



Collaborative Literacy™

BEING A WRITER, THIRD EDITION
BEING A READER, EXPANDED SECOND EDITION

Scope and Sequence

Grade 3



Being a Reader™

EXPANDED SECOND EDITION

Scope and Sequence

Grade 3

Unit	Texts	Comprehension	Word Study	Social Skills	Assessments
<p>Unit 1 THE CLASSROOM COMMUNITY 4 weeks</p>	<ul style="list-style-type: none"> • <i>Hey, Wall: A Story of Art and Community</i> • <i>The Good Little Book</i> • “Your Brain on Books” • <i>My Papi Has a Motorcycle</i> • <i>Olympic Spirit</i> • <i>Just in Case</i> • <i>A Boy and a Jaguar</i> • <i>Thesaurus Has a Secret</i> • “Words with Wings” 	<p>Whole-Class</p> <ul style="list-style-type: none"> • learn about genre • discuss their reading lives and share with the class what they like to read • use the reading strategies of questioning, making connections, and visualizing • explore themes in fiction and narrative nonfiction • explore nonfiction text features <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • learn a procedure for selecting books • practice choosing books on their own • learn a procedure for self-monitoring and practice it as they read • learn and use “fix-up” strategies • write about their ideas in their reading journals • notice what they are thinking about as they read 	<ul style="list-style-type: none"> • learn about and spell words with the inflectional endings <i>-s</i>, <i>-es</i>, <i>-ing</i>, and <i>-ed</i> • learn about and spell words with the common syllable types <i>-le</i> and final <i>e</i> • read and sort polysyllabic words • learn about open and closed syllables • sort words by spelling strategies, sound, inflectional endings, and base word • learn and use online dictionaries • build a word collection 	<ul style="list-style-type: none"> • listen respectfully • share ideas • build and reflect on the classroom community • learn and practice classroom procedures • take responsibility for their learning and behavior • handle materials responsibly and share them fairly • ask clarifying questions and confirm each other’s thinking • share their partners’ thinking with the class 	<ul style="list-style-type: none"> • Class Assessment Records 1–4 (weekly throughout the unit) • Comprehension Checks 1–3 • IDR Conference Record 1 (ongoing from Week 2, Day 5) • D-ELD Unit 1 Observation Record (daily throughout the unit) • D-ELD Unit 1 End-of-Unit Assessment (Week 4) • Unit 1 Reading Comprehension Assessment (Week 4) • Word Study Assessment (Week 4)
<p>Unit 2 STRATEGY DEVELOPMENT AND GENERATING INDEPENDENT THINKING 5 weeks</p>	<ul style="list-style-type: none"> • <i>The Three Ninja Pigs</i> • <i>Ninja Red Riding Hood</i> • “The Sparrow and the Feathers” • <i>Birdsong</i> • “Mommy Who Walks on the Sea” • “Treat” • <i>Mountain Chef: How One Man Lost His Groceries, Changed His Plans, and Helped Cook Up the National Park Service</i> • “Protecting Our Land: The Journey of the National Park Service” • <i>Parks for All: US National Parks</i> 	<p>Whole-Class</p> <ul style="list-style-type: none"> • use the thinking tools “Stop and Ask Questions” and double-entry journals • use reading strategies, including making inferences, making connections, questioning, visualizing, determining importance, summarizing, and synthesizing • learn about and discuss the story elements of character, setting, plot, theme, and challenges • identify important events and use these to identify main ideas in the text • make and confirm predictions • discuss the organization of nonfiction: description and compare/contrast • use text features • write a shared summary of a text • consider what they think about the topics and how their thinking might have changed <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • self-monitor and use “fix-up” strategies • complete a reading self-assessment and establish reading goals • generate independent thinking • write a reading journal entry 	<ul style="list-style-type: none"> • discuss, read, analyze, and spell polysyllabic words • learn about the <i>r</i>-controlled and vowel team syllable types • discuss the prefixes <i>re-</i> and <i>un-</i> • discuss the suffixes <i>-ful</i>, <i>-less</i>, <i>-ly</i>, <i>-ion</i>, <i>-tion</i>, <i>-sion</i>, and <i>-ation</i> • use affixes for clues about meaning • use context to determine meaning • discuss the literal and nonliteral meaning of figurative language • learn syllabication strategies • explore the meaning of adjectives and their connections to real life • learn about and practice a word-analysis process to support their decoding of polysyllabic words • learn about morphemic transformations • learn about the schwa • discuss the ways that adding prefixes and suffixes make related words • create word webs • review word collections 	<ul style="list-style-type: none"> • listen carefully and actively • use discussion prompts to build on one another’s thinking and extend conversations • share their partners’ thinking with the class • take responsibility for their learning and behavior • agree and disagree with one another in a caring and respectful way • ask clarifying questions • confirm they understand each other’s thinking • give reasons to support their thinking • reach agreement with their partners before making decisions 	<ul style="list-style-type: none"> • Class Assessment Records 5–9 (weekly throughout the unit) • Comprehension Checks 4–7 • IDR Conference Record 1 (continuing from Unit 1 through Week 2) • IDR Conference Record 2 (ongoing from Week 3, Day 1) • D-ELD Unit 2 Observation Record (daily throughout the unit) • D-ELD Unit 2 End-of-Unit Assessment (Week 5) • Unit 2 Reading Comprehension Assessment (Week 5) • Word Study Assessment (Week 5)
<p>Unit 3 FICTION 5 weeks</p>	<ul style="list-style-type: none"> • <i>A Boy Called Bat</i> • “Ode to My Shoes” • “Good Morning” 	<p>Whole-Class</p> <ul style="list-style-type: none"> • learn about the characteristics of fiction, including story structure • use reading strategies, such as questioning, making inferences, making connections, visualizing, synthesizing, and summarizing • discuss story elements including character, setting, plot, themes and narrator • identify important events • use “Stop and Jot” • participate in close reading • write a summary of a novel • build fluency <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • self-monitor and use “fix-up” strategies • think about story elements, including setting, character, plot, and theme 	<ul style="list-style-type: none"> • discuss, read, analyze, and spell polysyllabic words • learn about comparative and superlative suffixes (<i>-er</i> and <i>-est</i>) and multiple meanings of the suffix <i>-er</i> • learn how to determine the meaning of words with multiple-meaning suffixes • learn about the prefixes <i>un-</i>, <i>in-</i>, <i>im-</i>, <i>il-</i>, <i>mis-</i>, <i>pre-</i>, and <i>fore-</i> • learn about the suffixes <i>-or</i> and <i>-ist</i> • discuss shades of meaning • discuss antonyms • create word webs with words that have opposite meanings • learn about word families • explore figurative language and personification • review word collections 	<ul style="list-style-type: none"> • take responsibility for their learning and behavior • use clarifying questions • listen carefully and respectfully • confirm one another’s thinking • share their partners’ thinking with the class • give feedback in a helpful way • agree and disagree in a caring way • use discussion prompts to build on one another’s thinking and extend conversations • share partner time • support one another’s independent work • contribute ideas that are different from other people’s ideas • reflect on their partnerships 	<ul style="list-style-type: none"> • Class Assessment Records 10–14 (weekly throughout the unit) • Comprehension Checks 8–10 • IDR Conference Record 3 (ongoing throughout the unit) • D-ELD Unit 3 Observation Record (daily throughout the unit) • D-ELD Unit 3 End-of-Unit Assessment (Week 5) • Unit 3 Reading Comprehension Assessment (Week 5)

Unit	Texts	Comprehension	Word Study	Social Skills	Assessments
		<ul style="list-style-type: none"> use reading strategies, including making connections and summarizing generate independent thinking 			
Unit 4 NARRATIVE NONFICTION 4 weeks	<ul style="list-style-type: none"> <i>Paper Son: The Inspiring Story of Tyrus Wong, Immigrant and Artist</i> “Remembering ‘Bambi’ Artist Tyrus Wong” <i>The World Is Not a Rectangle: A Portrait of Architect Zaha Hadid</i> <i>When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop</i> <i>Bloom: A Story of Fashion Designer Elsa Schiaparelli</i> “Ayodele Casel: Infinite Music” 	Whole-Class <ul style="list-style-type: none"> learn about the characteristics of narrative nonfiction build knowledge by reading and discussing biographies about people who make a difference through artistic expression use reading strategies, such as making inferences, making connections, questioning, and synthesizing discuss elements of biographies, including setting, important events, and theme learn about the structure of biographies discuss the organization of nonfiction: sequence use “Written Conversations” participate in close reading write an outline for a biography build fluency Independent Practice (IDR) <ul style="list-style-type: none"> self-monitor and use “fix-up” strategies determine important events and identify themes use reading strategies, including making connections, making inferences, and summarizing generate independent thinking 	<ul style="list-style-type: none"> discuss, read, analyze, and spell polysyllabic words build vocabulary related to the theme of artistic expression learn about the prefixes <i>in-</i> and <i>im-</i> make a word web with a base word connected to the Reading strand theme of artistic expression learn about the prefix <i>en-</i> learn about the suffixes <i>-ian</i> and <i>-eer</i> use word-part clues and context to determine the meaning of antonym pairs review word collections 	<ul style="list-style-type: none"> learn and practice the procedure for “Heads Together” include everyone in and contribute to group work take responsibility for their learning and behavior contribute ideas that are different from their classmates’ ideas support one another’s independent work analyze the effects of their own behavior on group work reflect on their partnerships build on one another’s thinking listen carefully 	<ul style="list-style-type: none"> Class Assessment Records 15–18 (weekly throughout the unit) Comprehension Checks 11–14 IDR Conference Record 4 (ongoing throughout the unit) D-ELD Unit 4 Observation Record (daily throughout the unit) D-ELD Unit 4 End-of-Unit Assessment (Week 4) Unit 4 Reading Comprehension Assessment (Week 4)
Unit 5 EXPOSITORY NONFICTION 4 weeks	<ul style="list-style-type: none"> <i>Migration</i> <i>Epic Migrations by Land</i> <i>Epic Migrations by Water</i> “The Gray Whale: Past, Present, and Future” <i>Epic Migrations by Air</i> 	Whole-Class <ul style="list-style-type: none"> learn about the characteristics of expository nonfiction build knowledge by reading and discussing texts about migration use reading strategies, such as determining importance, synthesizing, and summarizing discuss ways authors organize information in nonfiction text, including sequence and cause/effect use text features participate in close reading discuss digital reading review how to find and evaluate credible online sources synthesize and write about what they learned about animal migration build fluency Independent Practice (IDR) <ul style="list-style-type: none"> self-monitor and use “fix-up” strategies determine important ideas use reading strategies, including determining importance and summarizing generate independent thinking 	<ul style="list-style-type: none"> discuss, read, analyze, and spell polysyllabic words build vocabulary related to the theme of migration learn about the suffixes <i>-able</i>, <i>-ible</i>, <i>-y</i>, <i>-ous</i>, <i>-ness</i>, and <i>-ment</i> think about how adjectives with the suffixes <i>-ness</i> and <i>-ment</i> can be used notice and discuss spelling changes that take place when the suffix <i>-ness</i> is added to base words that end with the letter <i>y</i> create word webs with a base word connected to the Reading strand theme of migration review prefixes and suffixes in the context of analyzing and sorting polysyllabic words discuss figurative language review word collections 	<ul style="list-style-type: none"> listen respectfully and actively take responsibility for their learning and behavior include everyone in and contribute to the group work give reasons to support their thinking reach agreement before making decisions support one another’s independent work share their ideas with one another give feedback in a helpful way respectfully discuss and solve problems share their partners’ thinking with the class ask clarifying questions confirm one another’s thinking reflect on the classroom community and partnerships handle materials responsibly and share them fairly build on one another’s thinking 	<ul style="list-style-type: none"> Class Assessment Records 19–22 (weekly throughout the unit) Comprehension Checks 15–18 IDR Conference Record 5 (ongoing throughout the unit) D-ELD Unit 5 Observation Record (daily throughout the unit) D-ELD Unit 5 End-of-Unit Assessment (Week 4) Unit 5 Reading Comprehension Assessment (Week 4)
Unit 6 PERSUASIVE NONFICTION 4 weeks	<ul style="list-style-type: none"> “Should Cars Be Banned in Cities?” “Extra Recess? Yes, Please!” “No Time for Extra Recess!” “Concerns About Cursive” “Bring Cursive Back to Schools” “Keep Chocolate Milk on the Menu” 	Whole-Class <ul style="list-style-type: none"> learn about the characteristics of persuasive nonfiction use reading strategies, including questioning and determining importance discuss audience and purpose identify and discuss author’s opinions and the reasons and evidence to support their opinions discuss aspects of author’s craft that make texts persuasive discuss the organization of nonfiction: compare/contrast and cause/effect 	<ul style="list-style-type: none"> discuss, read, analyze, and spell polysyllabic words learn about the prefixes <i>over-</i>, <i>under-</i> and the “number” prefixes family (e.g., <i>uni-</i>, <i>bi-</i>, and <i>tri-</i>) explore adjectives that convey feeling and shades of meaning review and use words from their word collections in poems review the schwa 	<ul style="list-style-type: none"> share their true opinions listen and discuss opinions respectfully share their partners’ thinking with the class include everyone in and contribute to group work build on one another’s thinking support one another’s independent work give feedback in a helpful way 	<ul style="list-style-type: none"> Class Assessment Records 23–26 (weekly throughout the unit) Comprehension Checks 19–21 IDR Conference Record 6 (ongoing throughout the unit) D-ELD Unit 6 Observation Record (daily throughout the unit) D-ELD Unit 6 End-of-Unit Assessment (Week 4)

Unit	Texts	Comprehension	Word Study	Social Skills	Assessments
	<ul style="list-style-type: none"> • “Chocolate Milk at School? Thumbs Down!” • “Built with Chocolate Milk” • “Top 10 Reasons for Recess” 	<ul style="list-style-type: none"> • distinguish between facts and opinions • participate in close reading • discuss how an image conveys information and a message • use “Written Conversations” • share and discuss their own opinions about topics • write a persuasive book recommendation • build fluency <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • self-monitor and use “fix-up” strategies • think about author’s purpose, audience, fact, and opinion • use reading strategies, including determining importance and summarizing • generate independent thinking 	<ul style="list-style-type: none"> • notice and discuss pronunciation changes that take place when suffixes are added to certain base words • review word collections 	<ul style="list-style-type: none"> • use “Heads Together” 	<ul style="list-style-type: none"> • Unit 6 Reading Comprehension Assessment (Week 4)
<p>Unit 7 DRAMA 4 weeks</p>	<ul style="list-style-type: none"> • <i>Possum’s Tail</i> • “Twistable, Turnable Man” • “Words with Wings” • “Belonging” 	<p>Whole-Class</p> <ul style="list-style-type: none"> • listen to and discuss a play • use reading strategies, including making inferences, questioning, determining importance, and visualizing • discuss the play’s story arc and story elements, including character, setting, challenge or problem, and theme • participate in a close reading • review and practice fluency skills they have learned, including reading with attention to punctuation, emphasizing certain words, and phrasing • perform dramatic readings of a play • work in groups to write and discuss facts and opinions about the genres • reflect on the reading community <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • self-monitor and use “fix-up” strategies • think about story elements, including character, setting, plot, and theme • use reading strategies • generate independent thinking 	<ul style="list-style-type: none"> • discuss, read, analyze, and spell polysyllabic words • learn about the Greek roots <i>tele</i>, <i>graph</i>, <i>photo</i>, and <i>scrib/script</i> • create word webs with words that share a root • write their own found poems • analyze and sort polysyllabic words • reflect on and review what they have learned this year in Word Study • review word collections 	<ul style="list-style-type: none"> • take responsibility for their learning and behavior • listen respectfully and actively • share their ideas and explain their thinking • contribute ideas that are different from other people’s ideas • reach agreement before making decisions • give feedback in a helpful way • express interest in and appreciation for their classmates’ performances • solve problems respectfully • agree and disagree in a caring way • work responsibly in pairs • reflect on partnerships • discuss their growth as members of the classroom community 	<ul style="list-style-type: none"> • Class Assessment Records 27–30 (weekly throughout the unit) • Comprehension Checks 22–23 • IDR Conference Record 7 (ongoing throughout the unit) • D-ELD Unit 7 Observation Record (daily throughout the unit) • D-ELD Unit 7 End-of-Unit Assessment (Week 4) • Unit 7 Reading Comprehension Assessment (Week 4)



Being a Reader™

EXPANDED SECOND EDITION

DESIGNATED ENGLISH LANGUAGE DEVELOPMENT

Scope and Sequence

Grade 3

Unit	Interactive Reading	Vocabulary Building	Oral Retelling / Recounting	Language Analysis	Collaborative Writing	Creative Expression
Unit 1 THE CLASSROOM COMMUNITY 4 weeks	<ul style="list-style-type: none"> • <i>The Good Little Book</i> • <i>My Papi Has a Motorcycle</i> • <i>Olympic Spirit</i> • <i>A Boy and a Jaguar</i> 	<p>Words <i>companion, spectacular, determination, confidence</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use nouns and adjectives • identify doing and saying verbs 	<ul style="list-style-type: none"> • retell <i>The Good Little Book, My Papi Has a Motorcycle, and A Boy and a Jaguar</i> in order, using vocabulary from the texts 	<ul style="list-style-type: none"> • identify the subject, pronoun, verb, and verb phrase • modify simple sentences with descriptive details • describe how authors use doing verbs to show what is happening • identify prepositional phrases that tell where 	<ul style="list-style-type: none"> • jointly construct an informational text about the Olympic spirit, using vocabulary and verbs from the text • write their own informational texts about Olympic spirit • present their writing to the group 	<ul style="list-style-type: none"> • Drawing, Writing, and Sharing • Dramatize <i>My Papi Has a Motorcycle</i> • Charades to review unit vocabulary
Unit 2 FOCUS ON STRATEGY DEVELOPMENT AND GENERATING INDEPENDENT THINKING 5 weeks	<ul style="list-style-type: none"> • <i>The Three Ninja Pigs</i> • <i>Birdsong</i> • <i>Mountain Chef</i> • <i>Parks for All</i> • “The Journey of the National Park Service” 	<p>Words <i>persist, ache, salvage, protect, preserve</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use nouns, verbs, and adjectives • discuss shades of meaning 	<ul style="list-style-type: none"> • retell <i>The Three Ninja Pigs, Birdsong, and Mountain Chef</i> using important details and precise vocabulary from the texts • collaboratively summarize an article about the history of the National Park Service 	<ul style="list-style-type: none"> • modify simple sentences with descriptive details • identify cohesive words and phrases • unpack words and phrases to better understand meaning 	<ul style="list-style-type: none"> • jointly construct an expository nonfiction text about US national parks using important ideas and prepositional phrases • write their own expository nonfiction texts about US national parks • present their writing to the group 	<ul style="list-style-type: none"> • Create a Comic Strip with Captions • Fortune Cookie Messages for Tie Sing • A Day in the Life • Charades to review unit vocabulary
Unit 3 FICTION 5 weeks	<ul style="list-style-type: none"> • <i>A Boy Called Bat</i> 	<p>Words <i>miscellaneous, permission, correspondence, trustworthy, gentle</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use adjectives and nouns • identify verb types (Doing, Saying, Thinking/Feeling, Being/Having) 	<ul style="list-style-type: none"> • orally retell chapters of <i>A Boy Called Bat</i> in order using vocabulary from the story • collaboratively summarize events from the beginning, middle, and end of the story 	<ul style="list-style-type: none"> • identify subject, pronouns, verbs, and the conjunction <i>because</i> • expand sentences to write descriptively about Bat • analyze the “Different Types of Verbs” chart (Doing, Saying, Thinking/Feeling, Being/Having) 	<ul style="list-style-type: none"> • jointly construct sentences summarizing important events from <i>A Boy Called Bat</i> • write sentences that summarize important events from the beginning, middle, and end of <i>A Boy Called Bat</i> • present their writing to the group 	<ul style="list-style-type: none"> • Dramatize How Bat Got His Nickname • Dramatize a Scene from <i>A Boy Called Bat</i> • Extend a Scene • My Hand Portrait • Charades to review unit vocabulary
Unit 4 FOCUS ON NARRATIVE NONFICTION 4 weeks	<ul style="list-style-type: none"> • <i>The World Is Not a Rectangle</i> • <i>Paper Son</i> • “Ayodele Casel” • <i>Bloom</i> 	<p>Words <i>unusual, animator, sparse, imitate, passion</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use adjectives, nouns, and verbs explicitly named • use antonyms 	<ul style="list-style-type: none"> • retell <i>The World Is Not a Rectangle</i> using new vocabulary and in order • collaboratively summarize excerpts from <i>Paper Son, “Ayodele Casel”, and Bloom</i> 	<ul style="list-style-type: none"> • expand a simple sentence with descriptive details 	<ul style="list-style-type: none"> • jointly construct a paragraph about Ayodele Casel’s life using facts, events, and connecting words from “Ayodele Casel” • write their own paragraphs about Ayodele Casel’s life • present their writing to the group 	<ul style="list-style-type: none"> • Illustrate Unusual Buildings • Create Illustrations with Captions • Charades to review unit vocabulary
Unit 5 FOCUS ON EXPOSITORY NONFICTION 4 weeks	<ul style="list-style-type: none"> • <i>Migration</i> • <i>Epic Migrations by Air</i> • “The Gray Whale” • <i>Epic Migrations by Land</i> 	<p>Words <i>navigate, suitable, vulnerable, devastating, shallow, obstacle</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use verbs, adjectives, and nouns • use antonyms (shallow / deep) • discuss morphology of base words (devastate → devastating) 	<ul style="list-style-type: none"> • collaboratively summarize excerpts from <i>Migration, Epic Migrations by Air, “The Gray Whale”, and Epic Migrations by Land</i> 	<ul style="list-style-type: none"> • listen, write, and negotiate to reconstruct short texts • identify subject, pronouns (they, their), and verbs • identify cohesive words and phrases • modify simple sentences with descriptive details 	<ul style="list-style-type: none"> • jointly construct an informative paragraph about the migration journey of Canada geese using important information and language from <i>Epic Migrations by Air</i> • write their own paragraphs about the migration journey of Canada geese • present their writing to the group 	<ul style="list-style-type: none"> • Vocabulary Skits

<p>Unit 6 FOCUS ON PERSUASIVE NONFICTION 4 weeks</p>	<ul style="list-style-type: none"> • “Extra Recess? Yes, Please!” • “Bring Cursive Back to Schools” • “Chocolate Milk at School? Thumbs Down!” • “Top 10 Reasons for Recess” 	<p>Words <i>consequently, efficient, misleading, achievement, disruptive</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use adverbs • use adjectives and nouns • discuss comparative adjectives • discuss superlative adjectives • use modal expressions to soften opinions 	<ul style="list-style-type: none"> • collaboratively summarize the author’s opinion from persuasive nonfiction articles, supporting with reasons and evidence 	<ul style="list-style-type: none"> • reconstruct persuasive texts • identify cohesive words and phrases in persuasive articles • Identify comparative and superlative adjectives used in persuasion 	<ul style="list-style-type: none"> • jointly construct a persuasive nonfiction text explaining why chocolate milk should not be served in schools, based on “<i>Chocolate Milk at School? Thumbs Down!</i>” • write their own persuasive articles for a specific audience based on “<i>Chocolate Milk at School? Thumbs Down!</i>” • present their writing to the group 	<ul style="list-style-type: none"> • Role Play an Interview • Create and Present an Infographic • Charades to review unit vocabulary
<p>Unit 7 FOCUS ON DRAMA 4 weeks</p>	<ul style="list-style-type: none"> • <i>Possum’s Tail</i> (a play) • “Belonging” (poem) 	<p>Words <i>brag, cleverness, improvise, belonging, bloom</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use verbs, nouns, and adjectives • discuss shades of meaning 	<ul style="list-style-type: none"> • orally retell scenes of <i>Possum’s Tail</i> in order and with vocabulary from the play 	<ul style="list-style-type: none"> • analyze the “Different Types of Adverbs” chart (Time, Frequency, Degree, Manner, Place) • identify the subject, adjectives, and superlative adjectives (most beautiful) 	<ul style="list-style-type: none"> • jointly construct an alternative ending scene for <i>Possum’s Tail</i>, using adverbs and adjectives from the play • write their own alternative ending scenes for <i>Possum’s Tail</i> • present their writing to the group 	<ul style="list-style-type: none"> • Perform a Dramatic Reading • Drawing, Writing, and Sharing • Charades to review unit vocabulary



Being a Reader™

EXPANDED SECOND EDITION

SMALL-GROUP COMPREHENSION

Scope and Sequence

Grade 3

Small-Group Comprehension, Grade 3

Text	Instructional Focus	Lesson			
<p>Only One Year Fiction: chapter book ■ Lexile®: 620L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> • Wondering <p>Syntax and Vocabulary:</p> <ul style="list-style-type: none"> • Determining Word Meaning 	<p>Day 1: Wondering</p>	<p>Day 2: Wondering</p>	<p>Day 3: Wondering</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Wondering</p>
		<p>Day 5: Wondering</p>	<p>Day 6: Wondering</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 7: Determining Word Meaning</p> <p>Assessment: Exit Ticket</p>	
<p>“Wonderful Wheels” Expository nonfiction ■ Lexile®: 630L and “Without Wheels” Expository nonfiction ■ Lexile®: 990L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> • Using Text Structure • Making Text-to-Text Connections <p>Syntax and Vocabulary:</p> <ul style="list-style-type: none"> • Using Comparative Adjectives • Understanding Multiple-Meaning Words 	<p>Day 1: Reading a Nonfiction Article and Connecting Ideas “Wonderful Wheels”</p>	<p>Day 2: Retelling Important Ideas in a Nonfiction Article “Wonderful Wheels”</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 3: Using Text Structure and Sequencing “Wonderful Wheels”</p>	<p>Day 4: Using Comparative Adjectives “Wonderful Wheels”</p> <p>Assessment: Exit Ticket</p>
		<p>Day 5: Reading a Nonfiction Article and Connecting Ideas “Without Wheels”</p>	<p>Day 6: Using Text Structure and Using Text Features “Without Wheels”</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 7: Making Text-to-Text Connections “Wonderful Wheels” and “Without Wheels”</p>	<p>Day 8: Understanding Multiple-Meaning Words “Without Wheels”</p> <p>Assessment: Exit Ticket</p>
<p>The Polar Bear Son Folk tale ■ Lexile®: AD660L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> • Sequencing and Retelling <p>Syntax and Vocabulary:</p> <ul style="list-style-type: none"> • Determining Word Meaning 	<p>Day 1: Reading a Fiction Book</p>	<p>Day 2: Reading a Fiction Book</p>	<p>Day 3: Retelling a Story</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Determining Word Meaning</p> <p>Assessment: Exit Ticket</p>
<p>How Did That Get in My Lunchbox? Expository nonfiction ■ Lexile®: 740L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> • Recognizing Text Organization • Summarizing • Synthesizing <p>Syntax:</p> <ul style="list-style-type: none"> • Sorting Words by Function 	<p>Day 1: Recognizing Text Organization</p>	<p>Day 2: Summarizing</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 3: Summarizing and Synthesizing</p>	<p>Day 4: Sorting Words by Function</p> <p>Assessment: Exit Ticket</p>

Small-Group Comprehension, Grade 3

Text	Instructional Focus	Lesson			
<p><i>X-treme Facts: Engineering Bridges</i> Expository nonfiction ■ Lexile®: 730L and <i>X-treme Facts: Engineering Buildings</i> Expository nonfiction ■ Lexile®: 740L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Determining Important and Main Ideas Making Text-to-Text Connections Discussing Author’s Purpose <p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> Sharing and Supporting Opinions <p>Syntax and Vocabulary:</p> <ul style="list-style-type: none"> Understanding Multiple-Meaning Words Determining Word Meaning 	<p>Day 1: Discussing Text Features and Reading an Expository Nonfiction Book <i>Engineering Bridges</i></p>	<p>Day 2: Reading an Expository Nonfiction Book <i>Engineering Bridges</i></p>	<p>Day 3: Determining Important and Main Ideas <i>Engineering Bridges</i></p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Understanding Multiple-Meaning Words <i>Engineering Bridges</i></p> <p>Assessment: Exit Ticket</p>
<p><i>The Tree Lady</i> Biography ■ Lexile®: 760L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Understanding Character and Setting Understanding Problem and Solution <p>Syntax:</p> <ul style="list-style-type: none"> Reducing Sentences 	<p>Day 1: Reading a Biography and Discussing Character</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 2: Reading a Biography and Discussing Setting and Problem and Solution</p>	<p>Day 3: Discussing Problem and Solution in a Biography</p>	<p>Day 4: Reducing Sentences</p> <p>Assessment: Exit Ticket</p>
<p><i>Temple Cat</i> Fiction ■ Lexile®: 780L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Wondering Making and Supporting Predictions <p>Syntax:</p> <ul style="list-style-type: none"> Expanding Sentences 	<p>Day 1: Wondering and Making Predictions</p>	<p>Day 2: Wondering and Discussing Predictions</p>	<p>Day 3: Wondering</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Expanding Sentences</p> <p>Assessment: Exit Ticket</p>
<p><i>Ice Bear</i> Narrative nonfiction ■ Lexile®: AD800L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Determining Topic <p>Syntax:</p> <ul style="list-style-type: none"> Expanding Sentences 	<p>Day 1: Reading a Nonfiction Book</p>	<p>Day 2: Determining Topic</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 3: Determining Topic</p>	<p>Day 4: Expanding Sentences</p> <p>Assessment: Exit Ticket</p>

Small-Group Comprehension, Grade 3

Text	Instructional Focus	Lesson			
<p>“The Great Pacific Garbage Patch” Expository nonfiction ■ Lexile®: N/A</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Determining Topic Determining Important Ideas Discussing Cause and Effect <p>Syntax:</p> <ul style="list-style-type: none"> Unscrambling Sentences 	<p>Day 1: Reading an Expository Nonfiction Article</p>	<p>Day 2: Identifying Topics and Determining Important Ideas</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 3: Discussing Cause and Effect</p>	<p>Day 4: Unscrambling Sentences</p> <p>Assessment: Exit Ticket</p>
<p>The Key Collection Fiction: chapter book ■ Lexile®: 650L</p>	<p>Self-Monitoring and Self-Correcting</p> <p>Syntax:</p> <ul style="list-style-type: none"> Understanding Cohesion 	<p>Day 1: Reading a Chapter in a Fiction Book</p>	<p>Day 2: Self-Monitoring</p>	<p>Day 3: Self-Monitoring</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Self-Monitoring and Self-Correcting</p>
		<p>Day 5: Self-Monitoring and Self-Correcting</p>	<p>Day 6: Self-Monitoring and Self-Correcting</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 7: Understanding Cohesion</p> <p>Assessment: Exit Ticket</p>	
<p>The Last Firehawk: The Ember Stone Fantasy ■ Lexile®: 560L</p>	<p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> Responding to Literature Participating in Book Discussions Sharing and Supporting Opinions <p>Syntax and Vocabulary:</p> <ul style="list-style-type: none"> Using Superlative Adjectives 	<p>Day 1: Responding to Literature</p>	<p>Day 2: Responding to Literature</p>	<p>Day 3: Responding to Literature</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Participating in Book Discussions</p>
		<p>Day 5: Participating in Book Discussions</p>	<p>Day 6: Participating in Book Discussions and Sharing and Supporting Opinions</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 7: Using Superlative Adjectives</p> <p>Assessment: Exit Ticket</p>	
<p>A Splash of Red Narrative nonfiction ■ Lexile®: 610L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Identifying Important Events Making Connections <p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> Sharing and Supporting Opinions <p>Syntax:</p> <ul style="list-style-type: none"> Expanding Sentences 	<p>Day 1: Sharing and Supporting Opinions</p>	<p>Day 2: Sharing and Supporting Opinions</p>	<p>Day 3: Identifying Important Events and Making Connections</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Expanding Sentences</p> <p>Assessment: Exit Ticket</p>

Small-Group Comprehension, Grade 3

Text	Instructional Focus	Lesson			
<p><i>Stella Díaz Has Something to Say</i> Realistic fiction ■ Lexile®: 650L</p>	<p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> • Responding to Literature • Participating in Book Discussions <p>Syntax and Vocabulary:</p> <ul style="list-style-type: none"> • Understanding Multiple-Meaning Words 	<p>Day 1: Responding to Literature</p>	<p>Day 2: Responding to Literature</p>	<p>Day 3: Responding to Literature</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Participating in Book Discussions</p>
		<p>Day 5: Participating in Book Discussions</p>	<p>Day 6: Participating in Book Discussions</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 7: Understanding Multiple-Meaning Words</p> <p>Assessment: Exit Ticket</p>	
<p><i>Shark Lady</i> Biography ■ Lexile®: 750L</p>	<p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> • Responding to Literature • Participating in Book Discussions <p>Syntax and Vocabulary:</p> <ul style="list-style-type: none"> • Determining Word Meaning 	<p>Day 1: Responding to Literature</p>	<p>Day 2: Responding to Literature</p>	<p>Day 3: Responding to Literature</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Participating in Book Discussions</p>
		<p>Day 5: Participating in Book Discussions</p>	<p>Day 6: Participating in Book Discussions</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 7: Determining Word Meaning</p> <p>Assessment: Exit Ticket</p>	
<p><i>Saving Winslow</i> Fiction: chapter book ■ Lexile®: 690L</p>	<p>Preparing for Student-Led Book Clubs:</p> <ul style="list-style-type: none"> • Previewing the Novel • Generating Book Club Agreements • Exploring Ways Readers Think About Texts • Making a Book Club Schedule • Building On One Another's Thinking • Turning Journal Entries into Conversation Starters • Asking Powerful Questions 	<p>Day 1: Previewing the Novel and Generating Book Club Agreements</p>	<p>Day 2: Exploring Ways Readers Think About Texts</p>	<p>Day 3: Making a Book Club Schedule</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Building On One Another's Thinking</p>
		<p>Day 5: Turning Journal Entries into Conversation Starters</p>	<p>Day 6: Asking Powerful Questions</p> <p>Assessment: Group Discussion Observation</p>		

Small-Group Comprehension, Grade 3

Text	Instructional Focus	Lesson			
<p><i>The Untold Story of Michael Collins</i> Biography ■ Lexile®: 830L</p>	<p>Preparing for Student-Led Book Clubs:</p> <ul style="list-style-type: none"> • Previewing the Book • Generating Book Club Agreements • Exploring Ways Readers Think About Texts • Making a Book Club Schedule • Building On One Another's Thinking • Turning Journal Entries into Conversation Starters • Asking Powerful Questions 	<p>Day 1: Previewing the Book and Generating Book Club Agreements</p>	<p>Day 2: Exploring Ways Readers Think About Texts</p>	<p>Day 3: Making a Book Club Schedule</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Building On One Another's Thinking</p>
		<p>Day 5: Turning Journal Entries into Conversation Starters</p>	<p>Day 6: Asking Powerful Questions</p> <p>Assessment: Group Discussion Observation</p>		

Small-Group Comprehension, Grade 3

Book Clubs Mini-Lessons*

Mini-Lesson Type	Genre Focus	Instructional Focus
Discussion Support	Any genre	Mini-Lesson 1, “Asking Follow-Up Questions”
	Any genre	Mini-Lesson 2, “Sharing Airtime”
	Any genre	Mini-Lesson 3, “Setting Goals for More Robust Discussions”
Fiction Comprehension**	Fiction	Mini-Lesson 4, “Investigating Character”
	Fiction	Mini-Lesson 5, “Tracking Characters’ Challenges and Solutions”
	Fiction	Mini-Lesson 6, “Exploring Setting”
	Fiction	Mini-Lesson 7, “Savoring Word Choice”
	Fiction	Mini-Lesson 8, “Reflecting On Themes”
Nonfiction Comprehension	Nonfiction	Mini-Lesson 9, “Learning from Text Features”
	Nonfiction	Mini-Lesson 10, “Asking Questions Before Reading”
	Nonfiction	Mini-Lesson 11, “Identifying Important Ideas”
	Nonfiction	Mini-Lesson 12, “Troubleshooting Comprehension Problems”
Book Choice	Any genre	Mini-Lesson 13, “Conducting a Book Pass”

*Mini-lessons can be used as needed, with any text.

**Some of the Fiction Comprehension mini-lessons can be used with nonfiction texts and vice versa. For example, many nonfiction texts use rich word choice, and many fiction texts include text features.



Being a Writer™

THIRD EDITION

Scope and Sequence

Grade 3

Unit	Texts	Writing Topics	Writing Process & Craft	Grammar & Conventions	Social Skills
Unit 1 THE CLASSROOM COMMUNITY 3 weeks	<ul style="list-style-type: none"> • <i>Hey, Wall: A Story of Art and Community</i> • <i>Watercress</i> • <i>Bookjoy, Wordjoy</i> • <i>Atlantic</i> • <i>Our Oceans</i> • <i>Hello Ocean / Hola mar</i> 	<ul style="list-style-type: none"> • Write about things created or written • Write freely 	<p>Writing Process</p> <ul style="list-style-type: none"> • Become familiar with writing notebooks • Discuss: writing about themselves; their own reasons for writing • Quick write: about events in their own lives; from the point of view of a thing; about interesting nonfiction topics; sensory details about a favorite place; about nonbook writing • Learn and practice a prewriting technique • Contribute to a shared poem • Learn a procedure for conferring in pairs • Confer in pairs <p>Genre and Author's Craft</p> <ul style="list-style-type: none"> • Listen to and discuss: stories; an author's note; poems; a narrative text; parts of a nonfiction text • Learn about why professional authors write • Explore: narrative point of view; examples of nonbook writing • Identify and discuss sensory details in a story 	<ul style="list-style-type: none"> • Discuss model sentences • Write complete sentences • Explore: nouns; the function of nouns 	<ul style="list-style-type: none"> • Learn and practice classroom procedures • Build and reflect on the classroom community • Learn and practice "Turn to Your Partner" • Take turns talking and listening • Learn "Think, Pair, Share" • Take responsibility for learning and behavior • Listen respectfully • Express interest in and appreciation for one another's writing • Use discussion prompts • Build on one another's thinking • Work responsibly in pairs
Unit 2 THE WRITING PROCESS 2 weeks	<ul style="list-style-type: none"> • "Dav Pilkey's Writing Process" • <i>Hey, Wall: A Story of Art and Community</i> 	<ul style="list-style-type: none"> • Select and publish a draft from Unit 1 	<p>Writing Process</p> <ul style="list-style-type: none"> • Review their drafts and select one to develop • Reread their selected drafts critically • Complete and type their drafts • Remove extra information and revise confusing parts • Confer in pairs and revise their drafts based on partner feedback • Learn a procedure for initiating pair conferences • Become familiar with the proofreading checklist • Proofread drafts for: spelling; misused words; capitalization; complete sentences; sentence fragments; run-on sentences • Learn how to use spell-check • Present their published pieces from the Author's Chair • Reflect on taking writing from an idea to a published piece <p>Genre and Author's Craft</p> <ul style="list-style-type: none"> • Watch and discuss a video • Discuss using precise words and replace imprecise words 	<ul style="list-style-type: none"> • Discuss model sentences • Correct run-on sentences • Review: complete sentences; sentence fragments; run-on sentences 	<ul style="list-style-type: none"> • Work responsibly in pairs • Handle materials responsibly • Give full attention to people who are speaking • Solve problems respectfully • Share partners' thinking • Act considerately toward others • Speak loudly and clearly • Express interest in and appreciation for one another's writing
Unit 3 PERSONAL NARRATIVE 4 weeks	<ul style="list-style-type: none"> • <i>My Grandma and Me</i> • "Water" • "Mattie's Ride" • "John and the Snake" • "Cookin' with Grams" • <i>A Boy and a Jaguar</i> 	<ul style="list-style-type: none"> • Write personal narrative • Write freely 	<p>Writing Process</p> <ul style="list-style-type: none"> • Quick write about: something special done with a loved one; interesting experiences; cooking a favorite meal; facing a challenge; something learned • Draft personal narrative • Review their personal narrative drafts and select one to finish and develop • Reread their selected drafts critically • Complete, type, and revise their drafts • Self-assess and revise their drafts based on self-assessments • Initiate pair conferences and confer in pairs • Proofread drafts for: spelling; misused words; capitalization; complete sentences; sentence fragments; run-on sentences; possessive nouns • Share and present their published pieces from the Author's Chair <p>Genre and Author's Craft</p> <ul style="list-style-type: none"> • Listen to and discuss personal narrative • Use sensory details • Discuss: transitional words and phrases; strong opening and closing sentences • Analyze temporal words and phrases in a personal narrative 	<ul style="list-style-type: none"> • Review: pronouns; verbs • Discuss model sentences • Use: pronoun-noun agreement; regular verbs; possessive nouns; linking verbs • Explore the function of: pronouns; verbs and verb tenses; prepositions; adjectives; adverbs 	<ul style="list-style-type: none"> • Listen respectfully • Work responsibly in pairs • Express interest in and appreciation for one another's writing • Share partners' thinking • Solve problems respectfully • Confer in pairs responsibly • Handle materials responsibly • Give full attention to people who are speaking • Reflect on learning • Speak loudly and clearly

Unit	Texts	Writing Topics	Writing Process & Craft	Grammar & Conventions	Social Skills
<p>Unit 4 FICTION 6 weeks</p>	<ul style="list-style-type: none"> • <i>Octopus Stew</i> • <i>Swashby and the Sea</i> • <i>Going Down Home with Daddy</i> • <i>The Good Little Book</i> 	<ul style="list-style-type: none"> • Write fiction pieces • Write freely 	<ul style="list-style-type: none"> • Revise their drafts by adding sensory details • Use temporal words and phrases • Revise their opening and closing sentences <p>Writing Process</p> <ul style="list-style-type: none"> • Draft fiction • Quick write: about objects that help other characters; about unexpected events that can happen in a story; characters' speech; characters' actions; about challenges or problems • Reflect on creativity • Review their fiction drafts and select one to finish and develop • Reread their selected drafts critically • Complete, type, and revise their drafts • Remove extra information and revise confusing parts • Self-assess and revise their drafts based on self-assessments • Initiate pair conferences and confer in pairs • Proofread drafts for: spelling; misused words; capitalization; complete sentences; sentence fragments; run-on sentences; punctuating dialogue • Share and present their published pieces from the Author's Chair <p>Genre and Author's Craft</p> <ul style="list-style-type: none"> • Listen to and discuss fiction • Discuss: character; setting; plot; challenge or problem; transitional words and phrases; endings that bring a story's events to a close • Describe characters' thoughts, feelings, and actions • Review how characters are developed • Revise drafts: to add details about a character's thoughts, feelings, actions, or speech; for strong endings; for interesting verbs; for adverbs • Use temporal words and phrases 	<ul style="list-style-type: none"> • Learn about the coordinating conjunctions <i>and</i>, <i>but</i>, and <i>or</i> • Discuss model sentences • Write compound sentences • Compare dialogue and spoken English • Write and punctuate dialogue • Use: comparative and superlative adjectives; irregular verbs; comparative and superlative adverbs • Review: verbs; complete sentences; sentence fragments; run-on sentences • Discuss: interesting verbs; adverbs; dialogue punctuation; speech verbs that reveal feelings; condensing clauses 	<ul style="list-style-type: none"> • Work responsibly in pairs • Express interest in and appreciation for one another's writing • Take responsibility for learning and behavior • Share partners' thinking • Handle materials responsibly • Give full attention to people who are speaking • Solve problems respectfully • Reflect on learning and behavior • Speak loudly and clearly
<p>Unit 5 EXPOSITORY NONFICTION 7 weeks</p>	<ul style="list-style-type: none"> • <i>Wild in the City: A Guide to Urban Animals Around the World</i> • <i>Cute as an Axolotl: Discovering the World's Most Adorable Animals</i> • "Agouti" • Teacher-Selected Website and Web Page • "Jellyfish" 	<ul style="list-style-type: none"> • Write about: animals; nonfiction reading • Write informational reports • Write freely 	<ul style="list-style-type: none"> • Discuss and quick write questions about animals • Read web pages about animals • Select animals to research and write about • Do pre-research writing • Search for and evaluate web pages • Create shared research documents • Determine research questions • Read web pages about selected animals and take notes • Review pre-research writing and notes • Identify subtopics for reports and group notes by subtopic • Organize their notes • Confer in pairs and in groups • Put subtopic sections in order • Analyze and revise their drafts for: interest; clarity; completeness • Proofread their drafts for: spelling; misused words; capitalization; complete sentences; sentence fragments; run-on sentences • Transfer their proofread drafts to slides • Present their published reports from the Author's Chair • Reflect on writing nonfiction <p>Genre and Author's Craft</p> <ul style="list-style-type: none"> • Listen to and discuss: parts of nonfiction books; a digital article; a web page; a slide presentation • Discuss: animals; audience and purpose; and use transitional words and phrases; topic-related vocabulary; and create text features for reports 	<ul style="list-style-type: none"> • Learn about the subordinating conjunctions <i>after</i>, <i>before</i>, <i>until</i>, and <i>because</i> • Discuss model sentences • Write complex sentences • Use: regular and irregular plural nouns; possessive determiners and possessive pronouns; subject-verb agreement • Review: complete sentences; sentence fragments; run-on sentences • Explore: collective nouns for groups of animals; abstract nouns; pronouns in nonfiction about animals 	<ul style="list-style-type: none"> • Listen carefully • Share what partners wrote about • Build on another's thinking • Work responsibly in pairs • Share work fairly • Reach agreement before making decisions • Show respect for others • Express interest in and appreciation for one another's writing

Unit	Texts	Writing Topics	Writing Process & Craft	Grammar & Conventions	Social Skills
<p>Unit 6 OPINION WRITING 4 weeks</p>	<ul style="list-style-type: none"> • <i>I Found a Kitty!</i> • "School Should Start Later in the Morning" • "Don't Change Our Start Time" • "Kids Should Help New Students Feel Welcome" • "Rats Are the Coolest Pets" • "Why You Should Get a Dog" 	<ul style="list-style-type: none"> • Write about opinions • Write persuasive essays • Write freely 	<ul style="list-style-type: none"> • Draft: subtopic sections with strong opening sentences; introductions; conclusions • Revise their drafts for topic-related vocabulary • Read and discuss: the introduction to a nonfiction text; the conclusion to an informational report <p>Writing Process</p> <ul style="list-style-type: none"> • Quick write about opinions • Select topics for persuasive essays • Create concept maps • Draft persuasive essays • Type, revise, and complete their drafts • Reread their drafts critically • Confer in pairs and revise their drafts based on partner feedback • Review the proofreading checklist • Revise drafts for: interest; clarity; correct paragraphing • Proofread drafts for: spelling; misused words; capitalization; complete sentences; sentence fragments; run-on sentences • Share and present their published essays from the Author's Chair • Reflect on: Author's Chair sharing; the writing process <p>Genre and Author's Craft</p> <ul style="list-style-type: none"> • Listen to and discuss: a fiction book; persuasive essays • Identify opinions and reasons in a story • Discuss: audience and author's purpose; the structure of persuasive essays; the reasons in the body paragraphs; paragraphing; opening paragraphs of persuasive essays; how authors use reasons to support opinions; using transitional words and phrases; conclusions of persuasive essays • Analyze and revise: opening paragraphs of their drafts; their drafts to include reasons with information; conclusions of their drafts • Add adjectives to their drafts 	<ul style="list-style-type: none"> • Learn about spoken and written English • Discuss model sentences • Write sentences using conventions of written English • Use: commas in addresses; adjectives; abstract nouns 	<ul style="list-style-type: none"> • Listen respectfully and share ideas • Share partners' thinking • Discuss opinions respectfully • Work responsibly in pairs • Express interest in and appreciation for one another's writing • Speak loudly and clearly
<p>Unit 7 POETRY 3 weeks</p>	<ul style="list-style-type: none"> • "Allow Me to Introduce Myself" • "Untitled" by Kourosh Mohammadzede • "Untitled" by Nikki Grimes • "HOT" • "Atta-Dude" • "Hairs" • "Trees Are Poets" • "Excerpt from 'Hands'" • "The Little House" • "Picnic to the Earth" • "SERVICE" • "CREATE" • "First Responder" • "Rainbow in the Clouds" 	<ul style="list-style-type: none"> • Write thunder poems • Write poems • Write freely 	<p>Writing Process</p> <ul style="list-style-type: none"> • Draft poems • Quick write about: dialogues; self-portraits; third graders as objects in nature; hands; friendship • Reflect on creativity • Confer in pairs • Review their poetry drafts and select one • Reread their drafts critically and revise • Explore and discuss features of: broadsides; performance • Create and finish their broadsides • Rehearse and perform their poems • Share their completed broadsides <p>Genre and Author's Craft</p> <ul style="list-style-type: none"> • Listen to, discuss, and compare poems • Discuss characteristics of poetry, including: rhyme; alliteration; simile; specific rules; personification; messages; sensory details; meaning; precise verbs; form; direct address; repetition; variation • Use sensory details • Watch and discuss a video • Revise to incorporate characteristics of poetry • Proofread their drafts to either apply grade-level conventions or purposely break the rules • Discuss poetry 	<ul style="list-style-type: none"> • Review punctuation and capitalization 	<ul style="list-style-type: none"> • Express interest in and appreciation for one another's writing • Build on one another's thinking • Reflect on learning and behavior • Handle materials responsibly and share them fairly • Share partners' thinking • Include everyone in and contribute to group work • Work responsibly • Act considerately toward others • Speak loudly and clearly

Unit	Texts	Writing Topics	Writing Process & Craft	Grammar & Conventions	Social Skills
<p>Unit 8 <i>REVISITING THE CLASSROOM COMMUNITY</i> 1 week</p>	<ul style="list-style-type: none"> • No texts 	<ul style="list-style-type: none"> • Write: about how they have grown as writers; letters to next year’s class; about their favorite authors; about the classroom community 	<p>Writing Process</p> <ul style="list-style-type: none"> • Review their writing from the year and reflect on their growth • Review and discuss the writing process • Plan their summer writing <p>Genre and Author’s Craft</p> <ul style="list-style-type: none"> • Discuss genres • Review texts from the year • Learn about the writing habits of professional authors 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Listen carefully • Express interest in and appreciation for one another’s writing • Listen respectfully and share ideas • Share partners’ thinking • Reflect on the classroom community • Reflect on behavior