



English Language Arts Curriculum Map Grade 3

Updated August 2024

District 109 Overview of Programming

Department Vision

In the English-Language Arts Department, we believe in learning environments that foster students becoming **avid readers, prolific writers, and eloquent communicators**. Throughout the K-8 journey, students in District 109 will be challenged to:

- read, comprehend, analyze and critique text,
- clearly communicate ideas through crafting writing aligned with purpose and audience,
- and collaborate with others to learn new perspectives, articulate ideas, and challenge preconceived thinking.

As educators, we are committed to helping each student develop and strengthen these skills while cultivating a **love for literacy**, ensuring that our approach is inclusive, acknowledging and celebrating the diverse backgrounds and abilities within our school community.

Elementary (K-5)

District 109 uses a workshop model to nurture engagement and motivation by integrating choice, collaboration, and targeted scaffolding into literacy tasks. This practice provides students with opportunities to engage with grade level texts across a wide range of genres; balances teacher and student-led discussions; and promotes independence by providing time for strategic support and differentiated instruction. Teachers explicitly identify and model the skills and strategies they use as readers, writers, and communicators then support students in practicing and developing these skills independently. This instructional model allows teachers to develop students through naturally occurring and intentionally designed, responsive instruction that systematically addresses the strengths and needs of each learner. In Kindergarten writing is developed orally with teacher modeling and whole group & partner discussions.

Students also engage in explicit and systematic foundational skills instruction. This supports students in becoming active word solvers that are able to recognize words and patterns, take apart or put together words, know what words mean and to connect words to other words. Word study supports students through a developmental progression of listening, speaking, reading and writing. The progression includes phonological awareness, the ability to recognize and manipulate the spoken parts of words; phonemic awareness the ability to identify and manipulate isolated sounds in spoken words; and phonics, the relationship between letters and sounds. As students develop, they move to study word parts and associate them with meaning, and in turn develop vocabulary. Language study develops students in understanding and utilizing appropriate grammar and conventions when reading, writing and speaking.

Key tenants of literacy development in the elementary grades:

- **Foundational Skills:** Phonemic Awareness, Phonological Awareness, Decoding, Spelling, Fluency, Concepts of Print (K-1), Handwriting (Manuscript K-1 and Cursive 2nd).
- **Vocabulary Development:** Generative Vocabulary (word parts and what they mean), Word Solving Strategies (ways to solve new or unknown words), Content Vocabulary (building knowledge about specific content) and Academic Vocabulary (the language of learning).
- **Communication:** Developing specific skills to listen effectively and speak clearly and strategically.

- **Knowledge Building:** Increasing knowledge around specific content, ideas, topics and concepts in order to understand new and more complex information in the future.
- **Comprehension Strategies:** Developing intentional and strategic ways to make meaning of complex texts (i.e. making inferences, identifying main idea, etc.).
- **Genre Knowledge:** Utilizing knowledge of unique genre characteristics to locate information and make meaning (i.e. structures, features, organizational patterns, etc.).
- **Writing Process:** Approaching writing tasks with intentional moves that are specific to where they are in the progression of developing written communication (pre-writing, drafting, revising, editing and publishing).

Middle School (6-8)

In District 109 a focus is placed on disciplinary literacy. This practice highlights the specific reading, writing and communicating skills in a discipline (i.e. ELA, Science, Social Studies, etc.), with a focus on how experts in that discipline think and the skills and tools they use. In the discipline of ELA, students build knowledge around a topic, idea or content to critique and analyze literature. As part of the literature critique, students discuss and debate their thinking and interpretations, resulting in the formation of an opinion. They eventually form a final impression or opinion and argue their position through writing and debate.

Students begin by setting a purpose for reading and writing, which allows them to focus on specific skills and strategies that contribute to being successful thinkers and communicators. Additionally, all students are afforded the opportunity to independently interact with high quality, complex, grade level anchor texts in order to maintain equitable access to rigorous content and instruction. Students are supported through strategic scaffolding of texts, activities and lessons when working to build knowledge and study genre. These scaffolds ensure students are successful when working with anchor texts. After developing a deep understanding of anchor texts, students employ the writing process to articulate their thoughts and opinions to others.

Instructional flow of ELA Units:

- **Introduction of Writing Prompt:** Supporting students in establishing a purpose for reading and identifying the task they will focus on.
- **Reading for Comprehension (1):** A grade-level anchor text is provided for students to independently read and develop an initial understanding.
- **Building Knowledge:** Scaffolded instruction and varied texts allow students to develop schema connected to the content of the anchor text.
- **Reading for Comprehension (2):** Students revisit the anchor text with new knowledge and re-read to deepen understanding.
- **Genre Study:** Scaffolded instruction and varied texts allow students to develop an understanding of genre characteristics connected to the content of the anchor text.
- **Reading for Comprehension (3):** Students revisit the anchor text with understanding of genre and re-read to deepen understanding.

- **Synthesis:** Students engage in a seminar connected to the anchor text to further deepen understanding and discuss/debate the understandings of others.
- **Writing Process:** Students take their new learning, develop an idea or opinion and utilize the writing process to communicate their thinking about the anchor text, based on the posed prompt introduced at the beginning of the unit.

Students also engage in novel studies and books clubs throughout the year. These opportunities allow students to apply what they have learned during previous instruction in an authentic way. This also affords students the opportunity to have a common experience around a specific text, topic or theme. Novels and book clubs expose students to texts and/or genres that they may not have read otherwise. Book clubs are also an opportunity to increase engagement, motivation and independence, as students are able to choose the texts they are reading and lead the conversations about those texts.

Workshop Model

The primary objective of workshop teaching is to engage students in authentic learning experiences and to develop independence. Through the use of the Gradual Release of Responsibility (quickly moving from teacher modeling, to shared and guided practice, to independent practice), this model of instruction fosters creativity and leads students to be responsive and take ownership of their own learning.

Key tenets of the Workshop model include:

- **Exploration, Launch, Investigation, Dig-In, Connection:** A discovery exploration or task that encourages conceptual thinking or a meaningful connection to the teaching point and/or instructional focus for the period.
- **Mini-lessons:** The teacher provides targeted instruction, through modeling and demonstration of a specific skill, strategy, or concept. The lesson utilizes approximately 25% of the instructional period.
- **Independent Practice/Work Time:** Intentional and structured periods of time in which students are practicing and developing skills in authentic and meaningful ways. This work is targeted, based on individual learner needs. Approximately 60% of an instructional period is devoted to independent practice/work time.
- **Small Group Instruction:** During independent practice/work time, teachers may pull small groups of students to reinforce and/or extend learning. Groupings are flexible, with student data leading to the development of learning targets.
- **Conferring:** Teachers talk with students, typically 1:1, to understand the work that a student is engaged in during independent practice/work time. The teacher then uses this information to generate a teaching point and/or goal for the student to support continued growth specific to the individual student's needs.
- **Choice:** Engagement is key to learning and retention. By supporting students in choosing their learning tools, topics, and methods of communicating understanding, they will be more connected to their learning; and in turn, more engaged.
- **Routines/Structures:** Teachers spend time explicitly naming, teaching and practicing behaviors that successful learners demonstrate. Through this intentional work, students have a clear understanding of what is expected of them as learners, and are able to develop

independence and take responsibility for their own learning.

- **Closure:** Instructional periods end with assessment, reflection and/or discussion to solidify student learning and provide the teacher with an opportunity to gather information to plan next steps. The closing also provides an opportunity for students to connect the day’s learning/work to the broader content area and/or real world. The closing utilizes approximately 15% of the instructional period.

Standards

[English Language Arts Standards](#)

In grade 3, instructional modules last approximately 3 weeks.

Semester 1		
Module 1: What a Character!		
Reading	Writing: <i>Narrative - Personal Narrative</i>	Grammar
<p>Communication: Listening Comprehension Listening & Speaking: Engage in Discussion, Work Collaboratively Make Connections Research: Develop a Plan</p> <p>Vocabulary Development: Content/Academic Vocabulary Strategy: Context Clues Generative Vocabulary: Prefixes mis-, un-, non-, Spiral Review Inflections -s, -es</p> <p>Comprehension Strategies: Make & Confirm Predictions Point of View Monitor & Clarify Make Inferences</p> <p>Genre Characteristics: <u>Fiction</u> - Literary Elements, Theme, Figurative Language, Text & Graphic Features</p>	<p>Prewriting: Understand the steps in the writing process Set goals for writing Use multiple prewriting strategies to plan</p> <p>Drafting: Develop a draft from prewriting Use craft & genre characteristics (Narrative Elements) to Develop the draft into a focused, structured, coherent piece of writing Develop a conclusion</p> <p>Revising: Further develop and enhance narrative craft Correctly use common and proper nouns Rearrange ideas to make them clearer or easier to understand Combine ideas Improve word choice using word reference resources Use revision strategies</p> <p>Editing: Identify & correct errors in conventions of grammar</p> <p>Publishing:</p>	<p>Sentence Structure/Clarity: Subject of a Simple Sentence Predicate of a Simple Sentence Sentence Fragments Simple Compound Sentences Coordinating Conjunctions Run-On Sentences</p> <p>Sentence Types: Statements Questions Commands Exclamations</p> <p>Review: Common & Proper Nouns</p>

	Use technology to help with writing Make publishing decision such as: Add illustrations or images, Make decisions about layout, Create a cover Share with an audience	
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Core Texts

<p><i>The Elephant Moon of Sir Herbert Spoon</i> - HMH</p> <p><i>Zach Jumps In!</i> - HMH</p> <p><i>Marisol McDonald Doesn't Match</i> - Monica Brown</p> <p><i>Judy Moody: Mood Martian</i> - Megan McDonald</p> <p><i>Stink and the Freaky Frog Freakout</i> - Megan McDonald</p> <p><i>Scaredy Squirrel</i> - Melanie Watt</p> <p><i>Weslandia</i> - Paul Fleischman</p>

Module 2: Use Your Words

Reading	Writing: <i>Opinion - Letter</i>	Grammar
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<p>Communication: Listening Comprehension Listening & Speaking: Use Formal & Informal Language Make Connections Research: Gather Information Media Literacy: Create a Multimedia Presentation</p> <p>Vocabulary Development: Content/Academic Vocabulary Strategy: Synonyms/Antonyms, Spiral Review Context Clues Generative Vocabulary: Prefixes re-, pre-, dis-, Spiral Review Suffixes -ful, -less, -y, -ly, Latin Root form</p> <p>Comprehension Strategies: Retell/Summarize Point of View Ask & Answer Questions Visualize</p>	<p>Prewriting: Use prewriting strategies to plan writing Express opinions, ideas & feelings</p> <p>Drafting: Plan a first draft Distinguish between formal & informal language Organize drafts using knowledge of letter parts Use craft to make ideas engaging</p> <p>Revising: Capitalization & punctuation for letters Add details to develop ideas & make writing more engaging</p> <p>Editing: Identify & correct errors in mechanics: Spelling Identify & correct errors in conventions of grammar: Pronoun use; Subject-verb agreement</p> <p>Publishing:</p>	<p>Parts of Speech (Nouns): Identifying Nouns & Subjects Capitalizing Nouns Common & Proper Nouns Identifying Singular & Plural Nouns Plural Nouns with -s, -es</p> <p>Parts of Speech (Verbs): Action Verbs <i>Being</i> Verbs</p> <p>Review: Compound Sentences Commas in a Sentence & Series Subject-Verb Agreement</p>
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<p>Genre Characteristics: <u>Fiction</u> - Text Graphics & Features, Characters <u>Informational Text</u> - Text Graphics & Features <u>Poetry</u> - Elements of Poetry, Figurative Language</p>	<p>Add a cursive signature Publish on stationary and place in envelopes Determine when to open the letter to self Share with an audience</p>	
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Core Texts

Word Birds - HMH

A LOL Story - HMH

Dear Primo: A Letter to My Cousin - Duncan Tonatiuh

Adventures with Words - Cassie Hermansson & Eloise Greenfield

The Upside Down Boy - Juan Felipe Herrera

Dear Dragon - Josh Funk

The Lemonade War - Jacqueline Davies

Module 3: Let Freedom Ring

Reading	Writing: <i>Informational - Descriptive Essay</i>	Grammar
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<p>Communication: Listening Comprehension Listening & Speaking: Give a Presentation Research: Take Notes Make Connections Media Literacy: Interpret/Analyze Media</p> <p>Vocabulary Development: Content/Academic Vocabulary Content Area Vocabulary Strategy: Multiple Meaning Words, Spiral Review Synonyms/Antonyms Generative Vocabulary: Suffixes -y, -less, -ly, Prefix dis-, im- (not), Suffixes -er, -est with spelling change</p> <p>Comprehension Strategies: Author's Purpose Synthesize</p>	<p>Prewriting: Use prewriting strategies to plan for draft Brainstorm sensory language to add to draft</p> <p>Drafting: Develop a topic sentence Use details to develop an engaging central idea Organize ideas logically Identify sensory words to use when drafting</p> <p>Revising: Begin sentences with different parts of speech Use a variety of sentence structures Use a variety of sentence lengths</p> <p>Editing: Identify & correct errors in mechanics: Spelling Identify & correct errors in conventions of grammar</p>	<p>Parts of Speech (Verbs): Present, Past & Future Tense Identifying Tense</p> <p>Conventions (Punctuation): Commas in a Series of Nouns Commas in a Series of Verbs Commas in Addresses</p> <p>Parts of Speech (Nouns): Abstract Nouns Identifying & Using Abstract Nouns</p> <p>Review: Commas Pronouns</p>
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<p>Text Structure Retell/Summarize Media Techniques Ask & Answer Questions Author's Purpose</p> <p>Genre Characteristics: <u>Informational Text</u> - Central Idea, Text and Graphic Features, Literary Elements (Narrative Nonfiction)</p>	<p>Publishing: Choose a format for publishing (i.e. research report, slide show; video, etc.) Share with an audience</p>	
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Core Texts

<p><i>Patriotic Tunes</i> - HMH</p> <p><i>American Places, American Ideas</i> - HMH</p> <p><i>The U.S. Constitution</i> - Norman Pearl</p> <p><i>Why We Celebrate the Fourth of July</i> - Informational Video</p> <p><i>The Flag Maker</i> - Susan Campbell Bartoletti</p> <p><i>Why is the Statue of Liberty Green?</i> - Martha E. H. Rustad</p> <p><i>All the Places to Love</i> - Patricia MacLauchlan</p>

Module 4: Stories on Stage

Reading	Writing: <i>Narrative - Story</i>	Grammar
<p>Communication: Listening Comprehension Listening & Speaking: Summarizing/Paraphrasing, Oral Instructions Make Connections Research: Evaluate & Organize Information</p> <p>Vocabulary Development: Content/Academic Vocabulary Strategy: Shades of Meaning, Multiple Meaning Words Generative Vocabulary: Prefixes in- (not), im- (into), im- (not), Suffixes -er, -or (one who), Latin Roots <i>aud, vis</i></p> <p>Comprehension Strategies: Visualize</p>	<p>Prewriting: Use multiple prewriting strategies to plan for writing; including characters, setting, plot & theme</p> <p>Drafting: Develop a story following story structure Create an engaging beginning Write multiple paragraphs Create an ending that has a resolution</p> <p>Revising: Add vivid details Identify areas that are unclear Add dialogue and dialogue tags</p> <p>Editing:</p>	<p>Parts of Speech (Pronouns): Subject Pronouns Object Pronouns Pronoun-Antecedent Agreement</p> <p>Parts of Speech (Nouns): Spelling Change <i>y</i> to <i>i</i> Irregular Plurals Forming Irregular Plurals</p> <p>Conventions (Punctuation): Quotation Marks Capitalizing & Punctuating Quotations Commas in Quotations</p>

<p>Retell/Summarize Monitor & Clarify</p> <p>Genre Characteristics: <u>Fiction</u> - Elements of Drama, Literary Elements, Figurative Language, Theme <u>Informational Text</u> - Ideas & Support, Media Techniques</p>	<p>Identify & correct errors in mechanics: Spelling Identify & correct errors in conventions of grammar: Possessive pronouns</p> <p>Publishing: Develop and add other features of stories (i.e. illustrations, about the author, etc.) Share with an audience</p>	<p>Review: Plural Nouns with -s, -es Action & <i>Being</i> Verbs Verb Tense</p>
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Core Texts

<p><i>The Lion King's Friend</i> - HMH</p> <p><i>That's Entertainment</i> - HMH</p> <p><i>The Saga of Pecos Bill</i> - Anthony D. Fredericks</p> <p><i>The Traveling Trio: Cesky Krumlov - Czech Republic</i> - Informational Video</p> <p><i>Gigi and the Wishing Ring</i> - Adapted from an Italian Fairy Tale</p> <p><i>Two Bear Cubs</i> - Retold by Robert D. San Souci</p> <p><i>Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom</i> - Tim Tingle</p>

Module 5: Teamwork

Reading	Writing: <i>Opinion - Persuasive Letter</i>	Grammar
<p>Communication: Listening Comprehension Listening & Speaking: Summarizing/Paraphrasing, Engage in Discussion Research: Cite Sources Make Connections</p> <p>Vocabulary Development: Content/Academic Vocabulary Strategy: Homographs/Homophones, Shades of Meaning Generative Vocabulary: Suffixes -er, -or, & -er, -est with & without spelling change, Greek root <i>bio</i>, Latin Root <i>vid</i>, Suffix -ment (result, action or condition)</p> <p>Comprehension Strategies: Author's Purpose</p>	<p>Prewriting: Use multiple strategies to plan writing Determine a purpose and audience Identify the feature of persuasive writing</p> <p>Drafting: Develop an introduction draft multiple body paragraphs Organize ideas logically Use letter structure Add details to support position Develop a conclusion</p> <p>Revising: Ensure correct use of Possessive pronouns Identify parts that need additional clarity</p>	<p>Parts of Speech (Verbs): Subject-Verb Agreement Adding -s, -es, to Verbs Singular & Plural Subjects Verbs in the Past, Present & Future</p> <p>Conventions (Punctuation): Adding Quotations to Sentences</p> <p>Parts of Speech (Pronouns): Pronoun-Verb Agreement When to add -es or -ies Using Pronoun-Verb Agreement</p> <p>Review:</p>

<p>Ask & Answer Questions Author's Craft Monitor & Clarify Make & Confirm Predictions Text Structure, Point of View</p> <p>Genre Characteristics: <u>Fiction</u> - Literary Elements, Theme, <u>Informational Text</u> - Media Techniques, Figurative Language (Narrative Nonfiction)</p>	<p>Add details to further develop ideas</p> <p>Editing: Identify & correct errors in mechanics: Spelling Identify & correct errors in conventions of grammar: Possessives</p> <p>Publishing: Prepare letter for authentic audience Share with an audience</p>	<p>Possessive Nouns & Pronouns</p>
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Core Texts

<p><i>Competition, Cooperation--and Fun!</i> - HMH</p> <p><i>Teamwork = Victory!</i> - HMH</p> <p><i>Soccer Shootout</i> - Jake Maddox</p> <p><i>Bend it Like Bianca</i> - Informational Video</p> <p><i>Running Rivals</i> - Jake Maddox</p> <p><i>Brothers at Bat: The True Story of an Amazing All-Brother Baseball Team</i> - Audrey Vernick</p> <p><i>Don't Feel the Geckos!</i> - Karen English</p>

Semester 2

Module 6: Animal Behaviors

Reading	Writing: <i>Informational - Expository Essay</i>	Grammar
<p>Communication: Listening Comprehension Listening & Speaking: Give a Presentation, Work Collaboratively Research: Paraphrase Make Connections</p> <p>Vocabulary Development: Content/Academic Vocabulary</p>	<p>Prewriting: Use multiple strategies to plan writing Use research to narrow and identify a topic Use research to identify relevant information Cite sources when researching</p> <p>Drafting: Choose a purposeful structure Develop multiple paragraphs</p>	<p>Parts of Speech (Adjectives): Adjective that tell <i>What Kind & How Many</i> Using <i>This, That</i> & Articles Comparison - Adding <i>-er, -ier,</i> and More One-Syllable Adjectives that Compare Comparing More than Two Nouns</p>

<p>Strategy: Reference Sources - Thesaurus, Homograph/Homophone Generative Vocabulary: Latin Prefixes uni-, bi-, tri-, Prefix un- Spiral Review Suffix -ment</p> <p>Comprehension Strategies: Retell/Summarize Author's Purpose Author's Craft Ask & Answer Questions Monitor & Clarify Text Structure</p> <p>Genre Characteristics: <u>Fiction</u> - Text & Graphic Features <u>Informational Text</u> - Text & Graphic Features, Central Idea, Figurative Language (Narrative Nonfiction)</p>	<p>Clearly state the main idea Develop a conclusion that restates the main idea Explain and elaborate ideas with details, examples & descriptions Use transitions to connect ideas</p> <p>Revising: Use prepositional phrases to combine sentences Use conjunctions to create complex sentences Use a variety of sentence types</p> <p>Editing: Identify & correct errors in mechanics: Spelling Identify & correct errors in conventions of grammar</p> <p>Publishing: Choose a format for publishing (i.e. research report, slide show; video, etc.) Share with an audience</p>	<p>Parts of Speech (Verbs): The Verb <i>Be</i> Helping Verbs Using the Verbs <i>Be</i> & <i>Have</i></p> <p>Review: Plural Nouns Spelling Abstract Nouns</p>
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Core Texts

- Living Glass* - HMH
- Frozen Alive* - HMH
- This is Your Life Cycle: with Special Guest Dahlia the Dragonfly* - Heather Lynn Miller
- The Nose Awards* - Manu Callejon
- Octopus Escapes Again!* - Laurie Ellen Angus
- T.J. The Siberian Tiger Cub* - Ann Whitehead Nagda & Cindy Bickel
- In November* - Cynthia Rylant

Module 7: Make a Difference

Reading	Writing: <i>Opinion - Opinion Essay</i>	Grammar
<p>Communication: Listening Comprehension Listening & Speaking: Research: Plan & Gather Information, Evaluate & Organize Information, Paraphrase & Cite Sources</p>	<p>Prewriting: Use multiple strategies to plan for writing using features of argument Identify audience and purpose Choose reasons to support opinion</p>	<p>Parts of Speech (Verbs): Irregular Verbs <i>come, do, go, run, see, eat, give, grow, take, write</i> Using Irregular Verbs</p>

<p>Make Connections</p> <p>Vocabulary Development: Content/Academic Vocabulary Strategy: Analogies, Reference Sources - Thesaurus Generative Vocabulary: Suffixes -ion, -ness, -able, Compound Words</p> <p>Comprehension Strategies: Author's Purpose Make & Confirm Predictions Text Structure Point of View Make Inferences Synthesize</p> <p>Genre Characteristics: <u>Fiction</u> - Text & Graphic Features, Literary Elements, Figurative Language</p> <p><u>Informational Text</u> - Text & Graphic Features</p>	<p>Drafting: Develop an introduction, body, conclusion; write multiple paragraphs Include a call to action</p> <p>Revising: Use persuasive language Evaluate structure Add/develop strong supports & reasons Use evidence to support reasons Remove details that do not support the main idea Connect ideas for clarity and coherence Use effective transitions</p> <p>Editing: Identify & correct errors in mechanics: Spelling; Punctuating possessives Identify & correct errors in conventions of grammar</p> <p>Publishing: Choose a format for publishing (i.e. research report, slide show; video, etc.) Share with an audience</p>	<p>Parts of Speech (Adverbs): Adverbs That Tell <i>How, Where, & When</i> Adverbs That Compare Adverbs that Compare to Actions Adverbs That Compare More Than Two Actions</p> <p>Review: Subject-Verb Agreement Adjectives that Compare</p>
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Core Texts

- The Eco-Troubadour* - HMH
- Let's Build a Park* - HMH
- Farmer Will Allen and the Growing Table* - Jacqueline Briggs Martin
- One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia* - Miranda Paul
- Energy Island: How One Community Harnessed the Wind and Changed Their World* - Allan Drummond
- The Storyteller's Candle* - Lucia Gonzales
- What if Everybody Did That?* - Ellen Javernick

Module 8: Imagine! Invent!

Reading	Writing: <i>Informational - Research Report</i>	Grammar
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<p>Communication: Listening Comprehension Listening & Speaking: Oral Instructions, Give a Presentation Make Connections Media Literacy: Create Multimedia Presentation</p> <p>Vocabulary Development: Content/Academic Vocabulary Strategy: Reference Sources - Dictionary/Glossary, Analogies Generative Vocabulary: Greek Word Root <i>graph</i> Suffix -logy, Prefix <i>ex-</i>, Latin roots <i>vis</i>, <i>mem</i>, <i>cent</i></p> <p>Comprehension Strategies: Make Inferences Text Structure Make & Confirm Predictions Author's Purpose Retell/Summarize Identify Claim</p> <p>Genre Characteristics: <u>Fiction</u> - Literary Elements</p> <p><u>Informational Text</u> - Text & Graphic Features, Central Idea, Ideas & Support</p> <p><u>Poetry</u> - Literary Elements</p>	<p>Prewriting: Choose a topic Develop a plan for draft Identify primary and secondary sources Create and follow a research plan Gather and evaluate resources Take notes and organize ideas for writing</p> <p>Drafting: Turn prewriting into a draft following plan Write an introduction with a topic sentence Add details to support the topic sentence Write a conclusion Check for plagiarism; Use confident voice</p> <p>Revising: Effect use of transitions Revise run-ons & sentence fragments Vary sentence types</p> <p>Editing: Identify & correct errors in mechanics: Capitalization; Punctuation</p> <p>Publishing: Format and prepare writing to share with an audience Share with an audience</p>	<p>Parts of Speech (Adjectives & Adverbs): Adjectives That Compare Adverbs That Compare Using Adjectives & Adverbs</p> <p>Parts of Speech (Nouns): Singular Possessive Nouns Plural Possessive Nouns</p> <p>Parts of Speech (Pronouns): Using Possessive Pronouns</p> <p>Sentence Structure/Clarity: Complex Sentences Subordinating Conjunctions Forming Complex Sentences</p> <p>Review: Adjectives & Articles The Verb <i>Be</i> Helping Verbs</p>
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Core Texts

- (Some of) the Greatest Inventions* - HMH
- A Century of Amazing Inventions* - HMH
- Timeless Thomas: How Thomas Edison Changed Our Lives* - Gene Barretta
- A Bumpy Ride* - Sharon Katz Cooper & Rachel Young
- Rosie Revere, Engineer* - Andrea Beaty
- Edison's Best Invention*-HMH
- Now and Ben: The Modern Inventions of Benjamin Franklin* - Gene Barretta

Module 9: From Farm to Table

Reading	Writing: <i>Poetry - Creative Poem</i>	Grammar
<p>Communication: Listening Comprehension Listening & Speaking: Engage in Discussion Research: Plan & Gather Information Make Connections Media Literacy: Interpret/Analyze Media</p> <p>Vocabulary Development: Content/Academic Vocabulary Strategy: Context Clues, Reference Resources - Dictionary & Glossary Generative Vocabulary: Prefixes in-, re-, Suffixes -ful, -ness, -able, Latin Roots <i>vis, mem</i></p> <p>Comprehension Strategies: Synthesize Text Structure Ask & Answer Questions Media Techniques Monitor & Clarify Point of View</p> <p>Genre Characteristics: <u>Informational Text</u> - Text & Graphic Features, Central Idea, Text & Graphic Features <u>Poetry</u> - Figurative Language</p>	<p>Prewriting: Use multiple strategies to plan a first draft Focus a topic through freewriting</p> <p>Drafting: Use poetic elements and techniques Show don't tell using descriptive details</p> <p>Revising: Improve sound and meaning through word choice Use precise and sensory words for effect</p> <p>Editing: Identify & correct errors in conventions of grammar Identify & correct errors in mechanics: Spelling</p> <p>Publishing: Make decisions on how to visually enhance writing Make decisions about how to prepare writing for an audience Share with an audience</p>	<p>Conventions (Punctuation - Abbreviations): Days & Months Places Writing Abbreviations</p> <p>Parts of Speech (Verbs/Pronouns): Contractions with <i>Not</i> Contractions with Pronouns</p> <p>Conventions (Punctuation - Commas): Commas in a Series Introductory Words Commas in Sentences</p> <p>Review: Pronoun-Verb Agreement Complex Sentences</p>

Core Texts

Lobster Bait - HMH

Great Ideas from Great Parents!: Washington Elementary Needs a Greenhouse - HMH

How Did That Get In My Lunchbox?: The Story of Food - Chris Butterworth

Carrots, Farm to Fork - Educational Video

How Do You Raise a Raisin? - Pam Munoz Ryan

It's Our Garden: From Seeds to Harvest in a School Garden - George Ancona

Module 10: Tell a Tale

Reading	Writing: <i>Narrative - Imaginative Story</i>	Grammar
<p>Communication: Listening Comprehension Listening & Speaking: Oral Instructions, Give a Presentation Make Connections Research: Evaluate & Organize Information</p> <p>Vocabulary Development: Critical/Academic Vocabulary Strategy: Shades of Meaning, Review Context Clues Generative Vocabulary: Suffix -ment, Prefixes im-, in-, Review Prefix re-, Suffix -y, and Root <i>graph</i></p> <p>Comprehension Strategies: Make Inferences Author's Craft Visualize</p> <p>Genre Characteristics: <u>Fiction</u> - Theme, Figurative Language</p>	<p>Prewriting: Brainstorm ideas for imaginative stories (in groups) Plan a story including narrative features, characters, setting and key events</p> <p>Drafting: Introduce a character and setting Organize with a purposeful structure and naturally unfolding sequence of events Develop an engaging and satisfying conclusion</p> <p>Revising: Improve word choice Ensure correct & consistent verb tense Clarify organization Include time order transitions & temporal words</p> <p>Editing: Identify & correct errors in mechanics: Spelling Identify & correct errors in conventions of grammar</p> <p>Publishing: Make decisions about creative ways to intentionally layout writing and prepare for an audience Share with an audience</p>	<p>Parts of Speech (Prepositions): Prepositions & Prepositional Phrases that tell <i>When</i> & <i>Where</i></p> <p>Parts of Speech (Pronouns): Using <i>I, Me, Its, Their, Your</i> Homophones</p> <p>Conventions (Spelling): Frequently Misspelled Words - Irregular Plurals Irregular Verbs High-Frequency Words</p> <p>Review: Contractions with <i>Not</i> & Pronouns Adjectives & Adverbs that Compare</p>

Core Texts

Aesop's Fables - HMH

Why We Share Stories - HMH

When the Giant Stirred - Celia Godkin

Why the Sky is Far Away: A Nigerian Folk Tale - retold by Marci Stillerman

Cinder Al and the Stinky Footwear - Roger Lore

Compay Mono and Comay Jicotea - retold by Joe Hayes

The Plot Chickens - Mary Jane Auch