

GRADE 5 UNIT SCOPE AND SEQUENCES

Unit 1: The Classroom Community

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: <i>Because</i> <i>Turning Pages: My Life Story</i> "10 Ways Reading Improves Your Mind and Body"	Reading comprehension Language comprehension	<ul style="list-style-type: none"> ▪ Listen to and discuss texts ▪ Use questioning ▪ Develop an understanding of genre ▪ Discuss lessons or messages in the story ▪ Discuss reading lives 	Class Assessment
Word Study	Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> ▪ Learn the purpose of Word Study ▪ Learn about etymology and morphemes ▪ Review the meanings of the prefixes <i>trans-</i>, <i>sub-</i>, and <i>super-</i> ▪ Review the meanings of the suffixes <i>-ic</i> and <i>-al</i> ▪ Discuss multiple meanings of words ▪ Read and discuss words 	Class Assessment
Social Development in Whole-Class Instruction	Classroom community Listening and speaking skills Caring environment	<ul style="list-style-type: none"> ▪ Learn classroom procedures ▪ Build the classroom community ▪ Learn "Turn to Your Partner" and "Think, Pair, Share" ▪ Listen respectfully to others ▪ Share ideas with one another 	

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Unit 1: The Classroom Community *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 2			
Whole-Class Reading Texts: Teacher-Selected Text	Reading comprehension Language comprehension	<ul style="list-style-type: none"> ▪ Learn about Individualized Daily Reading ▪ Learn to choose texts for independent reading ▪ Learn self-monitoring and “fix-up” strategies ▪ Learn about reading conferences ▪ Read independently 	Class Assessment IDR Assessment
Word Study Texts: “Word Collection”	Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> ▪ Review the meanings of suffixes (-ic and -al) and negative prefixes (un-, dis-, im-, in-, il-, and non-) ▪ Read and discuss words with affixes ▪ Discuss limitations of using word parts as clues ▪ Generate and categorize nouns related to adjectives ending in -ic and -al ▪ Learn about and discuss features of print and online dictionaries ▪ Use an online dictionary ▪ Listen to, read, and discuss a poem ▪ Start a word collection 	Class Assessment
Social Development in Whole-Class Instruction	Classroom community Listening and speaking skills Caring environment Working responsibly	<ul style="list-style-type: none"> ▪ Listen respectfully to others ▪ Take responsibility for learning and behavior ▪ Share ideas with one another ▪ Handle materials responsibly and share them fairly 	

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Unit 1: The Classroom Community *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 3			
<p>Whole-Class Reading</p> <p>Texts:</p> <p><i>The Cat Man of Aleppo</i></p> <p><i>Off to Class: Incredible and Unusual Schools Around the World</i></p>	<p>Reading comprehension</p> <p>Language comprehension</p> <p>Generate independent thinking</p>	<ul style="list-style-type: none"> ▪ Listen to and discuss texts ▪ Use reading strategies (make text-to-self connections and questioning) ▪ Discuss theme and characteristics of nonfiction ▪ Use and discuss text features ▪ Generate and discuss own ideas about a text ▪ Read independently with a focus on self-monitoring and generating independent thinking 	<p>Class Assessment</p> <p>IDR Assessment</p>
<p>Word Study</p>	<p>Decoding</p> <p>Word recognition</p> <p>Language comprehension</p> <p>Word analysis</p>	<ul style="list-style-type: none"> ▪ Review the roots <i>scope</i>, <i>spec</i>, and <i>vis/vid</i> ▪ Read and discuss words with the roots <i>scope</i>, <i>spec</i>, and <i>vis/vid</i> ▪ Create word webs with the roots <i>scope</i>, <i>spec</i>, and <i>vis/vid</i> ▪ Make connections among words that share the same root ▪ Discuss and share about personal backgrounds ▪ Learn about, read, and discuss proverbs 	<p>Class Assessment</p>
<p>Social Development in Whole-Class Instruction</p>	<p>Classroom community</p> <p>Listening and speaking skills</p> <p>Caring environment</p>	<ul style="list-style-type: none"> ▪ Ask clarifying questions ▪ Confirm another person's thinking ▪ Listen respectfully to others ▪ Share ideas with one another 	

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Unit 1: The Classroom Community *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 4			
<p>Whole-Class Reading</p> <p>Texts:</p> <p><i>The Tragic Tale of the Great Auk</i></p> <p><i>Be the Change: A Grandfather Gandhi Story</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"> ▪ Listen to and discuss texts ▪ Use reading strategies (questioning, making connections, and visualizing) ▪ Discuss theme ▪ Discuss reading lives ▪ Write a reading journal entry ▪ Read independently with a focus on self-monitoring and generating independent thinking 	<p>Class Assessment</p> <p>IDR Assessment</p>
<p>Word Study</p>	<p>Decoding</p> <p>Word recognition</p> <p>Language comprehension</p> <p>Word analysis</p>	<ul style="list-style-type: none"> ▪ Learn about open and closed syllables ▪ Learn about the schwa (including the elision of the schwa and stressed and unstressed syllables) ▪ Learn a process for reading polysyllabic words ▪ Learn about word families and morphemic transformations ▪ Review and practice strategies for reading polysyllabic words ▪ Read polysyllabic words with affixes ▪ Divide words into syllables 	<p>Class Assessment</p> <p>Word Study Screening</p>
<p>Social Development in Whole-Class Instruction</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"> ▪ Share partners' thinking with the class ▪ Build and reflect on the classroom community ▪ Reflect on own learning and behavior ▪ Listen respectfully to others ▪ Share ideas with one another 	

Unit 2: Strategy Development and Generating Independent Thinking

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
<p>Whole-Class Reading</p> <p>Texts:</p> <p><i>Tani's Search for the Heart</i></p> <p>"The Egyptian Myth of Isis and the Seven Scorpions"</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"> ▪ Listen to and discuss a fiction book ▪ Watch and discuss a video ▪ Use questioning ▪ Make and confirm predictions ▪ Discuss story elements (character, setting, plot, and theme) ▪ Read independently with a focus on self-monitoring and generating independent thinking 	<p>Class Assessment</p> <p>IDR Assessment</p>
<p>Word Study</p> <p>Texts:</p> <p>"Beautiful Town"</p>	<p>Decoding</p> <p>Word recognition</p> <p>Language comprehension</p> <p>Word analysis</p>	<ul style="list-style-type: none"> ▪ Learn the functions of the suffixes <i>-ive</i>, <i>-ative</i>, and <i>-itive</i> ▪ Read, analyze, and discuss words with suffixes ▪ Generate and categorize words that relate to adjectives ending in <i>-ive</i>, <i>-ative</i>, and <i>-itive</i> ▪ Learn about synonyms and discuss the differences between synonyms ▪ Create a synonym word web ▪ Revisit word collections ▪ Listen to, read, and discuss a poem 	<p>Class Assessment</p>
<p>Social Development in Whole-Class Instruction</p>	<p>Listening and speaking skills</p> <p>Discussion skills</p> <p>Caring environment</p> <p>Working responsibly</p>	<ul style="list-style-type: none"> ▪ Listen carefully ▪ Use discussion prompts ▪ Build on one another's thinking ▪ Share partners' thinking with the class ▪ Take responsibility for learning and behavior ▪ Listen respectfully to others ▪ Share ideas with one another 	

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

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 2			
<p>Whole-Class Reading</p> <p>Texts:</p> <p>“Satchmo’s Master Plan” from <i>Look Both Ways: A Tale Told in Ten Blocks</i></p> <p>“Amazing Auntie Anne”</p> <p>“La visita”</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"> ▪ Listen to and discuss texts ▪ Make and write about inferences ▪ Discuss story elements (character, setting, plot, challenges and problems, theme, and narrator) ▪ Conduct a reading self-assessment ▪ Read independently with a focus on generating independent thinking 	<p>Class Assessment</p> <p>Reading self-assessment</p> <p>IDR Assessment</p>
<p>Word Study</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"> ▪ Learn the functions of the suffixes <i>-ion</i>, and <i>-ation</i>, and <i>-sion</i> ▪ Review spelling changes when adding suffixes to base words ▪ Read and discuss words with the suffixes <i>-ion</i>, <i>-ation</i>, and <i>-sion</i> ▪ Sort words by base word and by spelling ▪ Match words with the suffixes <i>-ion</i>, and <i>-ation</i>, and <i>-sion</i> ▪ Learn about and discuss features of a print and an online thesaurus ▪ Use an online thesaurus ▪ Discuss synonyms and use them in sentences 	<p>Class Assessment</p>

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

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Social Development in Whole-Class Instruction	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> ▪ Build on one another's thinking ▪ Agree and disagree in a caring, respectful way ▪ Take responsibility for learning and behavior ▪ Ask clarifying questions ▪ Confirm another person's thinking ▪ Listen respectfully to others ▪ Share ideas with one another ▪ Handle materials responsibly and share them fairly 	
Week 3			
Whole-Class Reading Texts: <i>Wangari Maathai: The Woman Who Planted Millions of Trees</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> ▪ Listen to and discuss a text ▪ Watch and discuss a reading conference ▪ Use reading strategies (questioning and making connections) ▪ Discuss important events and the subject's traits ▪ Generate independent thinking ▪ Write a reading journal entry ▪ Read independently with a focus on generating independent thinking 	Class Assessment IDR Assessment Social Skills Assessment

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

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Word Study	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> ▪ Use the guided spelling procedure ▪ Spell words with the suffixes <i>-ion</i>, <i>-ation</i>, and <i>-sion</i> ▪ Review the suffixes <i>-ion</i>, <i>-ation</i>, and <i>-sion</i> ▪ Discuss writing and spelling ▪ Learn the meanings of the prefixes <i>co-</i>, <i>col-</i>, <i>com-</i>, and <i>con-</i> ▪ Read, analyze, and discuss words with the prefixes <i>co-</i>, <i>col-</i>, <i>com-</i>, and <i>con-</i> ▪ Use context ▪ Make connections between etymology and spelling ▪ Learn about the layers of the English language 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> ▪ Take responsibility for learning and behavior ▪ Build on one another's thinking ▪ Use discussion prompts to extend conversations ▪ Participate responsibly ▪ Listen respectfully to others ▪ Share ideas with one another 	

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

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 4			
<p>Whole-Class Reading</p> <p>Texts:</p> <p>“The Green Belt Movement”</p> <p><i>Environmental Activist Wangari Maathai</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"> ▪ Listen to and discuss expository nonfiction texts ▪ Determine and discuss important ideas, main ideas, and supporting details ▪ Use and discuss text features ▪ Discuss ways nonfiction is organized (description) ▪ Generate independent thinking ▪ Write a reading journal entry for a text read independently ▪ Read independently with a focus on self-monitoring and generating independent thinking 	<p>Class Assessment</p> <p>IDR Assessment</p>
<p>Word Study</p> <p>Texts:</p> <p>“Flowers”</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"> ▪ Use the guided spelling procedure ▪ Spell words with previously learned prefixes and suffixes ▪ Learn the meaning of the root <i>struct</i> ▪ Read, discuss, and analyze words with the root <i>struct</i> ▪ Read and discuss homograph pairs ▪ Create a word web with the root <i>struct</i> ▪ Listen to, read, and discuss a poem ▪ Use context 	<p>Class Assessment</p>

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

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Social Development in Whole-Class Instruction	Listening and speaking skills Discussion skills Caring environment Reaching agreement Working responsibly	<ul style="list-style-type: none"> ▪ Actively listen to one another ▪ Give reasons to support thinking ▪ Reach agreement before making decisions ▪ Participate responsibly ▪ Listen respectfully to others ▪ Share ideas with one another 	
Week 5			
Whole-Class Reading Texts: “The Green Belt Movement” <i>Environmental Activist Wangari Maathai</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> ▪ Identify and discuss ideas to include in a summary ▪ Write a shared summary of a book and an article ▪ Synthesize information learned about a topic and write about it ▪ Write a reading journal entry ▪ Use thinking tools with texts read independently ▪ Read independently with a focus on generating independent thinking 	Class Assessment IDR Assessment Student Progress Assessment
Word Study	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> ▪ Use the guided spelling procedure ▪ Spell words with the root <i>struct</i> and previously learned suffixes ▪ Review previously learned affixes, roots, spelling, pronunciation, and parts of speech ▪ Read, analyze, and discuss words with prefixes and suffixes ▪ Analyze words, sort them into categories, and discuss categories ▪ Revisit word collections ▪ Select, research, discuss, and share about a word of the student’s choice 	Class Assessment Word Study Assessment Student Progress Assessment

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

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Social Development in Whole-Class Instruction	Listening and speaking skills Discussion skills Caring environment Reaching agreement	<ul style="list-style-type: none"> ▪ Reach agreement before making decisions ▪ Give reasons to support thinking ▪ Actively listen to one another ▪ Share partners' thinking with the class ▪ Participate responsibly ▪ Handle materials responsibly and share them fairly ▪ Listen respectfully to others ▪ Share ideas with one another 	

Unit 3: Fiction

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: <i>The Night Diary</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> ▪ Listen to and discuss a novel ▪ Use reading strategies (making inferences, making connections, and questioning) ▪ Identify and discuss important events and story elements (character, setting, plot, and challenges or problems) ▪ Discuss the point of view of the narrator ▪ Discuss the structure of fiction ▪ Read independently with a focus on self-monitoring and story elements 	Class Assessment IDR Assessment

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Unit 3: Fiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Word Study Texts: "Moon"	Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> ▪ Learn about, read, and discuss homophones ▪ Learn the meanings and functions of the suffixes <i>-ize</i> and <i>-ify</i> ▪ Review and discuss the differences between synonyms ▪ Read, discuss, and analyze words with the suffixes <i>-ize</i> and <i>-ify</i> ▪ Use context ▪ Listen to, read, and discuss a poem ▪ Learn about figurative language and discuss similes 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills Caring environment Working responsibly	<ul style="list-style-type: none"> ▪ Take responsibility for learning and behavior ▪ Ask clarifying questions ▪ Listen respectfully to others ▪ Share ideas with one another 	
Week 2			
Whole-Class Reading	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking Fluency	<ul style="list-style-type: none"> ▪ Listen to and discuss a novel ▪ Use reading strategies (making inferences, making connections, and questioning) ▪ Identify important events and discuss story elements (character, plot, and challenges or problems) ▪ Discuss the structure of fiction ▪ Learn a procedure for reading with partners ▪ Read phrases and sentences ▪ Generate independent thinking ▪ Read independently with a focus on generating independent thinking, story elements, and fluency 	Class Assessment IDR Assessment

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Unit 3: Fiction *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<p>Word Study</p> <p>Texts: "Quilt"</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"> ▪ Use the guided spelling procedure ▪ Spell words with previously learned suffixes ▪ Learn the meaning of the prefix <i>inter-</i> ▪ Review morphemic transformations ▪ Read, analyze, and discuss words with the prefix <i>inter-</i> and other prefixes ▪ Read polysyllabic words with affixes ▪ Listen to, read, and discuss a poem ▪ Discuss metaphors 	<p>Class Assessment</p>
<p>Social Development in Whole-Class Instruction</p>	<p>Listening and speaking skills</p> <p>Discussion skills</p> <p>Caring environment</p> <p>Working responsibly</p>	<ul style="list-style-type: none"> ▪ Confirm another person's thinking ▪ Listen carefully ▪ Ask clarifying questions ▪ Share partners' thinking with the class ▪ Take responsibility for learning and behavior ▪ Give feedback in a helpful way ▪ Participate responsibly ▪ Listen respectfully to others ▪ Share ideas with one another 	

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Unit 3: Fiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 3			
Whole-Class Reading	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> ▪ Listen to and discuss a novel ▪ Use reading strategies (making connections, questioning, visualizing, and making inferences) ▪ Identify important events and discuss story elements (character, setting, and plot) ▪ Write and discuss ideas about the story ▪ Read independently with a focus on generating independent thinking and story elements 	Class Assessment IDR Assessment
Word Study Texts: “Song to Mothers”	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> ▪ Use the guided spelling procedure ▪ Spell words with previously learned prefixes and suffixes ▪ Learn the function of the suffix <i>-ure</i> ▪ Read and discuss words with the suffix <i>-ure</i> ▪ Discuss multiple meanings of words ▪ Write and illustrate sentences that use the words <i>pleasure</i> and <i>displeasure</i> ▪ Discuss abstract and concrete nouns ▪ Revisit word collections ▪ Sort words ▪ Listen to, read, and discuss a poem ▪ Discuss similes, metaphors, and personification 	Class Assessment

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Unit 3: Fiction *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Social Development in Whole-Class Instruction	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> ▪ Build on one another's thinking ▪ Share partner time in a fair way ▪ Support one another's independent work ▪ Participate responsibly ▪ Listen respectfully to others ▪ Share ideas with one another 	
Week 4			
Whole-Class Reading	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> ▪ Listen to and discuss a novel ▪ Use reading strategies (making inferences and questioning) ▪ Identify important events and discuss story elements (character, plot, setting, and challenges or problems) ▪ Discuss the structure of fiction ▪ Generate independent thinking ▪ Write and share about texts they read independently ▪ Read independently with a focus on generating independent thinking, characters, and important events 	Class Assessment IDR Assessment

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Unit 3: Fiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Word Study Texts: “Moon” “Untitled Poem”	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> ▪ Use the guided spelling procedure ▪ Spell words with previously learned suffixes ▪ Learn the meanings of the roots <i>fract/frag</i> and <i>rupt</i> ▪ Read, discuss, and analyze words with the roots <i>fract/frag</i> and <i>rupt</i> ▪ Create word webs with the roots <i>fract/frag</i> and <i>rupt</i> ▪ Listen to, read, and discuss a poem ▪ Learn about, create, and share a haiku 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> ▪ Use discussion prompts ▪ Build on one another’s thinking ▪ Share partners’ thinking with the class ▪ Share partner time in a fair way ▪ Listen respectfully to others ▪ Participate responsibly ▪ Share ideas with one another 	
Week 5			
Whole-Class Reading Texts: <i>The Night Diary</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> ▪ Listen to and discuss a novel ▪ Use and discuss reading strategies (making inferences and summarizing) ▪ Identify, discuss, and write about themes ▪ Discuss real-life issues in the novel ▪ Generate independent thinking ▪ Write and share about reading strategies used when reading independently ▪ Read independently with a focus on generating independent thinking and theme 	Class Assessment IDR Assessment Student Progress Assessment

Unit 3: Fiction *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Word Study	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> ▪ Use the guided spelling procedure ▪ Spell words with previously learned roots and suffixes ▪ Read, discuss, and analyze words with suffixes ▪ Analyze and compare words ▪ Sort words into categories and discuss categories ▪ Revisit word collections ▪ Write and illustrate a poem ▪ Read and share poems with others 	Class Assessment Word Study Assessment Student Progress Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> ▪ Contribute ideas that are different from other people's ideas ▪ Share partner time in a fair way ▪ Support one another's independent work ▪ Participate responsibly ▪ Handle materials and share them fairly ▪ Listen respectfully to others ▪ Share ideas with one another 	

Unit 4: Narrative Nonfiction

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
<p>Whole-Class Reading</p> <p>Texts:</p> <p><i>Sharuko: El Arqueólogo Peruano/Peruvian Archaeologist Julio C. Tello</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"> ▪ Listen to and discuss a biography ▪ Use reading strategies (questioning, making inferences, and making connections) ▪ Discuss important events, the traits and motivations of the subject of the biography, and theme ▪ Review the story arc and discuss the structure of a biography ▪ Identify what they know about a topic ▪ Read independently with a focus on self-monitoring, determining important events, generating independent thinking, and making inferences 	<p>Class Assessment</p> <p>IDR Assessment</p>
<p>Word Study</p>	<p>Decoding</p> <p>Word recognition</p> <p>Language comprehension</p> <p>Word analysis</p>	<ul style="list-style-type: none"> ▪ Read and discuss homophones ▪ Learn the meaning of the root <i>bio</i> and the suffix <i>-logy/-ology</i> ▪ Read, analyze, and discuss words with the root <i>bio</i> ▪ Read, analyze, and discuss words with the root <i>bio</i> and the suffix <i>-logy/-ology</i> ▪ Create a word web with the suffix <i>-logy/-ology</i> ▪ Read morphemic transformations for the base words <i>explore</i> and <i>archaeology</i> ▪ Use context ▪ Write about and draw an archaeological exploration 	<p>Class Assessment</p>

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Unit 4: Narrative Nonfiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Social Development in Whole-Class Instruction	<p>Listening and speaking skills</p> <p>Discussion skills</p> <p>Caring environment</p> <p>Working responsibly</p>	<ul style="list-style-type: none"> ▪ Take responsibility for learning and behavior ▪ Contribute ideas that are different from other people’s ideas ▪ Learn “Heads Together” ▪ Include everyone in and contribute to group work ▪ Support one another’s independent work ▪ Listen respectfully to others ▪ Share ideas with one another 	
Week 2			
<p>Whole-Class Reading</p> <p>Texts:</p> <p><i>Life in the Ocean: The Story of Oceanographer Sylvia Earle</i></p> <p>“Sylvia Earle: Marine Biologist”</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"> ▪ Listen to and discuss a biography ▪ Watch and discuss a video ▪ Use reading strategies (making inferences, making connections, visualizing) ▪ Discuss important events and story elements (setting and theme) ▪ Discuss the subject of a biography and write about their traits and motivations ▪ Discuss the structure of a biography ▪ Identify what is known about a topic ▪ Read closely ▪ Compare and contrast first- and secondhand accounts ▪ Read independently with a focus on generating independent thinking, visualizing, making connections, setting, and fluency 	<p>Class Assessment</p> <p>IDR Assessment</p>

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Unit 3: Fiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Word Study	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> ▪ Use the guided spelling procedure ▪ Spell words with the root <i>bio</i>, suffix <i>-logy/-ology</i>, and other suffixes ▪ Learn the meaning of the prefix <i>auto-</i> and the root <i>mot/mob</i> ▪ Read, analyze, and discuss words with the prefix <i>auto-</i> and the root <i>mot/mob</i> ▪ Create a word web with the prefix <i>auto-</i> or the root <i>mot/mob</i> ▪ Read morphemic transformations ▪ Discuss words related to the theme of exploration 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills Discussion skills Caring environment Reaching agreement Working responsibly	<ul style="list-style-type: none"> ▪ Build on one another's thinking ▪ Use "Heads Together" ▪ Reach agreement before making decisions ▪ Share ideas with one another ▪ Give feedback in a helpful way ▪ Participate responsibly ▪ Listen respectfully to others 	

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Unit 4: Narrative Nonfiction *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 3			
<p>Whole-Class Reading</p> <p>Texts:</p> <p>“Mathew Henson: American Polar Explorer”</p> <p><i>I, Matthew Henson: Polar Explorer</i></p> <p>“Junko Tabei: Mountaineering Marvel”</p> <p>“Junko Tabei”</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"> ▪ Listen to and discuss texts ▪ Use and discuss reading strategies (questioning, making connections, and synthesizing) ▪ Discuss point of view and theme ▪ Discuss and write about the subject’s traits and motivations ▪ Discuss the structure of a biography ▪ Learn and practice the procedure for “Written Conversations” ▪ Write and share about reading strategies ▪ Discuss what was learned about explorers ▪ Generate independent thinking ▪ Read independently with a focus on generating independent thinking, making connections, and making inferences 	<p>Class Assessment</p> <p>IDR Assessment</p>

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Unit 4: Narrative Nonfiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Word Study	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> ▪ Use the guided spelling procedure ▪ Spell words with the prefix <i>auto-</i>, the root <i>mot/mob</i>, and suffixes ▪ Learn the function of the suffix <i>-ity</i> ▪ Read and discuss words with suffix <i>-ity</i> ▪ Discuss abstract and concrete nouns ▪ Match words by base word or root and suffix ▪ Analyze words with suffixes and sort them into categories ▪ Discuss categories ▪ Revisit word collections ▪ Review synonyms and create synonym word webs 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills Discussion skills Caring environment Reaching agreement Working responsibly	<ul style="list-style-type: none"> ▪ Build on one another's thinking ▪ Include everyone in and contribute to group work ▪ Reach agreement before making decisions ▪ Share partners' thinking with the class ▪ Contribute ideas that are different from other people's ideas ▪ Support one another's independent work ▪ Participate responsibly ▪ Listen respectfully to others ▪ Share ideas with one another ▪ Handle materials responsibly and share them fairly 	

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Unit 4: Narrative Nonfiction *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 4			
Whole-Class Reading	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> ▪ Discuss and explore web pages about the unit topic ▪ Discuss and write about a subjects' traits and motivations and important events in the subject's life ▪ Discuss text features ▪ Discuss what was learned about explorers ▪ Synthesize information by comparing and contrasting two explorers ▪ Share what was learned from online research ▪ Engage in written conversations ▪ Generate independent thinking ▪ Discuss and share about texts they read independently and texts they might be interested in reading ▪ Read independently with a focus on generating independent thinking and theme 	Class Assessment IDR Assessment Social Skills Assessment Student Progress Assessment

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Unit 4: Narrative Nonfiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<p>Word Study</p>	<p>Spelling Decoding Word recognition Language comprehension Word analysis</p>	<ul style="list-style-type: none"> ▪ Use the guided spelling procedure ▪ Spell words with the suffix <i>-ity</i> and other noun suffixes ▪ Review the prefix <i>auto-</i>, the roots <i>bio</i> and <i>mot/mob</i>, and the suffixes <i>-logy/-ology</i> and <i>-ity</i> ▪ Read and discuss words with prefixes and roots ▪ Make connections among words that share the same root ▪ Compare words ▪ Revisit word collections ▪ Illustrate and discuss words ▪ Learn about and discuss idioms ▪ Make connections with the meanings of idioms and draw an idiom 	<p>Class Assessment Word Study Assessment Student Progress Assessment</p>
<p>Social Development in Whole-Class Instruction</p>	<p>Listening and speaking skills Discussion skills Caring environment Working responsibly</p>	<ul style="list-style-type: none"> ▪ Take responsibility for learning and behavior ▪ Reach agreement before making decisions ▪ Handle materials and share them fairly ▪ Respectfully discuss and solve problems that arise ▪ Listen respectfully to others ▪ Reflect on partnerships ▪ Participate responsibly ▪ Share ideas with one another 	

Unit 5: Expository Nonfiction

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
Whole-Class Reading Texts: <i>The Woolly Monkey Mysteries: The Quest to Save a Rain Forest Species</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> ▪ Listen to an expository nonfiction text ▪ Use, discuss, and write about reading strategies (questioning) ▪ Determine and discuss important ideas and supporting details ▪ Identify and distinguish between important ideas and supporting details ▪ Use and discuss text features ▪ Identify what they know about a topic ▪ Read independently with a focus on self-monitoring, important ideas, and fluency 	Class Assessment IDR Assessment
Word Study	Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> ▪ Read and discuss homophones ▪ Learn the meaning of the roots <i>terr</i> and <i>geo</i> ▪ Read, analyze, and discuss words with the roots <i>terr</i> and <i>geo</i> ▪ Use context ▪ Create word webs with the roots <i>terr</i> and <i>geo</i> ▪ Create a word web about wild animal conservation ▪ Read, discuss, and categorize the words 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills Discussion skills Caring environment Reaching agreement Working responsibly	<ul style="list-style-type: none"> ▪ Take responsibility for learning and behavior ▪ Include everyone in and contribute to group work ▪ Give reasons to support thinking ▪ Reach agreement before making decisions ▪ Listen respectfully to others ▪ Share ideas with one another 	

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Unit 5: Expository Nonfiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 2			
<p>Whole-Class Reading</p> <p>Texts:</p> <p>“Mosha’s New Forefoot” from <i>Bionic Beasts: Saving Animal Lives with Artificial Flippers, Legs, and Beaks</i></p> <p>“Asian and African Elephants”</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"> ▪ Listen to and discuss expository nonfiction texts ▪ Use reading strategies (questioning, making connections, and synthesizing) ▪ Determine important ideas ▪ Use text features ▪ Discuss text organization (problems and solutions and compare and contrast) ▪ Discuss, write about, and share what they learned ▪ Use a Venn diagram ▪ Identify and discuss signal words ▪ Read independently with a focus on generating independent thinking and determining important ideas 	<p>Class Assessment</p> <p>IDR Assessment</p>
<p>Word Study</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"> ▪ Use the guided spelling procedure ▪ Spell words with the roots <i>terr</i> and <i>geo</i> ▪ Learn the meanings of the roots <i>aqua</i> and <i>hydr</i> ▪ Read, analyze, and discuss words with the roots <i>aqua</i> and <i>hydr</i> ▪ Read morphemic transformations ▪ Use context ▪ Create word webs with the roots <i>aqua</i> and <i>hydr</i> ▪ Discuss parts of speech 	<p>Class Assessment</p>

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Unit 5: Expository Nonfiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Social Development in Whole-Class Instruction	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> ▪ Respectfully discuss and solve problems that arise ▪ Share partners' thinking with the class ▪ Give reasons to support thinking ▪ Participate responsibly ▪ Listen respectfully to others ▪ Share ideas with one another 	
Week 3			
Whole-Class Reading Texts: <i>Bringing Back the Giant Panda</i> Teacher-Selected Web Page	Reading comprehension Language comprehension Reading-writing connections	<ul style="list-style-type: none"> ▪ Listen to and discuss an expository nonfiction book ▪ Look up and discuss a web page ▪ Use reading strategies (determining importance and summarizing) ▪ Determine important ideas ▪ Use and discuss text features ▪ Read independently with a focus on text features, determining important ideas, and summarizing 	Class Assessment IDR Assessment
Word Study Texts: "Rainforest"	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> ▪ Use the guided spelling procedure ▪ Spell words with the roots <i>aqua</i> and <i>hydr</i> ▪ Learn the meaning of the root <i>ject</i> ▪ Read and discuss words with the root <i>ject</i> ▪ Read morphemic transformations using the root <i>ject</i> ▪ Relate vocabulary words to real life ▪ Sketch words ▪ Listen to, read, and discuss a poem ▪ Identify a theme and learn about repetition in the poem ▪ Discuss sensory details 	Class Assessment

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Unit 5: Expository Nonfiction *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Social Development in Whole-Class Instruction	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> ▪ Actively listen to one another ▪ Share partners' thinking with the class ▪ Give reasons to support thinking ▪ Reflect on the classroom community ▪ Participate responsibly ▪ Listen respectfully to others ▪ Share ideas with one another 	
Week 4			
Whole-Class Reading Texts: "The Gorilla Doctors" "Meet the Gorilla Doctors" Teacher-Selected Web Page	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> ▪ Listen to and discuss an expository nonfiction article, video, and web page ▪ Explore, read, and discuss websites ▪ Use reading strategies (determining importance, summarizing, synthesizing, and making connections) ▪ Determine and discuss important ideas ▪ Discuss, write about, and share what they learned ▪ Self-monitor and use "fix-up" strategies when reading digital texts ▪ Discuss and share about texts read independently ▪ Read independently with a focus on generating independent thinking, determining important ideas, and summarizing 	Class Assessment IDR Assessment Student Progress Assessment

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Unit 5: Expository Nonfiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<p>Word Study</p> <p>Texts: "Rainforest"</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"> ▪ Use the guided spelling procedure ▪ Spell words with the root <i>ject</i> and affixes ▪ Review spelling, pronunciation, and syllabication ▪ Read and discuss words with roots ▪ Analyze words and sort them into categories ▪ Discuss categories ▪ Revisit word collections ▪ Select, research, discuss, and share a word ▪ Learn about found poetry and create a found poem 	<p>Class Assessment</p> <p>Word Study Assessment</p> <p>Student Progress Assessment</p>
<p>Social Development in Whole-Class Instruction</p>	<p>Listening and speaking skills</p> <p>Discussion skills</p> <p>Caring environment</p> <p>Reaching agreement</p> <p>Working responsibly</p>	<ul style="list-style-type: none"> ▪ Ask clarifying questions ▪ Confirm another person's thinking ▪ Handle materials responsibly and share them fairly ▪ Respectfully discuss and solve problems that arise ▪ Build on one another's thinking ▪ Listen respectfully to others ▪ Reflect on partnerships ▪ Participate responsibly ▪ Share ideas with one another 	

Unit 6: Persuasive Nonfiction

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
<p>Whole-Class Reading</p> <p>Texts:</p> <p>“Is Social Media Good for Society?”</p> <p>“Retire the Penny!”</p> <p>“Save the Penny! Why We Should Keep America’s Beloved Coin”</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"> ▪ Listen to and discuss persuasive nonfiction texts ▪ Use reading strategies (questioning) ▪ Identify opinions (main ideas) and reasons (important ideas) in the texts ▪ Discuss the structure of a persuasive text ▪ Discuss text organization (compare and contrast, problem and solution, and cause and effect relationships) and ways authors persuade ▪ Share and discuss opinions about the text ▪ Identify what they learned from the texts ▪ Generate independent thinking ▪ Read independently with a focus on self-monitoring and generating independent thinking 	<p>Class Assessment</p> <p>IDR Assessment</p>
<p>Word Study</p>	<p>Decoding</p> <p>Word recognition</p> <p>Language comprehension</p> <p>Word analysis</p>	<ul style="list-style-type: none"> ▪ Read and discuss homophones ▪ Learn the meaning of the prefixes <i>anti-/ant-</i> and <i>contra-/counter-</i> ▪ Read, analyze, and discuss words with the prefixes <i>anti-/ant-</i> and <i>contra-/counter-</i> ▪ Use context ▪ Learn the meaning of the prefixes <i>anti-/ant-</i> and <i>contra-/counter-</i> ▪ Read, discuss, and draw idioms ▪ Relate the meanings of idioms to own lives 	<p>Class Assessment</p>

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Unit 6: Persuasive Nonfiction *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Social Development in Whole-Class Instruction	Listening and speaking skills Discussion skills Caring environment	<ul style="list-style-type: none"> ▪ Discuss opinions respectfully ▪ Share partners' thinking with the class ▪ Listen respectfully to others ▪ Share ideas with one another 	
Week 2			
Whole-Class Reading Texts: "Cell Phones in Bay City Schools" "Keep Cell Phones Out of School"	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking Fluency	<ul style="list-style-type: none"> ▪ Listen to and discuss persuasive nonfiction texts ▪ Identify opinions (main ideas) and reasons (important ideas) in the texts ▪ Identify what they learned from the text ▪ Discuss audience and author's purpose ▪ Discuss ways authors persuade ▪ Distinguish between facts and opinions ▪ Write about, share, and discuss opinions about the topic of the texts ▪ Generate independent thinking ▪ Read independently with a focus on generating independent thinking, audience, facts and opinions, and fluency 	Class Assessment IDR Assessment

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Unit 6: Persuasive Nonfiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Word Study	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> ▪ Use the guided spelling procedure ▪ Spell words with the prefixes <i>anti-/ant-</i> and <i>contra-/counter-</i> and suffixes ▪ Learn the meaning of the root <i>dict</i> ▪ Read and discuss words with the root <i>dict</i> ▪ Read polysyllabic words with affixes ▪ Create words by combining word parts ▪ Sketch words and write sentences ▪ Review proverbs and adages ▪ Read and discuss proverbs 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> ▪ Use discussion prompts ▪ Discuss opinions respectfully ▪ Use “Heads Together” ▪ Give feedback in a helpful way ▪ Participate responsibly ▪ Listen respectfully to others ▪ Share ideas with one another ▪ Handle materials responsibly and share them fairly 	

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Unit 6: Persuasive Nonfiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 3			
<p>Whole-Class Reading</p> <p>Texts:</p> <p>“Plastic Straw Bans: A Necessary Step”</p> <p>“A Hard Look at Plastic Straw Bans”</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"> ▪ Listen to and discuss persuasive nonfiction texts ▪ Identify opinions (main ideas) and reasons (important ideas) in the texts ▪ Identify what they learned from the texts ▪ Discuss audience and author’s purpose ▪ Discuss ways authors persuade ▪ Discuss text organization (sequence, compare and contrast relationships, and problem and solution) ▪ Write about, share, and discuss opinions ▪ Discuss the relationships among sentences in the text ▪ Generate independent thinking ▪ Read closely ▪ Read independently with a focus on generating independent thinking, noticing opinions about texts, and author’s purpose 	<p>Class Assessment</p> <p>IDR Assessment</p>
<p>Word Study</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"> ▪ Use the guided spelling procedure ▪ Spell words with the root <i>dict</i> and affixes ▪ Learn the meaning of the root <i>scrib/script</i> ▪ Read and discuss words with the root <i>script/scrib</i> ▪ Create a word web with the root <i>scrib/script</i> ▪ Read and discuss proverbs and adages 	<p>Class Assessment</p>

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STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Social Development in Whole-Class Instruction	Listening and speaking skills Caring environment Working responsibly	<ul style="list-style-type: none"> ▪ Include everyone in and contribute to group work ▪ Reach agreement before making decisions ▪ Discuss opinions respectfully ▪ Participate responsibly ▪ Listen respectfully to others ▪ Share ideas with one another 	
Week 4			
Whole-Class Reading Texts: "It's Not Me, It's You"	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking	<ul style="list-style-type: none"> ▪ Watch and discuss a public service announcement ▪ Discuss audience and author's purpose ▪ Discuss what makes public service announcements persuasive ▪ Share and discuss opinions ▪ Engage in written conversations ▪ Write introductions, reasons and evidence, and conclusions for book recommendations ▪ Share book recommendations ▪ Write about reading strategies ▪ Read independently with a focus on generating independent thinking and noticing opinions about texts 	Class Assessment IDR Assessment Student Progress Assessment

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Unit 6: Persuasive Nonfiction (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Word Study	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> ▪ Use the guided spelling procedure ▪ Spell words with the root <i>scrib/script</i> ▪ Review the prefixes <i>anti-/ant-</i> and <i>contra-/counter-</i> and the roots <i>dict</i> and <i>scrib/script</i> ▪ Review previously learned affixes and roots ▪ Review spelling, pronunciation, syllabication, and parts of speech ▪ Read morphemic transformations ▪ Compare similarities and differences between sets of words ▪ Revisit word collections ▪ Illustrate and discuss a word 	Class Assessment Word Study Assessment Student Progress Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills Discussion skills Caring environment Working responsibly	<ul style="list-style-type: none"> ▪ Build on one another's thinking ▪ Discuss opinions respectfully ▪ Take responsibility for learning and behavior ▪ Listen respectfully to others ▪ Support one another's independent work ▪ Participate responsibly ▪ Share ideas with one another ▪ Handle materials responsibly and share them fairly 	

Unit 7: Drama

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 1			
<p>Whole-Class Reading</p> <p>Texts:</p> <p><i>Cucarachas</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"> ▪ Listen to and discuss a play ▪ Use reading strategies (making inferences, questioning, determining importance, and visualizing) ▪ Discuss features of plays ▪ Discuss story structure and story elements (character, setting, plot, and theme) ▪ Make and confirm predictions ▪ Make inferences and identify a character's traits and motivations ▪ Discuss and write about themes in the play ▪ Read closely and discuss stage directions and dialogue ▪ Read independently with a focus on self-monitoring, characters, setting, dialogue, and determining important events 	<p>Class Assessment</p> <p>IDR Assessment</p>
<p>Word Study</p>	<p>Decoding</p> <p>Word recognition</p> <p>Language comprehension</p> <p>Word analysis</p>	<ul style="list-style-type: none"> ▪ Read and discuss homophones ▪ Review prefixes ▪ Read and analyze polysyllabic words ▪ Match prefixes with definitions ▪ Use context ▪ Compare words ▪ Create words by combining word parts ▪ Review idioms and proverbs 	<p>Class Assessment</p>

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Unit 7: Drama *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Social Development in Whole-Class Instruction	Listening and speaking skills Caring environment Discussion skills Working responsibly	<ul style="list-style-type: none"> ▪ Take responsibility for learning and behavior ▪ Actively listen to one another ▪ Contribute ideas that are different from other peoples' ideas ▪ Give reasons to support thinking ▪ Use "Heads Together" ▪ Listen respectfully to others ▪ Share ideas ▪ Handle materials responsibly and share them fairly 	
Week 2			
Whole-Class Reading Texts: <i>Cucarachas</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking Fluency	<ul style="list-style-type: none"> ▪ Listen to and read sections of a play ▪ Make inferences ▪ Choose parts to read aloud, highlight lines, and practice reading aloud and following a script ▪ Read aloud with attention to fluency ▪ Read with expression independently and in groups ▪ Write notes about reading fluently ▪ Read independently with a focus on generating independent thinking 	Class Assessment IDR Assessment

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Unit 7: Drama (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
<p>Word Study</p> <p>Texts:</p> <p>“Words are Birds”</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"> ▪ Use the guided spelling procedure ▪ Spell words with roots and affixes ▪ Review previously learned suffixes ▪ Read and discuss words with suffixes ▪ Analyze words and sort them into categories and discuss those categories ▪ Generate and categorize nouns that relate to adjectives ending in <i>-ic</i>, <i>-al</i>, <i>-ive</i>, <i>-ative</i>, and <i>-itive</i> ▪ Locate words with suffixes in independent reading texts ▪ Listen to, read, and discuss a poem ▪ Review figurative language ▪ Discuss similes and metaphors 	<p>Class Assessment</p>
<p>Social Development in Whole-Class Instruction</p>	<p>Listening and speaking skills</p> <p>Caring environment</p> <p>Discussion skills</p> <p>Reaching agreement</p> <p>Working responsibly</p>	<ul style="list-style-type: none"> ▪ Include everyone in and contribute to group work ▪ Reach agreement before making decisions ▪ Use “Heads Together” ▪ Give feedback ▪ Take responsibility for learning and behavior ▪ Analyze and reflect on the effects of behavior on group work ▪ Participate responsibly ▪ Listen respectfully to others ▪ Share ideas ▪ Handle materials responsibly and share them fairly 	

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Unit 7: Drama *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 3			
Whole-Class Reading Texts: <i>Cucarachas</i>	Reading comprehension Language comprehension Reading-writing connections Generate independent thinking Fluency	<ul style="list-style-type: none"> ▪ Read a play again ▪ Read fluently ▪ Perform a dramatic reading of a play ▪ Read independently and think about reading fluently 	Class Assessment IDR Assessment
Word Study Texts: "Today I Decided to Make Up a Word"	Spelling Decoding Word recognition Language comprehension Word analysis	<ul style="list-style-type: none"> ▪ Use the guided spelling procedure ▪ Spell words with roots and affixes ▪ Review previously learned roots ▪ Read and discuss words with affixes and roots ▪ Match roots with definitions and make connections among the meanings of roots ▪ Revisit word collections ▪ Invent new words by combining previously learned roots ▪ Discuss portmanteaus ▪ Listen to, read, and discuss a poem 	Class Assessment
Social Development in Whole-Class Instruction	Listening and speaking skills Caring environment Discussion skills Working responsibly	<ul style="list-style-type: none"> ▪ Take responsibility for learning and behavior ▪ Give feedback ▪ Express interest in and appreciation for classmates' performances ▪ Participate responsibly ▪ Handle materials responsibly and share them fairly ▪ Listen respectfully to others ▪ Share ideas 	

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Unit 7: Drama (continued)

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Week 4			
<p>Whole-Class Reading</p> <p>Texts: “Dialogue”</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"> ▪ Listen to and discuss a poem ▪ Use and discuss reading strategies ▪ Review fiction and nonfiction ▪ Brainstorm and plan an infographic ▪ Create and share an infographic ▪ Discuss and write about the classroom community ▪ Write about reading lives ▪ Discuss and share about texts read independently ▪ Learn about texts they might be interested in reading ▪ Read independently with a focus on self-monitoring and generating independent thinking 	<p>Class Assessment</p> <p>IDR Assessment</p> <p>Social Skills Assessment</p> <p>Student Progress Assessment</p>
<p>Word Study</p> <p>Texts: “A Flea and a Fly in a Flue”</p>	<p>Decoding</p> <p>Word recognition</p> <p>Language comprehension</p> <p>Word analysis</p>	<ul style="list-style-type: none"> ▪ Discuss homophones, multiple-meaning words, alliteration, and personification ▪ Review, generate, and order synonyms and think of synonyms for specific words ▪ Discuss the differences between synonyms ▪ Learn about and discuss “hink pinks” ▪ Learn about and discuss puns ▪ Listen to, read, and discuss a poem ▪ Share and read poems aloud ▪ Use an online thesaurus ▪ Revisit word collections ▪ Create word webs 	<p>Class Assessment</p> <p>Student Progress Assessment</p>

(continues)

Unit 7: Drama *(continued)*

STRAND	INSTRUCTIONAL FOCUS	SKILLS/ACTIVITIES	ASSESSMENT TYPE
Social Development in Whole-Class Instruction	Classroom community Listening and speaking skills Caring environment Discussion skills Working responsibly	<ul style="list-style-type: none"> ▪ Respectfully discuss and solve problems that arise ▪ Include everyone in and contribute to group work ▪ Listen respectfully to others ▪ Reflect on partnerships, the classroom community, and on behavior ▪ Work responsibly in pairs ▪ Listen respectfully to others ▪ Share ideas ▪ Participate responsibly 	