

# GRADE 4 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>Anita and the Dragons</i> <i>Little Libraries, Big Heroes</i> "The Benefits of Reading for Pleasure"	Reading comprehension Language comprehension	<ul style="list-style-type: none"> <li>▪ Listen to and discuss texts</li> <li>▪ Use questioning</li> <li>▪ Develop an 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>	Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Learn the purpose of Word Study</li> <li>▪ Learn about etymology and morphemes</li> <li>▪ Review the meanings of negative prefixes (<i>un-</i>, <i>dis-</i>, <i>im-</i>, <i>in-</i>, <i>il-</i>, <i>ir-</i>, and <i>non-</i>) and the suffixes <i>-y</i> and <i>-ous</i></li> <li>▪ Discuss the limitations of using word parts as clues to a word's meaning</li> <li>▪ Analyze words to determine whether a letter or group of letters at the beginning or end of a word is an affix</li> <li>▪ Discuss multiple meanings of words</li> <li>▪ Read and discuss words</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>	Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Review and discuss words with the suffixes <i>-able</i> and <i>-ible</i></li> <li>▪ Read and discuss words with affixes</li> <li>▪ Sort words by base word and suffix</li> <li>▪ Discuss categories and sort words into categories</li> <li>▪ Discuss features of print and online dictionaries</li> <li>▪ Use an online dictionary</li> <li>▪ Listen to and discuss a poem</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 Working responsibly	<ul style="list-style-type: none"> <li>▪ Listen respectfully to others</li> <li>▪ Take responsibility for learning and behavior</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>Ho'onani Hula Warrior</i> <i>My New Home After Iraq</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>▪ Develop understanding of genre (fiction and expository nonfiction)</li> <li>▪ Discuss theme</li> <li>▪ Use text features</li> <li>▪ Read independently with a focus on self-monitoring and generating independent thinking</li> </ul>	Class Assessment IDR Assessment
<b>Word Study</b>	Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Review and discuss words with the roots <i>tele</i>, <i>photo</i>, and <i>graph</i></li> <li>▪ Learn about open, closed, and common syllables</li> <li>▪ Read polysyllabic words</li> <li>▪ Read and discuss words with the root <i>photo</i> or <i>graph</i></li> <li>▪ Create a word web with the <i>root</i>, <i>tele</i>, <i>photo</i>, or <i>graph</i></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>▪ 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 4</b>			
<p><b>Whole-Class Reading</b></p> <p>Texts:</p> <p><i>Fauja Singh Keeps Going: The True Story of the Oldest Person to Ever Run a Marathon</i></p> <p><i>Dancing Hands: How Teresa Carreño Played the Piano for President Lincoln</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, and 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>Decoding</p> <p>Word recognition</p> <p>Language comprehension</p> <p>Word analysis</p>	<ul style="list-style-type: none"> <li>▪ Learn about the schwa and stressed and unstressed syllables</li> <li>▪ Learn about word families and morphemic transformations</li> <li>▪ Review and practice strategies for reading polysyllabic words</li> <li>▪ Read polysyllabic words with affixes</li> <li>▪ Divide words into syllables</li> </ul>	<p>Class Assessment</p> <p>Word Study Screening</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>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> <li>▪ Share partners' thinking with the class</li> </ul>	

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## 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: “Demeter and Persephone” “Co-chin and the Spirits” “Sweet Cocoon”	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 (character, setting, plot, and challenges or problems)</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: “My Cat Likes to Sleep”	Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Learn the meanings of the suffix <i>-en</i></li> <li>▪ Read, analyze, and discuss words with the suffix <i>-en</i></li> <li>▪ Use context</li> <li>▪ Listen to, visualize, and read a poem</li> <li>▪ Visualize and discuss synonyms in the poem</li> <li>▪ Discuss antonyms and synonyms</li> <li>▪ Order words along a semantic gradient</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>▪ Listen carefully</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>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> </ul>	

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

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 2</b>			
<p><b>Whole-Class Reading</b></p> <p>Texts:</p> <p><i>Ojichan's Gift</i></p> <p>"Mother's Day"</p> <p><i>Magnificent Homespun</i> <i>Brown</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 (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>	<p>Class Assessment</p> <p>Reading self-assessment</p> <p>IDR Assessment</p>
<p><b>Word Study</b></p>	<p>Decoding</p> <p>Spelling</p> <p>Word recognition</p> <p>Language comprehension</p> <p>Word analysis</p>	<ul style="list-style-type: none"> <li>▪ Learn the function of the suffixes <i>-ion</i> and <i>-ation</i></li> <li>▪ Review spelling changes when adding suffixes to base words</li> <li>▪ Read and discuss words with the suffixes <i>-ion</i> and <i>-ation</i></li> <li>▪ Sort words by base word, suffix, and spelling</li> <li>▪ Match words with suffixes <i>-ion</i> and <i>-ation</i></li> <li>▪ Learn about and discuss features of print and online thesaurus entries</li> <li>▪ Use an online thesaurus</li> <li>▪ Discuss synonyms and use them in sentences</li> </ul>	<p>Class Assessment</p>

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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>▪ 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>▪ Reflect on own learning and behavior</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>			
<p><b>Whole-Class Reading</b></p> <p>Texts: <i>Chester Nez and the Unbreakable Code: A Navajo Code Talker's Story</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 a text</li> <li>▪ Watch and discuss a reading conference</li> <li>▪ Use reading strategies (questioning and making connections)</li> <li>▪ Discuss important events, the subject's traits, and theme</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>	<p>Class Assessment IDR Assessment Social Skills 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>▪ Learn the meanings of the prefixes <i>ex-</i> and <i>de-</i></li> <li>▪ Review the suffixes <i>-ion</i> and <i>-ation</i></li> <li>▪ Spell words with the suffixes <i>-ion</i> and <i>-ation</i></li> <li>▪ Discuss writing and spelling</li> <li>▪ Read, analyze, and discuss words with the prefixes <i>ex-</i> and <i>de-</i></li> <li>▪ Sketch and relate words to their antonyms</li> <li>▪ Order words in a semantic gradient</li> <li>▪ Discuss and share the differences between words' meanings</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>▪ Build on one another's thinking</li> <li>▪ Use discussion prompts to extend conversations</li> <li>▪ Participate responsibly</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> <li>▪ Handle materials and share them fairly</li> </ul>	

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

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 4</b>			
<p><b>Whole-Class Reading</b></p> <p>Texts:</p> <p>“Code Talkers”</p> <p><i>Navajo Code Talkers</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 expository nonfiction texts</li> <li>▪ Determine and discuss important ideas, main ideas, and supporting details</li> <li>▪ Use and discuss text features</li> <li>▪ Discuss ways nonfiction is organized (description and compare and contrast)</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</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 previously learned prefixes</li> <li>▪ Learn the meaning of the root <i>port</i></li> <li>▪ Read, discuss, and analyze words with the root <i>port</i></li> <li>▪ Create a word web with the root <i>port</i></li> <li>▪ Use an online thesaurus</li> <li>▪ Order words along a semantic gradient</li> <li>▪ Discuss and share the differences between words’ meanings</li> </ul>	<p>Class Assessment</p>

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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 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> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	
<b>Week 5</b>			
<b>Whole-Class Reading</b>  Texts:  <i>Chester Nez and the Unbreakable Code: A Navajo Code Talker's Story</i>  "Code Talkers"  <i>Navajo Code Talkers</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 the root <i>port</i> and previously learned suffixes</li> <li>▪ Review previously learned affixes, roots, spelling, pronunciation and parts of speech</li> <li>▪ Read and discuss words with suffixes</li> <li>▪ Analyze words and sort them into categories</li> <li>▪ Discuss categories</li> <li>▪ Revisit word collections</li> <li>▪ Act out words</li> <li>▪ Select, research, discuss and share a word of the student's choice</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 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> </ul>	

Unit 3: Fiction

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 1</b>			
<b>Whole-Class Reading</b> Texts: <i>Dragons in a Bag</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, and making connections)</li> <li>▪ Identify and discuss important events and story elements (character, setting, and challenges or problems)</li> <li>▪ Discuss the structure of fiction</li> <li>▪ Generate independent thinking</li> <li>▪ Read independently with a focus on self-monitoring and story elements</li> </ul>	Class Assessment IDR Assessment
<b>Word Study</b> Texts: "Birds"	Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Learn about, read, and discuss homophones</li> <li>▪ Learn the meaning of the prefix <i>trans-</i></li> <li>▪ Read, discuss, and analyze words with the prefix <i>trans-</i></li> <li>▪ Use context</li> <li>▪ Write a sentence and draw a picture with the words <i>transfer</i> and <i>transform</i></li> <li>▪ Listen to, read, and discuss a poem</li> <li>▪ Learn about figurative language and discuss similes</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>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> </ul>	

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Unit 3: Fiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 2</b>			
<p><b>Whole-Class Reading</b></p> <p>Texts: <i>Dragons in a Bag</i></p>	<p>Reading comprehension</p> <p>Language comprehension</p> <p>Reading-writing connections</p> <p>Generate independent thinking</p> <p>Fluency</p>	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a novel</li> <li>▪ Use reading strategies (questioning, making inferences, and making connections)</li> <li>▪ Identify important events and discuss story elements (character, plot, and challenges)</li> <li>▪ Discuss narrator and point of view</li> <li>▪ Learn a procedure for reading with partners</li> <li>▪ Read closely</li> <li>▪ Read phrases and sentences</li> <li>▪ Generate independent thinking</li> <li>▪ Read independently with a focus on generating independent thinking, story elements, and fluency</li> </ul>	<p>Class Assessment</p> <p>IDR Assessment</p>
<p><b>Word Study</b></p> <p>Texts: "Sisters"</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 previously learned suffixes</li> <li>▪ Learn the meanings of the roots <i>aud</i> and <i>phon</i></li> <li>▪ Read, discuss, and analyze words with the roots <i>aud</i> and <i>phon</i></li> <li>▪ Create a word web with the roots <i>aud</i> and <i>phon</i></li> <li>▪ Listen to, read, and discuss a poem</li> <li>▪ Discuss metaphors and similes</li> </ul>	<p>Class Assessment</p>

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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>▪ Ask clarifying questions</li> <li>▪ Confirm another person's thinking</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> </ul>	
<b>Week 3</b>			
<b>Whole-Class Reading</b> Texts: <i>Dragons in a Bag</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 and making connections)</li> <li>▪ Identify important events and discuss story elements (character, setting, plot, and challenges)</li> <li>▪ Discuss the structure of fiction</li> <li>▪ Write and share about texts they read independently</li> <li>▪ Read independently with a focus on generating independent thinking, main characters, and making connections</li> </ul>	Class Assessment IDR Assessment
<b>Word Study</b> Texts: "On Monday I Feel Like a Dragon"	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 the roots <i>aud</i> and <i>phon</i></li> <li>▪ Learn the meanings of the prefixes <i>sub-</i> and <i>super-</i></li> <li>▪ Read, analyze, and discuss words with the prefixes <i>sub-</i> and <i>super-</i></li> <li>▪ Read and sort with the prefixes <i>sub-</i> and <i>super-</i> and discuss categories</li> <li>▪ Revisit word collections</li> <li>▪ Listen to, read, and discuss a poem</li> </ul>	Class Assessment

**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>▪ Use discussion prompts</li> <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 4</b>			
<b>Whole-Class Reading</b> Texts: <i>Dragons in a Bag</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, and making connections)</li> <li>▪ Identify important events and discuss story elements (character, plot, and challenges)</li> <li>▪ Discuss the structure of fiction</li> <li>▪ Write and share about texts they read independently</li> <li>▪ Read independently with a focus on generating independent thinking, main characters, and making connections</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>▪ Spell words with previously learned prefixes</li> <li>▪ Learn the meaning of the root <i>tract</i></li> <li>▪ Read, discuss, and analyze words with the root <i>tract</i></li> <li>▪ Create a word web with the root <i>tract</i></li> <li>▪ Learn about found poetry</li> <li>▪ Create a blackout 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>▪ Use discussion prompts</li> <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>	

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Unit 3: Fiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 5</b>			
<p><b>Whole-Class Reading</b></p> <p>Texts:</p> <p><i>Dragons in a Bag</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>▪ Use reading strategies (making inferences and making connections)</li> <li>▪ Discuss character change</li> <li>▪ Discuss themes</li> <li>▪ Read and discuss part of a summary</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, theme, and main characters</li> </ul>	<p>Class Assessment</p> <p>IDR 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 words with the root <i>tract</i></li> <li>▪ Review the prefixes <i>trans-</i>, <i>sub-</i>, and <i>super-</i></li> <li>▪ Review the roots <i>aud</i>, <i>phon</i>, and <i>tract</i></li> <li>▪ Compare words</li> <li>▪ Revisit their word collections</li> <li>▪ Create a word web</li> <li>▪ Act out words</li> <li>▪ Write and illustrate a poem</li> <li>▪ Draw pictures</li> <li>▪ Read and share poems with others</li> </ul>	<p>Class Assessment</p> <p>Word Study Assessment</p> <p>Student Progress Assessment</p>

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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>▪ 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> </ul>	

**Unit 4: Narrative Nonfiction**

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 1</b>			
<b>Whole-Class Reading</b> Texts: <i>Whoosh! Lonnie</i> <i>Johnson's Super-Soaking</i> <i>Stream of Inventions</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking Fluency	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a biography</li> <li>▪ Use reading strategies (making inferences and making connections)</li> <li>▪ Discuss important events, the subject's traits and motivations, and theme</li> <li>▪ Identify what they know about a topic</li> <li>▪ Read independently and make, record, and discuss inferences</li> <li>▪ Read independently with a focus on generating independent thinking and fluency</li> </ul>	Class Assessment IDR Assessment
<b>Word Study</b>	Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Read and discuss homophones</li> <li>▪ Learn the meanings of the prefix <i>auto-</i> and the root <i>bio</i></li> <li>▪ Read, discuss, and analyze words with the prefix <i>auto-</i> and the root <i>bio</i></li> <li>▪ Read morphemic transformations for the base words <i>innovate</i> and <i>invent</i></li> <li>▪ Use context</li> <li>▪ Write about and draw an invention</li> </ul>	Class Assessment

**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 Working responsibly</p>	<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 group work</li> <li>▪ Give feedback in a helpful way</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> </ul>	
<b>Week 2</b>			
<p><b>Whole-Class Reading</b></p> <p>Texts: <i>Planting Stories: The Life of Librarian Pura Belpré</i> “Pura Belpré: A Visionary”</p>	<p>Reading comprehension Language comprehension Reading-writing connections 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 and write about the subject of the biography, the subject’s traits, and theme</li> <li>▪ Determine important events</li> <li>▪ Review the story arc and discuss the structure of a biography</li> <li>▪ Record notes to use for creating an outline for a biography</li> <li>▪ Identify and discuss figurative language in part of a text</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 IDR Assessment</p>

*(continues)*

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 words with the root <i>bio</i>, prefix <i>auto-</i>, and suffixes</li> <li>▪ Learn the meaning of the root <i>mot/mob</i></li> <li>▪ Read, discuss, and analyze words with the root <i>mot/mob</i></li> <li>▪ Create a word web with the root <i>mot/mob</i></li> <li>▪ Write about the motivations for creating their inventions</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>▪ Use "Heads Together"</li> <li>▪ Reach an agreement before making decisions</li> <li>▪ Use discussion prompts to build on one another's thinking</li> <li>▪ Share ideas with one another</li> <li>▪ Include everyone in and contribute to group work</li> <li>▪ Analyze and reflect on the effects of behavior on group work</li> <li>▪ Participate responsibly</li> </ul>	

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Unit 4: Narrative Nonfiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 3</b>			
<p><b>Whole-Class Reading</b></p> <p>Texts:</p> <p><i>The Fantastic Undersea</i>  <i>Life of Jacques Cousteau</i>            "Moving Mountains"</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 (making inferences, synthesizing, and making connections)</li> <li>▪ Discuss the structure and subject of a biography, important events, and theme</li> <li>▪ Discuss and write about the subject's traits and motivations</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>▪ Record notes about the subject of their biographies</li> <li>▪ Generate independent thinking</li> <li>▪ Compare two types of biographical texts</li> <li>▪ Read independently with a focus on generating independent thinking and making connections</li> </ul>	<p>Class Assessment</p> <p>IDR Assessment</p>

(continues)

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 words with the root <i>mot/mob</i> and suffixes</li> <li>▪ Learn the meanings and functions of the suffixes <i>-ic</i> and <i>-al</i></li> <li>▪ Read, analyze, and discuss words with the suffixes <i>-ic</i> and <i>-al</i></li> <li>▪ Discuss words with the base word <i>adapt</i></li> <li>▪ Revisit their word collections</li> <li>▪ Generate and categorize nouns</li> <li>▪ Notice and discuss adaptations that were made to inventions over time</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 group work</li> <li>▪ Reach an agreement before making connections</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> </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>A Computer Called Katherine: How Katherine Johnson Helped Put America on the Moon</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, making inferences, and making connections)</li> <li>▪ Discuss the subject of a biography, setting, important events, and themes across texts</li> <li>▪ Discuss and write about the subject's traits and motivations</li> <li>▪ Discuss, write about, and share a biography</li> <li>▪ Engage in written conversations</li> <li>▪ Generate independent thinking</li> <li>▪ Discuss and share about texts they read independently and texts they might be interested in reading</li> <li>▪ Read independently with a focus on generating independent thinking, identifying important events, and themes</li> </ul>	<p>Class Assessment</p> <p>IDR Assessment</p> <p>Social Skills Assessment</p> <p>Student Progress 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 words with the suffixes <i>-ic</i> and <i>-al</i></li> <li>▪ Review the prefix <i>auto-</i> and the roots <i>bio</i> and <i>mot/mob</i></li> <li>▪ Read and discuss words with suffixes, prefixes, and roots</li> <li>▪ Make connections among words with similar roots</li> <li>▪ Analyze and sort words and discuss categories</li> <li>▪ Revisit word collections</li> <li>▪ Illustrate and discuss a word</li> <li>▪ Learn about and discuss idioms</li> <li>▪ Make connections with the meanings of idioms</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>▪ 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>			
<p><b>Whole-Class Reading</b></p> <p>Texts:</p> <p>“Symbiosis: The Art of Living Together”</p> <p><i>Symbiosis: How Different Animals Relate</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 expository nonfiction texts</li> <li>▪ Use reading strategies (questioning, making inferences, and making connections)</li> <li>▪ Determine and discuss important ideas, main ideas, and supporting details</li> <li>▪ Identify and distinguish between important ideas and supporting details</li> <li>▪ Use and discuss text features</li> <li>▪ Write about a reading strategy</li> <li>▪ Identify what they know about a topic</li> <li>▪ Read independently with a focus on self-monitoring</li> </ul>	<p>Class Assessment</p> <p>IDR Assessment</p>
<p><b>Word Study</b></p>	<p>Decoding</p> <p>Word recognition</p> <p>Language comprehension</p> <p>Word analysis</p>	<ul style="list-style-type: none"> <li>▪ Read and discuss homophones</li> <li>▪ Learn the meaning of the prefix <i>multi-</i></li> <li>▪ Read, analyze, and discuss words with the prefix <i>multi-</i> and other prefixes</li> <li>▪ Read, analyze, and discuss words related to symbiosis</li> <li>▪ Use context</li> <li>▪ Sketch words</li> <li>▪ Read the names of and identify symbiotic relationships shown in images and described in statements</li> </ul>	<p>Class Assessment</p>

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**Unit 5: Expository 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>▪ Take responsibility for learning and behavior</li> <li>▪ Include everyone in and contribute to group work</li> <li>▪ Reach an agreement before making decisions</li> <li>▪ Give reasons to support thinking</li> <li>▪ Support one another's independent work</li> <li>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> </ul>	
<b>Week 2</b>			
<p><b>Whole-Class Reading</b></p> <p>Texts:  <i>Polar Bears on the Hunt</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 an expository nonfiction text</li> <li>▪ Use questioning and text features</li> <li>▪ Discuss important ideas</li> <li>▪ Discuss text organization (problems and solutions and cause and effect)</li> <li>▪ Discuss, write about, and share what they learned</li> <li>▪ Read independently with a focus on generating independent thinking and fluency</li> </ul>	<p>Class Assessment            IDR Assessment</p>

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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 words with the prefix <i>multi-</i></li> <li>▪ Learn the meaning of the root <i>vis/vid</i></li> <li>▪ Read, analyze, and discuss words with the root <i>vis/vid</i></li> <li>▪ Discuss multiple meanings of the word <i>vision</i></li> <li>▪ Create a word web with the root <i>vis/vid</i></li> <li>▪ Create word associations for the words <i>predator</i> and <i>prey</i></li> <li>▪ Brainstorm and categorize words by part of speech</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>▪ Respectfully discuss and solve problems that arise</li> <li>▪ Share partners' thinking with the class</li> <li>▪ Give reasons to support thinking</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>	
<b>Week 3</b>			
<b>Whole-Class Reading</b>	Reading comprehension Language comprehension Reading-writing connections	<ul style="list-style-type: none"> <li>▪ Listen to and discuss an expository nonfiction text and a web page</li> <li>▪ Use reading strategies (determining importance and summarizing)</li> <li>▪ Determine important ideas</li> <li>▪ Use and discuss text features</li> <li>▪ Use a Venn diagram</li> <li>▪ Read independently with a focus on text features and summarizing</li> </ul>	Class Assessment IDR Assessment
Texts:  <i>Ticks: Dangerous Hitchhikers</i>  Teacher-Selected Web Page			

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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 words with the root <i>vis/vid</i></li> <li>▪ Learn the function of the suffix <i>-ity</i></li> <li>▪ Read and discuss words with suffix <i>-ity</i></li> <li>▪ Read, discuss, and categorize the words</li> <li>▪ Revisit word collections</li> <li>▪ Match words by base word or root and suffix</li> <li>▪ Create a word web with the word <i>ticks</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>▪ Share partners' thinking with the class</li> <li>▪ Give reasons to support 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 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:</p> <p><i>When Plants Attack: Strange and Terrifying Plants</i></p> <p>“The Double-Crossing Ants to Whom Friendship Means Nothing”</p> <p>Teacher-Selected Web Page</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 expository nonfiction texts</li> <li>▪ Watch and discuss a video</li> <li>▪ Explore, read, and discuss websites</li> <li>▪ Use reading strategies (determining importance, summarizing, and making connections)</li> <li>▪ Determine and discuss important ideas</li> <li>▪ Self-monitor and use “fix-up” strategies while exploring websites</li> <li>▪ Discuss, write, and share about what is learned</li> <li>▪ Read independently with a focus on generating independent thinking</li> </ul>	<p>Class Assessment</p> <p>IDR Assessment</p> <p>Student Progress Assessment</p>
<p><b>Word Study</b></p> <p>Texts:</p> <p>“Casa Iguana”</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 previously learned suffixes</li> <li>▪ Review the prefix <i>multi-</i>, the root <i>vis/vid</i>, and previously learned affixes and roots</li> <li>▪ Review spelling, pronunciation, and parts of speech</li> <li>▪ Revisit word collections</li> <li>▪ Select, research, discuss, and share a word</li> <li>▪ Listen to, read, and discuss a poem</li> </ul>	<p>Class Assessment</p> <p>Word Study Assessment</p> <p>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 and share them fairly</li> <li>▪ Respectfully discuss and solve problems that arise</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 More Cities Make It Illegal to Text While Crossing the Street?" "E-Books Rule!" "Real Books Are Best"	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</li> <li>▪ Discuss text organization (cause and effect and compare and contrast) and ways author persuade</li> <li>▪ Share and discuss opinions about the topic of the texts</li> <li>▪ Identify what they learned from the text</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

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

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Word Study</b>	Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Read and discuss homophones</li> <li>▪ Learn the meanings of the prefixes <i>mid-</i> and <i>semi-</i></li> <li>▪ Read, analyze, and discuss words with the prefixes <i>mid-</i> and <i>semi-</i></li> <li>▪ Sketch words and use the words in sentences</li> <li>▪ Use context</li> <li>▪ Read, discuss, and draw an idiom</li> <li>▪ Relate the meanings of idioms to own lives</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>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> </ul>	

*(continues)*

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

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<b>Week 2</b>			
<p><b>Whole-Class Reading</b></p> <p>Texts:</p> <p>“Benefits of a Balanced School Calendar”</p> <p>“Year-Round School? No, Thank You!”</p>	<p>Reading comprehension</p> <p>Language comprehension</p> <p>Reading-writing connections</p> <p>Generate independent thinking</p> <p>Fluency</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 they learned from the texts</li> <li>▪ Discuss the structure of persuasive texts (cause and effect relationships, problems and solutions), 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, author’s purpose, audience, and fluency</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 the prefixes <i>mid-</i> and <i>semi-</i> and suffixes</li> <li>▪ Learn the meaning of the root <i>fac</i></li> <li>▪ Read, analyze, and discuss words with the root <i>fac</i></li> <li>▪ Use context</li> <li>▪ Sketch words and write sentences</li> <li>▪ Read morphemic transformations</li> <li>▪ Read and discuss idioms</li> </ul>	<p>Class Assessment</p>

*(continues)*

**Unit 6: Persuasive 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>▪ 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>	
<b>Week 3</b>			
<b>Whole-Class Reading</b> Texts: "Meat Is Here to Stay" "Move Over, Meat!"	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>▪ Identify opinions (main ideas) and reasons (important ideas) in the texts</li> <li>▪ Identify what they learned from the texts</li> <li>▪ Discuss the structure of persuasive texts (cause and effect), ways authors persuade, signal words, and facts and opinions</li> <li>▪ Write about, share, and discuss opinions</li> <li>▪ Read independently with a focus on generating independent thinking and noticing opinions about texts</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 words with the root <i>fac</i> and suffixes</li> <li>▪ Learn the meanings of the roots <i>spec</i> and <i>scope</i></li> <li>▪ Read and discuss words with the roots <i>spec</i> and <i>scope</i></li> <li>▪ Use context</li> <li>▪ Discuss the pronunciations of roots</li> <li>▪ Revisit word collections</li> <li>▪ Read morphemic transformations</li> <li>▪ Learn about, read, and discuss proverbs</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>▪ 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: “The Diet That Helps Fight Climate Change”	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> <li>▪ Watch and discuss a video</li> <li>▪ Use reading strategies</li> <li>▪ Discuss audience and authors’ purpose</li> <li>▪ Compare and contrast ideas in two persuasive nonfiction texts</li> <li>▪ Share and discuss opinions</li> <li>▪ Engage in written conversations</li> <li>▪ Write introductions, reasons and evidence, and conclusions for book recommendations</li> <li>▪ Write about reading strategies</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 words with the roots <i>spec</i> and <i>scope</i></li> <li>▪ Review the prefixes <i>mid-</i> and <i>semi-</i> and the roots <i>fac</i>, <i>spec</i>, and <i>scope</i></li> <li>▪ Read and discuss words with affixes and roots</li> <li>▪ Make connections among the meanings of roots</li> <li>▪ Compare similarities and differences between sets of words</li> <li>▪ Revisit word collections</li> <li>▪ Illustrate and discuss a word</li> <li>▪ Read and discuss proverbs and adages</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>▪ 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>▪ Share ideas with one another</li> <li>▪ Handle materials responsibly and share them fairly</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>The Magic Brocade: A Tale of China</i> (play)</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, and determining importance)</li> <li>▪ Discuss features of plays (character, setting, plot, story structure, story elements, and role of the narrators) and the point of view of the play</li> <li>▪ Make and confirm predictions</li> <li>▪ Discuss and write about themes in the play</li> <li>▪ Notice and think about dialogue, characters, and setting</li> <li>▪ Read independently with a focus on self-monitoring and an emphasis on characters, important events, and dialogue</li> </ul>	<p>Class Assessment</p> <p>IDR Assessment</p>
<p><b>Word Study</b></p>	<p>Decoding</p> <p>Word recognition</p> <p>Language comprehension</p> <p>Word analysis</p>	<ul style="list-style-type: none"> <li>▪ Read and discuss homophones</li> <li>▪ Review and match prefixes with definitions</li> <li>▪ Read and analyze polysyllabic words</li> <li>▪ Use context</li> <li>▪ Compare words</li> <li>▪ Create words by combining word parts</li> <li>▪ Review idioms and proverbs</li> </ul>	<p>Class Assessment</p>

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**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>▪ Listen respectfully to others</li> <li>▪ Share ideas with one another</li> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	
<b>Week 2</b>			
<b>Whole-Class Reading</b> Texts: <i>The Magic Brocade: A Tale of China</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking Fluency	<ul style="list-style-type: none"> <li>▪ Listen to and read sections of a play</li> <li>▪ Choose parts to read aloud, highlight lines, and practice reading aloud and following a script</li> <li>▪ Read aloud with attention to punctuation, phrasing, and characters' feelings</li> <li>▪ Read with expression independently and in groups</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: “In the Land of Words”	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 roots and affixes</li> <li>▪ Review previously learned suffixes</li> <li>▪ Read and discuss words with suffixes</li> <li>▪ Analyze words and sort them into categories and discuss those categories</li> <li>▪ Generate and categorize nouns that relate to adjectives ending in <i>-y</i>, <i>-ous</i>, <i>-en</i>, <i>-able</i>, <i>-ic</i>, and <i>-al</i></li> <li>▪ Listen to, read, and discuss a poem</li> <li>▪ Review figurative language</li> <li>▪ Discuss similes and metaphors</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>▪ Reach an agreement before making decisions</li> <li>▪ Give feedback in a helpful way</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> <li>▪ Handle materials responsibly and share them fairly</li> </ul>	
<b>Week 3</b>			
<b>Whole-Class Reading</b> Texts: <i>The Magic Brocade: A Tale of China</i> (book)	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking Fluency	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a fiction book</li> <li>▪ Explore and discuss a fiction book</li> <li>▪ Read fluently</li> <li>▪ Use a Venn diagram</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
<p><b>Word Study</b></p> <p>Texts: "Eating Words"</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 roots and affixes</li> <li>▪ Review previously learned roots</li> <li>▪ Read and discuss words with affixes and roots</li> <li>▪ Match roots with definitions and make connections among the meanings of roots</li> <li>▪ Revisit word collections</li> <li>▪ Invent new words by combining previously learned roots</li> <li>▪ Listen to, read, and discuss a poem</li> </ul>	<p>Class Assessment</p>
<p><b>Social Development in Whole-Class Instruction</b></p>	<p>Listening and speaking skills</p> <p>Caring environment</p> <p>Discussion skills</p> <p>Working responsibly</p>	<ul style="list-style-type: none"> <li>▪ Take responsibility for learning and behavior</li> <li>▪ Express interest in and appreciation for classmates' performances</li> <li>▪ Include everyone in and contribute to group work</li> <li>▪ Contribute ideas that are different from other people's ideas</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: “Ally”	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>▪ Review fiction and nonfiction genres</li> <li>▪ Brainstorm, create, and share a poster about a genre</li> <li>▪ Discuss and write about the classroom community</li> <li>▪ Write about reading lives</li> <li>▪ Learn about texts they might be interested in reading</li> <li>▪ Discuss and share about texts they 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: “Caterpillar”	Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> <li>▪ Discuss homophones and multiple-meaning words</li> <li>▪ Review, generate, and order synonyms and think of synonyms for specific words</li> <li>▪ Discuss the differences between synonyms</li> <li>▪ Learn and discuss “hink pinks”</li> <li>▪ Learn about and discuss puns</li> <li>▪ Listen to, read, and discuss a poem</li> <li>▪ Share and read poems aloud</li> <li>▪ Use an online thesaurus</li> <li>▪ Revisit word collections and use a word from word collections</li> <li>▪ Create word webs</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>▪ Include everyone in and contribute to group work</li> <li>▪ Listen respectfully to others</li> <li>▪ Reflect on partnerships, classroom community, and own behavior</li> <li>▪ Work responsibly in pairs</li> <li>▪ Participate responsibly</li> <li>▪ Share ideas with one another</li> </ul>	