>im-</i></li> <li>▪ Use context clues</li> <li>▪ Revisit word collections</li> <li>▪ Create a word web</li> </ul>	Class Assessment
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> <li>▪ Take responsibility for learning and behavior</li> <li>▪ Contribute ideas that are different from other people’s ideas</li> <li>▪ Learn “Heads Together”</li> <li>▪ Include everyone in and contribute to the group work</li> <li>▪ Give feedback in a helpful way</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> </ul>	

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Unit 4: Narrative Nonfiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 2</b>			
<p><b>Whole-Class Reading</b></p> <p>Texts:</p> <p><i>Paper Son: The Inspiring Story of Tyrus Wong, Immigrant and Artist</i></p> <p>“Remembering ‘Bambi’ Artist Tyrus Wong”</p>	<p>Reading comprehension</p> <p>Language comprehension</p> <p>Reading-writing connections</p> <p>Generate independent thinking</p>	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a biography</li> <li>▪ Watch and discuss a video</li> <li>▪ Use reading strategies (questioning, making inferences, and making connections)</li> <li>▪ Discuss the subject of the biography and important events</li> <li>▪ Discuss and write about the subject’s traits and motivations and theme</li> <li>▪ Discuss figurative language</li> <li>▪ Compare two texts on the same topic</li> <li>▪ Read independently with a focus on generating independent thinking and making connections</li> </ul>	<p>Class Assessment</p> <p>IDR Assessment</p>
<p><b>Word Study</b></p>	<p>Spelling</p> <p>Decoding</p> <p>Word recognition</p> <p>Language comprehension</p> <p>Word analysis</p>	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell irregular high-frequency words</li> <li>▪ Review and spell words with the prefixes <i>in-</i> and <i>im-</i></li> <li>▪ Review the prefixes <i>en-</i> and <i>dis-</i></li> <li>▪ Learn the meaning of the prefix <i>en-</i></li> <li>▪ Read, analyze, and discuss words with the prefix <i>en-</i></li> <li>▪ Use context clues</li> <li>▪ Create a word web</li> </ul>	<p>Class Assessment</p>

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**Unit 4: Narrative Nonfiction** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<p><b>Social Development in Whole-Class Instruction</b></p>	<p>Listening and speaking skills Discussion skills Caring environment Reaching agreement Working responsibly</p>	<ul style="list-style-type: none"> <li>▪ Build on one another's thinking</li> <li>▪ Use "Heads Together"</li> <li>▪ Reach agreement before making decisions</li> <li>▪ Share ideas with one another</li> <li>▪ Include everyone in and contribute to the group work</li> <li>▪ Analyze and reflect on behavior</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> </ul>	
<b>Week 3</b>			
<p><b>Whole-Class Reading</b></p> <p>Texts:</p> <p><i>When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop</i></p> <p>"Ayodele Casel: Infinite Music"</p>	<p>Reading comprehension Language comprehension Reading-writing connections Generate independent thinking</p>	<ul style="list-style-type: none"> <li>▪ Listen to and discuss texts</li> <li>▪ Use reading strategies (synthesizing, making inferences, and making connections)</li> <li>▪ Discuss and write about the subject's traits and motivations</li> <li>▪ Discuss the structure and subject of a biography, important events, and theme</li> <li>▪ Learn and practice the procedure for "Written Conversations"</li> <li>▪ Write about a reading strategy</li> <li>▪ Write about and share connections</li> <li>▪ Generate independent thinking</li> <li>▪ Compare two types of biographical texts</li> <li>▪ Read independently with a focus on generating independent thinking, making inferences, and making connections</li> </ul>	<p>Class Assessment IDR Assessment</p>

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Unit 4: Narrative Nonfiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell irregular high-frequency words</li> <li>▪ Review and spell words with the prefix <i>en-</i></li> <li>▪ Review of the suffixes <i>-er</i>, <i>-or</i>, and <i>-ist</i></li> <li>▪ Read, discuss, and match words with the suffixes <i>-ian</i> and <i>-eer</i></li> <li>▪ Create a word web</li> <li>▪ Discuss shades of meaning of a word</li> </ul>	Class Assessment
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Discussion skills Caring environment Reaching agreement Working responsibly	<ul style="list-style-type: none"> <li>▪ Build on one another's thinking</li> <li>▪ Include everyone in and contribute to the group work</li> <li>▪ Reach agreement before making decisions</li> <li>▪ Share partners' thinking with the class</li> <li>▪ Support one another's independent work</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	

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Unit 4: Narrative Nonfiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 4</b>			
<p><b>Whole-Class Reading</b></p> <p>Texts:</p> <p><i>Bloom: A Story of Fashion Designer Elsa Schiaparelli</i></p>	<p>Reading comprehension</p> <p>Language comprehension</p> <p>Reading-writing connections</p> <p>Generate independent thinking</p>	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a biography</li> <li>▪ Use reading strategies (synthesizing, summarizing, making inferences, and making connections)</li> <li>▪ Discuss the subject of a biography, setting, and important events</li> <li>▪ Discuss subjects' traits and motivations and the themes across texts</li> <li>▪ Engage in written conversations</li> <li>▪ Generate independent thinking</li> <li>▪ Learn and share about texts read independently</li> <li>▪ Read independently with a focus on generating independent thinking, identifying important events, and theme</li> </ul>	<p>Class Assessment</p> <p>IDR Assessment</p> <p>Social Skills Assessment</p> <p>Student Progress Assessment</p>
<p><b>Word Study</b></p>	<p>Spelling</p> <p>Decoding</p> <p>Word recognition</p> <p>Language comprehension</p> <p>Word analysis</p>	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell irregular high-frequency words</li> <li>▪ Review and spell words with previously learned affixes</li> <li>▪ Review the suffixes <i>-er</i>, <i>-or</i>, <i>-ist</i>, <i>-ian</i>, and <i>-eer</i></li> <li>▪ Review and sort words with the prefixes <i>in-</i>, <i>im-</i>, and <i>en-</i></li> <li>▪ Analyze sets of words to determine similarities in function and meaning</li> <li>▪ Revisit word collections</li> <li>▪ Illustrate and discuss a word of their choice</li> <li>▪ Create a word web with the word <i>express</i></li> </ul>	<p>Class Assessment</p> <p>Word Study Assessment</p> <p>Student Progress Assessment</p>

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**Unit 4: Narrative Nonfiction** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> <li>▪ Take responsibility for learning and behavior</li> <li>▪ Analyze and reflect on behavior</li> <li>▪ Share ideas with one another</li> <li>▪ Listen respectfully to others</li> <li>▪ Reflect on partnerships</li> <li>▪ Participate responsibly</li> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	

**Unit 5: Expository Nonfiction**

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 1</b>			
<b>Whole-Class Reading</b> Texts: <i>Migration</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> <li>▪ Listen to and discuss an expository nonfiction text</li> <li>▪ Use questioning and text features</li> <li>▪ Use, discuss, and write about reading strategies</li> <li>▪ Determine and discuss important ideas</li> <li>▪ Identify and distinguish between important ideas and supporting details</li> <li>▪ Read independently with a focus on self-monitoring, identifying important ideas, and fluency</li> </ul>	Class Assessment IDR Assessment

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**Unit 5: Expository Nonfiction** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell irregular high-frequency words</li> <li>▪ Review and spell polysyllabic words with previously learned prefixes and suffixes</li> <li>▪ Learn about the suffixes <i>-able</i> and <i>-ible</i></li> <li>▪ Read, analyze, and discuss words with the suffixes <i>-able</i> and <i>-ible</i></li> <li>▪ Use word-part clues to think about the meaning of polysyllabic words</li> <li>▪ Generate and categorize words that relate to adjectives ending in <i>-able</i> and <i>-ible</i></li> <li>▪ Revisit word collections</li> <li>▪ Create a word web with the word <i>migrate</i></li> </ul>	Class Assessment
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Discussion skills Caring environment Reaching agreement Working responsibly	<ul style="list-style-type: none"> <li>▪ Take responsibility for learning and behavior</li> <li>▪ Include everyone in and contribute to group work</li> <li>▪ Give reasons to support thinking</li> <li>▪ Support one another's independent work</li> <li>▪ Give feedback in a helpful way</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> </ul>	

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Unit 5: Expository Nonfiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 2</b>			
<p><b>Whole-Class Reading</b></p> <p>Texts:</p> <p><i>Epic Migrations By Air</i></p>	<p>Reading comprehension</p> <p>Language comprehension</p> <p>Reading-writing connections</p> <p>Generate independent thinking</p>	<ul style="list-style-type: none"> <li>▪ Listen to and discuss an expository nonfiction text</li> <li>▪ Use questioning and text features</li> <li>▪ Discuss and synthesize information about animal migration</li> <li>▪ Discuss text organization (cause and effect and sequence)</li> <li>▪ Write and share about nonfiction text organization</li> <li>▪ Read independently with a focus on generating independent thinking and text organization</li> </ul>	<p>Class Assessment</p> <p>IDR Assessment</p>
<p><b>Word Study</b></p>	<p>Spelling</p> <p>Decoding</p> <p>Word recognition</p> <p>Language comprehension</p> <p>Word analysis</p>	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell irregular high-frequency words</li> <li>▪ Review and spell words with previously learned suffixes</li> <li>▪ Learn about the suffixes -y and -ous</li> <li>▪ Read, sort, and discuss words with the suffixes -y and -ous</li> <li>▪ Discuss words with the base word <i>danger</i></li> <li>▪ Generate and categorize words that relate to adjectives ending in -y and -ous</li> <li>▪ Revisit word collections</li> </ul>	<p>Class Assessment</p>

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**Unit 5: Expository Nonfiction** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> <li>▪ Respectfully discuss and solve problems</li> <li>▪ Give reasons to support thinking</li> <li>▪ Share partners' thinking with the class</li> <li>▪ Support one another's independent work</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	
<b>Week 3</b>			
<b>Whole-Class Reading</b> Texts: <i>Epic Migrations By Water</i> "The Gray Whale" "The Gray Whale: Past, Present, and Future" Teacher-Selected Web Page	Reading comprehension Language comprehension Reading-writing connections	<ul style="list-style-type: none"> <li>▪ Listen to and discuss texts and a web page</li> <li>▪ Watch and discuss a video</li> <li>▪ Use reading strategies (determining importance and summarizing)</li> <li>▪ Determine and discuss important ideas and main ideas</li> <li>▪ Discuss text features used in texts and websites</li> <li>▪ Use a Venn diagram to compare and contrast information in two expository nonfiction text features</li> <li>▪ Compare and contrast information in text features</li> <li>▪ Read independently with a focus on text features and summarizing</li> </ul>	Class Assessment IDR Assessment

*(continues)*

Unit 5: Expository Nonfiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell words with previously learned suffixes</li> <li>▪ Spell irregular high-frequency words</li> <li>▪ Learn about the suffixes <i>-ness</i> and <i>-ment</i></li> <li>▪ Review and practice morphemic transformations</li> <li>▪ Read, discuss, and match words with the suffixes <i>-ness</i> and <i>-ment</i></li> <li>▪ Use word-part clues to think about word meaning</li> <li>▪ Create a word web with word <i>adapt</i></li> </ul>	Class Assessment
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> <li>▪ Actively listen to one another</li> <li>▪ Give reasons to support thinking</li> <li>▪ Ask clarifying questions</li> <li>▪ Confirm another person's thinking</li> <li>▪ Reflect on the classroom community</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	

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**Unit 5: Expository Nonfiction** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 4</b>			
<p><b>Whole-Class Reading</b></p> <p>Texts: <i>Epic Migrations By Land</i> Teacher-Selected Web Page</p>	<p>Reading comprehension Language comprehension Reading-writing connections Generate independent thinking</p>	<ul style="list-style-type: none"> <li>▪ Listen to and discuss an expository nonfiction text</li> <li>▪ Use reading strategies (determining importance, summarizing, making connections, and synthesizing)</li> <li>▪ Learn about searching for and evaluating credible digital sources</li> <li>▪ Self-monitor and use “fix-up” strategies while exploring websites</li> <li>▪ Discuss, write about, and share what is learned</li> <li>▪ Share and learn about texts read independently</li> <li>▪ Read independently with a focus on generating independent thinking, determining importance, and summarizing</li> </ul>	<p>Class Assessment IDR Assessment Student Progress Assessment</p>
<p><b>Word Study</b></p> <p>Texts: “swan migration”</p>	<p>Spelling Decoding Word recognition Language comprehension Word analysis</p>	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell irregular high-frequency words</li> <li>▪ Review and spell words with previously learned suffixes</li> <li>▪ Review the suffixes <i>-able, -ible, -y, -ous, -ness, and -ment</i></li> <li>▪ Compare words to determine how they are related</li> <li>▪ Use word-part clues to think about word meaning</li> <li>▪ Select, research, discuss, and share a word</li> <li>▪ Read, discuss, and visualize a poem</li> <li>▪ Discuss metaphors</li> <li>▪ Revisit word collections</li> </ul>	<p>Class Assessment Word Study Assessment Student Progress Assessment</p>

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**Unit 5: Expository Nonfiction** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Discussion skills Caring environment Reaching agreement Working responsibly	<ul style="list-style-type: none"> <li>▪ Ask clarifying questions</li> <li>▪ Confirm another person's thinking</li> <li>▪ Handle materials responsibly and share them fairly</li> <li>▪ Respectfully discuss and solve problems</li> <li>▪ Build on one another's thinking</li> <li>▪ Listen respectfully to others</li> <li>▪ Reflect on partnerships</li> <li>▪ Participate responsibly</li> <li>▪ Share ideas with one another</li> </ul>	

**Unit 6: Persuasive Nonfiction**

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 1</b>			
<b>Whole-Class Reading</b> Texts: "Should Cars Be Banned in Cities?" "Extra Recess? Yes, Please!" "No Time for Extra Recess!"	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> <li>▪ Listen to and discuss persuasive nonfiction texts</li> <li>▪ Use reading strategies (questioning)</li> <li>▪ Identify opinions (main ideas) and reasons (important ideas) in the texts</li> <li>▪ Discuss the structure of persuasive texts (cause and effect) and ways authors persuade</li> <li>▪ Share and discuss opinions and questions about the topic of the text</li> <li>▪ Identify what is learned from the texts</li> <li>▪ Generate independent thinking</li> <li>▪ Read independently with a focus on self-monitoring and generating independent thinking</li> </ul>	Class Assessment IDR Assessment

*(continues)*

**Unit 6: Persuasive Nonfiction** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell irregular high-frequency words</li> <li>▪ Review and spell polysyllabic words with previously learned suffixes</li> <li>▪ Read, analyze, and discuss words with the prefixes <i>over-</i> and <i>under-</i></li> <li>▪ Use context</li> <li>▪ Revisit word collections</li> <li>▪ Write and illustrate a sentence that uses a vocabulary word</li> </ul>	Class Assessment
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Discussion skills Caring environment	<ul style="list-style-type: none"> <li>▪ Discuss opinions respectfully</li> <li>▪ Share partners' thinking with the class</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> </ul>	
<b>Week 2</b>			
<b>Whole-Class Reading</b>  Texts: "Concerns About Cursive" "Bring Cursive Back to Schools"	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking Fluency	<ul style="list-style-type: none"> <li>▪ Listen to and discuss persuasive nonfiction texts</li> <li>▪ Identify opinions (main ideas) and reasons (important ideas) in the texts</li> <li>▪ Identify what is learned from the texts</li> <li>▪ Discuss the structure of persuasive texts (compare and contrast), audience, author's purpose, and ways authors persuade</li> <li>▪ Write about, share, and discuss opinions about the topic of the texts</li> <li>▪ Generate independent thinking</li> <li>▪ Read with attention to phrasing</li> <li>▪ Read independently with a focus on generating independent thinking, audience, author's purpose, and fluency</li> </ul>	Class Assessment IDR Assessment

*(continues)*

**Unit 6: Persuasive Nonfiction** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Review and spell words with previously learned prefixes</li> <li>▪ Read and discuss words with the prefixes <i>uni-</i>, <i>bi-</i>, and <i>tri-</i></li> <li>▪ Sketch words with the prefixes <i>uni-</i>, <i>bi-</i>, and <i>tri-</i></li> <li>▪ Generate words by matching the prefixes <i>uni-</i>, <i>bi-</i>, and <i>tri-</i> with base words</li> <li>▪ Revisit word collections</li> <li>▪ Write and illustrate a sentence that uses a vocabulary word</li> </ul>	Class Assessment
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> <li>▪ Discuss opinions respectfully</li> <li>▪ Share partners' thinking with the class</li> <li>▪ Give feedback in a helpful way</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> </ul>	

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**Unit 6: Persuasive Nonfiction** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 3</b>			
<p><b>Whole-Class Reading</b></p> <p>Texts:</p> <p>“Keep Chocolate Milk on the Menu”</p> <p>“Chocolate Milk at School? Thumbs Down!”</p>	<p>Reading comprehension</p> <p>Language comprehension</p> <p>Reading-writing connections</p> <p>Generate independent thinking</p>	<ul style="list-style-type: none"> <li>▪ Listen to and discuss persuasive nonfiction texts</li> <li>▪ Identify opinions (main ideas) and reasons (important ideas) in the texts</li> <li>▪ Identify what is learned from the texts</li> <li>▪ Discuss the structure of persuasive texts (cause and effect), ways authors persuade, numbers in texts, and facts and opinions</li> <li>▪ Write about, share, and discuss opinions about the topic of the texts</li> <li>▪ Generate independent thinking</li> <li>▪ Read independently with a focus on generating independent thinking and noticing opinions about texts</li> </ul>	<p>Class Assessment</p> <p>IDR Assessment</p>
<p><b>Word Study</b></p>	<p>Spelling</p> <p>Decoding</p> <p>Word recognition</p> <p>Language comprehension</p> <p>Word analysis</p>	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell irregular high-frequency words</li> <li>▪ Review and spell words with previously learned prefixes</li> <li>▪ Review the schwa and practice strategies</li> <li>▪ Read polysyllabic words</li> <li>▪ Discuss adjectives that convey feeling</li> <li>▪ Identify synonyms</li> <li>▪ Explore and discuss shades of meaning and order adjectives</li> </ul>	<p>Class Assessment</p>

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**Unit 6: Persuasive Nonfiction** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Caring environment Working responsibly	<ul style="list-style-type: none"> <li>▪ Include everyone in and contribute to group work</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> </ul>	
<b>Week 4</b>			
<b>Whole-Class Reading</b> Texts: “Top 10 Reasons for Recess” “Built with Chocolate Milk”	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a persuasive nonfiction text</li> <li>▪ Watch and discuss a video</li> <li>▪ Discuss audience, author’s purpose, and how authors use images to convey information</li> <li>▪ Compare and contrast ideas in two persuasive nonfiction texts</li> <li>▪ Share and discuss their own opinions about texts</li> <li>▪ Engage in written conversations</li> <li>▪ Write introductions, reasons, evidence, and conclusions for book recommendations</li> <li>▪ Identify what is learned from the text</li> <li>▪ Share book recommendations</li> <li>▪ Read independently with a focus on generating independent thinking and noticing opinions about texts</li> </ul>	Class Assessment IDR Assessment Student Progress Assessment

*(continues)*

Unit 6: Persuasive Nonfiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell irregular high-frequency words</li> <li>▪ Review and spell polysyllabic words with previously learned affixes</li> <li>▪ Review previously learned prefixes and base words</li> <li>▪ Read and sort words with the prefixes <i>over-</i> and <i>under-</i> and the suffixes <i>-y</i>, <i>-ous</i>, <i>-ness</i>, and <i>-ment</i></li> <li>▪ Revisit word collections</li> <li>▪ Read and share a poem using a word from the word collections</li> </ul>	Class Assessment  Word Study Assessment  Student Progress Assessment
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> <li>▪ Include everyone in and contribute to group work</li> <li>▪ Build on one another's thinking</li> <li>▪ Discuss opinions respectfully</li> <li>▪ Support one another's independent work</li> <li>▪ Listen respectfully to others</li> <li>▪ Participate responsibly</li> <li>▪ Handle materials responsibly and share them fairly</li> <li>▪ Share ideas with one another</li> </ul>	

Unit 7: Drama

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 1</b>			
<p><b>Whole-Class Reading</b></p> <p>Texts:</p> <p><i>Pushing Up the Sky</i></p>	<p>Reading comprehension</p> <p>Language comprehension</p> <p>Reading-writing connections</p> <p>Generate independent thinking</p>	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a play</li> <li>▪ Use reading strategies (making inferences, questioning, visualizing, and determining importance)</li> <li>▪ Discuss features of plays (character, setting, plot, story structure, stage directions, dialogue, and narrator)</li> <li>▪ Make and confirm predictions</li> <li>▪ Discuss and write about themes</li> <li>▪ Use the table of contents and chapter introduction</li> <li>▪ Read independently with a focus on self-monitoring and an emphasis on characters, setting, and dialogue</li> </ul>	<p>Class Assessment</p> <p>IDR Assessment</p>
<p><b>Word Study</b></p>	<p>Spelling</p> <p>Decoding</p> <p>Word recognition</p> <p>Language comprehension</p> <p>Word analysis</p>	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell polysyllabic words with previously learned prefixes and high-frequency words</li> <li>▪ Read, analyze, and discuss words with the roots <i>tele</i>, <i>graph</i>, and <i>photo</i></li> <li>▪ Read and discuss words with the roots <i>tele</i>, <i>photo</i>, and <i>graph</i></li> <li>▪ Create a word web with the root <i>graph</i> or <i>photo</i></li> </ul>	<p>Class Assessment</p>

(continues)

**Unit 7: Drama** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Caring environment Discussion skills Working responsibly	<ul style="list-style-type: none"> <li>▪ Take responsibility for learning and behavior</li> <li>▪ Actively listen to one another</li> <li>▪ Contribute ideas that are different from other peoples' ideas</li> <li>▪ Give reasons to support thinking</li> <li>▪ Use "Heads Together"</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> </ul>	
<b>Week 2</b>			
<b>Whole-Class Reading</b> Texts: <i>Pushing Up the Sky</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking Fluency	<ul style="list-style-type: none"> <li>▪ Read and listen to a play again</li> <li>▪ Use reading strategies (making inferences)</li> <li>▪ Choose parts to read aloud, highlight lines, and follow a script</li> <li>▪ Read with attention to characters' personalities and feelings</li> <li>▪ Practice reading aloud with expression and attention to punctuation, phrasing, and characters' personalities and feelings</li> <li>▪ Write notes about reading fluently</li> <li>▪ Read independently with a focus on generating independent thinking</li> </ul>	Class Assessment IDR Assessment

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Unit 7: Drama (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Word Study</b> Texts: “Words with Wings”	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell polysyllabic words with roots and irregular high-frequency words</li> <li>▪ Read and discuss words with the roots <i>scrib</i> and <i>script</i></li> <li>▪ Create a word web with the root <i>scrib/ script</i></li> <li>▪ Create a found poem</li> </ul>	Class Assessment
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Caring environment Discussion skills Reaching agreement Working responsibly	<ul style="list-style-type: none"> <li>▪ Include everyone in and contribute to group work</li> <li>▪ Reach an agreement before making decisions</li> <li>▪ Use “Heads Together”</li> <li>▪ Give feedback in a helpful way</li> <li>▪ Take responsibility for learning and behavior</li> <li>▪ Analyze and reflect on the effects of behavior on group work</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	
<b>Week 3</b>			
<b>Whole-Class Reading</b> Texts: <i>Pushing Up the Sky</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking Fluency	<ul style="list-style-type: none"> <li>▪ Read a play again</li> <li>▪ Practice reading aloud fluently</li> <li>▪ Perform a dramatic reading of a play</li> <li>▪ Read independently with a focus on generating independent thinking</li> </ul>	Class Assessment IDR Assessment

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**Unit 7: Drama** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Word Study</b>	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Use the guided spelling procedure</li> <li>▪ Spell polysyllabic words with the roots <i>scrib</i> and <i>script</i></li> <li>▪ Spell irregular high-frequency words</li> <li>▪ Review and discuss words with the roots <i>tele</i>, <i>graph</i>, <i>photo</i>, and <i>scrib/script</i></li> <li>▪ Review spelling, pronunciation, and syllabication</li> <li>▪ Compare words to determine how they are related</li> <li>▪ Revisit word collections</li> <li>▪ Select, research, discuss, and share a word</li> </ul>	Class Assessment
<b>Social Development in Whole-Class Instruction</b>	Listening and speaking skills Caring environment Discussion skills Working responsibly	<ul style="list-style-type: none"> <li>▪ Take responsibility for learning and behavior</li> <li>▪ Give feedback in a helpful way</li> <li>▪ Express interest in and appreciation for classmates' performances</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	

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Unit 7: Drama (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 4</b>			
<b>Whole-Class Reading</b> Texts: “Belonging”	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a poem</li> <li>▪ Use and discuss reading strategies</li> <li>▪ Review fiction and nonfiction</li> <li>▪ Discuss and write about the classroom community</li> <li>▪ Write facts and opinions about a genre</li> <li>▪ Write about reading lives</li> <li>▪ Learn about texts that might be interesting to read</li> <li>▪ Discuss and share about texts read independently</li> <li>▪ Read independently with a focus on generating independent thinking and reading strategies</li> </ul>	Class Assessment IDR Assessment Social Skills Assessment Student Progress Assessment
<b>Word Study</b> Texts: “Twistable, Turnable Man”	Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Review affixes</li> <li>▪ Review, read, and discuss words with the suffix <i>-able</i></li> <li>▪ Discuss adjectives and write and illustrate sentences</li> <li>▪ Match and read polysyllabic words with affixes</li> <li>▪ Listen to and discuss a poem</li> <li>▪ Add to word collections</li> <li>▪ Create words by combining word parts</li> </ul>	Class Assessment Student Progress Assessment

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**Unit 7: Drama** *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Social Development in Whole-Class Instruction</b>	Classroom community Listening and speaking skills Caring environment Discussion skills Working responsibly	<ul style="list-style-type: none"> <li>▪ Respectfully discuss and solve problems that arise</li> <li>▪ Agree and disagree in a caring, respectful way</li> <li>▪ Listen respectfully to others</li> <li>▪ Reflect on partnerships, the classroom community, and own behavior</li> <li>▪ Work responsibly in pairs</li> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	