

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Reading/Language Arts –Grade 3**

**Curriculum writing committee:**

**Grade Level: 3**

**Date of Board Approval: \_\_\_\_\_2021\_\_\_\_\_**

**Example of course weighting to be listed on each curriculum and uniform throughout the district.**

**Example only: Course Weighting: Algebra 1**

<b>Chapter Tests</b>	<b>30%</b>
<b>Mid-Chapter Check Point</b>	<b>30%</b>
<b>Homework/Classwork</b>	<b>30%</b>
<b>Quizzes</b>	<b>10%</b>
<b>Total</b>	<b>100%</b>

## **Curriculum Map**

**Overview:**

Students will select and combine skills to read fluently with meaning and purpose. They will apply comprehension and vocabulary strategies to informational text and a wider variety of literary genres including poetry. Students will demonstrate comprehension by participating in discussions, writing responses, and using key details and evidence from text to support their thinking. They will explore the author's point of view and also begin to infer meaning from texts. They will read for pleasure and choose books based on personal preference, topic, or author.

Students will write longer texts, especially narratives. They will embed their ideas in time and place and develop characters through detail and dialogue. Students will organize around a central idea and elaborate using complete sentences. Their writing will be divided into sections through paragraphing or book parts (e.g., table of contents, chapters) and will follow logical sequencing. Information gathering as part of the planning process is common, and students will become more selective about vocabulary, especially when writing informational texts. They will conduct short research using a variety of print and digital sources. They will listen to other's writing, offer feedback, and will begin to consider suggestions from others about their own writing.

**Big Ideas:**

Effective readers use appropriate strategies to construct meaning.

Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose

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Effective readers use appropriate strategies to construct meaning.

An expanded vocabulary enhances one's ability to express ideas and information.

Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

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Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

An expanded vocabulary enhances one's ability to express ideas and information.

Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

Effective research requires multiple sources of information to gain or expand knowledge.

**Textbook and Supplemental Resources:**

Reading Wonders

# Curriculum Plan

Time/Days

## BY unit list

- **Standards (by number):**

CC.1.2.3.A	CC.1.2.3.H
CC.1.2.3.I	CC.1.2.3.J
CC.1.3.3.A	CC.1.3.3.B
CC.1.3.3.E	CC.1.3.3.H
CC.1.4.3.A	CC.1.4.3.C
CC.1.4.3.D	CC.1.4.3.G
CC.1.4.3.H	CC.1.4.3.J
CC.1.4.3.K	CC.1.4.3.M
CC.1.4.3.N	CC.1.4.3.O
CC.1.5.3.A	CC.1.5.3.D
CC.1.5.3.F	

- **Anchors: (Grade 3)**

E03.A-K.1 Key Ideas and Details  
E03.A-C.2 Craft and Structure  
E03.A-C.3 Integration of Knowledge and Ideas  
E03.A-V.4 Vocabulary Acquisition and Use  
E03.B-K.1 Key Ideas and Details  
E03.B-C.2 Craft and Structure  
E03.B-C.3 Integration of Knowledge and Ideas  
E03.B-V.4 Vocabulary Acquisition and Use  
E03.D.1 Conventions of Standard English  
E03.D.1 Conventions of Standard English  
E03.D.2 Knowledge of Language

- **Eligible Content: (Grade 3)**

E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
E03.A-K.1.1.2 Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  
E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations.

E03.A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

E03.B-K.1.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

E03.B-C.2.1.1 Explain the point of view from which a text is written.

E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.

E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic.

E03.B-C.3.1.3 Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

E03.D.1.1.2 Form and use regular and irregular plural nouns.

E03.D.1.1.3 Use abstract nouns (e.g., childhood).

E03.D.1.1.4 Form and use regular and irregular verbs.

E03.D.1.1.5 Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).

E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement. \*

E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

E03.D.1.1.8 Use coordinating and subordinating conjunctions.

E03.D.1.1.9 Produce simple, compound, and complex sentences.

E03.D.1.2.1 Capitalize appropriate words in titles.

E03.D.1.2.2 Use commas in addresses.

E03.D.1.2.3 Use commas and quotation marks in dialogue.

E03.D.1.2.4 Form and use possessives.

E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words

E03.D.2.1.1 Choose words and phrases for effect.\*

**Instructional Methods:**

Flexible small group differentiated instruction will occur based on student need. Teachers will utilize direct instruction and may also use workstations, independent practice and/or partner or group work options during small group instruction. Suggested materials and resources for use during small group instruction include: Differentiated Workstation Activity Cards, Practice Book, Blast Assignments, Expand Vocabulary Activities, Process Writing and Peer Conferencing, Word Sorts, Fluency Practice, Research and Inquiry Projects, Leveled Readers/Activities, Online Games and Activities, Self-Selected Reading, Self-Selected Writing, Writer's Notebook, Spiral Review.

**Unit 1 Weeks 1-2****Genre Study: Narrative Nonfiction****Corresponding novel studies:**

"Who was Anne Frank?"

"Who was Walt Disney?"

"Who was Babe Ruth?"

**Essential Question:**

- How do people from different cultures contribute to a community?
- Students read and write about how people share their culture in a community.

**Comprehension/Genre/Author's Craft****Student Outcomes**

- Cite relevant evidence from text.
- Make inferences to support understanding.
- Ask and answer questions to deepen understanding.
- Analyze the author's word choice.

**Core Activities/Instructional Methods**

- Introduce the concept communities through collaborative conversations.
- Introduce the genre narrative nonfiction with read aloud "Faith Ringold: Telling Stories Through Art."
- Use the close reading routine to read "Room to Grow".
- Use the close reading routine to read "Gary the Dreamer".
- Practice using ACT and Close Read questioning:
  - Strategy: Ask and Answer Questions
  - Text Feature OR Literary Elements: Headings and Maps
  - Skill: Text Structure: Sequence
  - Author's Craft: Word Choice
- Components of Social and Emotional Learning

**Writing****Writing Process****Student Outcomes**

- Utilize Writer's Notebook in the Reading/Writing Companion
- Plan and draft a personal narrative.

**Core Activities/Instructional Methods**

- Study the expert model "The Dream Catcher".
  - Discuss the features of personal narratives.

- Discuss the mentor text.
- Plan the personal narrative using graphic organizers.
  - Choose the topic.
  - Discuss purpose and audience.
  - Discuss sequence.
  - Use a chart to plan the narrative.
- Write a draft including descriptive details.
  - Discuss descriptive details.
  - Write the draft.

### **Analytical Writing**

#### **Student Outcomes**

- Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

- Analyze a prompt using text structure sequence.
- Take notes to monitor comprehension.
- Summarize using important details.
- Respond using text evidence.
- Components of Social and Emotional Learning

### **Speaking and Listening**

#### **Student Outcomes**

- Engage in collaborative conversations.

### **Language Development**

#### **Vocabulary Acquisition**

##### **Student Outcomes**

- Acquire and use academic vocabulary.

##### **Core Activities/Instructional Methods**

- Discuss Visual Vocabulary Cards.
- Respond to questions using vocabulary.
- Create Word Squares for each vocabulary word.
- Generate related words by adding, removing, or changing inflectional endings.
- Generate synonyms for vocabulary words.
- Generate words related in shades of meaning to vocabulary words.
- Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

- Determine the meaning of compound words.

#### **Core Activities/Instructional Methods**

- Identify and discuss the meaning of compound words in context.

### **Grammar**

#### **Student Outcomes**

- Identify sentences and fragments.
- Use commands and exclamations correctly.

#### **Core Activities/Instructional Methods**

- Distinguish sentences and fragments.
- Identify declarative and interrogative sentences.
- Capitalize and punctuate sentences correctly.



- Proofread sentences for mechanics and usage errors.
- Distinguish commands and exclamations.
- Identify types of sentences.
- Components of Social and Emotional Learning

### **Foundational Skills**

See OG Curriculum

### **Differentiation: Extensions/Correctives**

- Approaching, On, Beyond, Leveled Readers: Judy Baca, Benjamin Franklin
- Genre Passage: Joseph Bruchac
- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Diagnostic:** IXI (D: Text Structure; Q: Organizing Writing; JJ: Sentences, Fragments and Run-ons)

**Formative:** Grammar and Vocabulary Quizzes

**Summative:** Progress Monitoring Assessments

### **Unit 1 Weeks 3-4**

#### **Genre Study: Realistic Fiction**

#### **Corresponding novel studies:**

“FreckleJuice”

“ChalkBox”

“Class President”

#### **Essential Question:**

- What can traditions teach you about cultures?
- Students can read and write about characters, culture and traditions and the special things their own families learn to do.

### **Comprehension/Genre/Author’s Craft**

#### **Student Outcomes**

- Cite relevant evidence from text.
- Make inferences to support understanding.
- Analyze Character, plot and setting including the sequence of events
- Visualize by creating mental images to deepen understanding
- Discuss how the author’s use of language contributes to voice
- Explain the author’s use of print and graphic features to achieve specific purposes

#### **Core Activities/Instructional Methods**

- Introduce the concept traditions through collaborative conversations.
- Introduce the genre realistic fiction read aloud “Ready for Aloha”
- Use the close reading routine to read “The Dream Catcher”.
- Use a close reading routine to read “Yoon and the Jade Bracelet”.
- Practice using ACT and Close Read questioning:

- Strategy: Visualize
  - Text Feature OR Literary Elements: Illustrations and Dialog
  - Skill: Character Setting, plot, sequence
  - Author's Craft: Voice
- Components of Social and Emotional Learning

## **Writing**

### **Writing Process**

#### **Student Outcomes**

- Utilize Writer's Notebook in the Reading/Writing Companion
- Revise and edit a personal narrative

#### **Core Activities/Instructional Methods**

- Revise and Peer Conference
  - Revise the personal narrative checking for sentence fluency
  - Revise the personal narrative based on partner feedback
- Edit and Proofread
  - Edit the Personal narrative checking for correct grammar
  - Proofread the personal narrative checking for correct spelling
- Publish Present and Evaluate
  - Publish and present the personal narrative
  - Self-evaluate using a rubric

## **Analytical Writing**

### **Student Outcomes**

- Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

- Analyze a prompt using text structure sequence.
- Take notes to monitor comprehension.
- Summarize using important details.
- Respond using text evidence.
- Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

- Engage in collaborative conversations.
- Paraphrase portions of "Ready for Aloha!"
- Present information about culture and tradition

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

- Acquire and use academic vocabulary

#### **Core Activities/Instructional Methods**

- Discuss Visual Vocabulary Cards.
- Respond to questions using vocabulary.
- Create Word Squares for each vocabulary word.
- Generate related words by adding, removing or changing inflectional endings.
- Generate synonyms for vocabulary words.
- Generate words related in shades of meaning to vocabulary words.

- Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

- Use Context Clues to Understand meaning

#### **Core Activities/Instructional Methods**

- Determine the meaning using context clues
- Components of Social and Emotional Learning

### **Grammar**

#### **Student Outcomes**

- Identify subjects in a sentence
- Identify predicates in a sentence

#### **Core Activities/Instructional Methods**

- Distinguish subjects and predicates
- Review types of sentences
- Capitalize and punctuate sentences correctly.
- Components of Social and Emotional Learning

### **Foundational Skills**

See OG Curriculum

### **Differentiation: Extensions/Correctives**

- Approaching, On, Beyond, Leveled Readers: The Special Meal, A Row of Lamps, and Dragons on the Water
- Genre Passage: Juneteenth Celebrations
- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Diagnostic:** IXL (N: Literary Texts Level 2; X: Editing and revising; HH: Context Clues; JJ: Sentences, Fragments and Run-ons)

**Formative:** Grammar and Vocabulary Quizzes

**Summative:** Progress Monitoring Assessments

### **Unit 1 Week 5**

#### **Genre Study: Argumentative Text**

#### **Corresponding novel studies:**

“Dear Mr. Henshaw”

“Charlotte’s Web”

“The Pain and the Great One”

### **Essential Question:**

- How do landmarks help us understand our country’s story?
- Students read and write about how landmarks tell our country’s story.

## **Comprehension/Genre/Author's Craft**

### **Student Outcomes**

- Cite relevant evidence from text.
- Make inferences to support understanding.
- Ask and answer questions to deepen understanding.
- Recognize the Main idea and evaluate key details
- Identify and use text features
- Explain the author's purpose

### **Core Activities/Instructional Methods**

- Introduce the concept landmarks through collaborative conversations
- Introduce the genre argumentative text and read aloud "America's Landmarks and Memorials"
- Use the close reading routine to read "Preserve and Protect."
- Use the close reading routine to read "Protecting our Parks"
- Practice using ACT and close reading questioning
  - Strategy: Ask and Answer Questions
  - Text Features or Literary Elements: Captions, Maps and Sidebars
  - Skill: Main idea and Key details
  - Author's Craft: Author's purpose
- Components of Social and Emotional Learning

## **Writing**

### **Writing Process**

#### **Student Outcomes**

- Utilize Writer's Notebook in the Reading/Writing Companion
- Plan and draft a persuasive essay. (non-graded)

#### **Core Activities/Instructional Methods**

- Study the expert model "Protecting our Parks".
  - Discuss the features of persuasive essays.
  - Discuss the mentor text.
- Plan the persuasive essay using graphic organizers.
  - Choose the topic.
  - Research the Topic
  - Discuss the purpose and the audience
  - Use a chart to plan the persuasive.
- Write a draft including descriptive details.
  - Include facts and opinion
  - Write the draft.
- Components of Social and Emotional Learning

## **Analytical Writing**

### **Student Outcomes**

- Write responses that demonstrate understanding.

### **Core Activities/Instructional Methods**

- Analyze a prompt using text structure sequence.
- Take notes to monitor comprehension.
- Summarize using important details.

- Respond using text evidence.
- Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

- Engage in collaborative conversations.
- Paraphrase portions of “America’s Landmarks and Memorials”
- Present information about famous monuments and landmarks in the US and their significance.

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

- Acquire and use academic vocabulary

#### **Core Activities/Instructional Methods**

- Discuss Visual Vocabulary Cards.
- Respond to questions using vocabulary.
- Create Word Squares for each vocabulary word.
- Generate related words by adding, removing or changing inflectional endings.
- Generate synonyms for vocabulary words.
- Generate words related in shades of meaning to vocabulary words.
- Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

- Use context clues to determine the meaning the multiple meaning words

#### **Core Activities/Instructional Methods**

- Identify and discuss the strategies for identifying multi-meaning words
- Components of Social and Emotional Learning

## **Grammar**

### **Student Outcomes**

- Identify simple and compound sentences

#### **Core Activities/Instructional Methods**

- Review simple sentences
- Introduce compound sentences
- Punctuate simple and compound sentences
- Components of Social and Emotional Learning

## **Foundational Skills**

### **See OG Curriculum**

## **Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: “Preserving a Special Place”, “Benjamin Franklin”

Genre Passage: “A Landmark for All”

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Diagnostic:** IXI (Q: Organize Writing; EE: Multiple Meaning Words; JJ: Sentence Fragments and Run-ons; P: Information Text-Level 2.)

**Formative:** Grammar and Vocabulary Quizzes

**Summative:** Progress Monitoring Assessments

## **Unit 1 Week 6**

### **Review, Extend and Assess**

#### **Comprehension:**

##### **Student Outcomes**

- Review strategies and skills
- Track progress
- Cite relevant evidence from text
- Summarize the text
- Interpret information presented visually

#### **Writing**

##### **Writing Process**

##### **Student Outcomes**

- Utilize Writer's Notebook in the Reading/Writing Companion
- Complete a persuasive essay
- Share Writing and Choose a portfolio piece

##### **Core Activities/Instructional Methods**

- Revise and Peer Conference
  - Revise the Persuasive Essay checking for sentence fluency
  - Revise the Persuasive Essay based on partner feedback
- Edit and Proofread
  - Edit the persuasive essay checking for correct grammar
  - Proofread the persuasive essay checking for correct spelling
- Publish Present and Evaluate
  - Publish and present the persuasive essay
  - Self-evaluate using a rubric
- Components of Social and Emotional Learning

#### **Speaking and Listening**

##### **Student Outcomes**

- Engage in collaborative conversations.
- Paraphrase Information digitally

#### **Language Development**

##### **Vocabulary Acquisition**

##### **Student Outcomes**

- Use context to determine the meaning of unfamiliar words
- Identify, explain and use homographs in a text
- Core Activities/Instructional Methods

##### **Grammar**

##### **Student Outcomes**

- Review extend and assess skills previously learned in the unit

### **Foundational Skills**

**See OG Curriculum**

### **Differentiation: Extensions/Correctives**

- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

### **Unit 2 Weeks 1-2**

### **Genre Study: Expository Informational Text**

#### **Corresponding novel studies:**

- “Spirit Animals Wild Born”
- “What’s the Big Idea, Ben Franklin?”
- “Who’s Babe Ruth?”
- “Who’s Walt Disney?”

#### **Essential Question:**

How do people make government work?

Students read and write about how people's decisions help government work

### **Comprehension/Genre/Author’s Craft**

#### **Student Outcomes**

- Cite relevant evidence from text
- make inferences to support understanding
- Identify the Author’s point of view
- Monitor comprehension by rereading when understanding breakdowns
- Identify and use text features.

#### **Core Activities/Instructional Methods**

- Introduce the concept decisions through collaborative conversation
- Introduce the genre expository text with the read aloud “All about Elections”
- Use the close reading routine to read “Every Vote Counts”
- Use the Close Reading Routine to read “Vote”
- Practice using ACT and close reading questioning
  - Strategy: Reread
  - Text Feature or elements: Heading and Bar Graphs
  - Skill: Author's Point of View
  - Author’s Craft: Author’s purpose/Text Structure
- Components of Social and Emotional Learning

### **Writing**

#### **Writing Process**

#### **Student Outcomes**

- Utilize Writer’s Notebook in the Reading/Writing Companion
- Plan and Draft an Expository Essay

#### **Core Activities/Instructional Methods**

- Study the expert model “Vote”.
  - Discuss the features of expository essays.

- Discuss the mentor text.
- Plan the expository essay using graphic organizers.
  - Choose the topic.
  - Research the Topic
  - Discuss the purpose and the audience
  - Use a chart to plan the expository essay
- Write a draft including descriptive details.
  - Include facts and opinion
  - Write the draft.
- Components of Social and Emotional Learning

### **Analytical Writing**

#### **Student Outcomes**

- Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

- Analyze a prompt using text structure sequence.
- Take notes to monitor comprehension.
- Summarize using important details.
- Respond using text evidence.
- Components of Social and Emotional Learning

### **Speaking and Listening**

#### **Student Outcomes**

- Engage in collaborative conversations.
- Paraphrase portions of “All About Elections”
- Present information about government

### **Language Development**

#### **Vocabulary Acquisition**

##### **Student Outcomes**

- Acquire and use academic vocabulary

##### **Core Activities/Instructional Methods**

- Discuss Visual Vocabulary Cards.
- Respond to questions using vocabulary.
- Create Word Squares for each vocabulary word.
- Generate related words by adding, removing or changing inflectional endings.
- Generate synonyms for vocabulary words.
- Generate words related in shades of meaning to vocabulary words
- Components of Social and Emotional Learning

#### **Vocabulary Strategy**

##### **Student Outcomes**

- Determine the meaning of prefixes

##### **Core Activities/Instructional Methods**

- Identify the meaning of prefixes and how they change the meaning of the root word
- Components of Social and Emotional Learning



## **Grammar**

### **Student Outcomes**

- Identify and use different kinds of nouns
- Use commands and exclamations correctly

### **Core Activities/Instructional Methods**

- Understanding different kinds of nouns
- Capitalizing proper nouns
- Distinguish singular and plural nouns
- Clarify punctuation for the four sentence types
- Components of Social and Emotional Learning

## **Foundational Skills**

### **See OG Curriculum**

### **Differentiation: Extensions/Correctives**

Approaching, On-Level, Beyond Leveled readers: "The Race to Presidency" and "Protecting the Islands"

Genre Passage: "Express Yourself"

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Diagnostic:** IXI (G: Point of View; K: Text Features- Prefixes and Suffixes; KK: Nouns)

**Formative:** Grammar and Vocabulary Quizzes

**Summative:** Progress Monitoring Assessment

## **Unit 2 Weeks 3-4**

### **Genre Study: Historical Fiction**

### **Corresponding novel studies:**

"George Washington Socks"

I Survived Series

### **Essential Question:**

Why do people immigrate to new places?

Students read and write about why people immigrate to new places

### **Comprehension/Genre/Author's Craft**

- Cite relevant evidence from text
- Make inferences to support understanding
- Infer the theme of a work
- Identify and use text features.

### **Core Activities/Instructional Methods**

- Introduce the concept immigrants through collaborative conversation
- Introduce the genre historical fiction with the read aloud "Our Story Cloth"
- Use the close reading routine to read "Sailing to America"
- Use the Close Reading Routine to read "The Castle on Hester Street"
- Practice using ACT and close reading questioning
  - Strategy: Make Predictions

- Text Feature or Elements: Events and Illustrations
- Skill: Theme
- Author's Craft: Cause and Effect
- Components of Social and Emotional Learning

## **Writing**

### **Writing Process**

#### **Student Outcomes**

- Utilize Writer's Notebook in the Reading/Writing Companion
- Revise and edit a Expository Essay

#### **Core Activities/Instructional Methods**

- Revise and Peer Conference
  - Revise the expository essay checking for sentence fluency
  - Revise the expository essay based on partner feedback
- Edit and Proofread
  - Edit the expository essay checking for correct grammar
  - Proofread the expository essay checking for correct spelling
- Publish Present and Evaluate
  - Publish and present the expository essay
  - Self-evaluate using a rubric
- Components of Social and Emotional Learning

## **Analytical Writing**

### **Student Outcomes**

Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

- Analyze a prompt using text structure sequence.
- Take notes to monitor comprehension.
- Summarize using important details.
- Respond using text evidence.
- Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

- Engage in collaborative conversations.
- Paraphrase portions of "Our Story Cloth"
- Present information about immigrating to new places

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

Acquire and use academic vocabulary

#### **Core Activities/Instructional Methods**

- Discuss Visual Vocabulary Cards.
- Respond to questions using vocabulary.
- Create Word Squares for each vocabulary word.
- Generate related words by adding, removing or changing inflectional endings.
- Generate synonyms for vocabulary words.

- Generate words related in shades of meaning to vocabulary words
- Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

Use similes to compare two things that are different

#### **Core Activities/Instructional Methods**

Identify and discuss the meaning and examples of a simile  
Components of Social and Emotional Learning

### **Grammar**

#### **Student Outcomes**

- Identify special nouns in a sentence
- Practice combining sentences properly

#### **Core Activities/Instructional Methods**

- Distinguishing sentences and fragments
- Combining sentences properly
- Proofread sentences for mechanical and usage areas
- Capitalize sentences and punctuate correctly
- Identify special nouns
- Components of Social and Emotional Learning

### **Foundational Skills**

#### **See OG Curriculum**

#### **Differentiation: Extensions/Correctives**

Approaching, On-Level, Beyond Leveled readers: "The Promise of Gold Mountain," "Moving from Mexico," "Gustav goes to America" and "Jungle Treasures"

Genre Passage: "A Dream of Gold's Mountain"

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Diagnostic:** IXI (H: Inference; K: Text Features; X: Editing and Revising; F: Literary Devices; JJ: Sentences, Fragments and Run-ons; KK: Nouns)

**Formative:** Grammar and Vocabulary Quizzes

**Summative:** Progress Monitoring Assessments

### **Unit 2 Weeks 5**

#### **Genre Study: Poetry**

#### **Corresponding novel studies:**

"Love that Dog"

"Revolting Rhymes"

"The Falling Up"

#### **Essential Question:**

How do people figure things out?

Students read and write about how someone can figure something out

### **Comprehension/Genre/Author's Craft**

- Cite relevant evidence from text
- Make inferences to support understanding
- Identify the point of view in a poem
- Describe the poet's use of alliteration and rhyme
- Identify features of limericks and free-verse poems
- Identify and use text features.

### **Core Activities/Instructional Methods**

- Introduce the concept figure it out through collaborative conversation
- Introduce the genre poetry with the read aloud "New Bike, Old Bike"
- Use the close reading routine to read "Empanada Day" "Cold Feet" "Our Washing Machine" and "Bugged"
- Use the Close Reading Routine to read "The Inventor Thinks up Helicopters" and "The Ornithopter"
- Practice using ACT and close reading questioning
  - Text Feature or Elements: Alliteration and Rhyme
  - Skill: Point of View
  - Author's Craft: Voice (humor)
- Components of Social and Emotional Learning

## **Writing**

### **Writing Process**

#### **Student Outcomes**

- Utilize Writer's Notebook in the Reading/Writing Companion
- Plan and draft a free verse poem. (non-graded)

#### **Core Activities/Instructional Methods**

- Study the expert model "Ornithopter"
  - Discuss the features of free-verse poetry
  - Discuss the mentor text.
- Plan the free verse poem using graphic organizers.
  - Choose the topic.
  - Research the Topic
  - Discuss the purpose and the audience
  - Use a chart to plan the poem.
- Write a draft including figurative language
  - Write the draft.
- Components of Social and Emotional Learning

## **Analytical Writing**

### **Student Outcomes**

- Write responses that demonstrate understanding.

### **Core Activities/Instructional Methods**

- Analyze a prompt using text structure sequence.
- Take notes to monitor comprehension.
- Summarize using important details.
- Respond using text evidence.

- Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

- Engage in collaborative conversations.
- Paraphrase portions of “New Bike, Old Bike”
- Present information about inventors and how they imagine new ways of doing these

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

Acquire and use academic vocabulary

#### **Core Activities/Instructional Methods**

- Discuss Visual Vocabulary Cards.
- Respond to questions using vocabulary.
- Create Word Squares for each vocabulary word.
- Generate related words by adding, removing or changing inflectional endings.
- Generate synonyms for vocabulary words.
- Generate words related in shades of meaning to vocabulary words

### **Vocabulary Strategy**

#### **Student Outcomes**

Use Figurative language in poetry

#### **Core Activities/Instructional Methods**

Identify and discuss figurative language in poetry  
Components of Social and Emotional Learning

## **Grammar**

### **Student Outcomes**

Identify and use possessive nouns

#### **Core Activities/Instructional Methods**

Introduce singular and possessive nouns  
Introduce plural possessive nouns  
Introduce apostrophes in possessive nouns  
Components of Social and Emotional Learning

## **Foundational Skills**

### **See OG Curriculum**

## **Differentiation: Extensions/Correctives**

Approaching, On-Level, Beyond Leveled readers: “Problem-Solved” “The Loo Walk” “Two Up, One Down” and “Jungle Treasures”

Genre Passage: “Learning to Read” “Missing Glasses” and “Curious Cats”

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Diagnostic:** IXI (H: Inference; K: Text Features; L: Rhyme; G: Point of View; N: Literary Text Level 2; KK: Nouns)

**Formative:** Grammar and Vocabulary Quizzes  
**Summative:** Progress Monitoring Assessments

## **Unit 2 Week 6**

### **Review, Extend and Assess**

#### **Comprehension:**

##### **Student Outcomes**

- Review strategies and skills
- Track progress
- Cite relevant evidence from text
- Summarize the text
- Interpret information presented visually

#### **Writing**

##### **Writing Process**

##### **Student Outcomes**

- Utilize Writer's Notebook in the Reading/Writing Companion
- Complete a free-verse poem
- Share Writing and Choose a portfolio piece

##### **Core Activities/Instructional Methods**

- Revise and Peer Conference
  - Revise the poem checking for sentence fluency
  - Revise the poem based on partner feedback
- Edit and Proofread
  - Edit the poem checking for correct grammar
  - Proofread the poem checking for correct spelling
- Publish Present and Evaluate
  - Publish and present the poem
  - Self-evaluate using a rubric
- Components of Social and Emotional Learning

### **Speaking and Listening**

#### **Student Outcomes**

Engage in collaborative conversations.  
Paraphrase Information digitally

### **Language Development**

#### **Vocabulary Acquisition**

##### **Student Outcomes**

Use context to determine the meaning of unfamiliar words  
Identify, explain and use homographs in a text

#### **Grammar**

##### **Student Outcomes**

Review extend and assess skills previously learned in the unit  
Foundational Skills  
See OG Curriculum

### **Differentiation: Extensions/Correctives**

Approaching or On Level Practice Book

## Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

### Unit 3 Weeks 1-2

#### Genre Study: Expository Informational Text

##### Corresponding novel studies:

- “Spirit Animals Wild Born”
- “What’s the Big Idea, Ben Franklin?”
- “Who’s Babe Ruth?”
- “Who’s Walt Disney?”
- “Frindle”

##### Essential Question:

What do we know about Earth and Its neighbors?  
Students read and write about how discoveries are made

#### Comprehension/Genre/Author’s Craft

##### Student Outcomes

- Cite relevant from text
- make inferences to support understanding
- Evaluate key details to determine main idea
- Identify and use text features.

##### Core Activities/Instructional Methods

- Introduce the concept discoveries through collaborative conversation
- Introduce the genre expository text with the read aloud “Our Home in the Solar System”
- Use the close reading routine to read “Earth and Its Neighbors”
- Use the Close Reading Routine to read “Earth”
- Practice using ACT and close reading questioning
  - Strategy: Summarize
  - Text Feature or elements: Literary Elements: Key words, Photographs and Captions
  - Skill: Main idea and Key Details
  - Author’s Craft: Word Choice
- Components of Social and Emotional Learning

#### Writing

##### Writing Process

##### Student Outcomes

- Utilize Writer’s Notebook in the Reading/Writing Companion
- Plan and Draft an Expository Essay

##### Core Activities/Instructional Methods

- Study the expert model “Earth”
  - Discuss the features of expository essays.
  - Discuss the mentor text.
- Plan the expository essay using graphic organizers.

- Choose the topic.
- Research the Topic
- Discuss the purpose and the audience
- Use a chart to plan the expository essay
- Write a draft including descriptive details.
  - Include facts and opinion
  - Write the draft.
- Components of Social and Emotional Learning

## **Analytical Writing**

### **Student Outcomes**

- Write responses that demonstrate understanding.

### **Core Activities/Instructional Methods**

- Analyze a prompt using text structure sequence.
- Take notes to monitor comprehension.
- Summarize using important details.  
Respond using text evidence.
- Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

- Engage in collaborative conversations.
- Paraphrase portions of “Or Home in the Solar System”
- Present information about the Solar System

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

- Acquire and use academic vocabulary

#### **Core Activities/Instructional Methods**

- Discuss Visual Vocabulary Cards.
- Respond to questions using vocabulary.
- Create Word Squares for each vocabulary word.
- Generate related words by adding, removing or changing inflectional endings.
- Generate synonyms for vocabulary words.
- Generate words related in shades of meaning to vocabulary words
- Components of Social and Emotional Learning

## **Vocabulary Strategy**

### **Student Outcomes**

- Determine the meaning of words with the ending -ly, and -y

### **Core Activities/Instructional Methods**

Identify and discuss the suffixes -y and -ly and how they change the meaning of the root

## **Grammar**

### **Student Outcomes**

- Identify and use action verbs
- Use correct subject verb agreement

### **Core Activities/Instructional Methods**



- Introduce verbs
- Introduce Action Verbs
- Introduce subject-verb agreement
- Quotation marks and colon time.
- Components of Social and Emotional Learning

### **Foundational Skills**

**See OG Curriculum**

### **Differentiation: Extensions/Correctives**

Approaching, On-Level, Beyond Leveled readers: “Destination Saturn” and “Inspired by Nature”

Genre Passage: “Seeing Red”

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Diagnostic:** IXI (A: Main idea; H: Inference; K: Text Features; Prefixes and Suffixes; Q: Organize Writing; R: Topic sentences; Y: Prefixes and Suffixes; MN: VerbTypes; OO: Verb tense)

**Formative:** Grammar and Vocabulary Quizzes

**Summative:** Progress Monitoring Assessment

### **Unit 2 Weeks 3-4**

#### **Genre Study: Folktale**

#### **Corresponding novel studies:**

“Little Red Riding

“Three Little Pigs”

“The Seven Chinese Brothers”

#### **Essential Question:**

What makes animals unique?

Students read and write about folktales that focus on animals and what makes them unique

#### **Comprehension/Genre/Author’s Craft**

- Cite relevant evidence from text
- Make inferences to support understanding
- Analyze the problem and the solution
- Identify and use text features.

#### **Core Activities/Instructional Methods**

- Introduce the concept of being unique through collaborative conversation
- Introduce the genre folktale with the read aloud “Bear, Beaver, and Bee”
- Use the close reading routine to read “Anasi Learns a Lesson”
- Use the Close Reading Routine to read “Martina the Beautiful Cockroach”
- Practice using ACT and close reading questioning
  - Strategy: Visualize
  - Text Feature or Elements: Illustrations
  - Skill: Problem and Solution
  - Author’s Craft: Text Structure Organization
- Components of Social and Emotional Learning

## **Writing**

### **Writing Process**

#### **Student Outcomes**

Utilize Writer's Notebook in the Reading/Writing Companion

Revise and edit a Expository Essay

#### **Core Activities/Instructional Methods**

- Revise and Peer Conference
  - Revise the Expository essay checking for sentence fluency
  - Revise the expository essay based on partner feedback
- Edit and Proofread
  - Edit the expository essay checking for correct grammar
  - Proofread the expository essay checking for correct spelling
- Publish Present and Evaluate
  - Publish and present the expository essay
  - Self-evaluate using a rubric
- Components of Social and Emotional Learning

## **Analytical Writing**

### **Student Outcomes**

Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

- Analyze a prompt using text structure sequence.
- Take notes to monitor comprehension.
- Summarize using important details.
- Respond using text evidence.
- Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

Engage in collaborative conversations.

Paraphrase portions of "Bear, Beaver and Bee"

Present information about identifying Key words

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

Acquire and use academic vocabulary

#### **Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.

Respond to questions using vocabulary.

Create Word Squares for each vocabulary word.

Generate related words by adding, removing or changing inflectional endings.

Generate synonyms for vocabulary words.

Generate words related in shades of meaning to vocabulary words

Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

Use context clues, like synonyms, to determine the meaning of unfamiliar words

**Core Activities/Instructional Methods**

- Identify idioms
- Identify synonyms
- Shades of meaning

**Grammar**

**Student Outcomes**

- Identify and use past tense verbs correctly
- Identify and use and future tense verbs correctly

**Core Activities/Instructional Methods**

- Introduce past tense verbs
- Understand abbreviations in Main Titles
- Introduce future Tense verbs
- Introduce subject-verb agreement with future tense
- Book titles
- Components of Social and Emotional Learning

**Foundational Skills**

**See OG Curriculum**

**Differentiation: Extensions/Correctives**

Approaching, On-Level, Beyond Leveled readers: "The Clever Rabbit," "King of the BirDs,"  
"Sheep and Plg Set up Housekeeping" and "Harry's Great Idea"

Genre Passage: "The Clever Crow"

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Diagnostic:** IXI (B: Theme; H: Inference; X: Editing and revising; CC: Synonyms and Antonyms; MN Verb Types; OO: Verb Tense; WW: Abbreviation; XX : Formatting)

**Formative:** Grammar and Vocabulary Quizzes

**Summative:** Progress Monitoring Assessments

**Unit 3 Weeks 5**

**Genre Study: Expository Informational Text**

**Corresponding novel studies:**

"Spirit Animals Wild Born"

"What's the Big Idea, Ben Franklin?"

"Who's Babe Ruth?"

"Who's Walt Disney?"

"Frindle"

**Essential Question:**

How Is each event in history unique?

Students read and write about unique events in history should help us value our past

**Comprehension/Genre/Author's Craft**

- Cite relevant evidence from text
- Make inferences to support understanding
- Analyze text sequence of events

- Identify and use text features.

#### **Core Activities/Instructional Methods**

- Introduce the concept of unique events in history through collaborative conversation
- Introduce the genre poetry with the read aloud “The California Gold Rush”
- Use the close reading routine to read “Moving America Forward”
- Use the Close Reading Routine to read “Birth of an Anthem”
- Practice using ACT and close reading questioning
  - Strategy: Summarize
  - Text Feature or Elements: Captions and Side-Bars
  - Skill: Sequence
  - Author’s Craft: Point of View
- Components of Social and Emotional Learning

### **Writing**

#### **Writing Process**

#### **Student Outcomes**

- Utilize Writer’s Notebook in the Reading/Writing Companion
- Plan and draft a feature article (non-graded)

#### **Core Activities/Instructional Methods**

- Study the expert model “Moving America Forward”
  - Discuss the features of feature articles
  - Discuss the mentor text.
- Plan the feature article using graphic organizers.
  - Choose the topic.
  - Research the Topic
  - Discuss the purpose and the audience
  - Use a chart to plan the feature article
- Write a draft including figurative language
  - Write the draft.
- Components of Social and Emotional Learning

### **Analytical Writing**

#### **Student Outcomes**

Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

- Analyze a prompt using text structure sequence.
- Take notes to monitor comprehension.
- Summarize using important details.
- Respond using text evidence.
- Components of Social and Emotional Learning

### **Speaking and Listening**

#### **Student Outcomes**

- Engage in collaborative conversations.
- Paraphrase portions of “The California Gold Rush”

- Present information about unique events and inventions in history.

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

Acquire and use academic vocabulary

#### **Core Activities/Instructional Methods**

- Discuss Visual Vocabulary Cards.
- Respond to questions using vocabulary.
- Create Word Squares for each vocabulary word.
- Generate related words by adding, removing or changing inflectional endings.
- Generate synonyms for vocabulary words.
- Generate words related in shades of meaning to vocabulary words
- Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

Identify, decode, spell and use suffixes properly.

#### **Core Activities/Instructional Methods**

Identify and discuss suffixes and how they change the meaning of a word

## **Grammar**

#### **Student Outcomes**

Combining Sentences with verbs, using standard English convention

#### **Core Activities/Instructional Methods**

- Introduce combining sentences with verbs
- Ensure subject verb agreement
- Use Commas in lessons
- Components of Social and Emotional Learning

### **Foundational Skills**

#### **See OG Curriculum**

## **Differentiation: Extensions/Correctives**

Approaching, On-Level, Beyond Leveled readers: "Wheels to Wings" and "Inspired by Nature"

Genre Passage: "Mississippi Steamboats"

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Diagnostic:** IXI ( K: Text Features; L; G: Point of View; KK: Nouns Y: prefix and suffixes; OO: Verb Tense; MM: Verb types; Q: Organize writing; V: descriptive details.)

**Formative:** Grammar and Vocabulary Quizzes

**Summative:** Progress Monitoring Assessments

## **Unit 3 Week 6**

### **Review, Extend and Assess**

#### **Comprehension:**

##### **Student Outcomes**

- Review strategies and skills
- Track progress
- Cite relevant evidence from text
- Summarize the text
- Interpret information presented visually

#### **Writing**

##### **Writing Process**

##### **Student Outcomes**

Utilize Writer's Notebook in the Reading/Writing Companion

Complete a feature article

Share Writing and Choose a portfolio piece

##### **Core Activities/Instructional Methods**

- Revise and Peer Conference
  - Revise the article checking for sentence fluency
  - Revise the article based on partner feedback
- Edit and Proofread
  - Edit the article checking for correct grammar
  - Proofread the article checking for correct spelling
- Publish Present and Evaluate
  - Publish and present the poem
  - Self-evaluate using a rubric
- Components of Social and Emotional Learning

#### **Speaking and Listening**

##### **Student Outcomes**

Engage in collaborative conversations.

Paraphrase Information digitally

#### **Language Development**

##### **Vocabulary Acquisition**

##### **Student Outcomes**

Use context to determine the meaning of unfamiliar words

Identify, explain and use synonyms in a text

##### **Grammar**

##### **Student Outcomes**

Review extend and assess skills previously learned in the unit

##### **Foundational Skills**

See OG Curriculum

#### **Differentiation: Extensions/Correctives**

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

## **Unit 4 Weeks 1-2**

### **Genre Study: Realistic Fiction**

#### **Corresponding novel studies:**

“The Year of Billy Miller”

“Frindle”

Judy Blume Books

#### **Essential Question:**

How can you use what you know to help others?

Students read and write about people who help others by using their skills and talents.

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes**

- Cite relevant evidence from text
- Make inferences to support understanding
- Identify the point of view of characters

##### **Core Activities/Instructional Methods**

- Introduce the concept talents through collaborative conversation
- Introduce the genre realistic fiction with the read aloud “Dancing La Raspa”
- Use the close reading routine to read “The Impossible Pet Show”
- Use the Close Reading Routine to read “The Talented Clementine”
- Practice using ACT and close reading questioning
  - Strategy: Ask and Answer Questions
  - Text Feature or elements: Figurative Language
  - Skill: Point of View
  - Author’s Craft: Reread
  -
- Components of Social and Emotional Learning

## **Writing**

### **Writing Process**

#### **Student Outcomes**

- Utilize Writer’s Notebook in the Reading/Writing Companion
- Plan and Draft Realistic Fiction Story

#### **Core Activities/Instructional Methods**

- Study the expert model “The Talented Clementine”
  - Discuss the features of realistic fiction.
  - Discuss the mentor text.
- Plan the realistic fiction essay using graphic organizers.
  - Choose the topic.
  - Research the Topic
  - Discuss the purpose and the audience
  - Use a chart to plan the realistic fiction essay
- Write a draft including descriptive details.
  - Include clear event sequencing
  - Write the draft.
- Components of Social and Emotional Learning

## **Analytical Writing**

### **Student Outcomes**

Write responses that demonstrate understanding.

### **Core Activities/Instructional Methods**

- Analyze a prompt using text structure sequence.
- Take notes to monitor comprehension.
- Summarize using important details.
- Respond using text evidence.
- Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

- Engage in collaborative conversations.
- Paraphrase portions of “Dancing La Raspa”
- Present information about using one's talents to help others

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

- Acquire and use academic vocabulary

#### **Core Activities/Instructional Methods**

- Discuss Visual Vocabulary Cards.
- Respond to questions using vocabulary.
- Create Word Squares for each vocabulary word.
- Generate related words by adding, removing or changing inflectional endings.
- Generate synonyms for vocabulary words.
- Generate words related in shades of meaning to vocabulary words
- Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

- Decode words with prefixes

#### **Core Activities/Instructional Methods**

- Use sentence clues to determine the meaning of words with prefixes
- Components of Social and Emotional Learning

## **Grammar**

### **Student Outcomes**

- Identify and use linking verbs correctly
- Use contractions with the word “not” correctly

### **Core Activities/Instructional Methods**

- Introduce linking verbs
- Review ending punctuation
- Introduce contractions using “not”
- Use apostrophes correctly.
- Components of Social and Emotional Learning



## **Foundational Skills**

### **See OG Curriculum**

#### **Differentiation: Extensions/Correctives**

- Approaching, On-Level, Beyond Leveled readers: “Every Picture Takes a Story” “A Chef in the Family” “Stepping Forward” and bonus: “Why the Sea is Salty?”
- Genre Passage: “Painting from Memory”
- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Diagnostic:** IXI (H: Inference; G: Point of View; Y: Prefix and Suffixes; MN: Verb Types; OO: Verb Tense; V: Descriptive details; TT: Contractions)

**Formative:** Grammar and Vocabulary Quizzes

**Summative:** Progress Monitoring Assessment

## **Unit 4 Weeks 3-4**

### **Genre Study: Expository Informational Text**

#### **Corresponding novel studies:**

Water Bodies  
Landforms  
Energy

#### **Essential Question:**

How do animals adapt to changes in their habitat?

Students read and write about things that help animals survive as well as ways animals are the same and different.

#### **Comprehension/Genre/Author’s Craft**

- Cite relevant evidence from text
- Make inferences to support understanding
- Recognize informational text structures such as compare and contrast
- Identify and use text features.

#### **Core Activities/Instructional Methods**

- Introduce the concept of adaptation through collaborative conversation
- Introduce the genre expository informational text with the read aloud “African Lions”
- Use the close reading routine to read “Grey Wolf! Red Fox!”
- Use the Close Reading Routine to read “Amazing Wildlife of Mojave”
- Practice using ACT and close reading questioning
  - Strategy: Reread
  - Text Feature or Elements: Maps and Captions
  - Skill: Compare and Contrast
  - Author’s Craft: Author’s Message
- Components of Social and Emotional Learning

## **Writing**

### **Writing Process**

#### **Student Outcomes**

Utilize Writer’s Notebook in the Reading/Writing Companion

Revise and edit a Realistic Fiction

**Core Activities/Instructional Methods**

- Revise and Peer Conference
  - Revise the Realistic Fiction checking for sentence fluency
  - Revise the Realistic Fiction based on partner feedback
- Edit and Proofread
  - Edit the Realistic Fiction checking for correct grammar
  - Proofread the Realistic Fiction Checking for correct spelling
- Publish Present and Evaluate
  - Publish and present the Realistic fiction
  - Self-evaluate using a rubric
- Components of Social and Emotional Learning

**Analytical Writing**

**Student Outcomes**

Write responses that demonstrate understanding.

**Core Activities/Instructional Methods**

- Analyze a prompt using text structure sequence.
- Take notes to monitor comprehension.
- Summarize using important details.
- Respond using text evidence.
- Components of Social and Emotional Learning

**Speaking and Listening**

**Student Outcomes**

Engage in collaborative conversations.

Paraphrase portions of “African Lions”

Present information about animal adaptation and survival

**Language Development**

**Vocabulary Acquisition**

**Student Outcomes**

Acquire and use academic vocabulary

**Core Activities/Instructional Methods**

- Discuss Visual Vocabulary Cards.
- Respond to questions using vocabulary.
- Create Word Squares for each vocabulary word.
- Generate related words by adding, removing or changing inflectional endings.
- Generate synonyms for vocabulary words.
- Generate words related in shades of meaning to vocabulary words
- Components of Social and Emotional Learning

**Vocabulary Strategy**

**Student Outcomes**

Use Sentence clues to figure the meaning of unfamiliar words

**Core Activities/Instructional Methods**

Identify Shades of Meaning

Identify Greek and Latin Roots  
Sentence Clues  
Components of Social and Emotional Learning

#### **Grammar**

##### **Student Outcomes**

Identify and use main and helping verbs  
Identify Complex sentences

##### **Core Activities/Instructional Methods**

Introduce main and helping verbs  
Introduce commas and periods in dialogue  
Understand complex sentences  
Components of Social and Emotional Learning

#### **Foundational Skills**

##### **See OG Curriculum**

#### **Differentiation: Extensions/Correctives**

Approaching, On-Level, Beyond Leveled readers: "Life in the Tide Pool" Bonus: The Future of Flight"  
Genre Passage: "Adaptations: Grizzly and Polar Bears"  
Approaching or On Level Practice Book  
Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Diagnostic:** IXI (K: Text Features; MM: Verb Types; OO: Verb Tense; JJ: Sentence Fragments and run-offs; FF: shades of meaning; Z: Greek and Latin Roots; O: Informational text level 1)

**Formative:** Grammar and Vocabulary Quizzes

**Summative:** Progress Monitoring Assessments

#### **Unit 4 Week 5**

##### **Genre Study: Poetry**

##### **Corresponding novel studies:**

"Ocean Soup"  
"A Full Moon is Rising"  
Explore Poetry

#### **Essential Question:**

How can others inspire us?  
Students read and write about people who inspire others

#### **Comprehension/Genre/Author's Craft**

- Cite relevant evidence from text
- Make inferences to support understanding
- Identify the theme of a poem
- identify text structures of narrative and free verse poems

#### **Core Activities/Instructional Methods**

- Introduce the concept of inspiration through collaborative conversation
- Introduce the genre poetry with the read aloud "My Grandpa"

- Use the close reading routine to read “Gingers Fingers” The Giant, Captain’s Log
- Use the Close Reading Routine to read “The Winningest Woman if the Iatroid Dog Sled Race;” and “The Brave Ones”
- Practice using ACT and close reading questioning
  - Text Feature or Elements: Repetition and Rhyme
  - Skill: Theme
  - Author’s Craft: Imagery
- Components of Social and Emotional Learning

## **Writing**

### **Writing Process**

#### **Student Outcomes**

Utilize Writer’s Notebook in the Reading/Writing Companion

Plan and draft a narrative poem (non-graded)

#### **Core Activities/Instructional Methods**

- Study the expert model “The Winningest Woman if the Iatroid Dog Sled Race”
  - Discuss the features of narrative poems
  - Discuss the mentor text.
- Plan the Narrative verse poem using graphic organizers.
  - Choose the topic.
  - Research the Topic
  - Discuss the purpose and the audience
  - Use a chart to plan the narrative poem
- Write a draft including figurative language
  - Write the draft
- Components of Social and Emotional Learning

## **Analytical Writing**

### **Student Outcomes**

Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.

Take notes to monitor comprehension.

Summarize using important details.

Respond using text evidence.

Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

Engage in collaborative conversations.

Paraphrase portions of “My Grandpa”

Present information about people who inspire others

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

Acquire and use academic vocabulary

#### **Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.  
Respond to questions using vocabulary.  
Create Word Squares for each vocabulary word.  
Generate related words by adding, removing or changing inflectional endings.  
Generate synonyms for vocabulary words.  
Generate words related in shades of meaning to vocabulary words  
Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

Use figurative language such as metaphors in poetry

#### **Core Activities/Instructional Methods**

Identify and discuss metaphors  
Components of Social and Emotional Learning

### **Grammar**

#### **Student Outcomes**

Identify Irregular verbs

#### **Core Activities/Instructional Methods**

Introduce irregular verbs  
Introduce forms with have and do  
Components of Social and Emotional Learning

### **Foundational Skills**

#### **See OG Curriculum**

#### **Differentiation: Extensions/Correctives**

Approaching, On-Level, Beyond Leveled readers: "A Speech to Remember" "Melanie's Mission,"  
"In the Running" "How the Sea Got Salty"  
Genre Passage: "Why I Run?" "If I Could Just Get Out of Bed"  
Approaching or On Level Practice Book  
Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Diagnostic:** IXI (N: Literary Text, Level 2; MM: Verb Types; OO: Verb tense: Q: Organize writing)

**Formative:** Grammar and Vocabulary Quizzes

**Summative:** Progress Monitoring Assessments

### **Unit 4Week 6**

#### **Review, Extend and Assess**

#### **Comprehension:**

##### **Student Outcomes**

Review strategies and skills  
Track progress  
Cite relevant evidence from text  
Summarize the text  
Interpret information presented visually

## **Writing**

### **Writing Process**

#### **Student Outcomes**

Utilize Writer's Notebook in the Reading/Writing Companion

Complete narrative poem

Share Writing and Choose a portfolio piece

#### **Core Activities/Instructional Methods**

Revise and Peer Conference

Revise the poem checking for sentence fluency

Revise the poem based on partner feedback

Edit and Proofread

Edit the poem checking for correct grammar

Proofread the poem checking for correct spelling

Publish Present and Evaluate

Publish and present the poem

Self-evaluate using a rubric

Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

Engage in collaborative conversations.

Paraphrase Information digitally

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

Use context to determine the meaning of unfamiliar words

Evaluate details to determine key ideas

### **Grammar**

#### **Student Outcomes**

Review extend and assess skills previously learned in the unit

Foundational Skills

See OG Curriculum

## **Differentiation: Extensions/Correctives**

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

## **Unit 5 Weeks 1-2**

### **Genre Study: Biography**

#### **Corresponding novel studies:**

"Friends for Freedom: The story of Susan B. Anthony and Frederick Douglas"

"Alexander Graham Bell"

"My Crazy Dog"

**Essential Question:**

What do Good Citizens do?

Students read and write about people who are known for being good citizens in their community.

**Comprehension/Genre/Author's Craft****Student Outcomes**

- Cite relevant evidence from text
- Make inferences to support understanding
- Identify the Author's point of view
- Identify and use text features.

**Core Activities/Instructional Methods**

- Introduce the concept citizenship through collaborative conversation
- Introduce the genre biography with the read aloud "Jimmy Carter, A Good Citizen"
- Use the close reading routine to read "Irma Rangel Texas Lawmaker"
- Use the Close Reading Routine to read "Elizabeth Leads the Way"
- Practice using ACT and close reading questioning
  - Strategy: Ask and Answer Questions
  - Text Feature or elements: Captions and Timelines
  - Skill: Author's Point of View
  - Author's Craft: Text Structure Cause and Effect
- Components of Social and Emotional Learning

**Writing****Writing Process****Student Outcomes**

Utilize Writer's Notebook in the Reading/Writing Companion  
Plan and Draft a Biography

**Core Activities/Instructional Methods**

- Study the expert model "Elizabeth Leads the Way".
  - Discuss the features of biography essays.
  - Discuss the mentor text.
- Plan the Biography essay using graphic organizers.
  - Choose the topic.
  - Research the Topic
  - Discuss the purpose and the audience
  - Use a chart to plan the Biography essay
- Write a draft including descriptive details.
  - Include facts
  - Demonstrate the understanding of the "Where, Why, When and How" key events occur
  - Write the draft.
- Components of Social and Emotional Learning

**Analytical Writing****Student Outcomes**

Write responses that demonstrate understanding.

**Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.  
Take notes to monitor comprehension.  
Summarize using important details.  
Respond using text evidence.  
Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

Engage in collaborative conversations.  
Paraphrase portions of “Jimmy Carter a Good Citizen”  
Present information about good citizens

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

Acquire and use academic vocabulary

#### **Core Activities/Instructional Methods**

- Discuss Visual Vocabulary Cards.
- Respond to questions using vocabulary.
- Create Word Squares for each vocabulary word.
- Generate related words by adding, removing or changing inflectional endings.
- Generate synonyms for vocabulary words.
- Generate words related in shades of meaning to vocabulary words
- Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

Identify prefixes and suffixes

#### **Core Activities/Instructional Methods**

Understand how prefixes and suffixes change the meaning of a root word  
Components of Social and Emotional Learning

## **Grammar**

### **Student Outcomes**

- Identify and use singular and plural pronouns
- Use subject and object pronouns correctly

#### **Core Activities/Instructional Methods**

- Introduce pronouns
- Introduce pronoun agreement
- Capitalizing “I” and Proper nouns
- Components of Social and Emotional Learning

## **Foundational Skills**

### **See OG Curriculum**

## **Differentiation: Extensions/Correctives**

Approaching, On-Level, Beyond Leveled readers: “Eunice Kennedy Shriver” Bonus: “Firefighter Heroes”  
Genre Passage: “Hiram Revels: The First African American Senator”



Approaching or On Level Practice Book  
Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Diagnostic:** IXI (K: Text Features; Q: Organize writing; G: Point of View: Prefixes and suffixes; Z: Greek and Latin roots; P: Informational Text Level 2; LL: pronouns)

**Formative:** Grammar and Vocabulary Quizzes

**Summative:** Progress Monitoring Assessment

### Unit 5 Weeks 3-4

#### Genre Study: Fairy Tales

##### Corresponding novel studies:

“After Happily Ever After, Mr. Wolf Bounces Back”

“Beauty and The Beast”

“Sleeping Beauty”

“The Ugly Duckling”

##### Essential Question:

How do we get what we need?

Students read and write about how people barter or use money to get what they need.

##### Comprehension/Genre/Author’s Craft

- Cite relevant evidence from text
- Make inferences to support understanding
- Infer the theme of a work
- Identify and use text features.

##### Core Activities/Instructional Methods

- Introduce the concept trade through collaborative conversation
- Introduce the genre Fairy Tales with the read aloud “Wei and The Golden Goose”
- Use the close reading routine to read “Juanita and the Beanstalk”
- Use the Close Reading Routine to read “Clever Jack Takes the Cake”
- Practice using ACT and close reading questioning
  - Strategy: Summarize
  - Text Feature or Elements: Events and Messages
  - Skill: Point of View
  - Author’s Craft: Voice
- Components of Social and Emotional Learning

### Writing

#### Writing Process

##### Student Outcomes

- Utilize Writer’s Notebook in the Reading/Writing Companion
- Revise and edit a Biography

##### Core Activities/Instructional Methods

- Revise and Peer Conference
  - Revise the Biography checking for sentence fluency
  - Revise the Biography based on partner feedback
- Edit and Proofread
  - Edit the proofread the biography checking for correct grammar

- Proofread the biography checking for correct spelling
- Publish Present and Evaluate
  - Publish and present the biography
  - Self-evaluate using a rubric
- Components of Social and Emotional Learning

## **Analytical Writing**

### **Student Outcomes**

Write responses that demonstrate understanding.

### **Core Activities/Instructional Methods**

- Analyze a prompt using text structure sequence.
- Take notes to monitor comprehension.
- Summarize using important details.
- Respond using text evidence.
- Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

- Engage in collaborative conversations.
- Paraphrase portions of “Wei and the Golden Goose”
- Present information about trade using money or bartering

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

Acquire and use academic vocabulary

#### **Core Activities/Instructional Methods**

- Discuss Visual Vocabulary Cards.
- Respond to questions using vocabulary.
- Create Word Squares for each vocabulary word.
- Generate related words by adding, removing or changing inflectional endings.
- Generate synonyms for vocabulary words.
- Generate words related in shades of meaning to vocabulary words
- Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

Use Context clues to identify and understand root words

#### **Core Activities/Instructional Methods**

- Use glossaries of dictionaries to determine or clarify the precise meaning of keywords and phrases
- Components of Social and Emotional Learning

## **Grammar**

### **Student Outcomes**

- Use appropriate pronoun verb agreement
- Identify and use possessive pronouns correctly

## **Core Activities/Instructional Methods**

- Introduce possessive pronouns
- Identify and use possessive pronouns correctly
- Introduce possessive pronouns that stand alone: reflexive and relative pronouns
- Components of Social and Emotional Learning

### **Foundational Skills**

**See OG Curriculum**

## **Differentiation: Extensions/Correctives**

Approaching, On-: The Salvage Crew”

Genre Passage: “The Barnyard Cafe”

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Diagnostic:** IXI ( M: Literary Text Level 1; X: editing and revising; Z: Greek and Latin Roots;)

**Formative:** Grammar and Vocabulary Quizzes

**Summative:** Progress Monitoring Assessments

## **Unit 5 Week 5**

### **Genre Study: Argumentative Text**

#### **Corresponding novel studies:**

“Dear Mr. Henshaw”

“Charlotte’s Web”

“The Pain and the Great One”

#### **Essential Question:**

What are different kinds of energy?

Students read and write about traditional and alternative energy sources

## **Comprehension/Genre/Author’s Craft**

- Cite relevant evidence from text
- Make inferences to support understanding
- Recognize cause and effect patterns
- Identify and use text features.

## **Core Activities/Instructional Methods**

- Introduce the concept energy through collaborative conversation
- Introduce the genre argumentative text with the read aloud Using Power”
- Use the close reading routine to read “Here Comes Solar Power”
- Use the Close Reading Routine to read “Wind”
- Practice using ACT and close reading questioning
  - Strategy: Ask and Answer
  - Text Feature or Elements: Heading and Sidebar
  - Skill: Cause and Effect
  - Author’s Craft: Text Features
- Components of Social and Emotional Learning

## **Writing**

### **Writing Process**

**Student Outcomes**

- Utilize Writer's Notebook in the Reading/Writing Companion
- Plan and draft a opinion essay (non-graded)

**Core Activities/Instructional Methods**

- Study the expert model "Here comes Solar Power"
  - Discuss the features of opinion essays
  - Discuss the mentor text.
- Plan the opinion essay using graphic organizers.
  - Choose the topic.
  - Research the Topic
  - Discuss the purpose and the audience
  - Use a chart to plan the poem.
- Write a draft including clear opinions and reasons
  - Write the draft.
- Components of Social and Emotional Learning

**Analytical Writing****Student Outcomes**

Write responses that demonstrate understanding.

**Core Activities/Instructional Methods**

- Analyze a prompt using text structure sequence.
- Take notes to monitor comprehension.
- Summarize using important details.
- Respond using text evidence.
- Components of Social and Emotional Learning

**Speaking and Listening****Student Outcomes**

- Engage in collaborative conversations.
- Paraphrase portions of "Using Solar Power"
- Present information about energy and its sources

**Language Development****Vocabulary Acquisition****Student Outcomes**

Acquire and use academic vocabulary

**Core Activities/Instructional Methods**

- Discuss Visual Vocabulary Cards.
- Respond to questions using vocabulary.
- Create Word Squares for each vocabulary word.
- Generate related words by adding, removing or changing inflectional endings.
- Generate synonyms for vocabulary words.
- Generate words related in shades of meaning to vocabulary words
- Components of Social and Emotional Learning

**Vocabulary Strategy****Student Outcomes**

Identify, Spell and Explain Homophones

**Core Activities/Instructional Methods**

Use context clues to determine the meaning of unfamiliar words in grade level text  
Components of Social and Emotional Learning

**Grammar****Student Outcomes**

Identify and use pronoun verb contractions

**Core Activities/Instructional Methods**

Introduce pronoun verb contractions  
Spelling contractions and possessive pronouns  
Components of Social and Emotional Learning

**Foundational Skills**

See OG Curriculum

**Differentiation: Extensions/Correctives**

Approaching, On-Level, Beyond Leveled readers: "The Fuel of the Future" Bonus: "Firefighter Heroes"

Genre Passage: "Pedal Power"

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Diagnostic:** IXI (C: Author's Purpose; Q: Organize Writing; K: Text Features; HH: Context Clues; DD: homophones; TT: Contractions)

**Formative:** Grammar and Vocabulary Quizzes

**Summative:** Progress Monitoring Assessment

**Unit 5 Week 6****Review, Extend and Assess****Comprehension:****Student Outcomes**

- Review strategies and skills
- Track progress
- Cite relevant evidence from text
- Summarize the text
- Interpret information presented visually

**Writing****Writing Process****Student Outcomes**

Utilize Writer's Notebook in the Reading/Writing Companion  
Complete an opinion writing  
Share Writing and Choose a portfolio piece

**Core Activities/Instructional Methods**

Revise and Peer Conference  
Revise the Opinion writing checking for sentence fluency  
Revise the Opinion based on partner feedback  
Edit and Proofread

Edit the opinion checking for correct grammar  
Proofread opinion checking for correct spelling  
Publish Present and Evaluate  
Publish and present the opinion  
Self-evaluate using a rubric  
Components of Social and Emotional Learning

**Speaking and Listening**

**Student Outcomes**

Engage in collaborative conversations.  
Paraphrase Information digitally

**Language Development**

**Vocabulary Acquisition**

**Student Outcomes**

Use context to determine the meaning of unfamiliar words  
Identify and explain homophones and homographs in a text

**Grammar**

**Student Outcomes**

Review extend and assess skills previously learned in the unit  
Foundational Skills  
See OG Curriculum

**Differentiation: Extensions/Correctives**

Approaching or On Level Practice Book  
Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

## **Unit 6 Weeks 1-2**

### **Genre Study: Biography**

#### **Corresponding novel studies:**

- “Who is Jacques Cousteau?”
- “You should Meet Katherine Johnson”
- “Daniel Boone”
- “Dorothy’s Eyes”

#### **Essential Question:**

Why are Goals Important?

Students read and write about how real people overcome problems to find success in their lives

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes**

- Cite relevant evidence from text
- make inferences to support understanding
- Use text structure such as problem and solution
- Identify and use text features.

##### **Core Activities/Instructional Methods**

- Introduce the concept learning to succeed through collaborative conversation
- Introduce the genre biography with the read aloud “Mae Jamison Astronaut”
- Use the close reading routine to read “Rocketing into Space”
- Use the Close Reading Routine to read “Looking up to Ellen Ochoa”
- Practice using ACT and close reading questioning
  - Strategy: Reread
  - Text Feature or elements: Key Words and Photographs
  - Skill: Problem and Solution
  - Author’s Craft: Imagery
- Components of Social and Emotional Learning

## **Writing**

### **Writing Process**

#### **Student Outcomes**

- Utilize Writer’s Notebook in the Reading/Writing Companion
- Plan and Draft a Research Report

#### **Core Activities/Instructional Methods**

- Study the expert model “Looking up to Ellen Ochoa”.
  - Discuss the features of Research Report
  - Discuss the mentor text.
- Plan the Research Report using graphic organizers.
  - Choose the topic.
  - Research the Topic
  - Discuss the purpose and the audience
  - Use a chart to plan their research report
- Write a draft including Facts and Details
  - Write the draft.
- Components of Social and Emotional Learning

## **Analytical Writing**

### **Student Outcomes**

Write responses that demonstrate understanding.

### **Core Activities/Instructional Methods**

- Analyze a prompt using text structure sequence.
- Take notes to monitor comprehension.
- Summarize using important details.
- Respond using text evidence.
- Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

- Engage in collaborative conversations.
- Paraphrase portions of “Mae Jamison Astronaut”
- Present information about real people who achieve success in their lives

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

- Acquire and use academic vocabulary

#### **Core Activities/Instructional Methods**

- Discuss Visual Vocabulary Cards.
- Respond to questions using vocabulary.
- Create Word Squares for each vocabulary word.
- Generate related words by adding, removing or changing inflectional endings.
- Generate synonyms for vocabulary words.
- Generate words related in shades of meaning to vocabulary words
- Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

Determine the meaning of words with Greek and Latin roots

#### **Core Activities/Instructional Methods**

Use a known root word as a clue to the meaning of a new word.

Components of Social and Emotional Learning

## **Grammar**

### **Student Outcomes**

- Identify and use adjectives and articles correctly
- Identify and use adjectives that compare

#### **Core Activities/Instructional Methods**

- Introduce adjectives that compare
- Introduce adjectives that compare with spelling changes
- Identify correct comparative superlative forms
- Components of Social and Emotional Learning



## **Foundational Skills**

### **See OG Curriculum**

#### **Differentiation: Extensions/Correctives**

Approaching, On-Level, Beyond Leveled readers: "Reaching for the Stars" Bonus: "African Cats"

Genre Passage: "Dreaming of the Stars"

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Diagnostic:** IXI (H: Inferences; K: text features; Z: Greek and Latin Roots; PP: Articles; QQ: Adjectives and Adverbs; P: informational text, Level 2.)

**Formative:** Grammar and Vocabulary Quizzes

**Summative:** Progress Monitoring Assessment

## **Unit 6 Weeks 3-4**

### **Genre Study: Drama/Myth**

#### **Corresponding novel studies:**

"The Chocolate Touch"

"You Choose: Jason The Argonauts, and The Golden Fleece"

#### **Essential Question:**

How do you decide what is important?

Students read and write how people decide what is important to them and what they treasure

#### **Comprehension/Genre/Author's Craft**

- Cite relevant evidence from text
- Make inferences to support understanding
- Identify the theme of a work
- Discuss literary elements of myth and drama

#### **Core Activities/Instructional Methods**

- Introduce the concept treasures through collaborative conversation
- Introduce the genre drama/myth with the read aloud "Pandora Finds A Box"
- Use the close reading routine to read "Athena and Arachne"
- Use the Close Reading Routine to read "King Midas and the Golden Touch"
- Practice using ACT and close reading questioning
  - Strategy: Make Predictions
  - Text Feature or Elements: Stage Direction and Dialogue
  - Skill: Theme
  - Author's Craft: Text Structure: Problem and Solution
- Components of Social and Emotional Learning

## **Writing**

### **Writing Process**

#### **Student Outcomes**

- Utilize Writer's Notebook in the Reading/Writing Companion
- Revise and edit a Research Report

#### **Core Activities/Instructional Method**

- Revise and Peer Conference
  - Revise the Research report checking for sentence fluency
  - Revise the research report based on partner feedback
- Edit and Proofread
  - Edit the research checking report for correct grammar
  - Proofread the research report checking for correct spelling
- Publish Present and Evaluate
  - Publish and present the research
  - Self-evaluate using a rubric
- Components of Social and Emotional Learning

## **Analytical Writing**

### **Student Outcomes**

Write responses that demonstrate understanding.

### **Core Activities/Instructional Methods**

- Analyze a prompt using text structure sequence.
- Take notes to monitor comprehension.
- Summarize using important details.
- Respond using text evidence.
- Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

- Engage in collaborative conversations.
- Paraphrase portions of “Pandora's Finds a Box”
- Present information about things people treasure

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

Acquire and use academic vocabulary

#### **Core Activities/Instructional Methods**

- Discuss Visual Vocabulary Cards.
- Respond to questions using vocabulary.
- Create Word Squares for each vocabulary word.
- Generate related words by adding, removing or changing inflectional endings.
- Generate synonyms for vocabulary words.
- Generate words related in shades of meaning to vocabulary words
- Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

Use context clues to identify and use root words

#### **Core Activities/Instructional Methods**

Use a known root word as a clue as a meaning of a word with a similar root.  
Components of Social and Emotional Learning

**Grammar****Student Outcomes**

- Identify and use adverbs correctly
- Identify and use adverbs that compare correctly

**Core Activities/Instructional Methods**

- Introduce adverbs
- Discuss adverbs that tell when, where, and why
- Introduce adverbs and adjectives to describe a noun
- Components of Social and Emotional Learning

**Foundational Skills**

See OG Curriculum

**Differentiation: Extensions/Correctives**

- Approaching, On-Level, Beyond Leveled readers: "Midas and The Donkey Ears" The Naming of Athens," "Odysseus and Athens," Bonus: "The Schoolhouse Blizzard"
- Genre Passage: "Theseus and The Minotaur: A Play"
- Approaching or On Level Practice Book
- Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Diagnostic:** IXI (I: Story Elements; J: Visual Elements; X: Editing and Revising; Z: Greek and Latin Roots; QQ: adjectives and Adverbs)

**Formative:** Grammar and Vocabulary Quizzes

**Summative:** Progress Monitoring Assessments

**Unit 6 Week 5****Genre Study: Poetry****Corresponding novel studies:**

- "Love that Dog"
- "Revolting Rhymes"
- "The Falling Up"

**Essential Question:**

- What makes you laugh?
- Students read and write about how poets use humor and what characters think and feel

**Comprehension/Genre/Author's Craft**

- Cite relevant evidence from text
- Make inferences to support understanding
- Identify the narrator's point of view in a poem
- Identify literary elements in a poem

**Core Activities/Instructional Methods**

- Introduce the concept funny times through collaborative conversation
- Introduce the genre poetry with the read aloud "Show and Tell"
- Use the close reading routine to read "The Camping Trip" "Bubblegum"
- Use the Close Reading Routine to read "Ollie's Escape" "The Gentleman Book Worm"

- Practice using ACT and close reading questioning
  - Text Feature or Elements: Rhyme and Rhythm
  - Text Structure: Stanza and Event
  - Skill: Point of View
  - Author's Craft: Word Choice (humor)
- Components of Social and Emotional Learning

## **Writing**

### **Writing Process**

#### **Student Outcomes**

- Utilize Writer's Notebook in the Reading/Writing Companion
- Plan and draft a narrative poem. (non-graded)

#### **Core Activities/Instructional Methods**

- Study the expert model "Ollie's Escape"
  - Discuss the features of narrative poetry
  - Discuss the mentor text.
- Plan the free verse poem using graphic organizers.
  - Choose the topic.
  - Research the Topic
  - Discuss the purpose and the audience
  - Use a chart to plan the poem.
- Write a draft including figurative language
  - Write the draft.
- Components of Social and Emotional Learning

## **Analytical Writing**

### **Student Outcomes**

Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

- Analyze a prompt using text structure sequence.
- Take notes to monitor comprehension.
- Summarize using important details.
- Respond using text evidence.
- Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

- Engage in collaborative conversations.
- Paraphrase portions of "Show and Tell"
- Present information about humorous poems that make you laugh

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

- Acquire and use academic vocabulary

#### **Core Activities/Instructional Methods**

- Discuss Visual Vocabulary Cards.
- Respond to questions using vocabulary.

- Create Word Squares for each vocabulary word.
- Generate related words by adding, removing or changing inflectional endings.
- Generate synonyms for vocabulary words.
- Generate words related in shades of meaning to vocabulary words
- Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

Identify, Explain and Use idioms in poetry

#### **Core Activities/Instructional Methods**

Use figurative language to visualize what is happening  
Components of Social and Emotional Learning

### **Grammar**

#### **Student Outcomes**

Identify and use prepositions

#### **Core Activities/Instructional Methods**

Introduce prepositions  
Introduce prepositional phrases  
Introduce commas after introductory words  
Components of Social and Emotional Learning

### **Foundational Skills**

#### **See OG Curriculum**

### **Differentiation: Extensions/Correctives**

Approaching, On-Level, Beyond Leveled readers: "Funny Faces" Too Many Frogs" The Jokes on You" Bonus: "The Schoolhouse Blizzard"  
Genre Passage: "The Snowman" and "The Aliens"  
Approaching or On Level Practice Book  
Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Diagnostic:** IXI (I : Story Elements; J: Visual Elements; Q: Organize Writing; N: Literary Text - level 2; GG: Idioms; RR: prepositions; Y: Prefixes and Suffixes"

**Formative:** Grammar and Vocabulary Quizzes

**Summative:** Progress Monitoring Assessments

### **Unit 6 Week 6**

### **Review, Extend and Assess**

#### **Comprehension:**

#### **Student Outcomes**

- Review strategies and skills
- Track progress
- Cite relevant evidence from text
- Summarize the text

- Interpret information presented visually

## **Writing**

### **Writing Process**

#### **Student Outcomes**

- Utilize Writer's Notebook in the Reading/Writing Companion
- Complete Narrative poem
- Share Writing and Choose a portfolio piece

#### **Core Activities/Instructional Methods**

- Revise and Peer Conference
  - Revise the poem checking for sentence fluency
  - Revise the poem based on partner feedback
- Edit and Proofread
  - Edit the poem checking for correct grammar
  - Proofread the poem checking for correct spelling
- Publish Present and Evaluate
  - Publish and present the poem
  - Self-evaluate using a rubric
- Components of Social and Emotional Learning

## **Speaking and Listening**

### **Student Outcomes**

Engage in collaborative conversations.

Paraphrase Information digitally

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

Use context to determine the meaning of unfamiliar words

Identify, explain and use idioms in a text

### **Grammar**

#### **Student Outcomes**

Review extend and assess skills previously learned in the unit

### **Foundational Skills**

#### **See OG Curriculum**

## **Differentiation: Extensions/Correctives**

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

**Checklist to Complete and Submit:**  
(Scan and email)

- \_\_\_\_\_ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
- \_\_\_\_\_ The primary textbook form(s).
- \_\_\_\_\_ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name \_\_\_\_\_

First Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

Second Reader/Reviewer Printed Name \_\_\_\_\_

Second Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please Go to the Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.**

<https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf>