Content Area: ELA
Grade: 3

Unit	Enduring Understandings	Essential Questions	Objectives	Skills
1 The Classroom Community	**Students will understand that:** ● Readers work together in classroom communities in order to develop as readers and writers. ● Readers read, think, write, and talk about books, articles, poems, and videos with the whole class, in pairs, and in small groups. ● Readers think about text in order to help them ask questions and consider ways in which text change or affect the way they think, feel, or act. ● Readers share their ideas,	● What do you think you know about nonfiction texts? ● Why might you read a nonfiction text? ● What do you think you know about fiction? ● Why might you want to read fiction? ● What can we do to work well together in a classroom community? ● What do you know about searching for information on the internet? ● Why do you read? ● How might you find answers to questions that aren't in a text? ● How does infographics	● Discuss fiction and nonfiction to develop an understanding of genre. ● Discuss lessons or messages in the story to informally explore themes. ● Explore illustrations to understand how they can support the text to create meaning for the reader. ● Practice self-managemen t and self-discipline by following the classroom procedures. ● Develop relationship skills by building and reflecting on the classroom community.	● Listen to and discuss texts ● Use questioning ● Develop understanding of genre ● Discuss lessons or messages in the story ● Discuss reading lives **Word Study** ● Learn the purpose of Word Study ● Learn about and read words with the inflectional endings -s and -es ● Learn about base words • Add -s and -es to words that end with y and f/fe ● Learn the procedure for word sorts

	listen respectfully to one another, and think about ways they can work together so everyone can learn. ● Readers gather in a responsible way and follow instructions. ● Readers understand that authors decide what kind of text to write based on their purpose, or why they are writing. ● Readers learn to make predictions of what a story is about through pictures. ● Readers use illustrations to better understand a story. ● Students reflect on their classroom community in order to	change the way we think or feel about a text? ● What do you do when you have a hard time finding a book you want to read? ● How does talking and listening to your partner help build a classroom community? **Word Study** ● Why do you think words are important? ● What do you think this story might be about? ● What do you notice about these words? ● What is the same about these words? What is different? ● Would we add -s or -es to the word spray to show what the water does?	● Listen to and discuss a fiction book again to build comprehension. ● Use questioning to better understand and discuss the story. ● Develop relationship and communication skills by using "Turn to Your Partner" and by sharing and explaining their thinking. ● Learn procedures for IDR time to build independence and prepare for reading independently. ● Read independently to build motivation for and develop an enjoyment of reading. ● Build social awareness by	● Learn about irregular ● plurals ● Start a word collection

	improve. ● Readers turn and talk with a partner to share their ideas before sharing with the whole class. ● Readers use questioning prompts in order to pay close attention to what they are reading and read for answers to their questions. ● Readers use a “What we Know About Fiction” chart in order to keep a list of the characteristics, or features of fiction. ● Readers understand that reading is good for people's minds and bodies. ● Readers use “Think, Pair, Share” in order to in order to think to	● Which ending do you see in the word “authors”? ● Do we change y and i and add e-s in the word key? ● What do you like about sorting words? ● What do we say if we have more than one (goose/moose)? ● What do you remember about the ending -ing? ● What are you learning about syllables? ● What do you remember about consonant l-e syllables? ● How many syllables do you hear in the word student?	listening respectfully to others. ● Learn and use “Fix-up” strategies to help them repair meaning when comprehension breaks down. ● Learn the purpose and procedure for reading conferences to prepare for reading independently. ● Develop relationship skills by building the classroom community. ● Develop relationship and communication skills by asking clarifying questions. ● Make text-to-self connections to develop a deeper understanding of the story.	

	themselves before sharing with a partner. **Word Study** ● Readers focus on decoding and vocabulary development through generative instruction. ● Readers transfer knowledge into new words that they will encounter on their own. ● Readers develop an understanding of how words are constructed. ● Readers engage words by examining patterns and similarities in words. ● Readers study root and affixes. ● Readers recognize patterns instead of individualized words in order		● Use the back-of-book summary and table of contents to preview the book and make predictions. ● Use questioning to develop a curiosity and engagement with the topic. ● Develop relationship and communication skills by confirming another person's thinking. ● Listen to a discuss part of an expository nonfiction book to build comprehension and develop enjoyment of reading. ● Use and discuss text features to build knowledge about a topic. ● Generate and discuss their own ideas about a text to build	

	to make accurate and automatic reading possible.		independence and the ability to think critically. ● Listen to, visualize, and discuss a narrative nonfiction book to build comprehension and develop an enjoyment of reading. ● Build social awareness and understanding of others' perspectives by sharing their partners' thinking with the class. ● Write a reading journal entry to deepen their understanding of a text. **Word Study** ● Learn the purpose of regularly reading, spelling, and talking about words to	

			understand how these activities build reading and writing skills. ● Listen to and discuss a story to build an awareness and appreciation of words. ● Collect and record favorite and unfamiliar words from the story to build word appreciation and knowledge. ● Develop relationship and communication skills by listening respectfully to others and sharing their ideas with one another.	
2	**Students will understand that:** ● Readers continue to use the strategies of questioning,		• Use the thinking tools "Stop and Ask Questions" and double entry journals • Use reading	● Listen to and discuss a fiction book ● Use questioning ● Make and confirm predictions

	visualizing, and making connections as they listen to and discuss texts during the unit. ● Readers are introduced to the strategies of making inferences, determining importance, summarizing, and synthesizing. ● Readers continue to develop the ability to think independently about texts and use "thinking tools" to help them organize their thoughts and better understand texts. ● Readers During Individualized Daily Reading (IDR) time, the students continue to engage in independent reading, and some students may begin working in a small group. **Word Study**		strategies, including making inferences, making connections, questioning, visualizing, determining importance, summarizing, and synthesizing • Learn about and discuss the story elements of character, setting, plot, theme, and challenges • Identify important events and use these to identify main ideas in the text • Make and confirm predictions • Discuss the organization of nonfiction: description and compare/contrast • Use text features •Write a shared summary of a text • Consider what they think about the topics and how their thinking might have changed • Self-monitor and use	● Read independently and use "fix-up" strategies ● Discuss character, setting, plot, and theme ● Read independently and notice thinking ● Compare and contrast two stories in a series ● Watch and discuss a video ● Use nd discuss questioning ● Listen to, visualize, and discuss a story ● Discuss character, setting, plot, and challenges or problems ● Conduct a reading self-assessment ● Listen to part of a story again and make inferences ● Listen to, visualize, and discuss a poem ● Make and write about inferences ● Watch and discuss a reading conference

	• Readers continue to learn about syllable types and learn syllabication strategies. • Readers use a word-analysis process to read polysyllabic words, learn about prefixes (un- and re-), suffixes (-ful, -less, -ly, and -ion/, -tion/, -sion/, -ation), and the schwa. • Readers discuss morphemic transformations, literal and nonliteral meanings of figurative language, synonyms, and real life connections with words. • Readers socially, the students continue to learn how to work and participate responsibly in the classroom community and learn skills that will help them		“fix-up” strategies • Complete a reading self-assessment and establish reading goals • Generate independent thinking •Write a reading journal entry **Word Study** • Discuss, read, analyze, and spell polysyllabic words • Learn about the r-controlled and vowel team syllable types • Discuss the prefixes re- and un • Discuss the suffixes -ful, -less, -ly, -ion, -tion, -sion, and -ation • Use affixes for clues about meaning • Use context to determine meaning • Discuss the literal and nonliteral meaning of figurative language • Learn syllabication strategies • Explore the meaning of adjectives and their	• Listen to and discuss a nonfiction book • Generate and discuss ideas about a story • Discuss important events • Discuss important events and the subject’s traits • Write a reading journal entry • Listen to and discuss an author’s note • Make text-to-world connections • Listen to and discuss a nonfiction article • Use text features • Determine and discuss important ideas • Generade and discuss ideas about the article • Discuss main ideas • Use and discuss text features • Discuss description and compare and contrast relationships

	communicate with others. ● Readers apply these skills to help them become independent thinkers and learners.		connections to real life • Learn about and practice a word-analysis process to support their decoding of polysyllabic words • Learn about morphemic transformations • Learn about the schwa • Discuss the ways that adding prefixes and suffixes make related words • Create word webs • Review word collections	● Identify and distinguish between important ideas and supporting details ● Identify and discuss ideas to include in a summary ● Write a shared summary of a book ● Write about and discuss information learned **Word Study-** ● Use the guided spelling procedure ● Spell polysyllabic word with open and closed syllables ● Spell irregular high frequency words ● Learn about r-controlled syllables ● Read and sort words with r-controlled syllables ● Learn about vowel team syllables ● Read and discuss one-syllable and polysyllabic words

				with vowel team syllables ● Review common prefixes (un-, re-) and suffixes (-ful, -less) ● Learn about morphemes ● Explore the literal and nonliteral meanings of common English expressions ● Divide words into syllables ● Read and sort polysyllabic words ● Learn about the importance of adjectives ● Relate adjectives to real lids ● Spell two-syllable words by syllable ● Learn a process for reading polysyllabic words ● Read polysyllabic words ● Revisit word collections ● Learn about morphemic transformations ● Learn about synonyms ● Create word web ● Learn about the suffix -ly

				• Read and discuss words with the suffix -ly • Learn the spelling convention for adding the suffix -ly to words that end in -y • Learn about the schwa • Learn about the suffixes -ion, -tion, -sion, and -ation • Listen to, read, and discuss a poem • Use context clues • Spell words with learned patterns • Practice adding suffixes to base words • Review word parts • Review syllable types • Read and sort polysyllabic words • Review previously learned affixes • Review spelling, pronunciation, and parts of speech • Select, research, discuss, and share a word
3	**Students will**	• Why might an	• Listen to and	• Self-Monitoring

Focus on Fiction/ A Boy Called Bat	**understand that :** ● Readers discuss the author's purpose in writing fiction and develop an understanding of narrative story structure. ● Readers discuss story elements including character, setting, plot, challenge or problem, and theme and continue to generate independent thinking. ● Readers at the end of the unit will write a summary of the story that includes a theme they have identified in. ● Readers during Individualized Daily Reading (IDR) time will engage in independent reading, small	author choose to write about fiction? ● How are characters introduced in fiction and what do we know about them so far? ● How can readers take responsibility during readings and discussions? ● How can a story arc help us understand the flow of a fiction story? ● How can readers make a text-to-self connection using a fiction story? ● How can readers use a character map to discuss feelings, traits, motivations, and actions of a fictional character? ● How do readers use a variety of	discuss part of a novel to build comprehension and develop an enjoyment of reading. ● Use reading strategies including questions, making inferences, and making connections to develop an understanding of story elements. ● Discuss character, setting, and plot in a story to develop an understanding of story elements. ● Read independently and self-monitor to check for accuracy and understanding. ● Practice self-management by taking responsibility	● Independent Reading ● Self-Management ● Building comprehension ● Taking responsibility ● Making connections ● Making Inferences ● Questioning ● Understanding story elements ● Discuss structure of fiction ● Making text-to-self connections ● Deepen understanding of plot ● Clarifying questions ● Building on one another's thinking. **Word Study** ● Use the guided spelling procedure ● Review and spells words with the suffixes

	group reading, or student led book clubs. ● Readers in word study will learn about the comparative and superlative suffixes (-er and -est) and suffixes that mean “a person who” (-er, -or, and -ist). ● Readers review and learn prefixes in the “not” prefix family (un-, dis-, in-, im-, and il-), along with prefixes that mean before (pre-and fore-). Readers in word wealth acitvities focus on shades of meaning, antonyms, and figurative language. ● Readers work responsibly in pair, learn to give feedback in a helpful and	thinking tools to make connections to fiction texts? ● How do readers clarify and confirm one’s thinking when having a turn and talk? ● How do readers clarify and confirm one’s thinking when having a think, pair, and share? ● How do readers use self monitoring skills to check for understanding when reading on-level to challenging books?	for their learning and behavior ● Identify important events to deepen their understanding of plot. ● Develop relationship and communication skills by confirming another person’s thinking ● Discuss the structure of fiction to develop their understanding of genre. ● Discuss character, plot, and challenge faced by the main character to develop an understanding of story elements and story structure. ● Build social awareness by agreeing and disagreeing in a	-ion/-tion/-sion/-ation ● Spell irregular high-frequency words ● Learn the meanings of the suffixes -er and -est ● Use comparatives and superlatives ● Learn another meaning to the suffix -er and the meaning of the suffix -or ● Read and discuss words with suffixes -er and -or ● Learn the meaning of the suffix -ist ● Read and sort words with suffixes ● Learn about shades of meaning in dialogue tags ● Discuss examples of dialogue tags from *A Boy Called Bat* ● Brainstorm alternative words that could be used to reveal characters’ feelings

	respectful way, share partner time in a fair way, support one another's independent work, and contribute ideas that are different from other people's ideas. **Word Study** ● Readers learn about comparative and superlative suffixes (-er and -est) and suffixes that mean "a person who" (-er, -or, -ist). ● Readers review and learn prefixes in the "not" prefixes family (un-, dis-, in-, im-, il-), along with prefixes that mean "before" (pre- and fore-). ● Readers during word wealth activities focus on shades of meaning, antonyms, and figurative language. Socially, the students work responsibly in pairs,		caring, respectful way. **Word Study** Discuss, read, analyze, and spell polysyllabic words • Learn about comparative and superlative suffixes (-er and -est) and multiple meanings of the suffix -er • Learn how to determine the meaning of words with multiple meaning suffixes • Learn about the prefixes un-, in-, im-, il-, mis-, pre, and fore • Learn about the suffixes -or and -ist • Discuss shades of meaning • Discuss antonyms • Create word webs with words that have opposite meanings • Learn about word families • Explore figurative language and personification • Review word collections	● Review and spell words with the suffixes -er, -est, -or, and -ist ● Revisit word collections ● Review the prefix un- ● Learn the meaning of the prefix dis- ● Learn about the prefix non- ● Review the meaning of the negative prefixes (un-, dis-, and non-) ● Use word-part clues ● Read and sort words with negative prefixes (un-, dis-, and non-) ● Discuss antonyms ● Create an antonym word web ● Review and spell words with the prefixes un-, dis-, and non- ● Learn the meanings of the prefixes in-, im-, and il- ● Review and practice a process

	learn to give feedback in a helpful and respectful way, share partner time in a fair way, support one another's independent work, and contribute ideas that are different from other people's ideas.			for reading polysyllabic words • Learn the meaning of the prefix mis- • Learn about word families • Listen to, read, and discuss a poem • Explore figurative language and personification in a poem • Draw visualizations • Review and spell words with the prefixes in-, im-, il-, and mis- • Learn the meaning of the prefix pre- • Practice using the prefix pre- in context • Learn the meanings of the prefix fore- • Read and discuss words with the prefix fore- • Read and sort words with the prefixes pre- and fore- • Discuss figurative language and

				personification in the poem ● Review and practice morphemic transformations ● Read and sort words with prefixes and suffixes ● Review syllable types and syllabication ● Use the word-analysis process ● Revisit word collections ● Select, research, discuss, and share a word of their choice
4 Focus on Narrative Nonfiction	**Students will understand that:** ● Readers read narrative nonfiction text by engaging in an across-grades study of people who make a difference. ● Readers listen to and discuss biographies about	● Why might an author choose to write a biography? ● How do readers understand the author's purpose? ● How can readers think about important events in order to better understand and	● Listen and discuss part of a biography to build comprehension and knowledge about a topic. ● Discuss biographies to develop an understanding of the narrative nonfiction genre ● Identify what is	● Stop and ask questions ● Share Reading ● Heads Together ● Analyze Author's Note ● Review important events ● Making connections ● Understanding setting in a story ● Understanding orientation in a

	individuals who made a difference by creating art that inspired people and help change the way they understand life. ● Readers learn about the predictable structure of biographies, discuss the character traits and motivation of artists, and use reading strategies to gain a deeper understanding of the text. ● Readers engage in written conversations as another way to share their thinking with their partners. ● Readers in Independent Daily Reading (IDR) time learn about prefixes and how it changes the	communicate to others about what they read? ● How can readers tell events in chronological order? ● What important events in a story are used in one's biography? ● How do readers take responsibility for themselves during "Turn to Your Partner"? ● How can reader's use themes in a non fiction text? ● How do readers contribute to different ideas when sharing with another person? ● How can readers use "Heads Together" to talk amongst a group of four students"?	known about a topic to build interest and track how their thinking changes over time. ● Discuss the subject of the biography and important events to develop their understanding of the elements of a biography. ● Discuss sequence to understand ways authors organize information in nonfiction texts. ● Read independently and self-monitor to check for accuracy and understanding. ● Practice self-managemen t by taking responsibility for their learning and behavior.	biography ● Evaluating one's biography. ● Discuss and write about theme. ● Reflect on building on one another's thinking ● Annotate challenging parts to a biography ● Close reading ● Discuss figurative language in an excerpt ● Notice thinking while reading ● Gathering ideas for a biography ● Making connections ● Sharing background knowledge ● Model a written conversation ● Review structure of a biography **Word Study** ● Use the guided spelling procedure

	meaning of a base word. ● Readers in Independent Daily Reading (IDR) time learn about suffixes and how it changes the meaning of a base word. ● Readers during wealth lessons focus on building vocabulary knowledge by making word webs with words connected to the Reading strand theme of artistic expression. ● Readers learn to socially develop the skill of contributing ideas that are different from other people's ideas. ● Readers learn and practice the procedure for "Heads Together" and	● How can readers use context clues in biographies? ● How can readers list traits and motivations in biographies? ● How can readers make text-to world connections when reading biographies? ● How can readers reread and make inferences when reading independently? ● How do readers use comprehension strategies during independent reading? . ● How do readers use questioning when reading? ● How can readers discuss the subject of biography and important events? ● How do readers read independently	● Discuss important events and settings to develop their understanding of the elements of a biography. ● Discuss themes to develop a deeper understanding of a text and topic. ● Determine important events to understand texts they read independently. ● Develop communication skills by contributing ideas that are different from other people's ideas. ● Discuss subjects traits and motivations to develop a deeper understanding of the unit topic. ● Use reading strategies	● Spell irregular high-frequency word s ● Review and spell polysyllabic words with previously learned affixes ● Learn another meaning of the prefixes -in and -im ● Read analyze and discuss words with prefixes in and -im ● Use context clues ● Revisit word collections ● Create a word web ● Review the prefixes en- and dis- ● Read, analyze, and discuss words with the prefix en- ● Read discuss and match words with the suffixes -ian and -eer

	develop the skill of including everyone in and contributing to group work. **Word Study** ● Readers learn about the prefixes that mean “in or into” (in-, im-), along with a related prefix meaning “to cause or put into” (en-). ● Readers learn about two additional suffixes that mean “a person who” (-eer and -ian). ● Readers use word-part clues to think about the meanings of words. During word wealth lessons the students focus on building vocabulary knowledge by making word webs with words connected to the Reading strand theme of artistic expression. ● Readers socially, the students	and determine important events? ● How do readers listen to and discuss an author’s note from a biography? ● How do readers use reading strategies including questioning, making inferences, and making connections? ● How do readers discuss and write about the subject's traits and motivations? ● How can readers review s story arc and discuss the structure of biographies? ● How can readers read closely? ● How can readers identify and discuss figurative	including making inferences and making connections to develop a deeper understanding of the biography. ● Develop relationship and communication skills by learning “Heads Together” ● Develop relationship and teamwork skills by including everyone in and contributing to group work. ● Read independently and make record, and discuss inferences to understand ideas in texts that are not stated directly ● Listen to part of a biography to notice how punctuations	● Discuss shades of meaning of a word

	develop the skill of contributing ideas that are different from other people's ideas. ● Readers learn and practice the procedure for "Heads Together" and develop the skill of including everyone in and contributing to group work.	language? ● How can raiders compare two texts on the same topic? ● How can readers record notes to use for creating outlines for biographies? ● How do readers generate and discuss ideas about the biography? ● How can readers learn the procedures for "Written Conversations"? ● How can readers use reading strategies including making connections and synthesizing? ● How can readers write and share about reading strategies?	can help clarify a written text. ● Read independently with attention to punctuation to build concepts of print and fluency. ● Develop relationship and communication skills by giving feedback in a helpful way. ● Use questioning to develop their curiosity and engagement with the topic. ● Learn to and discuss an author's note to learn more about a topic. ● Develop relationship and teamwork skill by reaching agreement before making decisions. ● Develop relationship and communication skills by using	

			discussion prompts to build on one another's thinking. **Word Study** Discuss, read, analyze, and spell polysyllabic words • Build vocabulary related to the theme of artistic expression • Learn about the prefixes in- and im • Make a word web with a base word connected to the Reading strand theme of artistic expression • Learn about the prefix en • Learn about the suffixes -ian and -eer • Use word-part clues and context to determine the meaning of antonym pairs • Review word collections	
5 Expository Fiction	**Students will understand that:** ● Readers explore expository nonfiction books, articles, and websites that focus on the topic of animal	● Why might an author choose to write expository nonfiction? ● What do you think about animal migration, or animals'	● Listen to and discuss part of an expository nonfiction book to build comprehension and knowledge about a topic.	● Listen to a discuss an expository nonfiction text ● Use questioning and text features ● Use, discuss, and write about

	migration. ● Readers read multiple texts on a topic in order to build background knowledge. ● Readers expand their knowledge of a topic which helps them participate in conversations that lead to deeper understanding and original thinking. ● Readers learn about why animals migrate ● Readers learn the different ways in which animals migrate ● Readers evaluate credible sources and synthesize about what they learned. ● Readers informally synthesize information a topic by thinking	movements to new places to better meet their needs? ● What did you learn about migration routes? ● How do maps help you understand the migration routes taken by monarch butterflies? ● What do you think is the main idea of the excerpt? ● How reading strategies help you make sense of what you are reading? ● How does reading with attention to phrasing help you read fluently? ● How does recognizing that the author organized information using sequence	● Use questioning to develop a deeper understanding of the book. ● Identify what they know about a topic to build interest and track how their thinking changes over time. ● Use and discuss text features to build knowledge about a topic and develop an understanding of how text features support comprehension. ● Read independently and self-monitor to check for accuracy and understanding. ● Practice self management by taking responsibility for their learning and behavior. ● Use questioning	reading strategies ● Determining and discuss important ideas ● Identify and distinguish between important ideas and supporting details ● Read independently ● Focus on self-monitoring ● Discuss text organization (cause and effect) ● Write and share about nonfiction text organization ● Use a venn diagram to compare and contrast ● Text features ● Summarizing ● Making connections ● Synthesizing ● Searching and evaluating credible digital sources ● **Word Study**

	about and discussing what they learned. Readers discuss ways authors organize information in nonfiction texts, including sequence and cause and effect, as they continue to think about and discuss the topic of animal migration. ● Readers focus on the author's craft and language. ● Readers use text features to support their understanding of topics presented in the text. ● Readers discuss text features and use the strategy of determining importance to help them. ● Readers summarize parts in both print	help you better understand the migration routes of monarch butterflies? ● How do you give reasons for your thinking? ● What cause and effect relationships do you notice in an excerpt? ● How does recognizing the author's organized information using cause and effect help you better understand the main idea of excerpts? ● How can rereading and sketching part of a text help you better understand it? ● What will you have to do to be ready to share your partners' thinking? ● How do these	to develop a deeper understanding of the book. ● Read independently and self-monitor to check for accuracy and understanding. ● Determine and discuss important ideas to identify the main ideas of a text. ● Determine important ideas to understand text they read independently. ● Develop relationship and communication skills by giving reasons to support their thinking. ● Identify and distinguish between important ideas and supporting details in a text to determine importance.	● Use the guided spelling procedure ● Spell irregular high-frequency words ● Review and spell polysyllabic words with previously learned suffixes ● read , analyze, and discuss words with prefixes ● Revisit word collections ● Use context ● Revisit word collections ● Write and illustrate a sentence that uses a vocabulary word ● Review the Schwa ● Identify synonyms ● Explore and discuss shades of meaning and order adjectives ● Learn about the suffixes -y and -ous

	and digital texts. ● Readers discuss digital readings and review how to find and evaluate credible sources. Readers use the strategy of determining importance to summarize parts of text they are reading independently. ● Readers evaluate online sources to find credible sources that have information about migratory animals of their choosing. ● Readers use self-monitoring and fix-up strategies to read online sources and then sythesize and write about what they learned. ● Readers share the text they are reading during individualized	text features help you better understand the migration of Canadian geese? ● What did you notice about how authors organize information in a text? ● What are some strategies you can use that will help you be an active listener? ● What did you learn about books from the back-of-book summary? ● How does a Venn diagram help you better understand similarities and differences? ● How did summarizing an article help you better understand or remember the information you learned?	● Discuss supporting details to understand that they give examples , descriptions, and other information that tell more about the important ideas in a text. ● Write a share about reading strategies to develop an understanding of how using strategies deepens their comprehension of texts. ● Build social awareness by supporting one another's independent work. ● Listen to part of an expository nonfiction book again to notice how paying attention to phrasing when reading can help	● Read, sory, and discuss words ● Generate and categorize words that relate to adjective endings ● Use word part clues to think about word meaning ● Create word webs

	daily reading time with their partners. • **Word Study** • Readers review and spell polysyllabic words with previously learned prefixes and suffixes • Readers spell irregular high-frequency words • Readers learn about the suffixes -able and -ible • Readers read and discuss words with the suffixes -able and -ible • Readers read, analyze, and discuss words with the suffixes -able and -ible • Readers use word-part clues • Readers	• **Word Study** • How many syllables are in particular words? • What word parts are recognized in spelling polysyllabic words? • How will you remember which homophone to use with particular words? • How does -able and -ible change the meaning of a base word? • What do you know about the prefix “un” and “in”? • What is a word with the suffix -able or -ible that you would like to add to your collection of words? • What other words related to migration can we add to the	clarify the meaning of written text. • Read with attention to phrasing to build fluency. • Develop relationship and communication skills by giving feedback in a helpful way. • Compare and contrast information in text features. • Use a venn diagram to compare and contrast. • Read independently in order to identify important ideas, and summarize. • Determine reasons for important ideas. • **Word Study** • Review and spell polysyllabic	

	generate and categorize words that relate to adjective endings in -able and -ible ● Readers revisit word collections ● Readers create a word web with the word migrate ● Readers learn about the suffixes -y and -ous. Readers analyze words with these suffixes. ● Readers think about how adjectives using these suffixes can be used. ● Readers during word wealth discuss a base word connected to the reading strand theme of migration. ● Readers learn about the suffixes -ness and -ment. ● Readers notice	web? ● What is the first, second, and third syllable in a specific polysyllabic word? ● How does the suffix -y change a word? ● How does the suffix -ous change aw word? ● What do you remember about the suffixes-ness and -ment? How do they change the base word?	words with previously learned prefixes and suffixes to build spelling knowledge. ● Spell irregular high-frequency words to build spelling knowledge. ● Practice self-managemen t and self-discipline by participating responsibly. ● Learn about the suffixes -able and -ible to understand that suffixes add to the meaning and change the function of words. ● Read and discuss words with the suffixes -able and -ible to build morphemic analysis skills. ● Develop relationships and	

	and discuss spelling changes that take place with the suffix -ness is added to base words with the letter -y. ● Readers make word webs with a base word connected to the reading strand theme of migration. ● Readers review their word collections and research words of their choosing. ● Readers explore figurative language in haiku about migration.		communication skills by listening respectfully to others and sharing their ideas with one another. ● Use word-part clues to think about the meaning of polysyllabic words. ● Generate at categorize words that relate to adjectives ending in -able and -ible to make connection between words and ideas. ● Revisit their word collections to generate interest in and curiosity about words. ● Create a word web with the word migrate to see how words that use the same base word	

			are related in meaning. ● Practice self-management and self discipline by participating responsibly. ● Review the suffixes -y and -ous to understand that suffixes add to the meaning and change the function of words. ● Read and sort words with the suffixes -y and -ous to build reading and comprehension skills. ● Practice self-management by handling materials responsibly and sharing them fairly. ● Generate at categorizing words that relate to adjectives	

			ending in -y and -ous to make connections between words and ideas. ● Discuss words with the base word “danger” to see how words that use the same base word are related in meaning. ● Learn about the suffixes -ness and -ment. ● Read and discuss words with the suffixes -ness and -ment. ● Review the suffix -ness and -ment. ● Math words with the suffix -ness and -ment. ● Create a word web with the word “adapt”. ● Review spelling, pronunciation, and parts of speech. ● Visualize a poem and discuss	

			metaphors.	
6 Persuasive Nonfiction	**Students will understand that:** ● Readers identify authors' opinions and the reasons and evidence they give to support their opinions. ● Readers learn that most persuasive nonfiction text are organized in a certain way and often have predictable parts. ● Readers discuss aspects of the author's craft that makes texts persuasive. ● Readers can make text persuasive and discuss cause and effect relationships in a text. ● Readers notice what they learn and think about the topics and	● What do we know about nonfiction? ● Why is it important to share our true opinions during class discussions? ● What kind of information does an author include in the beginning of a persuasive text? ● What kind of information does the author include in the conclusion? ● What evidence does the author give to support that reason? ● What causes and effects do you notice in the readings? ● What is an author's opinion? ● What do you remember about persuasive	● Listen to a discussion of a nonfiction text. ● Identify opinions and reasons in a text. ● Share and discuss opinions. ● Generate questions and read independently and self-monitor. ● Identify what is learned from a text. ● Discuss the structure of a persuasive text. ● Determine reasons from important ideas. ● Read independently and notice thinking. ● Listen to parts of a nonfiction text again. ● Discuss cause and effect	● Listen to a discuss persuasive nonfiction text ● Use reading strategies (questioning) ● Identifying opinions (main ideas and important ideas) ● Discuss structure of persuasive text ● Share and discuss opinions ● Question about the topic of the text ● Identify what is learned from the text ● Generate independent thinking ● Self-monitoring ● Audience ● Author's purpose ● Ways Authors persuade

	how they own opinion of the topic evolve. ● Readers share and discuss their own opinions about a particular topic. ● Readers discuss the author's opinion, the reasons and evidence the author gives to support their opinions, and aspects of the author's craft that makes text persuasive. ● Readers can make inference about purpose and audience using clues in a text. ● Readers practice reading fluently by reading aloud and excerpts from a speech. ● Readers emphasize certain words and phrases to support their	nonfiction? ● What part of an article is the body? ● What part of an article is the conclusion? ● What evidence do authors give to support their reasons? ● Why do you think the author asks the reader a question in the introduction? ● What do authors do to persuade readers in the introduction? ● What do you remember about opinions? ● What might you do if you are not sure that the information you've read or heard is true? ● What questions do you have after learning about misinformation and social media? How did	relationships ● Discuss ways authors persuade. ● Read with an emphasis on certain words and phrases ● Write introductions to book recommendations. ● Write reasons and evidence for book recommendations. ● Write conclusions for book recommendations. ● Share book recommendations. ● **Word Study:** ● Review and spell polysyllabic words with previously learned suffixes. ● Use the guided spelling procedures.	● Compare and contrast ideas ● Share book ● ● **Word Study-** ● Use the guided spelling procedure ● Spell irregular high-frequency words ● Review and spell polysyllabic words with previously learned suffixes ● read , analyze, and discuss words with prefixes ● Revisit word collections ● Use context ● Revisit word collections ● Write and illustrate a sentence that uses a vocabulary word ● Review the Schwa ● Identify synonyms

	reading fluency. • Readers use the strategy of visualizing and sketching to help them understand numbers in the excerpt. • Readers discuss how images convey information in the infographic, identify messages in the commercial, and share their opinions about different types of persuasive text through written conversations with their partner. • Readers make text-to-text connectinos by comparing and contrasting ideas in the infographic and the commercial to ideas in persuasive articles from	the author try to persuade the audience in this article? • What is an author's purpose for creating an infographic? • How do pictures in infographics make you feel? • What ideas in articles are similar to ideas in infographics? • What different ideas did you notice in the article and the infographic? • What do you know about advertisements? Why do people or companies make advertisements? • What ideas in an article are similar to ideas in a commercial? • What do you like about having written conversations?	• Spell irregularly high frequency words. • Learn the meaning of the prefixes -over and -under. • Read and discuss words with the prefixes -over and -under. • Read, analyze, and discuss words with prefixes -over and -under. • Revisist word collections. • Discuss words that use the same base word. • Write and illustrate a sentence that uses a vocabulary word. • Learn the meanings of the prefixes -uni, -bi, and -tri. • Read and discuss words with the prefixes -uni, -bi, and	• Explore and discuss shades of meaning and order adjectives •

	earlier in the unit. ● Readers use what they have learned about persuasive nonfiction to plan book recommendations for books they are reading during IDR time. ● Readers book recommendations include an introduction, reasons with evidence, and a conclusion. **Word Study:** ● Readers learn about the prefixes -over and -under and analyze words with these prefixes. ● Readers think about how verbs using these prefixes can be used. ● Readers during word wealth build vocabulary	● What do you think is important to remember about persuasive nonfiction? ● Based on what you know about the introductions of persuasive texts, what kind of information might be included in the introduction of a book recommendation. ● What do you remember about book recommendations? ● Based on what you know about reasons and evidence, what kind of information might you provide as reasons and evidence to support your opinion?	-tri. ● Sketch words with the prefixes -uni, -bi, and -tri. ● Generate words by matching the prefixes -uni, -bi, and -tri with base words. ● Review the schwa ● Discuss adjectives that convey feeling and identity synonyms. ● Explore shades of meaning and order adjectives by level of intensity. ● Draw a picture. ● Share poems. ● Read poems aloud.	

	knowledge by drawing and writing about a word learned in a previous word wealth lesson. ● Readers learn about the prefixes -uni, -bi, and -tri and analyze words with these prefixes. ● Readers review the schwa ● Readers notice and discuss the pronunciation changes that take place when the suffixes are added to certain base words. ● Readers during word wealth, build vocabulary knowledge by exploring adjectives that convey feeling and shades of meaning. ● Readers review prefixes and suffixes in the context of	● What are some reasons that support your thinking about the book you're recommending? What evidence supports or helps you explain those reasons? ● Based on what you know about the conclusion of persuasive texts, what kind of information might you include in the conclusion of a book recommendation? ● How might your reasons be in your conclusion? ● How might you restate your opinion in your conclusion? **Word Study** ● How many syllables are in example word "famous"? ● What word parts		

	analyzing and sorting polysyllabic words. ● Readers choose a word from their word collections to use as inspiration for writing poems.	do you recognize in these spelling words? ● What do you notice about this example word “overhead and overexcited”? ● Based on what you know about the meaning of the base word head and the meaning of the prefix over, what do you think the word overhead means? ● In the word overflow, do you think the prefix over means above or too much? ● What is the base word, for example word “overpass”? ● What did you learn about the prefixes -over and -under? ● What do you remember about the word “creation”?		

		• What do you remember about the schwa? • Which syllable with these words is said with more emphasis? • What vowel stands for the schwa in example word " poison"? • Which adjective would convey a stronger feeling about how a food tastes, bad or disgusting? • How many syllables are in example word conversation? • What are some words you can group together? •		
7 Drama	**Students will understand that:** • Readers use reading strategies including making inferences, questioning,	• What do you know about plays? • What do you notice about how plays are written? How does it look different from	• Listen to and discuss a section of a play. • Use text features. • Discuss features of play. • Discuss character,	• Listen to and discuss a play • Making inferences • Questioning • Visualizing

	determining, and visualizing, to understand the play ● Readers discuss a play's story arc and story elements, including character, setting, challenge or problem, and theme. ● Readers participate in a close reading lesson focused on using stage directions and character dialogue to infer what is happening in the play. ● Readers make inferences as they discuss traits and motivations of the characters in the play. ● Readers choose parts of the play to read aloud and read their	other stories you've read? ● What do you notice about the narrator's lines? ● How is the narrator in this play similar to or different from narrators in other stories you have heard or read? ● What characters are introduced? ● What is the setting? What are the characters, and why are they there? ● How do you predict that the play would end? What makes you think that? ● What happens at the end of the play? ● Did the play end the way you expected it to? ● What do you notice about the climax, falling action, and	setting, plot, and narrator. ● Use reading strategies, including making inferences, questioning, and determining importance. ● Read independently and self-monitor. ● Discuss story structure and story elements. ● Read independently and think about characters and setting. ● Make and confirm predictions. ● Discuss and write about themes in a play. ● Read independently and determine important events. ● Close reading. ● Discuss stage	● Determining importance ● Discuss features of a play ● Make and confirm predictions ● Discuss and write about themes ● Use the table of contents and chapter introductions ● Read independently ● Focus on self-monitoring ● Highlight lines ● Follow a script ● Read with attention to characters' personalities and feelings ● Write notes about reading fluently ● Generate independent thinking ● Facts and opinion about genre ●

	lines independently and in small groups. ● Readers use their voices to express characters' personalities and feelings, and they practice reading an excerpt from the play aloud with expression. ● Readers review fluency skills they have learned, including reading with attention to punctuation, phrasing, and emphasizing certain words. ● Readers make their scripts with notes to help them read their lines fluently. ● Readers rehearse dramatic readings of the entire play in	resolution in this play? ● What events or moments do you think are the climax? ● What happens in the resolution? ● Are the challenges or problems all resolved? What in the play makes you think so? ● How did paying close attention to the stage directions help you understand what happens in this part of the play? ● How did visualizing and making inferences help you better understand the play? ● What is something you learned about one of the characters today	directions and dialogue in a section of a play. ● Use reading strategies, including visualizing and making inferences. ● Read independently and notice dialogue. ● Read sections of a play again. ● Read independently and think about characters. ● Choose parts to read aloud, highlight lines, and practice reading aloud and following a script. ● Read with attention to characters' personalities and feelings. ● Read independently with attention to punctuation, phrasing, and	● ● **Word Study -** ● Use guided spelling procedures ● Spell polysyllabic words with previously learned prefixes and high frequency words ● Read, analyze and discuss root words ● Create word webs ● Create found poem ● Review affixes ● Discuss adjectives ● Illustrate sentences ● Match and read polysyllabic words with affixes ● Combining word parts

	large groups. ● Readers learn that different performers will interpret and perform the same character in different ways and that this is part of what makes plays interesting. ● Readers take turns performing dramatic readings of the play for the rest of their class. ● Readers discuss facts and opinions about the genres they have studied this year. ● Readers listen to poems and reflect on the reading strategies they have learned. ● Readers think about a discuss their growth as readers and generate	that you hadn't noticed earlier? ● What would you like to know more about? Which source might you use to find that information? ● What is happening in the section of the play you read? ● Based on what you know about your character's personality and feelings, how do you think they would say their lines in this section? ● What did you notice about reading when you focused on reading with expression? ● What do you remember about reading with attention to punctuation? ● Why is it important to speak in a loud,	characters' personalities and feelings. ● Read independently and notice thinking. ● Perform a dramatic reading of a play. **Word Study** ● Use the guided spelling procedure. ● Spell polysyllabic words with previously learned prefixes. ● Spell irregular high-frequency words. ● Learn the meaning of the root tele, graph, and photo. ● Read and discuss words with the root tele, graph, and photo. ● Review the roots tele, graph, and photo. ● Create a word	

	summer reading lists. **Word Study** ● Readers are introduced to the Greek roots tele, graph, and photo and analyze and discuss words with these roots. ● Readers during word wealth, build vocabulary knowledge by creating word webs with words that share a root. ● Readers are introduced to the Greek word scrib/ script and analyze and discuss words with this root. ● Readers during word wealth learn about found poetry and write their own found poems. ● Readers reflect	clear voice when you are reading your lines? ● What have you learned about reading aloud for an audience that performers should remember today? ● How can the audience let the performers know that they appreciate their performance? ● What can audience members do to be considerate and attentive during the performance? ● What do you remember about scripts? ● Why is it important to stop as you are reading and ask yourself if you understand what you have read? ● How does “fix-up”	web with the root graph or photo. ● Learn the meaning of the root scrib. ● Read and discuss words with the root scrib. ● Learn the meaning of the root scrib ● Read and discuss words with the root script. ● Review the root scrib/ script. ● Create a word web with the root scrib/ script. ● Learn about found poetry. ● Create a found poem.	

	and review what they have learned this year in word study. ● Readers review meaning of prefixes and suffixes they have learned through matching and word-building activities. ● Readers read poems that highlight the use of one suffix and then they write and illustrate their own sentences with real or invented words that contain the suffix -able. ● Readers use polysyllabic decoding and morphemic analysis as they continue to develop experientially throughout reading development.	strategies help you make sense of text? ● Which "fix-up" strategies do you find the most helpful when you're not understanding something you're reading? ● What strategies did you find yourself using regularly? How do those strategies help you make sense of what you're reading? ● When might it make sense to use "making inferences"? How might this strategy help you read? ● How does noticing what you are thinking as you read help you better understand or talk about texts? ● What do you notice about the		

	• Readers are introduced to morphemic analysis that will carry them on into the next year.	rhymes in the poem? Which words rhyme? • What else do you notice about the rhyming pattern in the poem? • What have you done to be a caring member of the classroom community this year? • How has it felt to be part of the classroom community? **Word Study** • How many syllables are in the example word "underline"? • What word parts do you recognize in these spelling words? • What have you learned about words? • What do you know about base words? • Based on what you know about		

		the roots bio and graph and what you already know, what do you think the example word biography means? ● What word parts do you notice? ● How many syllables are in the word “photograph”? How might knowing the meaning of the root graph help you understand the meaning of the term graphic novel. ● What do you remember about the word scrib? ● How does the meaning of the word script connect to the meaning of the root script? ● How does the meaning of the word “scribble” connect to “write”?		

		• How does the poet feel about words? Why do you think that? • How many syllables are in the example word described? • What did you learn about the roots in the words you explored in this activity? • Which are your favorite two word parts? • What is a sentence you can create with one of the words you found? • What is the base word, for example word squeezable? • What have you liked most about word study this year? •		