

Crest Memorial School Curriculum and Pacing Guide	
Grade: 3	Subject Area: ELA Reading/Word Study
Adoption Date: February 16, 2024	Revision Date: February 16, 2024

Mission and Vision Statements

Mission: The New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life. They define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards. In service to that expectation, the Department recommends 90-minutes of uninterrupted literacy instruction for all students in grades K–5, and 80 minutes for grades 6 through 8

Vision: A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.

Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Integration of Technology

9.4.5.TL.1
9.4.5.TL.5

21st Century Skills

9.4.5.CI.3
9.4.5.DC

Career Education

9.2.5.CAP.1
9.2.5.CAP.4

Interdisciplinary Connection

9.3.12.ED.2

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- create a word map

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions

	<ul style="list-style-type: none"> ● provide sentence frames or sentence stems ● create a word map
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Ask students higher level questions ● Provide opportunities for open-ended, self-directed activities ● Give students opportunities to mentor other students ● Give students opportunities to teach other students ● Offer higher-level learning opportunities ● Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments

Formative	<ul style="list-style-type: none"> ● Think, Pair, Share ● Teacher Observation
Summative	<ul style="list-style-type: none"> ● End of unit Student Progress Assessment ● End of unit Word Study Assessment
Benchmark	<ul style="list-style-type: none"> ● MAP Testing (Fall, Winter, Spring) ● F & P Testing (Fall, Winter, Spring)
Alternative	<ul style="list-style-type: none"> ● Centers ● Journals ● Reading Logs

Pacing Guide

Unit Title	Number of days
Unit 1 The Classroom Community	20
Unit 2 Strategy Development and Independent Thinking	25
Unit 3 Fiction	25
Unit 4 Narrative Nonfiction	20
Unit 5 Expository Nonfiction	20
Unit 6 Persuasive Nonfiction	20
Unit 7 Drama	20

Unit 1 Learning Goals

- **Discuss reading lives**
- **Identify the concept of genre**
- **Use reading strategies to understand fiction and nonfiction**

- Use procedures to read independently
- Review word parts
- Syllabication strategies
- Use print and online dictionaries

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Read aloud texts ● Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> ● IXL ● Being a Reader Read Alouds ● Scholastic News ● Classroom Library

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Listen to and discuss a fiction book. Discuss fiction and nonfiction. Discuss lessons or messages. Explore illustrations. Learn the purpose of Word Study. Listen to and discuss a story. Collect and record favorite and unfamiliar words from the story.</p>	<p>RL.CR.3.1 L.WF.3.2</p>	<ul style="list-style-type: none"> ● Introduce and discuss a reading community ● Learn procedures for gathering and being a part of a reading community ● Discuss genre ● Listen to and discuss a fiction story (<i>Hey, Wall</i>) ● Introduce Word Study. ● Read <i>Thesaurus Has a Secret</i> aloud and discuss. ● Record a list of words.
<p>Day 2: Listen to and discuss a fiction book again. Use questioning. Learn the inflectional endings -s and -es. Read words with inflectional endings. Learn about base words. Practice adding endings -s and -es to base words.</p>	<p>SL.PE.3.1 L.WF.3.2</p>	<ul style="list-style-type: none"> ● Listen to and discuss a fiction book with the teacher stopping and asking turn and talk questions. ● Introduce questioning prompts and encourage students to ask questions with turn and talk discussions during a rereading of the fiction text. ● Introduce and practice using inflectional endings. ● Discuss base words.

<p>Day 3: Listen to and discuss a fiction book. Discuss characteristics of fiction. Discuss lessons or messages. Discuss reading lives. Learn strategies for adding -s or -es to words that end in -y. Learn the procedure for sorting words. Read and sort words with inflectional endings.</p>	<p>RL.CR.3.1 L.WF.3.2</p>	<ul style="list-style-type: none"> • Listen to and discuss a fiction book with the teacher stopping to clarify vocabulary and asking turn and talk questions. • Discuss lessons or messages with a turn and talk question. • Introduce the Closed Sort.
<p>Day 4: Listen to and discuss an infographic. Use questioning. Discuss reading lives. Learn and spell conventions for adding inflectional endings on words that end with <i>f/fe</i>. Learn about irregular plurals. Read and sort words.</p>	<p>RI.CI.3.1 L.WF.3.2</p>	<ul style="list-style-type: none"> • Introduce and discuss the infographic “Your Brain on Books.” • Review questioning. • Discuss the students’ reading lives. • Discuss irregular plurals and sort by inflectional endings.
<p>Day 5: Listen to and discuss a book. Discuss reading lives. Revisit a familiar story. Start a word collection.</p>	<p>L.RF.3.4 L.WF.3.2</p>	<ul style="list-style-type: none"> • Introduce, read and discuss a favorite book aloud. • Discuss the students’ reading lives. • Reflect on working together. • Collect words from the read aloud this week and add to student word collections.
<p>Day 6: Learn procedures for IDR time. Read and spell words with the inflectional endings -s and -es.</p>	<p>L.RF.3.4 L.WF.3.2</p>	<ul style="list-style-type: none"> • Guide students on procedures of IDR and read independently. • Model the guided spelling procedure. • Guide the students’ spelling.
<p>Day 7: Learn a procedure for and practice choosing books. Read and discuss words with the ending <i>-ing</i>. Review base words.</p>	<p>L.RF.3.4 L.WF.3.2</p>	<ul style="list-style-type: none"> • Guide students on how to select books and read independently. • Discuss and identify base words. • Discuss and practice using and reading words with the inflectional ending <i>-ing</i>.
<p>Day 8: Learn a procedure for and practice self-monitoring. Learn and practice a strategy for reading words with the ending <i>-ed</i>.</p>	<p>L.RF.3.4 L.WF.3.2</p>	<ul style="list-style-type: none"> • Model self monitoring and discuss. • Read independently. • Introduce the suffix chart. • Discuss and practice using and reading words with the inflectional ending <i>-ed</i>.

Day 9: Learn and use “fix-up” strategies. Sort words by ending sounds.	L.RF.3.4 L.WF.3.2	<ul style="list-style-type: none"> ● Model using a fix up strategy. ● Read independently. ● Introduce and model pair sorting and word sort steps.
Day 10: Learn the purpose of and procedure for reading conferences. Read independently. Read and discuss words with the ending <i>-ed</i> . Learn strategies for adding inflectional endings <i>-ed</i> and <i>-ing</i> to verbs that end in final e or y	SL.PE.3.1 L.WF.3.2	<ul style="list-style-type: none"> ● Introduce and begin conferring with students about their reading lives. ● Discuss and model a word reading strategy. ● Practice using words with dropping final e. ● Discuss base words that end with y.
Day 11: Listen to and discuss a fiction book and discuss theme. Spell words with inflectional endings <i>-ing</i> and <i>-ed</i> .	RL.CI.3.2 L.WF.3.2	<ul style="list-style-type: none"> ● Introduce asking clarifying questions. ● Discuss the story and introduce theme. ● Introduce the spelling-sound chart and guide students' spelling.
Day 12: Listen to and discuss parts of a fiction book, discuss characteristics of fiction, make and write about text-to-self connections. Learn, read and sort syllables with consonant-/e.	RL.MF.3.6 L.WF.3.2	<ul style="list-style-type: none"> ● Discuss connections and write a self-text connection. ● Sort consonant-/e syllables.
Day 13: Listen to and discuss part of a nonfiction text using questioning and use back-of-book summary and table of contents. Learn about and read final e syllables.	RI.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> ● Preview and introduce the table of contents in a nonfiction book. ● Use questioning to discuss. ● Introduce final e syllables.
Day 14: Listen to and discuss part of a nonfiction book using questioning and text features. Learn, discuss and use features of a print dictionary entry.	RI.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> ● Discuss and review questioning from a nonfiction text. ● Use a print dictionary to determine the meaning of the word <i>secret</i>.
Day 15: Generate and discuss ideas about a text and notice thinking while reading. Listen to, read and discuss a poem adding words to word collections.	L.RF.3.4 L.WF.3.2	<ul style="list-style-type: none"> ● Introduce, use, and reflect on thinking while reading during independent reading time. ● Use a poem to discuss “Words With Wings.”
Day: 16: Listen to, visualize, and discuss a narrative nonfiction book using theme to develop a deeper understanding of the story.	RL.CI.3.2 L.WF.3.2	<ul style="list-style-type: none"> ● Read the story aloud and discuss. ● Discuss using visualization to help better understand a story.

Spell words with consonant- <i>-e</i> and final <i>e</i> syllables.		<ul style="list-style-type: none"> • Discuss theme and making connections. • Review consonant-<i>-e</i> and final <i>e</i> syllables and guide students' spelling.
Day 17: Read a narrative nonfiction text and visualize. Learn about open and closed syllables to decode polysyllabic words.	RL.MF.3.6 L.WF.3.2	<ul style="list-style-type: none"> • Reread part of the story aloud and practice visualizing and connecting mental images to words in the story. • Introduce and practice identifying open and closed syllables.
Day 18: Listen to, visualize, and discuss a narrative nonfiction book using theme and visualization to understand the story. Read and sort polysyllabic words with open, close, consonant- <i>-e</i> , and final <i>e</i> syllables.	RL.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> • Use visualization and discuss theme to review reading strategies. • Introduce an open syllable sort.
Day 19: Read a narrative nonfiction story and make text-to-text connections. Learn about and discuss the features of an online dictionary entry.	RL.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> • Use text-to-text connections to review the reading strategies. • Introduce and model using an online dictionary to determine the meaning of the word <i>imagination</i>.
Day 20: Read independently using questioning, making connections and visualizing. Use an online dictionary to determine word meanings.	RL.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> • Read independently and write a reading journal entry. • Look up unknown words in an online dictionary and add them to word collections.

Inclusive concepts

- The reading community allows for all levels to work together at their individual pace and level.

Unit 2 Learning Goals

- **Reading Strategy Development**
- **Generating Independent Thinking**
- **Learning word parts and word relationships**
- **Use online dictionary**

- Introduce guided spelling

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Read aloud texts • Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> • IXL • Being a Reader Read Alouds • Scholastic News • Classroom Library

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Listen to and discuss a fiction book using questioning and making predictions. Spell polysyllabic with open and closed syllables.	RL.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> • Use the “stop and ask questions” strategy throughout the read aloud. • Introduce polysyllabic words with open and closed syllables. • Guide students’ spelling.
Day 2: Listen to and discuss a fiction text again. Discuss story elements. Learn about <i>r</i> -controlled syllables to decode polysyllabic words.	RL.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> • Review fiction story elements, use building on one another’s thinking to discuss text. • Introduce and sort <i>r</i>-controlled syllables.
Day 3: Listen to and discuss another fiction text using questioning and making predictions. Learn about vowel teams.	RL.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> • Use the “stop and ask questions” strategy throughout the read aloud. • Introduce vowel team syllables.
Day 4: Watch and discuss a video using fiction strategies. Review common prefixes and suffixes.	SL.UM.3.5 L.WF.3.2	<ul style="list-style-type: none"> • Discuss the video by identifying the various fiction story elements. • Introduce the prefixes <i>re-</i> and <i>un-</i>
Day 5: Use and discuss questioning with independent reading. Explore the literal and nonliteral meanings of common English	L.RF.3.4 L.VI.3.3	<ul style="list-style-type: none"> • Use the “Stop and ask questions” thinking tool worksheet as they complete independent reading.

expressions.		<ul style="list-style-type: none"> ● Review and reflect on figurative language.
Day 6: Listen to, visualize, and discuss a story. Review and discuss story elements. Review and spell words with <i>r</i> -controlled or vowel team syllables, prefixes, and suffixes.	RL.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> ● Discuss and reflect on visualizing using turn and talk. ● Review what we know about fiction and use to review story elements. ● Review spelling patterns. ● Guide and reflect on the students' spelling.
Day 7: Listen to a part of the story again and introduce making inferences. Practice dividing words into syllables and read polysyllabic words.	RL.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> ● Reread part of the story and model making an inference. ● Review syllables. ● Introduce dividing words between two consonants.
Day 8: Listen to a part of the story and make inferences. Divide words into syllables and read polysyllabic words.	RL.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> ● Find clues and make inferences in part of the story. ● Review open and closed syllables. ● Introduce dividing before a single consonant.
Day 9: Listen to and discuss a poem. Make and write inferences. Read and sort polysyllabic words.	RL.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> ● Review making inferences and introduce a poem. ● Make inferences and underline clues. ● Review syllabication. ● Word sort in pairs.
Day 10: Listen to, visualize, and discuss a poem. Make and write about inferences. Learn about the importance of adjectives and relate them to real life.	RL.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> ● Read a poem aloud, visualize, and make inferences. ● Introduce and complete the Double-Entry Journal. ● Introduce adjectives. Discuss words that describe people, places, and animals.
Day 11: Watch and discuss a reading conference. Spell two-syllable words by syllable and high frequency words.	SL.PE.3.1 L.WF.3.2	<ul style="list-style-type: none"> ● Model a reading conference. ● Review syllabication. ● Guide students' spelling.
Day 12: Listen to and discuss a narrative nonfiction book. Introduce a Word-Analysis	RI.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> ● Build background knowledge and read and discuss a narrative nonfiction book.

Process.		<ul style="list-style-type: none"> Review affixes and introduce a Word-Analysis Process.
Day 13: Listen to and discuss important ideas of a narrative nonfiction book. Practice the Word-Analysis Process.	RI.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> Introduce important parts of texts; read aloud parts and identify important parts. Analyze polysyllabic words and revisit word collections.
Day 14: Discuss important events of a narrative nonfiction book. Learn about morphemic transformations.	RI.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> Read parts of the book aloud and identify important events. Introduce and read morphemic transformations.
Day 15: Listen to and discuss the subject's traits in a nonfiction book. Learn about synonyms.	RL.IT.3.3 L.WF.3.2	<ul style="list-style-type: none"> Discuss the subject's traits using evidence. Introduce synonyms. Create a synonym word web.
Day 16: Listen to and discuss an expository nonfiction article. Use the guided spelling procedure.	RI.TS.3.4 L.WF.3.2	<ul style="list-style-type: none"> Build background and read and discuss nonfiction article. Guide the students' spelling of two-syllable words by syllable.
Day 17: Discuss main ideas and text features of a nonfiction article. Introduce the suffix <i>-ly</i> .	RI.TS.3.4 L.WF.3.2	<ul style="list-style-type: none"> Review article and introduce how to find main ideas. Discuss the text features. Introduce and discuss meanings of words with the suffix <i>-ly</i>.
Day 18: Listen to and discuss part of a nonfiction book using text features and determining important ideas. Introduce the Schwa.	RI.TS.3.4 L.WF.3.2	<ul style="list-style-type: none"> Introduce text, read and discuss important ideas. Introduce the Schwa and play "Schwa Detectives."
Day 19: Listen to and discuss part of a nonfiction book. Discuss description and compare and contrast relationships. Introduce the suffixes <i>-ion</i> , <i>-tion</i> , <i>-sion</i> , and <i>-ation</i> .	RI.TS.3.4 L.WF.3.2	<ul style="list-style-type: none"> Read the text and discuss the organization of the text. Introduce and practice using the suffixes <i>-ion</i>, <i>-tion</i>, <i>-sion</i>, and <i>-ation</i>.
Day 20: Listen to and discuss part of a nonfiction book and identify supporting details. Use context clues to determine the meaning of	SL.II.3.2 L.VL.3.2	<ul style="list-style-type: none"> Read and model distinguishing between important and supporting details.

unfamiliar words.		<ul style="list-style-type: none"> • Read a poem and discuss context clues. • Add words to word collection.
Day 21: Identify and discuss ideas to include in a summary. Use the guided spelling procedure	RI.CI.3.2 L.WF.3.2	<ul style="list-style-type: none"> • Introduce, review and record important ideas to include in a summary. • Use guided spelling to practice encoding.
Day 22: Write a shared summary of a book. Review suffixes.	RI.CI.3.2 L.WF.3.2	<ul style="list-style-type: none"> • Write a shared summary of the nonfiction text with the students. • Model adding suffixes to base words. • Add suffixes in pairs and reflect.
Day 23: Discuss ideas and write a summary of a book. Review word parts and syllable types.	RI.CI.3.2 L.WF.3.2	<ul style="list-style-type: none"> • Write and reflect on a shared summary of a nonfiction text. • Word sort in pairs.
Day 24: Write and discuss information learned from various nonfiction texts. Review affixes and base words.	RI.PP.3.5 L.VL.3.2	<ul style="list-style-type: none"> • Students synthesize information from two texts to write about what they learned. • Play "Which Word Am I?"
Day 25: Read independently and use thinking tools. Select, research, discuss, and share a word of choice.	L.RF.3.4 L.VL.3.2	<ul style="list-style-type: none"> • Model using a thinking tool with independent reading. Students independently read and use thinking tools. • Look up words in the online dictionary.

Inclusive concepts

- The reading community allows for all levels to work together at their individual pace and level.

Unit 3 Learning Goals

- **Develop an understanding of narrative story structure**
- **Discuss and identify story elements**
- **Learn about comparative and superlative suffixes**
- **Focus on shades of meaning, antonyms and figurative language**

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Read aloud texts • Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> • IXL • Being a Reader Read Alouds • Scholastic News • Classroom Library

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Listen to and discuss part of a fictional text using various reading strategies. Use the guided spelling procedure to spell words with suffixes <i>-ion</i>, <i>-tion</i>, <i>-sion</i>, and <i>-ation</i>. Spell irregular high-frequency words.</p>	RL.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> • Introduce and read aloud part of a nonfiction novel. • Discuss and highlight story elements. • Discuss connections. • Model spelling words with affixes. • Guide the students' spelling.
<p>Day 2: Listen to and discuss part of a fictional text using various reading strategies. Discuss the structure of fiction. Introduce the suffixes <i>-er</i> and <i>-est</i>.</p>	RL.PP.3.5 L.WF.3.2	<ul style="list-style-type: none"> • Discuss story structure. • Read part of the novel aloud. • Discuss story elements, identify important events and discuss narrator. • Introduce the suffixes <i>-er</i> and <i>-est</i>. • Play "More and Most."
<p>Day 3: Listen to and discuss part of a fictional text using various reading strategies. Identify important events. Introduce the suffixes <i>-er</i> and <i>-or</i>.</p>	RL.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> • Introduce a character map about the main character. • Read part of the novel aloud. • Discuss story elements, important events and connections. • Discuss multiple meanings of <i>-er</i>.

		Introduce the suffix <i>-or</i> .
Day 4: Listen to and discuss part of a fictional text using various reading strategies. Discuss story structure. Introduce the suffix <i>-ist</i> .	RL.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> ● Identify important events. ● Discuss story structure. ● Discuss setting and its effect on the main character. ● Review the suffixes <i>-er</i> and <i>-or</i>. ● Introduce the suffix <i>-ist</i> and sort in pairs.
Day 5: Read closely and make inferences to understand the story. Learn about shades of meaning in dialogue tags.	L.RF.3.4 L.VI.3.3	<ul style="list-style-type: none"> ● Introduce close reading. ● Read an excerpt and annotate the challenging parts. ● Discuss main character's thoughts and feelings. ● Discuss dialogue tags. ● Explore shades of meaning in dialogue tags.
Day 6: Listen to and discuss part of a fictional text using various reading strategies. Use the guided spelling procedure to spell words with suffixes <i>-er</i> , <i>-est</i> , <i>-or</i> , and <i>-ist</i> . Spell irregular high-frequency words.	RL.IT.3.3 L.WF.3.2 L.RF.3.3	<ul style="list-style-type: none"> ● Discuss story structure and main character's challenges. ● Read aloud chapters of a novel and analyze and discuss questions. ● Guide the students' spelling.
Day 7: Listen to and discuss parts of a fictional text using various reading strategies and story elements. Review the prefix <i>un-</i> and introduce the prefix <i>dis-</i> .	RL.CT.3.8 L.WF.3.2	<ul style="list-style-type: none"> ● Read aloud chapters of a novel. ● Analyze questions, discuss making inferences, use questions to discuss the novel. ● Discuss story elements. ● Review the prefix <i>un-</i>. ● Introduce the prefix <i>dis-</i>. ● Read, discuss, and practice using words with the prefixes <i>un-</i> and <i>dis-</i>.
Day 8: Listen to and discuss parts of a fictional text using various reading strategies and story elements. Introduce the prefix <i>non-</i>	RL.CT.3.8 L.WF.3.2	<ul style="list-style-type: none"> ● Review and discuss impact of a secondary character on character change. ● Discuss text-to-self connections. ● Read, analyze, discuss and review

		<p>story elements of part of the novel.</p> <ul style="list-style-type: none"> ● Introduce the prefix <i>non-</i> ● Discuss and use word-part clues to think about words with the prefixes <i>un-</i>, <i>dis-</i>, and <i>non-</i>.
Day 9: Identify important events to better understand plot. Sort words with the prefixes <i>un-</i> , <i>dis-</i> , and <i>non-</i> .	RL.CT.3.8 L.WF.3.2	<ul style="list-style-type: none"> ● Review novel and identify important events. ● Introduce, read and write a double-entry journal. ● Review the prefixes <i>un-</i>, <i>dis-</i>, and <i>non-</i> and sort in pairs.
Day 10: Learn a procedure for reading with partners. Discuss antonyms.	RL.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> ● Introduce and echo read a list of phrases and sentences from the novel. ● Introduce and model reading with partners. ● Introduce antonyms and begin an antonym web using the word <i>clean</i>.
Day 11: Listen to and discuss part of a fictional text using various reading strategies. Write and discuss the story. Use the guided spelling procedure to spell words with prefixes <i>un-</i> , <i>dis-</i> , and <i>non-</i> . Spell irregular high-frequency words.	RL.CT.3.8 L.WF.3.2 L.RF.3.3	<ul style="list-style-type: none"> ● Read and discuss novel using discussion prompts. ● Introduce and use “stop and jot” strategy to discuss the story. ● Guide the students’ spelling.
Day 12: Listen to and discuss part of a novel using various reading strategies. Introduce the prefixes <i>in-</i> , <i>im-</i> , and <i>il-</i> .	RL.CT.3.8 L.WF.3.2 L.VL.3.2	<ul style="list-style-type: none"> ● Read and discuss novel using discussion prompts. ● Use jots to discuss story. ● Discuss story elements. ● Introduce the prefixes <i>in-</i>, <i>im-</i>, and <i>il-</i>. ● Review and practice using the word-analysis process.
Day 13: Listen to and discuss part of a novel using various reading strategies. Determine important events in independent texts. Introduce the prefix <i>mis-</i> .	RL.CT.3.8 L.WF.3.2 L.VL.3.2	<ul style="list-style-type: none"> ● Review story using “stop and jot.” ● Discuss an important event in the story. ● Read independently and think about important events.

		<ul style="list-style-type: none"> ● Introduce and discuss words with the prefix <i>mis-</i>. ● Practice the word-analysis process.
Day 14: Identify important events in the novel. Read independently using stop and jot. Discuss word families.	RL.CT.3.8 L.WF.3.2 L.VI.3.3	<ul style="list-style-type: none"> ● Review and identify important events. ● Model “stop and jot” when reading independently. ● Read, use and share jots. ● Discuss word families and play “Oh My Word!”
Day 15: Use, discuss, write and share about reading strategies. Explore figurative language and personification in a poem.	RL.CT.3.8 L.VI.3.3	<ul style="list-style-type: none"> ● Review “Reading Strategies” Chart. ● Read independently and record reading strategies. ● Model and write about a reading strategy. ● Introduce and read a poem. ● Introduce personification, visualize and draw about the poem.
Day 16: Listen to and discuss part of a novel using various reading strategies. Review and spell words with the prefixes <i>in-</i> , <i>im-</i> , <i>il-</i> , and <i>mis-</i> .	RL.CT.3.8 L.WF.3.2	<ul style="list-style-type: none"> ● Review story elements. ● Discuss chapters read aloud. ● Read independently. ● Guide the students’ spelling of words with prefixes <i>in-</i>, <i>im-</i>, <i>il-</i>, and <i>mis-</i>.
Day 17: Listen to and discuss part of a novel using various reading strategies. Introduce the prefix <i>pre-</i> .	RL.CT.3.8 L.WF.3.2	<ul style="list-style-type: none"> ● Read and discuss part of a novel read aloud. ● Revisit and analyze previous questions. ● Read independently and think about main characters. ● Review prefixes. ● Introduce the prefix <i>pre-</i>. ● Play “Make a Choice.”
Day 18: Listen to and discuss part of a novel using various reading strategies and story elements. Introduce the prefix <i>fore-</i> .	RL.CT.3.8 L.WF.3.2	<ul style="list-style-type: none"> ● Review previous chapters read aloud. ● Read and discuss part of the novel introducing climax and discussing story structure. ● Revisit and analyze earlier jots. ● Read independently and make connections.

		<ul style="list-style-type: none"> ● Review the prefix <i>pre-</i>. ● Introduce the prefix <i>fore-</i> and discuss another meaning of the prefix. ● Read and discuss words with the prefix <i>fore-</i>.
Day 19: Listen to and discuss part of a novel using various reading strategies. Identify important events. Use and practice words with the prefixes <i>pre-</i> and <i>fore-</i> .	RL.CT.3.8 L.WF.3.2	<ul style="list-style-type: none"> ● Review previous chapters read aloud. ● Read part of the novel aloud and discuss falling action, resolution and identifying important events. ● Review the prefix <i>fore-</i>. ● Read sort words, discuss ways to sort and sort in pairs.
Day 20: Write and share about texts read independently using the structure of fiction and making inferences. Listen to, read, and discuss a poem using visualization.	RL.CT.3.8 L.VI.3.3	<ul style="list-style-type: none"> ● Model using a Story Arc. ● Read, use and discuss the Story Arc. ● Read a poem aloud and visualize. ● Discuss and practice using personification.
Day 21: Discuss character change. Use various reading strategies while reading text. Use the guided spelling procedure to review and spell words with prefixes. Spell irregular high-frequency words.	RL.CT.3.8 L.WF.3.2 L.RF.3.3	<ul style="list-style-type: none"> ● Explore character change. ● Discuss impact of a secondary character on character change. ● Make text-to-self connections. ● Guide the students' spelling of words with prefixes previously learned.
Day 22: Discuss theme and make inferences. Practice morphemic transformations.	RL.CT.3.8 L.WF.3.2	<ul style="list-style-type: none"> ● Explore theme. ● Reread parts of a novel that relate to the story's theme. ● Read independently and think about theme. ● Review word families and practice morphemic transformations.
Day 23: Read, discuss and write a summary independently. Practice using words with affixes.	RI.CI.3.2 L.WF.3.2	<ul style="list-style-type: none"> ● Review, read and discuss the first paragraph of a summary.. ● Write and share the first paragraph of the summary. ● Read independently and summarize. ● Review prefixes and suffixes. ● Read, discuss and sort words in pairs.

Day 24: Identify and write about a theme. Use the word-analysis process.	RL.CT.3.8 L.WF.3.2 L.VL.3.2	<ul style="list-style-type: none"> ● Model writing about a theme. ● Choose and write about a theme from the novel. Share in pairs. ● Review syllables and syllabication. ● Review and use the word-analysis process in pairs.
Day 25: Discuss and share about texts read independently. Select, research, discuss, and share a word of choice.	RI.MF.3.6 RL.TS.3.4 L.VL.3.2	<ul style="list-style-type: none"> ● Introduce and model sharing texts. ● Share texts and reflect on working together. ● Review word collections. ● Select, discuss and look up words in the online dictionary.

Inclusive concepts

- The reading community allows for all levels to work together at their individual pace and level.

Unit 4 Learning Goals

- Listen to and discuss biographies
- Learn about the predictable structure of biographies
- Discuss the traits and motivations of artists
- Use reading strategies to gain a deeper understanding of the texts
- Learn and use prefixes and suffixes with multiple meanings
- Use word-part clues to think about the meanings of words

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Read aloud texts ● Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> ● IXL ● Being a Reader Read Alouds ● Scholastic News

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Listen to and discuss part of a biography. Use the guided spelling procedure to review and spell polysyllabic words with previously learned affixes. Spell irregular high-frequency words.</p>	<p>RI.CI.3.2 L.WF.3.2 L.RF.3.3</p>	<ul style="list-style-type: none"> • Review narrative nonfiction and biographies. • Discuss author’s purpose and introduce artists. • Introduce and read aloud part of the book and discuss traits of the main character. • Guide students’ spelling of words with prefixes, suffixes and words with irregular spellings.
<p>Day 2: Listen to and discuss part of a biography. Discuss important events, setting and theme. Introduce another meaning of the prefixes <i>in-</i> and <i>-im-</i>.</p>	<p>RI.CI.3.2 RL.CT.3.8 L.WF.3.2</p>	<ul style="list-style-type: none"> • Read the remainder of the book aloud discussing important events. • Discuss and write about theme. • Discuss the prefix <i>in-</i>. • Discuss another meaning of the prefix <i>im-</i>.
<p>Day 3: Listen to and discuss part of a biography using various reading strategies. Analyze words with the prefixes <i>in-</i> and <i>im-</i>.</p>	<p>RI.IT.3.3 L.WF.3.2 L.RF.3.3</p>	<ul style="list-style-type: none"> • Introduce and practice the “heads together” procedure. • Review and revisit parts of the book to look for clues about traits of the main character. • Discuss and write about what motivated the main character and make text-to-world connections. • Review the prefixes <i>in-</i> and <i>im-</i>. • Read, analyze, and discuss words.
<p>Day 4: Read independently and make, record, and discuss inferences. Review the prefixes <i>in-</i>, and <i>im-</i>.</p>	<p>RI.CI.3.2 L.VL.3.2</p>	<ul style="list-style-type: none"> • Read, reread and make inferences during independent reading time. • Use a double-entry journal to record clues and inferences. • Use context clues to determine the meaning of a prefix.

		<ul style="list-style-type: none"> ● Revisit word collections.
Day 5: Listen to part of a biography again. Read independently with attention to punctuation. Create a word web with the word <i>create</i> .	RI.CR.3.1 L.RF.3.3	<ul style="list-style-type: none"> ● Read part of a story aloud. ● Read the excerpt aloud with and without attention to punctuation and discuss. ● Read independently with attention to punctuation and discuss. ● Discuss the word creativity and make a word web for the word <i>create</i>.
Day 6: Listen to and discuss a biography using questioning. Use the guided spelling procedure to review and spell words with previously learned prefixes. Spell irregular high-frequency words.	RI.CR.3.1 L.WF.3.2 L.RF.3.3	<ul style="list-style-type: none"> ● Review narrative nonfiction and artists. ● Introduce story. ● Read aloud and use stop and ask questions to discuss the story. ● Read independently. ● Guide the students' spelling of polysyllabic words with prefixes.
Day 7: Listen to and discuss an author's note from a biography using various reading strategies. Introduce the prefix <i>en-</i> .	RI.IT.3.3 L.WF.3.2	<ul style="list-style-type: none"> ● Review "Heads Together." ● Review text from previous lesson. ● Read aloud and discuss the author's note. ● Review important events. ● Discuss and write about the main characters' traits and motivations. ● Make connections. ● Read independently. ● Review multiple meanings of the prefixes <i>im-</i> and <i>in-</i>. ● Introduce the prefix <i>en-</i>.
Day 8: Review the story arc and discuss the structure of biographies. Analyze words with the prefix <i>en-</i> .	RI.TS.3.4 L.WF.3.2	<ul style="list-style-type: none"> ● Review the text and the story arc. ● Discuss orientation in the book. ● Discuss series of events in the book. ● Read and discuss the evaluation. ● Discuss and write about theme. ● Read independently and think about important events. ● Review the prefix <i>en-</i>. ● Read, analyze and discuss words.

<p>Day 9: Read closely and identify and discuss figurative language. Review the prefixes <i>en-</i> and <i>dis-</i>.</p>	<p>RI.CR.3.1 L.VI.3.3 L.KL.3.1</p>	<ul style="list-style-type: none"> ● Use close reading with an excerpt. ● Read, reread and annotate the challenging parts of an excerpt. ● Discuss figurative language in part of the excerpt. ● Read independently and notice thinking while reading. ● Work together and play “Which Word Makes Sense?”
<p>Day 10: Watch and discuss a video comparing two texts on the same topic. Create a word web with the word <i>inspire</i>.</p>	<p>RI.CT.3.8 SL.II.3.2 L.WF.3.2</p>	<ul style="list-style-type: none"> ● Watch a biographical video and discuss in groups and as a class. ● Compare the book to the video. ● Discuss traits and motivations. ● Discuss ideas for a biography. ● Read independently and make connections. ● Review suffixes. ● Discuss <i>inspire</i> and make a word web. ● Reflect on word wealth.
<p>Day 11: Listen to and discuss part of a biography and its structure. Use the guided spelling procedure to review and spell polysyllabic words with previously learned prefixes. Spell irregular high-frequency words.</p>	<p>RI.CR.3.1 L.WF.3.2 L.RF.3.3</p>	<ul style="list-style-type: none"> ● Review artists and the structure of biographies. ● Introduce <i>When the Beat Was Born</i> and share background knowledge. ● Read part of the book aloud and discuss. ● Introduce and model “Written Conversations.” ● Have a written conversation in pairs. ● Discuss “written conversations” and reflect. ● Read independently and share what you noticed thinking while reading. ● Guide students’ spelling of polysyllabic words with previously learned prefixes.
<p>Day 12: Listen to and discuss part of a biography using various reading strategies. Introduce the suffixes <i>-ian</i> and <i>-eer</i>.</p>	<p>RI.IT.3.3 L.WF.3.2</p>	<ul style="list-style-type: none"> ● Review the structure of biographies and <i>When the Beat Was Born</i>. ● Read the rest of the book aloud. ● Discuss and write about DJ Kool Herc’s

		<p>traits and motivations.</p> <ul style="list-style-type: none"> ● Discuss theme and add notes for biographies. ● Read independently. ● Review the suffixes <i>-er</i>, <i>-or</i>, and <i>-ist</i>. ● Introduce the suffix <i>-ian</i>. ● Introduce the suffix <i>-eer</i>.
<p>Day 13: Listen to and discuss a biographical article. Discuss words with the suffixes <i>-ian</i> and <i>-eer</i>.</p>	<p>RI.IT.3.3 RI.CT.3.8 L.WF.3.2</p>	<ul style="list-style-type: none"> ● Introduce “Ayodele Casel” and preview the text. ● Read the introduction aloud. ● Read the rest of the article aloud. ● Discuss and write about Ayodele Casel’s traits and motivations. ● Compare a biographical article to narrative nonfiction biographies. ● Read independently and make inferences. ● Review the suffixes <i>-ian</i> and <i>-eer</i>. ● Discuss the words with the suffixes <i>-ian</i> and <i>-eer</i>. ● Introduce and play Charades.
<p>Day 14: Use reading strategies including making connections and synthesizing. Review the suffixes <i>-ian</i> and <i>-eer</i>.</p>	<p>RI.CI.3.2 L.WF.3.2</p>	<ul style="list-style-type: none"> ● Review artists and biographies. ● Model synthesizing and writing. ● Synthesize and write, then share. ● Discuss students’ thinking about artists. ● Read independently and make connections then share reading. ● Review the “Suffixes” chart. ● Introduce, model, and play the game “Base Word Memory.”
<p>Day 15: Use, discuss, write, and share about reading strategies. Discuss shades of meaning of a word.</p>	<p>L.RF.3.4 L.VI.3.3</p>	<ul style="list-style-type: none"> ● Discuss supporting independent work. ● Review the “Reading Strategies” chart. ● Read independently and record reading strategies. ● Model writing about a reading strategy. ● Write and share about a reading strategy. ● Review the word <i>Inspire</i>. ● Make a word web for <i>Accomplish</i>.

		<ul style="list-style-type: none"> • Discuss shades of meaning and reflect on word wealth.
<p>Day 16: Listen to and discuss part of a biography. Use the guided spelling procedure to spell polysyllabic words with previously learned prefixes and suffixes. Spell irregular high-frequency words.</p>	<p>RI.CT.3.8 L.WF.3.2 L.RF.3.3</p>	<ul style="list-style-type: none"> • Review artists and introduce <i>Bloom</i>. • Read part of the book aloud and discuss. • Review and have “Written Conversations” in pairs. • Discuss “Written Conversations” and reflect. • Read independently and notice thinking while reading, then share. • Guide students’ spelling of polysyllabic words with previously learned prefixes and suffixes.
<p>Day 17: Listen to and discuss part of a biography using various reading strategies. Review the prefixes <i>in-</i>, <i>im-</i>, and <i>en-</i>.</p>	<p>RI.CT.3.8 L.WF.3.2</p>	<ul style="list-style-type: none"> • Review and get ready to read. • Read the remainder of the book aloud. • Discuss and write about Elsa Schiaparelli’s traits and motivations. • Discuss theme. • Make connections and discuss thinking about artists and biographies. • Read independently, think about theme and share reading. • Review the prefixes <i>in-</i>, <i>im-</i>, and <i>en-</i>. • Read the sort words and discuss ways to sort. • Sort in pairs and reflect.
<p>Day 18: Discuss the subjects’ traits and motivations and the themes across texts. Review “A Person Who” suffixes.</p>	<p>RL.IT.3.3 L.WF.3.2 L.KL.3.1</p>	<ul style="list-style-type: none"> • Review reading strategies. • Discuss traits and motivations. • Review themes. • Have a written conversation about themes. • Read independently and think about theme and share reading. • Review suffixes. • Introduce and play the game “Which Word Does Not Belong?”

<p>Day 19: Discuss, write about, and share a biography outline. Read independently and summarize important events in a text. Revisit word collections and illustrate and discuss a word.</p>	<p>RI.IT.3.3 L.VL.3.2</p>	<ul style="list-style-type: none"> ● Review narrative nonfiction and biographies. ● Introduce creating a biography outline. ● Review notes and write a biography online. ● Share biography outlines in pairs with the class. ● Read independently and summarize and share reading. ● Review word collections. ● Select and illustrate a word. ● Share drawings and words. ● Select a word, discuss and reflect on word collections.
<p>Day 20: Discuss and share about texts read independently. Create a word web with the word <i>express</i>.</p>	<p>RI.IT.3.3 L.VI.3.3</p>	<ul style="list-style-type: none"> ● Review and model sharing texts. ● Prepare and share texts. ● Reflect on working together. ● Read independently and notice thinking while reading. ● Review base words and suffixes. ● Introduce the word <i>Express</i> and make a word web. ● Reflect on word wealth.

Inclusive concepts

- The reading community allows for all levels to work together at their individual pace and level.

Unit 5 Learning Goals

- Engage in an across-grades exploration of animal life.

- **Build knowledge about animal migration.**
- **Think about the ways authors organize information and use reading strategies to support their understanding of expository nonfiction**
- **Learn about suffixes that can be added to words to make adjectives**
- **Practice using word-part clues to think about meanings of words**

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Read aloud texts ● Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> ● IXL ● Being a Reader Read Alouds ● Scholastic News ● Classroom Library

Daily Targets	NJSL Performance Expectations	Instructional Activities
<p>Day 1: Listen to and discuss parts of a nonfiction book using questioning. Use the guided spelling procedure to review and spell polysyllabic words with previously learned prefixes and suffixes. Spell irregular high-frequency words.</p>	<p>RI.IT.3.3 L.WF.3.2 L.RF.3.3</p>	<ul style="list-style-type: none"> ● Pair students and review expository nonfiction. ● Introduce animal migration. ● Introduce <i>Migration</i>. ● Read part of the book aloud. ● Discuss the reading. ● Discuss maps. ● Read independently and self-monitor. ● Share reading. ● Guide the student's spelling and reflect.
<p>Day 2: Determine and discuss important ideas from a nonfiction book. Introduce the suffixes <i>-able</i> and <i>-ible</i>.</p>	<p>RI.CI.3.2 L.WF.3.2 L.KL.3.1</p>	<ul style="list-style-type: none"> ● Review <i>Migration</i> and get ready to read. ● Read part of the book aloud. ● Add to the "What We Know About Nonfiction Chart." ● Review main idea and use important ideas to identify main ideas. ● Discuss important ideas. ● Identify and write about main ideas. ● Read independently, think about important ideas and share reading.

		<ul style="list-style-type: none"> ● Review suffixes. ● Introduce the suffixes <i>-able</i> and <i>-ible</i>. ● Review the prefixes <i>in-</i> and <i>un-</i>. ● Play “This or That?” and share.
Day 3: Identify and distinguish between important ideas and supporting ideas. Analyze words with the suffixes <i>-able</i> and <i>-ible</i> .	RI.CI.3.2 L.WF.3.2 L.RF.3.3	<ul style="list-style-type: none"> ● Model distinguishing between important ideas and supporting ideas. ● Agree on one important idea and one supporting detail in an excerpt. ● Discuss important ideas and supporting details as a class. ● Record information learned about a topic. ● Reflect on working together. ● Read independently and think about important ideas and share reading. ● Review the suffixes <i>-able</i> and <i>-ible</i>. ● Read and analyze words. ● Discuss words.
Day 4: Use, discuss, write, and share about reading strategies. Review the suffixes <i>-able</i> and <i>-ible</i> .	RI.CR.3.1 L.WF.3.2 L.KL.3.1	<ul style="list-style-type: none"> ● Discuss supporting independent work. ● Review the “Reading Strategies” chart. ● Read independently and record reading strategies. ● Model writing about a reading strategy. ● Write about reading strategies and share. ● Continue reading independently. ● Review suffixes. ● Play “What Does it Describe?” ● Discuss and share nouns. ● Revisit word collections.
Day 5: Listen to part of a nonfiction book again and read with attention to phrasing. Use a word web.	RI.CI.3.2 L.VI.3.3	<ul style="list-style-type: none"> ● Read part of <i>Migration</i> aloud. ● Read the excerpt aloud with and without attention to phrasing and discuss. ● Model marking the excerpt and read with attention to phrasing. ● Read IDR texts with attention to phrasing and discuss. ● Read independently.

		<ul style="list-style-type: none"> ● Discuss <i>Migrate</i> and make a word web. ● Reflect on word wealth.
Day 6: Listen to and discuss part of a nonfiction book using questioning and text features. Use the guided spelling procedure to review and spell polysyllabic words with previously learned prefixes and suffixes. Spell irregular high-frequency words.	RI.CI.3.2 L.WF.3.2 L.RF.3.3	<ul style="list-style-type: none"> ● Review expository nonfiction and animal migration. ● Introduce <i>Epic Migrations By Air</i> and preview the text. ● Read part of the book aloud. ● Discuss the reading. ● Review and Discuss sequence. ● Read independently, notice thinking while reading and share reading. ● Get ready to spell. ● Guide students' spelling. ● Reflect on guided spelling.
Day 7: Read closely and identify and discuss language about seasonal changes in part of a book. Introduce the suffixes <i>-y</i> and <i>-ous</i> .	L.RF.3.4 L.WF.3.2	<ul style="list-style-type: none"> ● Get ready for close reading. ● Introduce the excerpt and read it aloud. ● Reread and annotate the challenging parts. ● Discuss language about seasonal changes. ● Reflect on close reading and working together. ● Read independently, notice thinking while reading, and share reading. ● Review the suffix <i>-ful</i>. ● Introduce the suffix <i>-y</i>. ● Introduce the suffix <i>-ous</i>. ● Wrap up.
Day 8: Listen to and discuss part of a nonfiction book using questions and discussing cause and effect. Analyze words with the suffixes <i>-y</i> and <i>-ous</i> .	RI.CI.3.2 L.WF.3.2	<ul style="list-style-type: none"> ● Get ready to read. ● Read part of the book aloud. ● Discuss the reading. ● Introduce and discuss cause and effect. ● Identify cause and effect relationships in pairs. ● Reflect on working together. ● Read independently, notice thinking while reading, and share reading. ● Review the suffixes <i>-y</i> and <i>-ous</i>.

		<ul style="list-style-type: none"> ● Read the sort words and discuss ways to sort. ● Sort in pairs and reflect.
Day 9: Listen to and discuss part of a book using questioning and discussing cause and effect. Review the suffixes <i>-y</i> and <i>-ous</i> .	RI.CI.3.2 RI.AA.3.7 L.WF.3.2	<ul style="list-style-type: none"> ● Review and get ready to read. ● Read part of the book aloud and discuss reading. ● Discuss text features. ● Record information learned about a topic. ● Reflect on sharing partners' thinking. ● Read independently and think about important ideas and share. ● Review suffixes. ● Play "What Does it Describe?" ● Discuss and share nouns. ● Revisit word collections.
Day 10: Read independently and notice nonfiction text organization, then write and share. Discuss words with base words.	L.RF.3.4 L.VI.3.3	<ul style="list-style-type: none"> ● Discuss supporting independent work. ● Review the "Ways to Organize Information" chart. ● Read independently and record text organization. ● Discuss text organization and model writing about text organization. ● Write about text organization and share. ● Continue reading independently and reflect on supporting one another's independent work. ● Review word families. ● Discuss words related to the base word <i>danger</i>. ● Reflect on word wealth.
Day 11: Listen to and discuss parts of a nonfiction book using text features and comparing and contrasting information in the text features using a Venn diagram. Use the guided spelling procedure to review and spell polysyllabic words with previously learned prefixes and suffixes. Spell irregular	RI.MF.3.6 L.WF.3.2 L.RF.3.3	<ul style="list-style-type: none"> ● Review animal migration and active listening. ● Introduce <i>Epic Migrations by Air</i> and preview the text. ● Read part of the book aloud. ● Discuss the reading. ● Use a Venn Diagram to compare and

<p>high-frequency words.</p>		<p>contrast information.</p> <ul style="list-style-type: none"> ● Record information about a topic. ● Reflect on active listening. ● Read independently and think about text features and share reading. ● Get ready to spell. ● Guide the students' spelling. ● Reflect on guided spelling.
<p>Day 12: Listen to and discuss a web page using reading strategies including determining importance and summarizing. Introduce the suffixes <i>-ness</i> and <i>-ment</i>.</p>	<p>SL.UM.3.5 L.RF.3.3</p>	<ul style="list-style-type: none"> ● Introduce using the internet to learn more about a topic. ● Introduce choosing online sources. ● Model searching online sources. ● Identify text features in digital texts and discuss reading digital texts. ● Read the web page aloud and discuss. ● Identify and write important ideas. ● Summarize the information on a web page. ● Reflect on digital reading. ● Read independently and think about important ideas. ● Review the suffixes <i>-y</i> and <i>-ous</i>. ● Introduce the suffix <i>-ness</i>. ● Introduce the suffix <i>-ment</i>. ● Wrap up.
<p>Day 13: Listen to and discuss a nonfiction article using reading strategies including summarizing and determining importance. Practice morphemic transformations.</p>	<p>RI.CI.3.2 L.WF.3.2</p>	<ul style="list-style-type: none"> ● Review and get ready to read. ● Introduce "The Gray Whale" and read the article aloud. ● Discuss important ideas and main ideas. ● Review important ideas and orally summarize. ● Read independently, identify important ideas, and summarize. Share reading. ● Review word families. ● Review morphemic transformations. ● Reflect on reading.
<p>Day 14: Watch and discuss a video determining and discussing important ideas.</p>	<p>SL.II.3.2 L.VL.3.2</p>	<ul style="list-style-type: none"> ● Review the article "The Gray Whale" and introduce the video "The Gray

<p>Review the suffixes <i>-ness</i> and <i>-ment</i>.</p>		<p>Whale.”</p> <ul style="list-style-type: none"> ● Watch and discuss the video. ● Watch the video again and write about the important ideas. ● Review and discuss main idea. ● Record information learned about a topic. ● Reflect on working together. ● Read independently, determine important ideas, and summarize then share reading. ● Get ready to work together. ● Review and play the game “Base Word Memory.”
<p>Day 15: Read independently and use reading strategies including determining importance and summarizing. Use a word web.</p>	<p>L.RF.3.4 L.VI.3.3</p>	<ul style="list-style-type: none"> ● Review the classroom community. ● Review identifying important ideas and summarizing. ● Read independently and write important ideas and a summary. ● Discuss summaries. ● Reflect on the classroom community. Continue reading independently. ● Review suffixes. ● Make a word web for <i>adapt</i>. ● Reflect on word wealth.
<p>Day 16: Listen to and discuss parts of a nonfiction book using text features. Use the guided spelling procedure to spell polysyllabic words with previously learned suffixes. Spell irregular high-frequency words.</p>	<p>RI.MF.3.6 L.WF.3.2 L.RF.3.3</p>	<ul style="list-style-type: none"> ● Introduce <i>Epic Migrations by Land</i> and preview the text. ● Read parts of the book aloud. ● Discuss the reading and reflect on working together. ● Read independently, determine important ideas, and summarize then share. ● Get ready to spell, guide the student’s spelling, and reflect on guided spelling.
<p>Day 17: Listen to and discuss part of a nonfiction book again. Use reading strategies including determining importance and summarizing. Review suffixes.</p>	<p>RI.CR.3.1 L.RF.3.3</p>	<ul style="list-style-type: none"> ● Prepare to work together to discuss important and main ideas. ● Review important ideas and summarize.

		<ul style="list-style-type: none"> ● Reflect on working together. ● Read independently, determine important ideas, and summarize then share. ● Review suffixes <i>-able</i>, <i>-ible</i>, <i>-y</i>, and <i>-ous</i>. ● Introduce “Which Word Does Not Belong?” ● Play game in pairs and reflect.
Day 18: Read and discuss a web page. Explore websites. Review affixes and base words.	RI.CR.3.1 L.RF.3.4 L.VI.3.3	<ul style="list-style-type: none"> ● Review using the internet to learn more about a topic. ● Choose a topic. ● Review identifying credible sources. ● Model searching for online resources. ● Find a source in pairs. ● Introduce using self-monitoring and “fix-up” strategies with digital texts. ● Read web pages, self-monitor, and use “fix-up” strategies then discuss information learned. ● Read independently and notice thinking while reading then share. ● Get ready to work together and play “Which Word Am I? then reflect.
Day 19: Discuss, write about, and share information learned. Make connections between ideas in texts. Explore word wealth.	W.IW.3.2 L.VL.3.2	<ul style="list-style-type: none"> ● Review building on one another’s thinking. ● Review, synthesize, and write about animal migration. ● Discuss animal migration as a class. ● Read independently, determine important ideas, summarize and share. ● Review word collections. ● Select words and discuss partner work. ● Look up words in the online dictionary. ● Discuss and share findings. ● Reflect on word collections.
Day 20: Discuss and share about IDR texts read independently. Explore word wealth with a poem.	SL.PE.3.1 L.VI.3.3	<ul style="list-style-type: none"> ● Review sharing texts. ● Model sharing a text. ● Prepare to share texts.

		<ul style="list-style-type: none"> ● Share texts. ● Reflect on working together. ● Read independently and notice thinking while reading. ● Get ready to work together. ● Read “swan migration” and introduce Haiku. ● Review figurative language and introduce metaphor then wrap up.
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Inclusive concepts
<ul style="list-style-type: none"> ● The reading community allows for all levels to work together at their individual pace and level.

Unit 6 Learning Goals
<ul style="list-style-type: none"> ● Read different forms of persuasive texts ● Identify organization of persuasive texts ● Identify ways authors persuade ● Distinguish important ideas ● Distinguish reasons from evidence ● Learn word parts ● Learn about prefixes <i>over-</i> and <i>under-</i> and the “number” prefix family

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Read aloud texts ● Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> ● IXL ● Being a Reader Read Alouds ● Scholastic News ● Classroom Library

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Listen to and discuss a nonfiction text identifying opinions and reasons in the text. Use the guided spelling procedure to review and spell polysyllabic words with previously learned suffixes. Spell irregular high-frequency words.</p>	<p>RI.AA.3.7 L.WF.3.2 L.RF.3.3</p>	<ul style="list-style-type: none"> ● Pair students and introduce the persuasive nonfiction genre. ● Introduce opinions and “Should Cars Be Banned in Cities?” ● Read the article aloud. ● Discuss the students’ opinions and questions about banning cars in cities. ● Read independently and self-monitor then share. ● Get ready to spell, guide the students’ spelling, then reflect.
<p>Day 2: Listen to and discuss a nonfiction text. Discuss the structure of a nonfiction text. Introduce the prefixes <i>over-</i> and <i>under-</i>.</p>	<p>RI.AA.3.7 L.RF.3.3</p>	<ul style="list-style-type: none"> ● Discuss sharing true opinions. ● Introduce the topic and jot opinions prior to reading. ● Introduce “Extra Recess? Yes, Please!” and identify the author’s opinion. ● Read the rest of the article aloud and discuss. ● Introduce the structure of a persuasive text and discuss reasons and evidence in the article. ● Read independently and notice thinking while reading then share. ● Introduce the prefixes <i>over-</i> and <i>under-</i>
<p>Day 3: Listen to parts of a nonfiction text again and discuss cause and effect relationships. Analyze words with the prefixes <i>over-</i> and <i>under-</i>.</p>	<p>RI.AA.3.7 L.RF.3.4 L.RF.3.3</p>	<ul style="list-style-type: none"> ● Review “Extra Recess? Yes, Please!” and ways to organize information. ● Discuss cause and effect relationships. ● Identify cause and effect relationships in pairs. ● Discuss what students learned and think about extra recess. ● Read independently and notice thinking while reading then share. ● Review the prefixes <i>over-</i> and <i>under-</i> ● Read and analyze words

		<ul style="list-style-type: none"> ● Reflect on prefixes.
<p>Day 4: Listen to and discuss a nonfiction text. Discuss the structure of a persuasive text, identify what is learned from the text and determine important ideas. Review the prefixes <i>over-</i> and <i>under-</i>.</p>	<p>RI.AA.3.7 L.RF.3.4 L.RF.3.3</p>	<ul style="list-style-type: none"> ● Review persuasive nonfiction and the structure of a persuasive text. ● Introduce “No Time for Extra Recess!” and identify the author’s opinion. ● Read the rest of the article aloud. ● Identify parts of the article. ● Discuss the reasons and evidence in the article. ● Discuss what students learned and think about extra recess. ● Read independently and notice thinking while reading then share. ● Play “Which Word Makes Sense?” ● Revisit word collections.
<p>Day 5: Listen to parts of nonfiction texts again and discuss ways authors persuade. Explore word wealth with words that use the same base word.</p>	<p>RI.AA.3.7 SL.PE.3.1 L.VI.3.3</p>	<ul style="list-style-type: none"> ● Review the topic of extra recess. ● Introduce ways authors persuade. ● Discuss using research to persuade. ● Find examples of ways authors persuade in “No Time For Extra Recess.” ● Discuss the students’ opinion about extra recess. ● Read independently and share opinions. ● Review the base words <i>create</i> and <i>express</i>. ● Review <i>creation</i> and <i>expression</i>. ● Review the activity “Draw and Write About a Word.” ● Choose a word and visualize. ● Draw and write about <i>creation</i> or <i>expression</i> then share writing and drawings with partners.
<p>Day 6: Listen to and discuss a nonfiction text. Discuss the structure of a persuasive text and determining important ideas. Use the guided spelling procedure to review and spell polysyllabic words with previously learned</p>	<p>RI.AA.3.7 L.WF.3.2 L.RF.3.3</p>	<ul style="list-style-type: none"> ● Review sharing true opinions and introduce another way to disagree respectfully. ● Introduce the topic of teaching cursive in school and jot opinions prior to

<p>prefixes. Spell irregular high-frequency words.</p>		<p>reading.</p> <ul style="list-style-type: none"> ● Introduce “Concerns About Cursive” and identify author’s opinion. ● Read email aloud and discuss. ● Review the structure of persuasive texts and discuss reasons and evidence in the email. ● Read independently and notice thinking while reading then share. ● Get ready to spell, guide the students’ spelling and reflect.
<p>Day 7: Listen to parts of a nonfiction text again. Discuss audience and author’s purpose and compare and contrast relationships. Introduce the prefixes <i>uni-</i>, <i>bi-</i> and <i>tri-</i>.</p>	<p>RI.AA.3.7 L.RF.3.4 L.RF.3.3</p>	<ul style="list-style-type: none"> ● Review “Concerns About Cursive.” ● Introduce audience and discuss author’s purpose. ● Discuss compare and contrast relationships. ● Discuss what students learned and think about teaching cursive in school. ● Read independently and think about author’s purpose and share. ● Review the prefixes <i>over-</i> and <i>under-</i>. ● Introduce the prefixes <i>uni-</i>, <i>bi-</i>, and <i>tri-</i>. ● Explore words with the prefixes <i>uni-</i>, <i>bi-</i>, and <i>tri-</i>.
<p>Day 8: Listen to and discuss a nonfiction text. Determine important ideas and identify what is learned in a text. Analyze words with the prefixes <i>uni-</i>, <i>bi-</i> and <i>tri-</i>.</p>	<p>RI.AA.3.7 L.RF.3.4 L.RF.3.3</p>	<ul style="list-style-type: none"> ● Review teaching cursive in school. ● Introduce “Bring Cursive Back to Schools” and identify the author’s opinion. ● Read the letter aloud and discuss reasons and evidence in the letter. ● Discuss what students learned and think about teaching cursive in school. ● Read independently and notice thinking while reading then share. ● Review the prefixes <i>uni-</i>, <i>bi-</i>, and <i>tri-</i>. ● Discuss words with the prefixes <i>uni-</i>, <i>bi-</i>, and <i>tri-</i>. ● Introduce “Sketch It Out.” ● Reflect and share.

<p>Day 9: Listen to parts of a nonfiction text again. Discuss ways authors persuade and discuss the audience and author's purpose. Review the prefixes <i>uni-</i>, <i>bi-</i> and <i>tri-</i>.</p>	<p>RI.AA.3.7 L.RF.3.4 L.RF.3.3</p>	<ul style="list-style-type: none"> ● Review "Bring Cursive Back to Schools." ● Discuss using anecdotes to persuade. ● Discuss using experts' ideas to persuade. ● Discuss audience and author's purpose. ● Revisit students' opinions about teaching cursive in school. ● Reflect on sharing true opinions and showing respect for different opinions. ● Read independently and think about audience then share. ● Discuss words with the prefixes <i>bi-</i> and <i>tri-</i>. ● Play "Combine Word Parts." ● Revisit word collections.
<p>Day 10: Listen to and discuss part of a speech. Explore word wealth with words that use the same base words.</p>	<p>L.RF.3.4 L.KL.3.1 L.VI.3.3</p>	<ul style="list-style-type: none"> ● Review persuasive nonfiction and reading fluently. ● Introduce the excerpt and read aloud. ● Read the excerpt with and without emphasis and discuss. ● Model marking the excerpt and read with an emphasis on certain words and phrases. ● Have students read the excerpt with an emphasis on certain words and phrases and discuss. ● Practice reading fluently with a partner. ● Read independently and practice emphasizing important words and phrases. ● Review the base words <i>migrate</i> and <i>danger</i>. ● Review <i>migration</i> and <i>endangered</i>. ● Review the activity "Draw and Write About a Word." ● Choose a word and visualize. ● Draw and write about <i>migration</i> or <i>endangered</i>, then share writings and

		drawings with partners.
Day 11: Listen to and discuss a nonfiction text. Share and discuss opinions and what is learned in the text. Use the guided spelling procedure to review and spell words with previously learned prefixes. Spell irregular high-frequency words.	RI.AA.3.7 L.WF.3.2 L.RF.3.3	<ul style="list-style-type: none"> ● Get ready to work in groups of four. ● Introduce the topic of serving chocolate milk at school and jot opinions prior to reading. ● Preview “Keep Chocolate Milk on the Menu” using the title, headings, and introduction. ● Read the rest of the article aloud and discuss what the students learned and think. ● Identify reasons and evidence in groups of four. ● Discuss reasons and evidence as a class. ● Read independently and notice thinking while reading then share. ● Get ready to spell, guide the students’ spelling, then reflect.
Day 12: Listen to parts of a nonfiction text again. Distinguish between facts and opinions and discuss ways authors persuade. Review the schwa.	RI.AA.3.7 L.WF.3.2	<ul style="list-style-type: none"> ● Review “Keep Chocolate Milk on the Menu” and discuss opinions and facts. ● Distinguish between facts and opinions. ● Discuss a footnote in “Keep Chocolate Milk on the Menu.” ● Add to the “Ways Authors Persuade” chart. ● Read independently and think about facts and opinions then share. ● Review the schwa. ● Discuss the schwa in unstressed syllables. ● Read and discuss words with the schwa in the suffix.
Day 13: Listen to and discuss a nonfiction text identifying what is learned from the text. Generate independent thinking and identify important ideas. Use the word-analysis process.	RI.AA.3.7 L.WF.3.2	<ul style="list-style-type: none"> ● Preview “Chocolate Milk at School? Thumbs Down!” ● Read the rest of the article aloud and discuss what students learned and think. ● Identify reasons and evidence in

		<p>groups of four.</p> <ul style="list-style-type: none"> ● Discuss evidence as a class. ● Read independently and notice thinking while reading then share. ● Review the schwa. ● Review the word-analysis process. ● Read polysyllabic words and wrap up.
<p>Day 14: Listen to parts of a text again. Discuss cause and effect relationships. Write about and share opinions. Review morphemic transformations.</p>	<p>RI.AA.3.7 L.WF.3.2</p>	<ul style="list-style-type: none"> ● Review “Chocolate Milk at School? Thumbs Down!” and discuss the cause and effect relationships in the article. ● Independently analyze cause and effect relationships in the article. ● Discuss effects of drinking sweetened drinks. ● Write about using cause and effect relationships to persuade. ● Revisit students’ opinions about serving chocolate milk at school. ● Read independently and think about opinions then share. ● Review morphemic transformations. ● Read transformations. ● Reflect on reading.
<p>Day 15: Read closely, discuss the numbers in the text, visualize and sketch. Explore word wealth with adjectives that convey feelings and identify synonyms.</p>	<p>L.RF.3.4 L.VI.3.3</p>	<ul style="list-style-type: none"> ● Get ready for close reading. ● Introduce and read “Excerpt 2 from ‘Chocolate Milk at School? Thumbs Down!’” ● Reread and annotate the challenging parts. ● Identify numbers in the excerpt. ● Visualize and sketch to understand numbers in the excerpt. ● Reflect on close reading. ● Read independently and notice thinking while reading. ● Work together to explore synonyms of adjectives that convey feeling. ● Introduce shades of meaning in adjectives that convey feeling.

		<ul style="list-style-type: none"> ● Discuss adjectives that convey feeling. ● Discuss sentences with adjectives that convey feeling. ● Reflect on adjectives that convey feeling.
<p>Day 16: Listen to and discuss a nonfiction text. Compare and contrast ideas in two nonfiction texts. Use the guided spelling procedure to review and spell polysyllabic words with previously learned prefixes and suffixes. Spell irregular high-frequency words.</p>	<p>RI.CT.3.8 L.WF.3.2 L.RF.3.3</p>	<ul style="list-style-type: none"> ● Review the topic of extra recess and infographics. ● Introduce the “Top 10 Reasons for Recess” and identify the author’s opinion. ● Discuss author’s purpose and audience. ● Discuss information in pictures. ● Discuss using pictures to persuade. ● Compare and contrast ideas in “Top 10 Reasons for Recess” with ideas in “Extra Recess? Yes, Please!” ● Read independently and think about opinions then share. ● Get ready, guide spelling and reflect on guided spelling.
<p>Day 17: Watch and discuss a video. Engage in written conversations. Review affixes.</p>	<p>SL.II.3.2 RI.CT.3.8 L.VL.3.2</p>	<ul style="list-style-type: none"> ● Review the topic of chocolate milk and discuss advertisements. ● Watch and discuss the video “Built with Chocolate Milk.” ● Discuss audience and purpose. ● Compare and contrast ideas in “Built with Chocolate Milk” with ideas in “Keep Chocolate Milk on the Menu.” ● Review persuasive texts and written conversations. ● Have a written conversation in pairs. ● Discuss written conversations and reflect. ● Read independently and think about opinions then share. ● Review the prefixes <i>over-</i> and <i>under-</i>.

		<ul style="list-style-type: none"> ● Discuss sorting. ● Sort in pairs. ● Discuss categories.
Day 18: Share and discuss opinions. Write introductions to book recommendations. Review prefixes and base words.	SL.PE.3.1 W.AW.3.1 L.RF.3.4 L.VI.3.3	<ul style="list-style-type: none"> ● Review persuasive nonfiction and introduce book recommendations. ● Discuss introductions. ● Review <i>The Three Ninja Pigs</i> and model writing an introduction for a book recommendation. ● Write introductions to book recommendations. ● Read independently and notice thinking while reading then share. ● Play “Which Word Am I?” and reflect.
Day 19: Write reasons and evidence for book recommendations. Review and use a word from word collections.	SL.PE.3.1 W.AW.3.1 L.RF.3.4 L.VI.3.3	<ul style="list-style-type: none"> ● Discuss supporting one another’s independent work. ● Review book recommendations and discuss reasons and evidence. ● Model writing reasons and evidence for a book recommendation. ● Discuss and write reasons and evidence for book recommendations. ● Reflect on supporting one another’s independent work. ● Read independently and notice thinking while reading then share. ● Review poetry and word collections. ● Create a word web with the word <i>trilingual</i>. ● Model writing a poem. ● Select words, brainstorm, and create a poem.
Day 20: Write conclusions for book recommendations. Explore word wealth with poems and pictures.	SL.PE.3.1 W.AW.3.1 L.RF.3.4 L.VI.3.3	<ul style="list-style-type: none"> ● Review book recommendations and discuss conclusions. ● Model writing a conclusion for a book recommendation. ● Write conclusions for book recommendations. ● Share book recommendations and

		<p>reflect.</p> <ul style="list-style-type: none"> • Read independently and notice thinking while reading then share. • Review poems and show a model illustration. • Create illustrations. • Share poems and illustrations.
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Inclusive concepts
<ul style="list-style-type: none"> • Explain any character education effort where you are encouraging inclusivity and culture competency.

Unit 7 Learning Goals
<ul style="list-style-type: none"> • Read drama • Use reading strategies to understand drama • Apply fluency skills while reading drama • Identify features of a play • Compare plays to other kids of stories • Learn about Greek roots • Read and discuss poems

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Read aloud texts • Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> • IXL • Being a Reader Read Alouds • Scholastic News • Classroom Library

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Listen to and discuss a section of a play. Identify features of a play. Use the guided spelling procedure to spell polysyllabic words with previously learned prefixes. Spell irregular high-frequency words.</p>	<p>RL.TS.3.4 L.WF.3.2 L.RF.3.3</p>	<ul style="list-style-type: none"> ● Introduce drama and plays. ● Introduce and preview <i>Pushing Up the Sky</i> and <i>Possum's Tail</i>. ● Discuss features of plays. ● Read part of <i>Possum's Tail</i> aloud and discuss the play. ● Discuss narrator. ● Read independently and self-monitor and share. ● Get ready, guide students' spelling, and reflect on guided spelling.
<p>Day 2: Listen to and discuss a section of a play. Discuss story structure and story elements. Introduce roots.</p>	<p>RL.CR.3.1 L.RF.3.4 L.VL.3.2</p>	<ul style="list-style-type: none"> ● Review <i>Possum's Tail</i> and discuss the story arc. ● Make inferences to determine a problem in the play. ● Read part of the play aloud. ● Discuss the play. ● Reflect on active listening. ● Read independently and think about setting and characters and share. ● Review word study. ● Introduce Greek roots. ● Introduce the root <i>tele</i>. ● Introduce the root <i>graph</i>. ● Introduce the root <i>photo</i>. ● Read and discuss words.
<p>Day 3: Listen to and discuss a section of a play. Discuss and write about themes in the play. Analyze words with the roots <i>tele</i>, <i>graph</i>, and <i>photo</i>.</p>	<p>RL.MF.3.6 L.VL.3.2</p>	<ul style="list-style-type: none"> ● Read part of <i>Possum's Tail</i> aloud. ● Review the story arc and make predictions about the ending. ● Read the rest of the play aloud. ● Discuss the ending of the play and the narrator. ● Discuss and write about themes in the play. ● Read independently and think about important events and share. ● Review the roots <i>tele</i>, <i>graph</i>, and

		<p><i>photo</i>.</p> <ul style="list-style-type: none"> ● Read and analyze words.
Day 4: Read closely. Discuss stage directions and dialogue in a section of the play. Review roots.	RL.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> ● Introduce and read the excerpt from <i>Possum's Tail</i>. ● Reread and annotate the challenging parts. ● Discuss stage directions in the excerpt. ● Make inferences to understand dialogue in the excerpt. ● Reflect on close reading. ● Read independently and notice dialogue then share. ● Review Greek roots. ● Model starting a word web. ● Add words to the word web. ● Reflect on word webs.
Day 5: Read sections of the play again and make inferences. Explore word wealth by reviewing the roots <i>graph</i> and <i>photo</i> .	RL.CR.3.1 L.WF.3.2	<ul style="list-style-type: none"> ● Review using reading strategies to understand plays. ● Begin double-entry journal for Possum. ● Gather information about Possum in groups. ● Discuss Possum as a class. ● Discuss Possum's traits and motivations and reflect. ● Read independently and think about characters and share. ● Review roots. ● Create a word web in pairs. ● Discuss and share. ● Reflect on word webs.
Day 6: Read a play again and make inferences. Read independently and think about characters. Use the guided spelling procedure to spell polysyllabic words with roots. Spell irregular high-frequency words.	RL.CR.3.1 L.WF.3.2 L.RF.3.3	<ul style="list-style-type: none"> ● Gather information, discuss, and reflect on characters as a class. ● Read independently and think about a character then share reading. ● Get ready, guide students' spelling, and reflect on guided spelling.
Day 7: Read sections of a play again practicing reading aloud and following a script. Read	SL.AS.3.6 L.VL.3.2	<ul style="list-style-type: none"> ● Introduce dramatic readings and assign sections of <i>Possum's Tail</i> to groups.

<p>independently and think about reading. Learn, read and discuss the root <i>scrib</i>.</p>		<ul style="list-style-type: none"> ● Read, discuss and choose parts, and highlight lines. ● Practice reading aloud in groups and following the script. ● Read independently, notice thinking while reading, and share. ● Review the root <i>graph</i>. ● Introduce, discuss words with and use the root <i>scrib</i>.
<p>Day 8: Read a play with attention to characters' personalities and feelings and using expression independently and in groups. Learn, read and discuss the root <i>scrib</i>.</p>	<p>SL.AS.3.6 L.VL.3.2</p>	<ul style="list-style-type: none"> ● Review reading fluently. ● Model reading an excerpt with and without expression. ● Read sections independently and in groups and think about characters' personalities and feelings, then discuss. ● Review the root <i>scrib</i>. ● Introduce, discuss words with, and use words with the root <i>script</i>.
<p>Day 9: Read independently with attention to punctuation, phrasing, and characters' personalities and feelings. Review the root <i>scrib/script</i> using a word web to read and discuss the words.</p>	<p>SL.AS.3.6 L.VL.3.2</p>	<ul style="list-style-type: none"> ● Review reading with expression and other ways to read fluently. ● Model marking a script with notes about reading fluently then independently read and mark scripts with notes about reading fluently. ● Read independently. ● Review Greek roots. ● Create a word web in pairs, discuss, share and reflect on word webs.
<p>Day 10: Read aloud with attention to punctuation, phrasing, and characters' personalities and feelings. Learn about and create a found poem.</p>	<p>SL.AS.3.6 L.VI.3.3</p>	<ul style="list-style-type: none"> ● Review notes for reading fluently and practice reading aloud independently. ● Practice reading aloud in groups with attention to fluency and reflect on reading aloud in groups. ● Read independently and notice thinking while reading then share reading. ● Review word study. ● Review and read "Words with Wings." ● Introduce, read aloud and discuss

		<p>“Words on a Page.”</p> <ul style="list-style-type: none"> ● Introduce and model creating, and create a “Found Poem.”
<p>Day 11: Read sections of a play aloud and practice reading fluently independently. Use the guided spelling procedure to spell polysyllabic words with roots. Spell irregular high-frequency words.</p>	<p>SL.AS.3.6 L.WF.3.2 L.RF.3.3</p>	<ul style="list-style-type: none"> ● Model reading aloud for an audience. ● Prepare to read aloud and give feedback on sections of <i>Possum’s Tail</i>. ● Share feedback, read aloud again, and reflect on giving and receiving feedback. ● Read independently and think about reading fluently then share. ● Get ready, guide students’ spelling, and reflect on guided spelling.
<p>Day 12: Read sections of a play aloud and practice reading fluently independently. Review, discuss and make connections with the roots <i>tele</i>, <i>graph</i>, <i>photo</i>, and <i>scrib/script</i></p>	<p>SL.AS.3.6 L.VL.3.2</p>	<ul style="list-style-type: none"> ● Get ready to read aloud and give feedback. ● Read sections of <i>Possum’s Tail</i> for other groups then share feedback and read aloud again. ● Reflect on giving and receiving feedback. ● Read independently, think about reading fluently then share reading. ● Review roots. ● Introduce “Connected by Roots” then discuss, share and reflect on roots.
<p>Day 13: Read sections of a play aloud and practice reading fluently independently. Review and compare the roots <i>tele</i>, <i>graph</i>, <i>photo</i>, and <i>scrib/script</i>.</p>	<p>SL.AS.3.6 L.VL.3.2</p>	<ul style="list-style-type: none"> ● Get ready to rehearse in groups then rehearse dramatic readings of <i>Possum’s Tail</i> and reflect. ● Read independently, think about reading fluently, and share reading. ● Review “Which Word Does Not Belong?” then play the game in pairs and reflect.
<p>Day 14: Perform a dramatic reading of a play, read independently and think about reading fluently. Review spelling, pronunciation, and syllabication.</p>	<p>SL.AS.3.6 L.VL.3.2</p>	<ul style="list-style-type: none"> ● Get ready and perform a dramatic reading of <i>Possum’s Tail</i> then discuss performance. ● Read independently, think about

		<ul style="list-style-type: none"> reading fluently, and share reading. Play “Which Word Am I?” and reflect.
Day 15: Perform a dramatic reading of a play, read independently and think about reading fluently. Revisit word collections and select, research, discuss, and share a word.	SL.AS.3.6 L.V.3.2	<ul style="list-style-type: none"> Get ready and perform a dramatic reading of <i>Poosum’s Tail</i> then discuss performance. Read independently, think about reading fluently, and share reading. Review word collections, select words and discuss partner work. Look up words in the online dictionary, discuss and share findings then reflect on word collections.
Day 16: Review fiction and nonfiction and write facts and opinions about a genre. Read independently and self-monitor. Review affixes and match them with definitions.	RL.CR.3.1 L.RF.3.4 L.WF.3.2	<ul style="list-style-type: none"> Review genres and introduce the game “Fact or Opinion?” Brainstorm about genres. Agree on one fact and one opinion and reflect on reaching an agreement. Read independently, self-monitor and discuss self-monitoring. Review the “Prefixes” and “Suffixes” charts. Introduce and play the game “Word Part Memory” in pairs.
Day 17: Discuss facts and opinions about a genre. Read independently and use reading strategies. Create words by combining word parts and read polysyllabic words with affixes.	RL.CR.3.1 L.RF.3.4 L.VI.3.3	<ul style="list-style-type: none"> Get ready and play “Fact or Opinion?” then reflect on playing the game. Read independently and think about reading strategies then share. Introduce, model and play “Build that Word,” then reflect.
Day 18: Listen to and discuss a poem, use and discuss reading strategies, write about reading lives then read independently and notice thinking. Create words by combining word parts and read polysyllabic words with affixes.	L.RF.3.4 L.VI.3.3	<ul style="list-style-type: none"> Review reading strategies. Introduce and read the poem “Belonging” aloud and discuss as a class. Write about reading lives and discuss growth as readers. Read independently and notice thinking while reading then share reading. Review and play “Build that Word” in

		pairs and reflect.
Day 19: Discuss and share about texts read independently. Refer to and read IDR texts independently. Listen to, read, and discuss a poem. Review the suffix <i>-able</i> and add to word collections.	L.RF.3.4 L.WF.3.2	<ul style="list-style-type: none"> ● Review sharing texts then prepare to share and share texts. ● Discuss summer reading plans. ● Reflect on sharing texts, read independently, share reading and revisit students' reading lives. ● Introduce, discuss and read the poem "Twistable, Turnable Man." ● Use the words with the suffix <i>-able</i>. ● Revisit word collections.
Day 20: Discuss and write about the classroom community. Read independently. Listen to a poem again and discuss adjectives, and write and illustrate sentences.	L.RF.3.4 L.VI.3.3	<ul style="list-style-type: none"> ● Reflect on students' growth as caring community members. ● Write about the classroom community and share. ● Read independently, share reading, and revisit the students' reading lives. ● Review and read the poem "Twistable, Turnable Man." ● Discuss adjectives then select adjectives, draw, write and share drawings. ● Reflect on word study.

Inclusive concepts

- Explain any character education effort where you are encouraging inclusivity and culture competency.