

Each unit is comprised of:

- **Lessons**, including Reading, Writing, Grammar, Morphology, and Spelling activities.
- A **Unit Assessment** that evaluates students' reading comprehension, understanding and retention of academic and domain-specific vocabulary words, as well as the grammar and morphology skills targeted in the unit. A writing prompt is included, as is an optional fluency evaluation. The core content targeted in the domain is assessed in a separate Content Assessment. The results should guide review and enrichment offered during the end of unit Pausing Point.
- **Pausing Points** present opportunities to review, reinforce, or extend the content and skills taught.

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Unit 1: Classic Tales: The Wind in the Willows (15 Days)

Reader: *Classic Tales*

This unit will expose students to classic children's stories that use rich language and introduce students to a variety of vocabulary words. Students will be enchanted by descriptive paragraphs and memorable characters as they explore interesting themes and discuss character traits. As they go on adventures with these characters, instruction will reinforce understanding of the elements of fictional narratives, including dialogue, narration, characters, plot, and setting. Students will also discuss the literary tools of personification, perspective, and point-of-view, as well as the themes of friendship, loyalty, hospitality, responsibility, and irresponsibility.

NOTE: *This unit also includes a beginning-of-year assessment to help determine whether students have adequate preparation for Grade 3 CKLA instruction.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Character Analysis Students will compare and contrast the two characters from <i>The Wind in the Willows</i> . [RL.3.3; ELD.PI.3.6] Reading: Practice Story: "The Beginning" Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]	Presenting the Read-Aloud: "The River Bank, Part I" Students will determine the main idea and supporting details of a text read aloud. [SL.3.2; ELD.PI.3.6]	Short Vowel Review Students will review short vowel sounds and multisyllable words. [RF.3.3; ELD.PIII.3] Word Work: <i>Meandered</i>	
Lesson 2	Practice Story: "The Thief" Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]	Presenting the Read-Aloud: "The River Bank, Part II" Students will determine the main idea and supporting details of a text Read-Aloud. [SL.3.2; ELD.PI.3.6]	Short and Long Vowel Review Students will review long and short vowels and write multisyllable words. [RF.3.3; ELD.PIII.3] Word Work: <i>Dejected</i>	Perspective Students will use descriptions of actions, thoughts, and feelings to rewrite a scene from Rat's perspective. [W.3.3b; ELD.PI.3.10]
Lesson 3	Practice Story: "All's Well That Ends Well" Students will identify the themes of the story. [RL.3.9; ELD.PI.3.6] Sequencing the Plot Students will sequence the events of a story. [RL.3.2; ELD.PI.3.6]	Presenting the Read-Aloud: "The Open Road" Students will recount the events of the story using images. [SL.3.4; ELD.PI.3.6]	Long Vowel Review Students will review long vowel sounds and practice reading multisyllable words. [RF.3.3; ELD.PIII.3] Word Work: <i>Slate</i>	
Lesson 4	Practice Story: "The Hungry Troll" Students will ask and answer questions to demonstrate understanding	Presenting the Read-Aloud: "The Wild Wood" Students will discuss the main idea and supporting details of a text	Long Vowel Review Students will review long vowel sounds and practice writing multisyllable words. [RF.3.3; ELD.PIII.3]	Alternate Endings Students will write collaboratively to produce an alternative ending to a story. [W.3.3; ELD.PI.3.10]

	of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]	Read-Aloud. [SL.3.2; ELD.PI.3.5]	Word Work: <i>Postpone</i>
Lesson 5	<p>Practice Story: "The Hungry Troll" Students will explain how characters' actions demonstrate specific story themes. [RL.3.3; ELD.PI.3.6]</p> <p>Themes Chart Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p>	<p>Presenting the Read-Aloud: "Mr. Badger" Students will describe how characters in a Read-Aloud demonstrate the story's theme of hospitality. [SL.3.2; ELD.PI.3.6]</p>	<p>Syllables with Consonant 'le' Students will review sounds and syllables with 'le' and practice reading multisyllable words. [RF.3.3; ELD.PIII.3]</p> <p>Word Work: <i>Summoned</i></p>
Lesson 6	<p>Reading: Chapter 1: "Where in the World Do These Tales Come From?" Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p> <p>Silent Reading Assessment "The Bug Hunt" and "The Snake"</p>	<p>Presenting the Read-Aloud: "Mr. Badger" Students will identify a theme in a Read-Aloud text and provide examples to support the theme. [RL.3.2; ELD.PI.3.6] Students will recount a story listening carefully to act out a character's actions and feelings. [SL.3.4; ELD.PI.3.5]</p>	
Lesson 7	<p>Reading: Chapter 1: "Aladdin and the Wonderful Lamp, Part I" Students will explain how characters' actions demonstrate specific story themes. [RL.3.3; ELD.PI.3.6]</p> <p>Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p> <p>Assessment Silent Reading Assessment: "Moans at Midnight" Word Reading in Isolation</p>	<p>Presenting the Read-Aloud: "Dulce Domum: Part II" Students will identify examples of the theme of hospitality in a Read-Aloud text. [SL.3.2; ELD.PI.3.6]</p>	Word Work: <i>Forage</i>

Lesson 8	<p>Reading: Chapter 2: "Aladdin and the Wonderful Lamp, Part II"</p> <p>Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p> <p>Assessment Silent Reading Assessment "The Dog Show"</p>	<p>Presenting the Read-Aloud: "Mr. Toad"</p> <p>Students will listen to a Read-Aloud for details that describe a character. [SL.3.2; ELD.PI.3.6]</p>	<p>Sayings and Phrases</p> <p>Students will demonstrate an understanding of the saying "One rotten apple spoils the whole barrel." [L.3.4; ELD.PI.3.12b]</p> <p>Word Work: <i>Conceited</i></p>	
Lesson 9	<p>Point-of-View</p> <p>Students will rewrite a passage, changing it from third-person to first-person point of view. [RL.3.6; ELD.PI.3.6]</p> <p>Assessment Silent Reading: "Black Diamond"</p> <p>Reading: Chapter 3: "Aladdin and the Wonderful Lamp, Part III"</p> <p>Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p>	<p>Presenting the Read-Aloud: "Toad's Adventures"</p> <p>Students will make and confirm predictions for a Read-Aloud using details of the text. [SL.3.2; ELD.PI.3.6]</p>	Word Work: <i>Pursued</i>	
Lesson 10	<p>Assessment Word Reading in Isolation Placement</p> <p>Reading: Chapter 4: "Alice's Adventures in Wonderland, Part I"</p> <p>Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p>	<p>Presenting the Read-Aloud: "The Further Adventures of Toad, Part I"</p> <p>Students will identify the main idea in a Read-Aloud text. [SL.3.2; ELD.PI.3.6]</p>	Word Work: <i>Deprive</i>	<p>Planning an Opinion Paragraph</p> <p>With assistance, students will complete a graphic organizer to prepare for writing an opinion paragraph. [W.3.1; ELD.PI.3.10]</p>
Lesson 11	<p>Reading: Chapter 5: "Alice's Adventures in Wonderland, Part II"</p> <p>Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p>	<p>Presenting the Read-Aloud: "The Further Adventures of Toad, Part II"</p> <p>Students will use details of the story to describe Toad's personality. [SL.3.2; ELD.PI.3.6]</p>	<p>Spellings 'g' and 'c'</p> <p>Students will review spellings for 'g' and 'c'. [RF.3.3; ELD.PIII.3]</p> <p>Word Work: <i>Recklessly</i></p>	<p>Writing an Opinion Paragraph: Draft</p> <p>With assistance, students will draft an opinion paragraph. [W.3.1; ELD.PI.3.10]</p>

Lesson 12	<p>Reading: Chapter 5: “Alice’s Adventures in Wonderland, Part II”</p> <p>Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p>	<p>Presenting the Read-Aloud: “The Return of Toad, Part I”</p> <p>Students will listen for examples of personification in a Read-Aloud text. [SL.3.2; ELD.PI.3.6].</p>	<p>Review Spelling Alternatives</p> <p>Students will review spelling alternatives ‘kn’, ‘wr’, ‘wh’, and ‘qu’. [RF.3.3; ELD.PIII.3]</p> <p>Word Work: <i>Startled</i></p>	<p>Writing an Opinion Paragraph: Draft/Revise</p> <p>With assistance, students will revise an opinion paragraph. [W.3.1; ELD.PI.3.10]</p>
Lesson 13	<p>Reading: Chapter 6: “Alice’s Adventures in Wonderland, Part III”</p> <p>Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p>	<p>Presenting the Read-Aloud: “The Return of Toad, Part II”</p> <p>Students will discuss the main idea and details of a Read-Aloud text. [SL.3.2; ELD.PI.3.6]</p>	<p>Review Spelling Alternatives</p> <p>Students will review the spelling alternatives ‘ch’, ‘ph’, ‘sh’, and ‘th’. [RF.3.3; ELD.PIII.3]</p> <p>Word Work: <i>Modest</i></p>	<p>Writing an Opinion Paragraph: Edit/Final Copy</p> <p>With assistance, students will write a final draft of an opinion paragraph. [W.3.1; ELD.PI.3.10]</p>
Lesson 14	<p>Reading: Chapter 6: “Alice’s Adventures in Wonderland, Part III”</p> <p>Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p> <p>Pausing Point *Opportunity for enrichment and/or remediation in content and reading comprehension</p>	<p>Pausing Point *Opportunity for enrichment and/or remediation in speaking and listening</p>	<p>R-Controlled Vowels Review</p> <p>Students will review r-controlled vowels. [RF.3.3; ELD.PIII.3]</p> <p>Pausing Point *Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</p>	<p>Pausing Point *Opportunity for enrichment and/or remediation in writing</p>
Lesson 15	<p>Reading: Chapter 7: “Alice’s Adventures in Wonderland, Part IV”</p> <p>Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [W.3.1, ELD.PI.3.10]</p> <p>Pausing Point *Opportunity for enrichment and/or remediation in content and reading comprehension</p>	<p>Pausing Point *Opportunity for enrichment and/or remediation in speaking and listening</p>	<p>The /er/ Sound and Its Spelling</p> <p>Students will review r-controlled vowels. [RF.3.3; ELD.PIII.3]</p> <p>Pausing Point *Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</p>	<p>Pausing Point *Opportunity for enrichment and/or remediation in writing</p>

Unit 2: Animal Classification (17 days)

Reader: *Rattenborough's Guide to Animals*

This unit introduces students to the science of classification. Students will learn about five groups of vertebrates, why scientists classify animals into groups, and the characteristics by which they make these determinations. The ability to classify information is an essential skill of organizing, analyzing, and understanding data. Students will develop scientific skills as they observe and practice identifying important characteristics of organisms and objects.

In this unit, students will be asked to engage in structured inquiry discussions and exercises. During these activities, students will be asked to respond based on their observations and thinking. By asking questions such as "How do you know?" and "Why do you think so?" the teacher will guide students in making reasonable statements based on what students already know and the evidence they can observe.

The content students learn in this unit will serve as the basis for more in-depth study in the later grades of how living things are classified, the life cycles and reproduction of animals, oceans and marine life, and evolution.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<p>Core Connection Students will observe and describe basic characters of animals at the zoo and record observations on a graphic organizer. [RI.3.7; ELD.PI.3.1]</p> <p>Presenting the Reading: "Meet Rattenborough" Students will define and identify text features in the Reader. [RI.3.5; ELD.PII.3.1]</p>		<p>Introducing Root Words Students will use conventional spelling when adding suffixes <i>-ed</i> and <i>-ing</i> to root words. [L.3.2e; RF.3.3; ELD.PIII.3]</p>	<p>Field Journal Students will also write an Adding Suffixes short reflection on their experiences as animal researchers. [W.3.8; W.3.10; ELD.PI.3.10]</p>
Lesson 2	<p>Whole Group Reading: "Classifying Living Things" Students will explain how text features help readers identify information about classifying living things. [RI.3.5; ELD.PII.3.1]</p>	<p>Presenting the Read-Aloud: "Classifying Animals by Characteristics" Students will define and determine the author's point of view about animal classification. [RI.3.6; ELD.PI.3.6]</p>	<p>Word Work: <i>Classify</i> Nouns, Verbs, and Adjectives Students will identify nouns, verbs, and adjectives to explain their functions in sentences. [L.3.1a; ELD.PII.3.5]</p>	

Lesson 3	Whole Group Reading: “Vertebrate or Invertebrate?” Students will identify the connection between vertebrates and invertebrates. [RI.3.3; ELD.PI.3.6]	Presenting the Read-Aloud: “Vertebrate Animals: Students will identify the important points from two informational texts on vertebrate and invertebrates. [RI.3.9; ELD.PI.3.5, 6]	Nouns, Verbs, and Adjectives Students will determine the meaning of words formed when <i>–ed</i> or <i>–ing</i> are added to a known root word. [L.3.4b; ELD.PIII.3]	
			Spelling: Blank Busters	
Lesson 4	Presenting the Reading: “Warm-Blooded and Cold-Blooded Animals” Students will identify supporting details in a passage about warm- and cold-blooded animals. [RI.3.2; ELD.PI.3.6]	Presenting the Read-Aloud: “Warm- or Cold-Blooded” Students will identify the main idea in passages about warm- and cold-blooded animals. [RI.3.2; ELD.PI.3.6]	Morphology Spelling Students will determine the meaning of words formed when <i>un–</i> and <i>non–</i> are added to a known root word. [L.3.4b; ELD.PI.3.6]	Field Journal Students will write a short reflection about an interesting animal to further research. [W.3.10; ELD.PI.3.10a]
			Word Work: <i>Constant</i>	
Lesson 5	Reading: “Fish” Students will identify text features to gain greater understanding about fish. [RI.3.5; ELD.PII.3.1]	Presenting the Read-Aloud: “Fish: Fins and Gills” Students will identify information about fish and explain how specific text features support their learning about fish. [W.3.2; RI.3.5; ELD.PI.3.10, ELD.PII.3.1] Students will present findings learned about fish from the text features. [SL.3.4; ELD.PI.3.9]	Word Work: <i>Aquatic</i> Spelling Students will use conventional spelling for doubling or not doubling a final consonant when adding the suffixes <i>–ed</i> and <i>–ing</i> to root words. [L.3.2e; ELD.PIII.3] Parts of Speech Students will identify nouns, verbs and adjectives in a sentence. [L.3.1a; ELD.PII.3.3, ELD.PII.3.4]	
Lesson 6	Small Group Reading: “Amphibians” Students will record key information about amphibians. [W.3.2; ELD.PII.3.7]	Presenting the Read-Aloud: “Amphibians: From Land to Water” Students will identify clue words used to sequence the stages of metamorphosis. [RI.3.8; ELD.PI.3.7]	Spelling Students will determine the meaning of words formed when <i>–ed</i> and <i>–ing</i> are added to a known root word. [L.3.4b; ELD.PI.3.8]	Field Journal Students will write a short reflection about being an amphibian. [W.3.8; ELD.PI.3.10]
Lesson 7	Introducing the Reading: “Tree Frogs” Students will ask and answer questions to demonstrate understanding of tree frogs, referring explicitly to the text. [RI.3.1; ELD.PI.3.6]	Compare and Contrast Texts Students will compare and contrast two texts about frogs. [RI.3.9; ELD.PI.3.6]		Field Journal Students will write a short reflection about being a frog researcher. [W.3.8; ELD.PI.3.10]
Pausing Point 1	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing

Lesson 8		Presenting the Read-Aloud: "Reptiles: Cold-Blooded Scaly Vertebrates" Students will determine the meaning of unknown words in the text. [RI.3.4; ELD.PIII.3]	Word Work: <i>Effectively</i> Introducing Prefixes <i>re-</i> and <i>pre-</i> Students will determine the meanings of words formed when <i>re-</i> or <i>pre-</i> are added to known root words. [L.3.4b; ELD.PIII.3] Spelling	Field Journal Students will write a short reflection on being a herpetologist. [W.3.8; ELD.PI.3.10]
Lesson 9	Whole Group Second Reading: "Reptiles" Students will closely read an informational text to learn more about reptiles. [RI.3.10; ELD.PI.3.6]		Spelling: Blank Busters Students will determine the meaning of words formed when <i>-ed</i> or <i>-ing</i> are added to a known root word. [L.3.4b; ELD.PIII.3]	Animal Foldable Students will record key information about reptiles. [W.3.2; ELD.PI.3.10]
Lesson 10		Presenting the Read-Aloud: "Birds: Wings and Feathers" Students will write a short reflection about the most important thing about being a bird. [W.3.8; ELD.PI.3.10b]	Spelling Assessment Students will use conventional spelling patterns when adding suffixes <i>-ed</i> or <i>-ing</i> to root words. [L.3.2e] Word Work: <i>Metabolism</i>	Bird Web Field Journal Students will write a short reflection about the most important thing about being a bird. [W.3.8; ELD.PI.3.10b]
Lesson 11	Partner Reading: "Birds" Students will identify information about birds and explain how specific text features support their learning. [RI.3.5; ELD.PI.3.6]		Introduce Spelling Words Students will use conventional spelling patterns when adding the suffix <i>-es</i> to root words. [L.3.2e; ELD.PIII.3] Abstract Nouns Students will identify and use concrete and abstract nouns. [L.3.1c; ELD.PII.3.4]	Animal Classification Foldable Field Journal Students will write a short reflection on being a bird. [W.3.8; ELD.PI.3.10b]
Lesson 12	Small Group Reading: "Mammals" Students will compare two texts on mammals using a graphic organizer. [RI.3.9; ELD.PI.3.6]	Presenting the Read-Aloud: "Mammals: Live-Bearing Milk Producers" Students will identify clue words used to signal a contrast or comparison of mammals. [RI.3.8; ELD.PII.3.1]	Word Work: <i>Stately</i> Grammar Review Students will use nouns, verbs, and adjectives, and explain their function in sentences. [L.3.1a; ELD.PII.3.3; ELD.PII.3.4]	Mammal Web Students will record key information about mammals. [W.3.2; ELD.PI.3.10b]
Lesson 13	Whole Group Reading: "Jane Goodall" Students will determine the main idea and supporting details about Jane Goodall from the media clip and reading. [SL.3.2; ELD.PI.3.6]	Discussing the Video Clip Students will identify information presented in a media clip about Jane Goodall. [SL.3.2; ELD.PI.3.6]		An Informational Paragraph Students will begin drafting an informative writing piece about a select vertebrate's characteristics and classification, clearly stating ideas, facts, and details. [W.3.2; ELD.PI.3.10b]
Lesson 14	Independent Reading: "Scientists Who Classify Animals" Students will use text features to quickly locate information about scientists	Presenting the Read-Aloud: "Vertebrates Around the World" Students will ask and answer questions about vertebrates around the		Revising an Informative Paragraph Students will continue drafting an informative writing piece about an animal's characteristics and

	who classify animals. [RI.3.5; ELD.PI.3.6]	world. [RI.3.1; ELD.PI.3.5]		classification, clearly stating ideas, facts, and details. [W.3.2b; ELD.PI.3.10a]
Pausing Point 2	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing
Lesson 15	Student Skills Assessment Students will read on-level stories with purpose and understanding [RF.3.4a] Small Group: Remediation Students will read with sufficient accuracy and fluency to support comprehension. [RL.3.4] Optional Fluency Assessment: "Piranhas"		Spelling Assessment Student will use conventional spelling patterns when adding the suffix –es to root words. [L.3.2e] Compound Sentences Students will produce simple, compound, and complex sentences. [L.3.1i]	

Unit 3: The Human Body: Systems and Senses (16 days)

Reader: *How Does Your Body Work?*

This unit reviews what students have already learned about the human body and some of its systems. Two systems students have previously learned about in greater depth are the excretory and digestive systems in Grade 2, so these are briefly reviewed here. In this unit, students will focus in greater detail on the skeletal, muscular, and nervous systems and the fact that they are closely interconnected with all the human body systems. Furthermore, students will learn details about the senses of sight and hearing and how the eyes and ears work. Students will also learn the idiom "a clean bill of health" and will discover ways they can keep their bodies active and healthy.

The content students learn in this grade will build on what students have learned in previous grades as well as serve as the basis for more in-depth study in the later grades of the human body and its other systems.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Core Connection Students will describe and review the systems of the human body. [RI.3.2, ELD.PI.3.6]	Presenting the Read-Aloud: "Building Blocks and Systems" Students will explain how the human body is an interconnected system. [RI.3.3, ELD.PI.3.5]	Word Work: <i>Interconnected</i> Regular and Irregular Plural Nouns Students will write words using spelling patterns and rules for regular and irregular plural nouns. [L.3.2f, ELD.PIII.3]	Independent and Partner Practice Students will describe the ways various systems are working in one's own body. [W.3.3: ELD.PI.3.10]
Lesson 2	Whole Group Reading: "The Skeletal System" Students will read and answer comprehension questions about the body's skeletal system, including axial bones. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "The Skeletal System: Axial Bones" Students will identify different axial bones within the skeletal system, as well as how the bones function inside the body. [RI.3.3, ELD.PI.3.5]	Word Work: <i>Structure</i>	Sequence Sentences in Paragraphs Students will identify sentences in paragraphs, including topic and concluding sentences. [W.3.4, ELD.PII.3.1]
Lesson 3	Whole Group Readings: "All About Bones" Students will read and answer comprehension questions about the body's skeletal system and appendicular bones. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: The Skeletal System: Appendicular Bones" Students will identify different appendicular bones within the skeletal system, as well as how the bones function inside the body. [RI.3.3, ELD.PI.3.5]	Word Work: <i>Appendages</i> Regular and Irregular Plural Nouns Students will spell words using spelling patterns and rules for regular and irregular plural nouns. [L.3.2.f, ELD.PIII.3]	
Lesson 4	Close Reading: All About Bones Students will close-read and answer comprehension questions about the body's skeletal system and appendicular bones. [RI.3.1, ELD.PI.3.6]		Regular and Irregular Plural Nouns Students will spell words using spelling patterns and rules for regular and irregular plural nouns. [L.3.2.f, ELD.PIII.3] Prefixes <i>dis-</i> and <i>mis-</i> Students will identify correct use of prefixes <i>dis-</i> and <i>mis-</i> . [L.3.4.b, ELD.PIII.3]	

Lesson 5	Whole Group Reading: "The Muscular System" Students will read and answer comprehension questions about the body's muscular system. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "The Muscular System" Students will identify different components of the muscular system, as well as how the muscular system is part of a larger, interconnected system. [RI.3.3, ELD.PI.3.5]	Word Work: <i>Voluntary</i> and <i>Involuntary Muscles</i> Spelling Assessment Students will use spelling patterns and rules for regular and irregular plural nouns. [L.3.2.f, ELD.PIII.3] Practice Alphabetizing Skills	Topic and Concluding Sentences Students will write paragraphs using topic and concluding sentences. [W.3.4, ELD.PI.3.12]
Lesson 6	Whole Group Reading: "Joints and Muscles" Students will read and answer comprehension questions about joints and muscles, and consider how they interact with other systems in the body. [RI.3.1, ELD.PI.3.6]		Introducing Spelling Words Students will correctly change 'f' to 'v' and add <i>-ed</i> in plural nouns. [L.3.1b, ELD.PIII.3]	Topic and Concluding Sentences Students will create a piece of writing that includes a topic and concluding sentence. [W.3.4, ELD.PII.3.12]
Lesson 7	Whole Group Reading: "The Nervous System" Students will read and answer comprehension questions about the nervous system. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "The Nervous System" Students will describe the nervous system as part of a larger, interconnected system. [RI.3.3, ELD.PI.3.5]	Word Work: <i>Consciously</i> and <i>Unconsciously</i> Review Spelling Words Students will form and use irregular plural nouns. [L.3.1b, ELD.PIII.3] Review Prefixes Students will identify the meaning of the common prefixes <i>un-</i> , <i>non-</i> , <i>re-</i> , <i>pre-</i> , <i>dis-</i> , and <i>mis-</i> . [RF.3.3a, ELD.PIII.3]	
Pausing Point 1	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing
Lesson 8	Whole Group Reading: "The Spinal Cord and Brain" Students will read and answer comprehension questions about the nervous system and the brain. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "The Nervous System and the Brain" Students will describe the relationship between the nervous system and the brain using language that pertains to sequence and cause/effect. [RI.3.3, ELD.PI.3.5]	Word Work: <i>Hemisphere</i> Review Prefixes Students will identify and use the meaning of the common prefixes <i>un-</i> , <i>non-</i> , <i>re-</i> , <i>pre-</i> , <i>dis-</i> , or <i>mis-</i> . [RF.3.3a, ELD.PIII.3]	
Lesson 9	Close Reading: "The Spinal Cord and Brain" Students will closely read about the nervous system and the brain. [RI.3.10, ELD.PI.3.6]		Spelling Review Students will write words using spelling patterns and rules for words with the /j/ sound. [L.3.2f, ELD.PIII.3]	Identifying Irrelevant Sentences Students will identify and use parts of a paragraph, including a topic sentence, supporting details, and a

			Alphabetizing Words	concluding statement, in a written piece. [W.3.1a, ELD.PI.3.10]
Lesson 10	Presenting the Reading: "Eyes and Vision" Students will determine the main idea of "Eyes and Vision," recount the key details, and explain how they support the main idea. [RI.3.2, ELD.PI.3.5]	Presenting the Read-Aloud: "Vision: The Parts of the Eye" Students will describe the relationship between the parts of the eye in "Vision: The Parts of the Eye" using language that pertains to sequence and cause/effect. [RI.3.3, ELD.PI.3.5]	Spelling Assessment Students will write words using spelling patterns and rules for words with the /j/ sound. [L.3.2f, ELD.PIII.3]	Writing Titles for Paragraphs Students will identify and use parts of a paragraph, including a topic sentence, supporting details, and a concluding statement, in a written piece. [W.3.1a, ELD.PI.3.10]
Lesson 11	Whole Group Reading: "Ears and Hearing" Students will ask and answer questions to demonstrate understanding of "Ears and Hearing," referring explicitly to the text as the basis for the answers. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "Hearing: The Parts of the Ear" Students will describe the relationship between the parts of the ear in "Hearing: The Parts of the Ear" using language that pertains to sequence and cause/effect. [RI.3.3, ELD.PI.3.5]	Review Spelling Patterns and Irregular Plural Nouns Students will use spelling patterns and generalizations (e.g., ending rules) in writing words. [L.3.2f, ELD.PI.3.6]	Practice Writing Paragraphs Students will produce writing in which the development and organization are appropriate to task and purpose, i.e., ideas are presented clearly and in a logical order. [W.3.4, ELD.PI.4]
Lesson 12		Presenting the Read-Aloud: "A Clean Bill of Health" Students will compare the nervous system in the human body to other common systems. [RI.3.9; ELD.PI.3.6]	Word Work: <i>Miraculously</i> Review Spelling Words Students will use spelling patterns and generalizations (e.g., ending rules) in writing words. [L.3.2f; ELD.PI.3.10]	
Lesson 13	Whole Group Reading: "Overcoming Disabilities, Part I" Students will ask and answer questions to demonstrate understanding of "Overcoming Disabilities," referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6]		Introduce Subject Pronouns Students will use subject pronouns and explain their function in sentences. [L.3.1a; ELD.PI.3.2]	
Pausing Point 2	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing
Lesson 14	Student Skills Assessment Fluency Assessment		Spelling Assessment Students will be able to identify and spell regular and plural nouns where the 'f' changes to 'v' and -es is added. [L.3.1b; ELD.PIII.3]	Written Reflection Students will write a short reflection passage. [W.3.8; ELD.PI.3.9]

Unit 4: The Ancient Roman Civilization (17 days)

Reader: *Stories of Ancient Rome*

This unit will introduce your students to an ancient civilization whose contributions can be seen in many areas of our lives today. Students will be introduced to the culture of ancient Rome, including religion, food, education, legends, social class structure, and entertainment. They will learn about Roman geography and history, government, major leaders, monumental battles, and the rise and decline of the Roman Empire. Students will also learn about ancient Rome's influence and contributions to our society today.

The content students learn in this grade will serve as the basis for more in-depth study in the later grades of the Roman Republic, the Punic Wars, Julius Caesar, Augustus Caesar, and the decline and fall of the Roman Empire.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	“Rome, Then and Now” Students will explain why Rome was a civilization, label a map of Rome, and explain how ancient Rome grew in size. [RL.3.1; ELD.PI.3.5, 6]	Presenting the Read-Aloud: “What is Rome?” Students will identify key information about ancient Roman civilization and organize their ideas in a graphic organizer. [SL.3.2; ELD.PI.3.1, 2, 6, 12]	Core Connection Students will define <i>civilization</i> and the terms <i>BC/BCE</i> and <i>AD/CE</i> . [L.3.6; ELD.PI.3.12] Word Work: <i>Ruins</i> Sayings and Phrases Spelling Students will sort words with the r-controlled spelling pattern. [L.3.2f; ELD.PIII.3]	Virtual Museum Students will take notes on a graphic organizer. [W.3.8; ELD.PI.3.1, 2, 6, 12]
Lesson 2	“The Legend of Romulus and Remus” Students will explain why the story of Romulus and Remus is considered a legend. [RL.3.1; ELD.PI.3.6; ELD.PII.3.1]	Presenting the Read-Aloud: “The Legend of Romulus and Remus” Students will use a note-taking strategy to record details about the legend of Romulus and Remus, and work collaboratively to extend observations from text. [RL.3.9; W.3.8; ELD.PI.3.1, 2, 5, 6, ELD.PII.3.1]	Word Work: <i>Defied</i> Verb Tenses Students will identify past, present and future tense and change verbs to represent past, present and future tense. [L.3.1f; ELD.PII.3.3]	
Lesson 3	Partner Reading: “The Roman Gods” Students will identify and describe gods and goddesses worshipped by the Romans using a 3-column graphic organizer. [RL.3.1; W.3.5; ELD.PI.3.2, 6]	Presenting the Read-Aloud: “Roman Gods and Goddesses” Students will explain Roman life and their beliefs in a short essay response. [RI.3.2; W.3.8; ELD.PI.3.5, 10b]	Word Work: <i>Elaborate</i> Grammar Students will determine the meaning of words formed when <i>-er</i> or <i>-or</i> is added to a known root word. [RF.3.3; ELD.PIII.3]	Discussing the Read-Aloud Students will take notes on a graphic organizer. [W.3.8; ELD.PI.3.2; ELD.PII.3.1]
Lesson 4	Close Reading: “The Roman Gods” Students will analyze a Roman god and goddess family tree and add pertinent information.	Read-Aloud: “The Roman Republic” Students will identify the main ideas and supporting details presented orally. Students also compare and contrast	Word Work: <i>Attributes</i> Past/Present Tenses of <i>to be</i> Students will identify the present and past tense of <i>to be</i> . [L.3.1f; ELD.PII.3.3]	Opinion: Quick Write Students will form an opinion on the best type of government. [W.3.1; ELD.PI.3.3, 11]

	[RI.3.10; ELD.PI.3.2, 6]	people in ancient Rome using a graphic organizer. [SL.3.2; RI.3.9; ELD.PI.3.3, 5, 11]		
Lesson 5	Independent Reading: "Hannibal Crosses the Alps" Students will read to identify and record important information related to the previous lessons and the Punic Wars. [RI.3.2; ELD.PI.3.6]	Presenting the Read-Aloud: "The Punic Wars" Students will listen to identify and record the main ideas related to the significance of the Punic Wars and Hannibal's role. [RI.3.2; ELD.PI.3.5]	Word Work: <i>Conflict</i> Dictionary Skills Students will use guide words to identify which words would appear on a page of a dictionary. [L.3.2g, ELD.PIII.3] Spelling Assessment	Main Ideas Chart Students will use a note-taking strategy to summarize and categorize information about ancient Rome from previous readings. [W.3.8; ELD.PI.3.2]
Lesson 6	Partner Reading: "Cupid and Psyche" Students will recount the myth "Cupid and Psyche" and compare outcomes to original predictions. [RL.3.1; ELD.PI.3.6]	Presenting the Read-Aloud: "Daily Roman Life, Part 1" Students will use a note-taking organizer to summarize the main aspects of Roman life. [RI.3.1, RI.3.2; ELD.PI.3.5, 10]	Word Work: <i>Ingenious</i> Spelling Students will sort words with two spellings of the sound /ee/. [L.3.2f; ELD.PIII.3]	Opinion Writing Students will identify the point of view of a passage. [RL.3.6, W.3.8; ELD.PII.3.1]
Lesson 7	Small Group Reading: "The Sword of Damocles" Students will analyze Damocles and explain how his actions caused events to occur in a certain order. [RL.3.3; ELD.PI.3.6]	Presenting the Read-Aloud: "Daily Roman Life, Part 2" Students will summarize what they learned about Roman life. [RI.3.1; RI.3.2; ELD.PI.3.5, 10(b)]	Word Work: <i>Chaos</i> Grammar: Introduce Verb to have Students will utilize the proper verb tense of <i>to have</i> . [L.3.1d, L.3.1e; ELD.PII.3.3]	Opinion Essay Outline Students will outline an opinion essay. [W.3.1; ELD.PI.3.10(a)]
Pausing Point 1	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing
Lesson 8	Introducing the Reading: "Julius Caesar: Great Fighter, Great Writer" Students will compare key points from two texts on Julius Caesar using a graphic organizer. [RI.3.9; ELD.PI.3.5]	Presenting the Read-Aloud: "Julius Caesar" Students will identify key points about Julius Caesar. [RI.3.2; ELD.PI.3.6]	Morphology: Suffixes <i>-ist</i> and <i>-ian</i> Students will be able to determine the meaning of words formed when <i>-ist</i> or <i>-ian</i> is added to a known root word. [L.3.4b; ELD.PIII.3]	Opinion Essay Rough Draft Students will revise their opinion essay explaining why a statue of a god or goddess should be built, based on peer feedback and self-reflection. [W.3.5; ELD.PII.3.1]
Lesson 9	Independent Reading: "Crossing the Rubicon" Students will compare key points from two texts on Julius Caesar using a graphic organizer. [RI.3.9; ELD.PI.3.6]	Presenting the Read-Aloud: "Julius Caesar: The Later Years" Students will identify key points about Julius Caesar. [RI.3.2; ELD.PI.3.5]	Word Work: <i>Uncivilized</i>	Writing a Debate Students will take a position on whether Julius Caesar is a hero or a traitor. [W.3.8; W.3.1; ELD.PI.3.3, 11; ELD.PII.3.1]
Lesson 10	Presenting the Close Reading: "Julius Caesar: The Later Years" Students will analyze Julius Caesar as a leader. [RI.3.10; W.3.1; ELD.PI.3.6, 10a] Timeline Students will identify missing events in a timeline	Presenting the Read-Aloud: "Augustus Caesar and the Roman Empire" Students will summarize key contributions and events in the life of Augustus Caesar. [RI.3.1; ELD.PI.3.5]	Spelling Assessment Students will correctly spell and sort words spelled /ee/. [L.3.2f; ELD.PIII.3]	

	of Julius and Augustus Caesar's lives. [RI.3.3; ELD.PI.3.6]			
Lesson 11	<p>Independent Reading: "After Caesar: Augustus and the Roman Empire" Students will identify key details in a text and cite the page where evidence was found. [RI.3.2; ELD.PI.3.6]</p> <p>Identifying Point of View Students will compare their point of view with the author. [RI.3.6; ELD.PI.3.3, 11]</p>	<p>Presenting the Read-Aloud: "Augustus Caesar and the Decline of the Roman Empire" Using a graphic organizer, students will identify factors that led to the decline of the Roman Empire. [SL.3.2; ELD.PI.3.5]</p>	<p>Word Work: <i>Witnessed</i> Spelling Students will spell and sort words spelled /ee/. [L.3.2f; ELD.PIII.3]</p>	
Lesson 12	<p>Partner Reading: "The Second Rome" Students will compare illustrations and text to learn more about Justinian. [RI.3.7; ELD.PI.3.6]</p> <p>Identifying the Point of View Students will compare their point of view with that of the author. [RI.3.6; ELD.PI.3.7]</p>	<p>Presenting the Read-Aloud: "The Western and Eastern Empires" Students will explain why the Roman Empire split using information from the text and images. [RI.3.1, RI.3.7; ELD.PI.3.3, 10(b)]</p>	<p>Introduce Irregular Verbs Students will form and use irregular verbs. [L.3.1d; ELD.PII.3.3]</p>	
Lesson 13	<p>Small Group Reading: "Androcles and the Lion: Reader's Theater" Students will identify the parts of a play and read it aloud with accuracy, appropriate rate, and expression. [RL.3.5, SL.3.5, RF.3.4; ELD.PII.3.1; ELD.PIII.3]</p>	<p>Presenting the Read-Aloud: "Androcles and the Lion" Students will describe "Androcles and the Lion" and explain how the characters' actions contribute to the sequence of events. [RL.3.3; ELD.PI.3.5]</p>	<p>Opinion Writing Students will provide reasons (logical and emotional) to support their opinion using a T-chart. [W.3.1; ELD.PI.3.3, 11]</p>	
Pausing Point 2	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing
Lesson 14	<p>Reading: Case 1</p> <p>Reading: Case 2</p>		<p>Grammar: Suffixes –y and –al Students will determine the meaning of words formed when –y and –al are added to a known root word. [L.3.4b]</p>	
Lesson 15	Reading: Case 3		<p>Form and Use Irregular Verbs Students will form and use irregular verbs in sentences and use spelling patterns in writing /ee/ words. [L.3.1d; L.3.2f]</p> <p>Spelling Assessment</p>	Writing: Case 4

Unit 5: Light and Sound (19 Days)

Reader: *Adventures in Light and Sound*

This unit will build upon what students have already learned about the five senses and the human body, focusing on the senses of seeing and hearing. Through reading and listening to read-alouds, Students will learn about the properties of light and sound, how light and sound travel in waves, and how light and sound can be manipulated by various instruments, such as magnifying glasses, microscopes, and telescopes. The content students learn in this grade will serve as the basis in later grades for more in-depth study of the human body and the properties of light and sound.

Students will be introduced to this content through a narrative story about two old friends, Samuel and Jack, who are losing their senses of sight and hearing, and their adventures with Samuel's grandchildren, Amy and Ethan.

Note: Light has both a wave and a particle nature. Under most circumstances, light acts like a series of waves. However, there are certain, less common situations where light acts like a stream of particles.

At the Grade 3 level, we concentrate on the wave nature of light, briefly mentioning that "scientists are still studying and learning many new things about light, including that in special situations, light can act like a stream instead of a wave." Students will learn more about the dual wave and particle nature of light in future grades.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<p>Core Connection Students will describe the concept of light. [RI.3.2, ELD.PI.3.6]</p> <p>Reading: "What is Light?" Students will find key ideas and details in the text introducing the concept of light. [RI.3.2, ELD.PI.3.6]</p>		<p>Spelling Students will review the spelling sound /ee/. [L.3.2f, ELD.PIII.3]</p> <p>Morphology</p>	<p>Lab Notes Students will take notes and write in response to the text about light. [W.3.8, ELD.PI.3.6]</p>
Lesson 2	<p>Partner Reading: "What is Light?", Part 2 Students will answer questions and provide evidence from an informational text about light. [RI.3.1, ELD.PI.3.6]</p>	<p>Presenting the Read-Aloud: "What is Light?" Students will describe and compare characters in a narrative text about light. [RL.3.3, ELD.PI.3.1]</p>	<p>Word Work: <i>Energy</i></p> <p>Grammar Students create adverbs that show "how" and end in <i>-ly</i>. [L.3.1.a, ELD.PII.3.5]</p>	<p>Compare and Contrast Texts Students will compare and contrast two texts about light. [RI.3.9, ELD.PI.3.10b]</p> <p>Wrap-Up: Summarizing a Video Students summarize the main idea and supporting details presented in a video. [SL.3.2]</p>
Lesson 3	<p>Read: Chapter 2: "How are Shadows Made?" Students will demonstrate understanding of cause and effect after reading an informational text about how light makes shadows. [RI.3.3, ELD.PI.3.6]</p>	<p>Light and Surface Experiment Students will work collaboratively in small groups to complete and discuss an experiment about shadows. [SL.3.1, ELD.PI.3.1]</p>	<p>Grammar Students will identify adjectives and adverbs correctly. [L.3.1a, ELD.PII.3.5]</p> <p>Spelling: Blank Busters</p>	<p>Experiment Reflection Students will take notes and record observations about cause and effect from an experiment about light and different surfaces and write a reflection. [W.3.8, ELD.PI.3.10b]</p>
Lesson 4	<p>Read Chapter 3: "Mirrors and Reflections" Students will find the main idea and details in text about mirrors and</p>	<p>Presenting the Read-Aloud: "Reflections and Mirrors" Students will discuss ideas and apply information gained from listening to text</p>	<p>Word Work: <i>Convex</i> and <i>Concave</i> Grammar Students will identify adverbs that tell when.</p>	<p>Compare and Contrast Students will compare and contrast ideas based on a hands-on investigation with convex and concave</p>

	reflections, and find connections between different paragraphs. [RI.3.8, ELD.PI.3.6]	about mirrors and reflections. [SL.3.1a, ELD.PI.3.5]	[L.3.1.a, ELD.PII.3.5] Spelling	reflections. [W.3.8, ELD.PI.3.10b]
Lesson 5	Read Chapter 4: "Refractions and Lenses" Students will ask and answer questions about ideas and details in a text about refraction and lenses. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "Reflections and Lenses" Students will use events and details from listening to the story about refraction and lenses and apply what they've learned to show cause and effect. [SL.3.2, ELD.PI.3.5]	Spelling Assessment Students will write words using spelling patterns and rules for words with the /ee/ sound. [L.3.2f] Morphology Students will use suffixes -y and -ly correctly. [L.3.4b, ELD.PII.3.5]	
Lesson 6	Close Reading Exercise Students will demonstrate comprehension of the text about refraction and lenses during a Close Reading activity. [RI.3.1, ELD.PI.3.6]		Word Work: <i>Opaque, Translucent, Transparent</i> Students will demonstrate understanding of the domain words opaque, translucent, and transparent. [RI.3.4, ELD.PI.3.12] Spelling Students will write words using spelling patterns and rules for words with the sound /æ/. [L.3.2f]	Think-Write-Share Students will write for a specific task, reflecting on what they've learned from the reading about refraction and lenses. [W.3.10, ELD.PI.3.11]
Lesson 7	Independent Reading: "Color and Light" Students will find key ideas and details about light and color by reading the text. [RI.3.2, ELD.PI.3.6]	Presenting the Read-Aloud: "What is Color?" Students will listen to the story "What Is Color?" and answer questions based on content and vocabulary in the text. [SL.3.2, ELD.PI.3.5]	Morphology Students will use the meaning of suffixes -ous and -ly to write words and sentences. [L.3.4b, ELD.PII.3.5] Spelling	What is White Light? Students will synthesize what they have learned about light and color through research and hands-on activities to write a summary demonstrating understanding of key concepts and vocabulary. [W.3.7, ELD.PI.3.10b]
Pausing Point 1	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing
Lesson 8	Triangle Connections Students will write to show the relationship between content vocabulary words about light, using information from a glossary, notes, and text. [RI.3.4, ELD.PI.3.12]	Presenting the Read-Aloud: "What is Sound?" Students will discuss and answer comprehension and vocabulary questions related to the Read-Aloud text about how sound waves are created and how they travel. [SL.3.1, ELD.PI.3.5]	Word Work: <i>Vibration</i> Multiple-Meaning Word: Medium Morphology Students will write words using suffixes -ous and -ly. [L.3.4b, ELD.PII.3.5] Spelling	Sequencing Sentences Students will identify the correct sequence of events to explain how sound is created and how it travels. [RI.3.8, ELD.PII.3.2b] Video: Visualizing Vibrations Students will state an opinion about how sound travels after watching a video clip. [W.3.1, W.3.1b, ELD.PI.3.11]
Lesson 9	Reading: Chapter 6 "What is Sound?" Students will compare and	Seeing Sounds Students will participate in a group discussion following	Grammar: Build Sentences Students will choose adjectives, adverbs, and	Question Wall Students will write questions based on reading

	contrast sound and light energy. [RI.3.9, ELD.PI.3.6]	a sound experiment and share ideas and information. [SL.3.1d, ELD.PI.3.1]	synonyms to expand simple sentences. [L.3.1i, L.3.3.a, ELD.PI.3.12] Students will use dictionary skills to find the meaning of words. [L.3.4d]	about sound and how it travels and then answer questions in writing. [RI.3.1, ELD.PI.3.6]
Lesson 10	Read Chapter 7: "Characteristics of Sound" Students will read and answer comprehension questions about sound and its characteristics. [RI.3.1; ELD.PI.3.6]	Presenting the Read-Aloud: "Qualities of Sound" Students will listen to the story about sound qualities and answer listening comprehension questions. [SL.3.2; ELD.SI.3.1]	Spelling Assessment Students will write words using spelling patterns and rules for words with the /ae/ sound. [L.3.2f] Word Work: Frequency	Lab Notes: 3-2-1 Students will write a reflection about what they've learned about sound in the reading and through the read-aloud. [W.3.8; ELD.PI.3.10b]
Lesson 11	Read Chapter 8: "The Human Voice" Students will read and answer comprehension questions about the human voice and how it is produced. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "Voice" Students will listen to the story about the human voice and its variations and answer questions about the text. [SL.3.2, ELD.PI.3.5]	Word Work: <i>Variations</i> Spelling Students will read and write words using alternate spellings for the /ae/ sound. [L.3.2f, ELD.PIII.3]	Descriptive Writing Students will use vocabulary and concepts from the reading and read-aloud to write a descriptive paragraph about a particular sound. [W.3.3, L.3.3a, ELD.PI.3.12]
Lesson 12	Read Chapter 10 (Additional Chapter) Students will read text about Alexander Graham Bell and answer questions about the text. [RI.3.1; ELD.PI.3.6] Reading Response Students will write to a prompt based on the word inspiration from the text. [L.3.5b; ELD.3.10]		Grammar Students will use the conjunction <i>and</i> to create compound sentences. [L.3.1h, i; ELD.PII.3.6]	Graphic Organizer: Three New Words Students will categorize, define, and write sentences using new academic and domain-specific vocabulary words they learned from the text. [RI.3.4; ELD.PI.12]
Lesson 13	Read Chapter 12 (Additional Chapter) Students will read text about Thomas Edison and then compare and contrast Alexander Graham Bell and Thomas Edison. [RI.3.9; ELD.PI.3.6]	What Goes into a Newspaper Article? Students will work collaboratively and discuss ideas while analyzing a newspaper to identify informational text features. [RI.3.5; ELD.PII.3.1]		Research Project Guidelines Students will begin planning for researching and writing a newspaper article on the invention of the telephone or the incandescent light bulb. [W.3.5; ELD.PI.3.10a]
Lesson 14	Unit Assessment Fluency Assessment (Optional)			Research and Taking Notes Students will conduct research on their topic, taking notes and categorizing the information in a graphic organizer. [W.3.7, W.3.8] Students will write their first draft of their research project. [W.3.2, W.3.2a, ELD.PI.3.10a]
Lesson 15			Spelling Assessment Students will spell words using alternate spellings for the sound /ae/. [L.3.2f]	Revision and Second Draft Students will complete drafts of their newspaper articles and revise based on feedback and criteria on a checklist. [W.3.2c; W.3.5; ELD.PI.3.10]

Lesson 16		<p>Editing Students will edit and publish their final newspaper articles on either the invention of the telephone or the invention of the incandescent light bulb. [W.3.2 a–d, W.3.5]</p> <p>Publishing Students will produce and publish writing using technology (optional). [W.3.6]</p>		
Lesson 17	<p>Light and Sound Rewind Students will reread favorite texts aloud and share their opinions with others. [RF.3.4a–c]</p>	<p>Sharing Articles and Discussion Students will present their newspaper articles in a group setting, speaking clearly and at an appropriate pace, and then answer questions from group members. [SL.3.1d; SL.3.4; SL.3.6; L.3.1; L.3.3] Students will follow the rules of discussion, pose questions to the speaker, and make comments appropriate to the discussion. [SL.3.1; SL.3.1b; SL.3.1c; SL.3.3]</p>		
Pausing Point 2	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing

Unit 6: The Viking Age (12 days)

Reader: *Gods, Giants, and Dwarves*

This unit will build upon what students have already learned about ancient civilizations. Students will be introduced to the people of the Viking Age: the men, women, and children who spoke the old Norse language and lived in an area of northern Europe called Scandinavia, the countries we now call Norway, Sweden, and Denmark.

Far from Home: A Viking's Journey is an immersive and engaging Quest to introduce students to Norse civilization. In *Far From Home*, students take the roles of Vikings who have set sail with Leif Erikson to create the first Norse settlement in North America. On the way, the students meet numerous characters and learn about Viking society. Students will engage in a mix of writing, listening, speaking, reading, and physical activities. The Quest is composed of five lessons, lasting 45 minutes each day beginning in Lesson 1 of the unit.

The following CCSS standards are addressed throughout the *Far from Home: A Viking's Journey* Quest: RL.3.3, RL.3.4, RL.3.7, RI.3.1, RI.3.3, RI.3.7, RI.3.9, W.3.4, W.3.8, W.3.10, SL.3.1, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Mid-Year Assessment: Reading Comprehension Whole Group: "Introducing the Kingdoms of Norse Mythology" Making Predictions [RL.3.3, ELD.PI.3.6]		Spelling Students categorize words using different spelling patterns for /k/. [L.3.2f, ELD.PIII.3]	
Lesson 2	Mid-Year Assessment: Reading Comprehension; Words in Isolation Partner Reading :Chapter 1 "Sif's Golden Hair" Answer questions referring explicitly to the text about characters, setting, and plot. [RL.3.1, ELD.PI.3.6]		Language Students combine simple sentences to form compound sentences using the conjunction <i>because</i> . [L.3.1h, ELD.PII.3.6]	
Lesson 3	Mid-Year Assessment: Grammar Whole Group: Chapter 2 "Loki and the Dwarves" Main idea and details about characters, setting, and plot. [RL.3.1, ELD.PI.3.6]		Morphology Determine the meaning of words when adding suffixes <i>-ive</i> and <i>-ly</i> to the root word. [L.3.4b, ELD.PII.3.5]	
Lesson 4	Mid-Year Assessment: Morphology Whole Group: Chapter 3 "Stolen Thunder" Answer questions about the main ideas and details of a text. [RL.3.1, ELD.PI.3.6]		Language Students interpret the meaning of sentences using the conjunction <i>because</i> . [L.3.3, ELD.PII.3.6]	

Lesson 5	Mid-Year Assessment Partner Reading: Chapter 4 “A Plan is Made” Answer questions and cite evidence from the text. [RL.3.1, RL.3.3, ELD.PI.3.6]	Spelling Assessment: Words using spelling patterns and rules for the sound /k/. [L.3.2f, ELD.PIII.3]		
Lesson 6	Whole Group :Chapter 5 “The Wedding Feast” Make and confirm predictions about the concluding events of a story. [RL.3.2, ELD.PI.3.6]	Spelling Categorize words using different spelling patterns for /s/. [L.3.2f, ELD.PIII.3]	Character Comparison Compare and Contrast two characters from Norse mythology. Plan to write a narrative. [W.3.4, ELD.PI.3.10]	
Lesson 7	Partner Reading: Chapter 6 “Balder the Beautiful” Identify a series of cause and effect relationships [RI.3.1, RL.3.3, ELD.PI.3.6]	Grammar Interpret the meaning of sentences that use the conjunction <i>because</i> . [L.3.3, ELD.PII.3.6]		
Lesson 8	Whole Group: Chapter 7 “The Death of Balder” Describe a character from a Norse myth. Answer questions about a text using evidence. [RL.3.2, ELD.PI. 3.6]	Morphology Choose words with the correct suffix. [L.3.4b, ELD.PI.3.8]	Character Description Complete a paragraph describing a character from a Norse myth. [W.3.2, ELD.PI.3.10]	
Lesson 9	Partner Reading: Chapter 8 “Loki’s Punishment” Analyze how a character changes over time. Answer questions and cite evidence in the text. [RL.3.1, RL.3.3, ELD.PI.3.6]	Grammar Create compound sentences using the conjunction <i>because</i> . [L.3.1h, ELD.PII.5]	Revisions Revise writing based on feedback [W.3.5, ELD.PI.3.10]	
Lesson 10	Independent/Partner Reading: Rereading a chapter of choice. [RL.3.10]	Spelling Assessment: Words using spelling patterns and rules for the sound /s/. [L.3.1h, ELD.PIII.3]	Final Draft and Illustrations Write a final draft of a character description and create illustrations to support writing. [W.3.5, ELD.PI.3.10]	
Lesson 11	Independent Reading: Create a comic book page based on literary text. [RL.3.2, ELD.PI.3.6]	Character Descriptions Presentation of character descriptions. [SL.3.4, ELD.PI.3.9]		
Pausing Point (1 Day)	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing

Unit 7: Astronomy—Our Solar System and Beyond (23 days)

Reader: *What's in Our Universe?*

This unit will build upon what students have already learned about astronomy and introduces them to new information about this science. Through reading and listening to Read-Alouds, students will learn more about our solar system, our galaxy, other galaxies, and the universe. Students will be introduced to the concept of gravity and its effects on Earth and in other places in space. A foundation of knowledge will be laid for more in-depth study in later grades of topics such as matter, light-years, and black holes. Students will learn about the difference between a hypothesis and a theory, and dive into the Big Bang theory of how the universe may have originated. Students will also hear about key people and events involved in the study and exploration of outer space.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Whole Group: Chapter 1 “The Sun, Earth, and Our Solar System” Answer comprehension questions about the text [RI.3.1, ELD.PI.3.6]	Read-Aloud: “Our Planet Earth” Sequencing the steps of a lunar and solar eclipse [RI.3.3, ELD.PI.3.5]	Word Work: <i>Universe</i> Spelling: words using spelling patterns and rules for the /j/ sound [L.3.2f, ELD.PIII.3]	
Lesson 2	Small Group Reading: Chapter 2 “The Moon” Answer questions using evidence from the text. [RI.3.1, ELD.PI.3.6]	Read-Aloud: “Our Solar System, Part I” Compare and contrast a video and text read aloud. [RI.3.9, ELD.3.5]	Grammar Understand cause and effect by combining sentences with the conjunction <i>so</i> . [L.3.1h, ELD.PII.3.6]	
Lesson 3	Small Group Reading: Chapter 3 “The Planets Closest to the Sun: Mercury, Venus, Earth, and Mars” Make connections between main ideas in paragraphs. [RI.3.2, ELD.PI.3.6]	Read-Aloud: “Our Solar System, Part II” Think-Write-Share [SL.3.2, ELD.PI.3.5]	Word Work: <i>Frigid</i> Spelling Write words using spelling patterns and rules for word with the /j/ sound. [L.3.2f, ELD.PIII.3]	Connecting Main Idea Write a summary statement connecting main ideas. [W.3.8, ELD.PI.3.10a]
Lesson 4	Small Group Reading: Chapter 4 “The Outer Planets: Jupiter, Saturn, Uranus, and Neptune” Make connections between main ideas in paragraphs. [RI.3.2, ELD.PI.3.6]		Morphology Change the meaning of words by adding suffixes <i>-ful</i> and <i>-less</i> . [L.3.4b, ELD.PII.3.5]	Writing: Compare and Contrast Compare and contrast two texts. [RI.3.9, W.3.2, ELD.PI.3.10b]
Lesson 5	Whole Group : Chapter 5 “Asteroids, Comets, and Meteors” Compare and contrast asteroids, comets, and meteors. [RI.3.8, ELD. PI.3.6]		Spelling Assessment: Write words using spelling patterns and rules for the sound /j/. [L.3.2f, ELD.PIII.3] Write sentences using the conjunction <i>so</i> . [L.3.1h, ELD.PII.3.6]	Comparing and Contrasting Compare and contrast meteors, meteoroids, and meteorites. [RI.3.8, W.3.10, ELD.PI.3.10b]
Pausing Point 1 (1 Day)	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing
Lesson 6	Whole Group : Chapter 6 “Galaxies and Stars” Answer questions about key ideas and details from		Grammar Combine sentences using conjunctions <i>and</i> and <i>or</i> . [L.3.1h, ELD.PII.3.6]	Reading/Writing Choice Board Respond to text for different purposes.

	the text. [RI.3.1, RI.3.2, ELD.PI.3.6]		Spelling Write words using spelling patterns and rules for the sound /n/. [L.3.2e, ELD.PIII.3]	[W.3.10, ELD.PI.3.10b]
Lesson 7	Partners/Independent: Compare and Contrast two texts on the same topic. [RI.3.9, ELD.PI.3.6]	Read-Aloud: "Galaxies" Find key ideas and details. [RI.3.2, ELD.PI.3.5]	Morphology Change the meaning of root words by adding suffixes. <i>-ful</i> and <i>-less</i> [L.3.4b, ELD.PII.3.5]	
Lesson 8	Independent Reading: Chapter 7 "Constellations" Answer questions using evidence from the text. [RI.3.1, ELD.PI.3.6]	Read-Aloud: Stars and Constellations" Poem: "Escape at Bedtime" Compare and contrast ideas [SL.3.1d, ELD.PI.3.1]	Grammar Write sentences showing cause and effect using the conjunction <i>so</i> . [L.3.1h]	
Lesson 9		Read-Aloud: "Space Exploration" Make before and after responses to text read aloud. [SL.3.2, ELD.PI.3.5]	Word Work: <i>Triumph</i> Write words with the spelling sound /n/ and add appropriate suffixes to make sense in sentences. [L.3.2e, ELD.PIII.3]	Writing an Opinion Write an opinion about the future of space exploration. [W.3.1, ELD.PI.3.10]
Lesson 10	Partner Reading: Chapter 8 "Exploring Space" Answer questions by finding evidence in the text [RI.3.1, ELD.PI.3.6] Find the relationship between content vocabulary words. [RI.3.4, ELD.PI.3.12]		Spelling Assessment: words using spelling patterns and rules for the sound /n/. [L.3.2f, ELD.PIII.3]	Reading/Writing Choice Board Respond to text for different purposes. [W.3.10, ELD.PI.3.10b]
Lesson 11	Close Reading, Part 1: "Gravity" Find key ideas, details, words, and phrases. [RI.3.2, ELD.PI.3.6]		Spelling Write words using spelling patterns and rules for sounds /ae/, /k/, /s/, /j/, and /n/. [L.3.2f, ELD.PII.3]	Summary of Gravity Experiment [W.3.8, ELD.PI.3.10b]
Lesson 12	Close Reading, Part 2: "Gravity" Demonstrate comprehension in a close reading activity. [RI.3.1, RI.3.2, RI.3.4, ELD.PI.3.6]		Grammar Use correct punctuation in sentences with dialogue. [L.3.2c, ELD.PIII.3]	3-2-1 Reflection Write a reflection about information learned from reading. [W.3.8, ELD.PI.3.10b]
Pausing Point 2 (1 day)	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing
Lesson 13	Whole Group: Read-Aloud "Nicolaus Copernicus" Demonstrate comprehension of a text. [RI.3.1, ELD.PI.3.6]	Small Group: Read narrative text aloud with accuracy, appropriate rate, and expression. [RF.3.4b, ELD.PIII.3]		Writing the Script Write a narrative Reader's Theater script based on informational text about Nicolaus Copernicus. [W.3.3, W.3.10, SL.3.1, ELD.PI.3.2]
Lesson 14	Small Group Reading: Chapter 9 "A Walk on the Moon" and Chapter 10 "What's It Like in Space?" Compare and contrast two texts. [RI.3.9, ELD.PI.3.6]	Performing Reader's Theater Read narrative text aloud during Reader's Theater. [RF.3.4b, SL.3.4, ELD.PI.3.9]	Morphology Review Use the meaning of suffixes to choose the correct word in sentences. [RF.3.3a, ELD.PI.3.7]	

Lesson 15	Independent Reading: Chapter 11 “The Space Shuttle” Comprehension Questions [RI.3.1, ELD.PI.3.6] Connecting sentences in a paragraph. [RI.3.8, ELD.PII.3.1]	Small Group: Work collaboratively to connect sentences in a paragraph. [SL.3.1, SL.3.1d, ELD.PI.3.1]	Spelling Assessment: words with sounds /ae/, /k/, /s/, /j/, and /n/ [L.3.2f, ELD.PIII.3]	Paragraph Writing: Connecting Sentences Write a brief informational paragraph using words that connect sentences in a logical sequence. [RI.3.8, W.3.10, ELD.PII.3.1]
Lesson 16	Whole Group: Chapter 12 “Dr. Mae Jemison” Sequence life events in order. [RI.3.3, ELD.PI.3.6] Compare and contrast two texts about Mae Jemison. [RI.3.9, ELD.PI.3.6]	Read-Aloud: “Mae Jemison” Demonstrate listening comprehension. [SL.3.2, ELD.PI.3.5]	Word Work: Mission Sayings and Phrases: <i>A Feather in Your Cap</i>	Opinion: Quote by Mae Jemison Write an opinion about a famous quote by Mae Jemison. [W.3.1, ELD.PI.3.11]
Lesson 17	Independent Reading: “Stargirl” Answer questions using evidence from the text. [RL.3.1, ELD.PI.3.6] *Optional Fluency Assessment: “The Hoba Meteorite” [RF.3.3, RF.3.4a-c]	The International Space Station Identify key ideas and details from websites and videos . [SL.3.2, ELD.PI.3.6]	Grammar Use correct punctuation to indicate singular possessive nouns. [L.3.2d, ELD.PIII.3]	Introducing Informative Writing: Planning Plan to write an informative piece about a day in the life of an astronaut aboard the International Space Station. [W.3.5, ELD.PI.3.10b]
Lesson 18	Independent Reading: Chapter 13 “The International Space Station” Respond to text for different purposes. [W.3.10, ELD.PI.3.10b]		Grammar Use correct punctuation to indicate plural possessive nouns. [L.3.2d, ELD.PIII.3]	Informative Writing: Plan and Draft Plan and draft an informative piece about a day in the life of an astronaut aboard the International Space Station. [W.3.2, W.3.2a-d, W.3.4, ELD.PI.3.10a]
Lesson 19	Performance Task, Part 1 “The Big Bang Theory” Identify cause and effect and sequence ideas about the Big Bang theory [RI.3.3, RI.3.8] Compare and contrast two texts about the Big Bang theory. [RI.3.9]			Informative Writing: Drafting/Revising Revise informative writing. [W.3.5, ELD.PI.3.10a]
Lesson 20	Performance Task, Part 2 “The Big Bang Theory” Gather evidence from two texts to write an extended response. [RI.3.3, RI.3.8, W.3.2]			Informative Writing: Edit/Publish Edit and publish informative writing describing a day in the life of an astronaut on the International Space Station. [W.3.2 a-d, W.3.5, ELD.PI.2.10a]
Pausing Point 3 (1 Day)	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing

Unit 8: Native Americans: Regions and Cultures (15 Days)

Reader: *Native American Stories*

This unit reviews what students have already learned in previous grades about the first known inhabitants of North America. Students will learn more in-depth information about how some Native Americans first migrated from Asia to North America, how many scientists think they spread throughout the continents of North America and South America, and how their ways of obtaining food changed over the years. Furthermore, students will learn details about how people adapted to the environment of the region in which they settled and how that adaptation shaped their cultural identity. Students will also learn the idiom “cold shoulder,” and that this custom of some Native Americans was used as a form of punishment.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Whole Group: Chapter 1 “Etu, the Hunter” Describe characters and explain how their actions contribute to the sequence of events. [RL.3.3, ELD.PI.3.6]	Core Connections Identify North America, South America, and Asia on a map [SL.3.2, ELD.PI.3.5] Read-Aloud: “Spreading Through the Continents” Identify the cause and effect relationship related to the change from nomadic Native Americans to Native Americans who settled in one place. [RI.3.3, ELD.PI.3.6]	Word Work: <i>Nomadic</i> Use spelling patterns and generalizations in writing words with the /ə/ sound spelled ‘a’ and ‘e’. [L.3.2f, ELD.PIII.3]	
Lesson 2		Read-Aloud: “Changing Ways of Life” Explain the connection between words and illustrations in a text about Native Americans. [RI.3.7, ELD.PI.3.6]	Word Work: <i>Environment</i> Grammar Form and use plural possessive nouns. [L.3.2f, ELD.PIII.3]	Compare and Contrast Quick Write Make personal connections to text by describing the cultural identity of present-day communities. [W.3.8, ELD.PI.3.10a]
Lesson 3	Whole Group: Chapter 2 “Akando and Aponi, the Gatherers” Explain how specific aspects of illustrations contribute to what is conveyed by the words in the story. [RL.3.7, ELD.PI.3.6]	Engaging Audio Recordings: Elements Identify qualities of engaging audio recordings of stories. [SL.3.5, ELD.PI.3.9]	Morphology Determine the meaning of words formed when <i>-ish</i> or <i>-ness</i> is added to the known root word. [L.3.2f, ELD.PIII.3] Practice Singular Possessive Nouns Spelling: Blank Busters	
Lesson 4		Read-Aloud: “Native Americans of the Greater Mississippi River Areas” Ask and answer questions about the text. [RI.3.1, ELD.PI.3.6]	Morphology Determine the meaning of words formed when <i>-ish</i> and <i>-ness</i> are added to the root words. [L.3.4b, ELD.PIII.3] Spelling: Word Sort	Mound Guide Recall information about Mound Builders to share key points about a mound that exists today. [W.3.8, ELD.PI.3.10b]
Lesson 5	Independent Reading: Chapter 3 “Alemeda, the Basket Weaver” Ask and answer questions requiring literal recall and understanding of details by explicitly referring to the text. [RL.3.1, ELD.PI.3.6]	Read-Aloud: “Native Americans of the Southwest, Part 1” Describe the cause and effect of events of the Native Americans of the Southwest.	Spelling Assessment: Use spelling patterns and generalizations in writing words with the /ə/ sound spelled ‘a’ and ‘e’. [L.3.2f, ELD.PIII.3] Word Work: Intricately	
Lesson 6	Close Reading: Chapter 3	Individual Read-Aloud	Use spelling patterns and	

	<p>"Alemeda, the Basket Weaver"</p> <p>Make inferences based on the text.</p> <p>[RL.3.10, ELD.PI.3.6]</p>	<p>Practice</p> <p>Read stories aloud from the <i>Native American Stories</i> reader using voice to bring the stories to life.</p> <p>[SL.3.5, ELD.PI.3.9]</p>	<p>generalizations in writing words with the /ə/ sound spelled 'al', 'le', and 'el', and /sh/ + /ə/ + /n/ spelled 'tion'</p> <p>[L.3.2f, ELD.PIII.3]</p> <p>Possessive Nouns</p> <p>Form and use plural possessive nouns and use a beginning dictionary to determine key words.</p> <p>[L.3.2d, L.3.4d, ELD.PIII.3]</p> <p>Dictionary Skills</p>	
Lesson 7	<p>Whole Group: Chapter 4 "Alo, the Spirit Giver"</p> <p>Describe characters in the story.</p> <p>[RL.3.3, ELD.PI.3.6]</p>	<p>Read-Aloud: "Native Americans of the Southwest, Part 2"</p> <p>Compare and contrast key details about cultural identity in "Native Americans of the Southwest, Part 1 and Part 2."</p> <p>[RI.3.9, ELD.PI.3.6]</p>	<p>Word Work: Adopted Sayings and Phrases: <i>cold shoulder</i></p> <p>Grammar</p> <p>Form and use plural possessive nouns.</p> <p>[L.3.2d, ELD.PIII.3]</p>	
Pausing Point 1 (1 Day)	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing
Lesson 8	<p>Independent Reading: Chapter 5 "Meda and Flo, the Forest Children"</p> <p>Explain how specific aspects of the illustrations contribute to what is conveyed by the words of the story.</p> <p>[RL.3.7, ELD.PI.3.6]</p>	<p>Read-Aloud: "Native Americans of the Northeast"</p> <p>Determine the main idea and supporting details.</p> <p>[RI.3.2, ELD.PI.3.6]</p>	<p>Word Work: <i>Cloaked</i></p> <p>Morphology</p> <p>Determine the meaning of words formed when <i>-able</i> or <i>-ible</i> is added to a known root word.</p> <p>[L.3.4b, ELD.PIII.3]</p>	<p>Journal Entry</p> <p>Recall information from the reading and write a short reflection.</p> <p>[W.3.8, ELD.PI.3.10]</p>
Lesson 9		<p>Read-Aloud: "Natives of the Southeast"</p> <p>Compare and contrast the climate in the Southeast to that in the Northeast.</p> <p>[RI.3.9, ELD.PI.3.6]</p> <p>Student Read-Aloud Practice</p> <p>[SL.3.5, ELD.PI.3.9]</p>	<p>Word Work: <i>Extended family</i></p> <p>Morphology</p> <p>Determine the meaning of words formed when <i>-able</i> or <i>-ible</i> is added to known root words. [L.3.4b, ELD.PIII.3]</p>	
Lesson 10	<p>Partner Reading: Chapter 6 "Adoette and Awan, the Bird Chasers"</p> <p>Ask and answer questions requiring recall and understanding of details by explicitly referring to the text.</p> <p>[RL.3.1, ELD.PI.3.6]</p>	<p>Read-Aloud Practice</p> <p>Practice reading aloud in order to create an engaging audio recording.</p> <p>[SL.3.5, ELD.PI.3.9]</p>	<p>Spelling Assessment: use patterns and generalizations in writing words with the /ə/ sound spelled 'al', 'le', and 'el', and /sh/ + /ə/ + /n/ spelled 'tion'.</p> <p>[L.3.2f, ELD.PIII.3]</p> <p>Grammar Review</p> <p>Form and use singular and possessive nouns.</p> <p>[L.3.2d, ELD.PIII.3]</p> <p>Dictionary Skills</p>	
Lesson 11	<p>Whole Group: Chapter 7 "Yutu, the Dog Trainer"</p> <p>Describe characters in the story and explain how their actions contribute to the</p>	<p>Read-Aloud: "Native Americans in the Arctic/Subarctic"</p> <p>Describe the steps in procedures by identifying</p>	<p>Word Work: Inhospitable</p>	

	sequence of events. [RL.3.3, ELD.PI.3.6]	sequenced events [RI.3.3, ELD.PI.3.6] Partner Read-Aloud Practice Practice reading a text aloud in order to create an engaging audio recording. [SL.3.5, ELD.PI.3.9]		
Lesson 12	Independent Reading: Chapter 8 “The Hunting of the Great Bear: An Iroquois Tale” Explain how specific aspects of the illustrations contribute to what is conveyed by the words of the story. [RL.3.7, ELD.PI.3.6] External and Internal Traits Describe characters in “The Hunting of the Great Bear: An Iroquois Tale.” [RL.3.3, ELD.PI.3.6]	Student Read-Aloud Record Read-Alouds and score themselves in each category on the rubric. [SL.3.5, ELD.PI.3.9]		
Lesson 13	Student Skills Assessment Whole Group Reading: Compare and Contrast Use information learned in the unit to compare and contrast Native American groups. [RI.3.9] Remediation and Enrichment Read and comprehend stories independently. [RL.3.10] *Optional Fluency Assessment: The Taos Pueblo”			
Pausing Point 2 (1 Day)	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing

Unit 9: Early Explorations of North America (16 days)

Reader: *The Age of Exploration*

This unit reviews what students have already learned about the early European exploration of North America. Students will learn more in-depth information about the motivations behind European exploration, how those motivations changed over time, and how the European explorers and settlers interacted with the Native Americans already inhabiting the continent. Furthermore, students will learn details about the voyages of Christopher Columbus; the conquistadors Juan Ponce de León, Hernando de Soto, and Francisco Vasquez de Coronado; and the explorers John Cabot, Henry Hudson, and Samuel de Champlain. Students will also learn the idioms “last straw” and “touch and go.” The content students learn in this grade will serve as the basis for more in-depth study in the later grades of European exploration and settlement of North America.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Whole Group/Independent/Small Group: “Introduction to the Age of Exploration,” Chapter 1 “The Lure of Spices,” and Chapter 2 “Toscanelli’s Map” Answer questions about the European quest for spices and Toscanelli’s map. [RI.3.1, ELD.PI.3.6]	Core Connections Locate key places visited by early explorers. [SL.3.2, ELD.PI.3.5]	Spelling Use spelling patterns and rules for words with the /ue/ sound. [L.3.2f, ELD.PIII.3]	Writing Pre-Assessment Write an opinion piece on the motivating factors of the early explorers supporting their point of view with reasons. [W.3.1a, ELD.PI.3.11]
Lesson 2	Independent Reading: Chapter 3 “Navigation in the Age of Exploration” Answer questions about navigation and explain how explorers kept track of where they were going by explicitly referring to the text. [RI.3.1, ELD.PI.3.6]	Read-Aloud: “1492: A Year That Changed the World” Determine the main idea and recount key details using the 5 Ws (who, what, where, when, why). [RI.3.2, ELD.PI.3.6]	Word Work: Propose Multiple Meaning Words Use a glossary to determine or clarify the precise meaning of key ideas and phrases. [L.3.4d, ELD.PI.3.6]	Introduce Linking Words Use linking words <i>for example</i> to connect reasons and to connect ideas with categories of information. [W.3.1c, W.3.3c, ELD.PII.3.6]
Lesson 3	Close Reading: Chapter 3 “Navigation in the Age of Exploration” Read closely and determine the meaning of words and phrases relevant to navigation. [RI.3.10, ELD.PI.3.6]	Read-Aloud: “Columbus and the Conquistadors” Expedition Log Categorize and organize facts about the explorations of Christopher Columbus. [W.3.8, ELD.PI.3.10]	Word Work: <i>Conquistadors</i> Introduce Prefixes <i>pro-</i> and <i>anti-</i> Identify and use the meaning of prefixes <i>pro-</i> and <i>anti-</i> . [RF.3.3a, ELD.PIII.3]	Introduce Linking Words Use linking words <i>in conclusion</i> to connect reasons and to connect ideas with categories of information. [W.3.1c, W.3.2c, ELD.PII.3.6]
Lesson 4	Independent Reading: Chapter 4 “El Castillo de San Marcos” Answer questions by referring explicitly to the text as the basis for the answers. [RI.3.1, ELD.PI.3.6]	Read-Aloud: “Juan Ponce de León” Expedition Log Summarize facts about Juan Ponce de León’s explorations. [SL.3.4, ELD.PI.3.11]	Word Work: <i>Colonization</i> Practice Prefixes <i>pro-</i> and <i>anti-</i> Use the prefixes <i>pro-</i> and <i>anti-</i> . [RF.3.3a, ELD.PIII.3]	Introduce Linking Words Use linking words <i>in the same way</i> and <i>in contrast</i> to connect reasons. [W.3.1c, ELD.PII.3.6]
Lesson 5	Independent Reading: Chapter 5 Compare Hernando de Soto’s expeditions with those of Ponce de León. [RI.3.9, ELD.PI.3.6]	Read-Aloud: Chapter 5 “Hernando de Soto” Demonstrate understanding of the text using information gained from images and words presented about Hernando	Spelling Assessment: Use spelling patterns and generalizations in writing words /ue/ spelled ‘u’, ‘u_e’, and ‘ue’. [L.3.2f] Word Work: Disastrous	Practice Linking Words Connect ideas with categories of information using linking words. [W.3.1c, W.3.2c, ELD.PII.3.6]

	de Soto. [RI.3.7, ELD.PI.3.6]			
Lesson 6	Small Group Reading: Chapter 6 “Coronado Reports to the King” Identify areas Francisco Vasquez de Coronado explored. [RI.3.7, ELD.PI.3.6]	Read-Aloud: “Francisco Vasquez de Coronado” Listen to “Francisco Vasquez de Coronado” and summarize facts about his explorations. [SL.3.4, ELD.PI.3.11]	Word Work: <i>Investigative</i> Write words using spelling patterns and rules for words with the /oo/ sound. [L.3.2f, ELD.PIII.3]	Exploration Chart Categorize and organize facts about the Spanish explorers based on reading and notes . [W.3.8, ELD.PI.3.10]
Lesson 7	Independent Reading: Chapter 7 “Spanish Settlements” Write an opinion paragraph about using facts from the reading. [RI.3.2, W.3.1a–d, ELD.PI.3.11]	Read-Aloud: Chapter 7 “Spanish Settlements” Summarize facts about Spanish missions. [SL.3.4, ELD.PI.3.11]	Word Work: <i>Achievements</i> Build Sentences with Linking Words Use linking words for example to connect reasons and to connect ideas with categories of information. [W.3.1c, W.3.2c, ELD.PII.3.6]	Short Answer/Opinion Write an opinion of the Spanish explorers’ interactions and achievements. [W.3.1b, ELD.PI.3.11]
Pausing Point 1 (1 Day)	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing
Lesson 8	Small Group Reading: Chapter 8 “John Cabot” Compare and contrast the motivating factors and travel trajectories of John Cabot and Christopher Columbus. [RI.3.9, ELD.PIII.3]	Read-Aloud: “John Cabot” Compare and contrast the motivating factors and travel trajectories of John Cabot and Christopher Columbus. [RI.3.9, ELD.PI.3.6]	Introduce Comparative and Superlative Adjectives Apply suffixes <i>–er</i> and <i>–est</i> to make comparisons. [L3.1g, ELD.PI.3.4]	
Lesson 9	Close Reading: Chapter 8 “John Cabot” Closely read and correctly answer comprehension questions about John Cabot with supporting evidence from the text. [RI.3.10, ELD.PI.3.6]	Visual Discovery Interpret a painting illustrating John Cabot’s journey to find the Northwest Passage, using complete sentences and domain vocabulary. [RI.3.7, SL.3.1c–d, SL.3.3, ELD.PI.3.1]	Spelling Assessment: Students will apply spelling patterns to correctly spell words containing the /eu/ sound. [L.3.2e–f, ELD.PIII.3]	Introduce Opinion Writing Use examples from the chapter to support their opinions of whether or not the hardships of life as a sailor on Cabot’s crew would be worth the glory or adventure. [W.3.1a–b, ELD.PI.3.11]
Lesson 10	Partner Reading: Chapter 9 “Henry Hudson” Determine cause and effect relationships between the events in the exploration and journey of Henry Hudson. [RI.3.3, RI.3.8, ELD.PI.3.6]	Read-Aloud: Chapter 9 “Henry Hudson” Evaluate the success of Henry Hudson’s explorations of North America. [RL.3.1, RL.3.3, ELD.PI.3.6] Compare the journeys and experiences of Henry Hudson to other explorers . [RI.3.9, ELD.PI.3.6]	Word Work: <i>Unfamiliar</i> Spelling Apply spelling patterns to correctly spell words containing the /f/ sound . [L.3.2e–f, ELD.PIII.3]	
Lesson 11	Partner Reading: Chapter 10 “Samuel de Champlain” Interpret information from the text to assign character traits to Samuel de	Read-Aloud: Chapter 10 “Samuel de Champlain” Describe the long-term effects of Champlain’s expeditions in North	Word Work: <i>Envisioned</i> Comparison and Superlative Adjectives Apply words more and most to comparative and	

	Champlain. [RI.3.1, RI.3.6, ELD.PI.3.6]	America. [RI.3.8, ELD.PI.3.7] Evaluate and compare the success of European explorers in North America. [RI.3.9, ELD.PI.3.6]	superlative adjectives. [L.3.1g, ELD.PI.3.12]	
Lesson 12	Partner Reading: Chapter 11 “The Fur Trade and Samuel de Champlain” Explain the role of trading posts in the development of French colonies in present-day Canada. [RI.3.1, RI.3.3, ELD.PI.3.6]	Explorer Review Describe the discoveries and contributions of European explorers from Unit 9. [RI.3.7, ELD.PI.3.6]	Prefix Review Use the correct forms of words containing the prefixes <i>pro-</i> and <i>anti-</i> within a sentence. [L.3.4b, ELD.PI.3.12]	Opinion Writing Use examples from the unit to support their opinions of which explorer had the greatest success in North America. [W.3.1a–b, ELD.PI.3.11]
Lesson 13	Independent Reading: Chapter 12 “A History of People in North America” Explain the differing opinions on the origin of Europeans on North America. [RI.3.1, RI.3.3, ELD.PI.3.6]	Explorers Unit Review Describe the discoveries and contributions of European explorers from Unit 9. [RI.3.7, ELD.PI.3.6]	Dictionary Skills Demonstrate knowledge of how to properly use a dictionary to define words. [L.3.4d, ELD.PI.3.12]	Opinion Writing Use examples from the unit to support their opinions of which explorer had the greatest success in North America. [W.3.1a–b, ELD.PI.3.11]
Pausing Point 2	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing
Lesson 14	Student Skills Assessment Foundational Skills *Optional Fluency Assessment [RF.3.4, ELD.PIII.3]	Independent Reading Independently read an informational text. [RI.3.10, ELD.PI.3.6]	Spelling Assessment Apply spelling patterns to correctly spell words containing the /f/ sound. [L.3.2f, ELD.PII.3]	

Unit 10: Colonial America (19 Days)

Reader: *Living in Colonial America*

This unit builds upon what students have learned about the exploration and settlement of North America by Native Americans and Europeans, and reviews what students may have already learned about the English colonies in North America. Students will learn more about the way in which the English colonies were established and how each developed a unique culture. Furthermore, students will learn details about the way in which the climate, geography, and motivations of the settlers influenced life in each of the thirteen colonies. Finally, students will hear a brief overview of the events leading to the signing of the Declaration of Independence, the Revolutionary War, and the establishment of the United States as its own nation.

Note: In this unit, students will hear about the role the tobacco industry played in the economic success of Jamestown, Virginia, and eventually the Southern region. You may wish to reiterate to students that smoking is an extremely unhealthy habit and that, by law, children are not allowed to use tobacco.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Whole Group: Chapter 1 “Introduction to <i>Living in Colonial America</i> ” Ask and answer questions requiring literal recall and understanding of details of the “Introduction to Living in Colonial America.” [RL.3.1, ELD.PI.3.6]	Core Connections Guest Speaker Ask and answer questions about colonial America from a speaker [SL.3.3, ELD.PI.3.5] Read-Aloud: “The English Colonies” Make predictions prior to “The English Colonies” about why Roanoke Island is called the Lost Colony based on the text heard thus far, and then compare the actual outcomes to predictions. [SL.3.1a, ELD.PI.3.3]	Word Work: <i>Established</i> Spelling Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with spelling patterns /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/. [L.3.2f, ELD.PIII.3]	
Lesson 2	Partner Read/Whole Group: Chapter 2 “The First English Colony” Retell the story of the Lost Colony in their own words. [RL.3.2, ELD.PI.3.6]		Grammar: Mixed Review Form and use comparative and superlative adjectives. [L.3.1g, ELD.PI.3.12]	Introducing Narrative Writing Explain the basic parts of a narrative plot. [W.3.3, ELD.PI.3.10]
Lesson 3	Whole Group: Chapter 3 “Jamestown, Part I: A New Life” Ask and answer questions, orally or in writing, requiring literal recall and understanding of the details of “Jamestown, Part I: A New Life” by explicitly referring to the text. [RL.3.1, ELD.PI.3.6]	Read-Aloud: “The Founding of Jamestown” Make personal connections to the experience of setting sail on a voyage in “The Founding of Jamestown.” [W.3.8, ELD.PII.3.10]	Introduce Prefixes Identify and use the meaning of prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i> , and <i>multi-</i> [RF.3.3a, ELD.PIII.3] Adverbs that compare actions. Spelling: Blank Busters	
Lesson 4	Small Group: Chapter 5 “Jamestown, Part II: Hunting the Powhatan”	Read-Aloud: Chapter 4 “Jamestown and the Powhatan”	Word Work: <i>Consequently</i> Adverbs That Compare Actions	

	Way" Retell the story in their own words. [RL.3.2; ELD.PI.3.6]	Ask and answer questions in writing requiring literal recall and understanding of details. [RL.3.1; ELD.PI.3.6]	Form and use comparative and superlative adverbs. [L.3.1g; ELD.PII.3.3] Practice Prefixes Spelling: Word Sort	
Lesson 5	Independent Reading: Chapter 7 "Plantation Life" Determine the main idea of "Plantation Life"; recount the key details and explain how they support the main idea. [RI.3.2; ELD.PI.3.6]	Read-Aloud: Chapter 6 "Cash Crops, the Carolinas, and Slavery" Determine the main idea; recount the key details and explain how they support the main idea. [RI.3.2; ELD.PI.3.6]	Spelling Assessment: Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with spelling patterns /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/. [L.3.2f, ELD.PIII.3] Word Work: <i>Transformed</i>	Developing Characters Develop character(s) in a narrative story. [W.3.3; ELD.PI.3.10a]
Lesson 6	Whole Group: Chapter 8 "Early Days in Georgia" Ask and answer questions, in writing, requiring literal recall and understanding of the details by explicitly referring to the text. [RL.3.1; ELD.PI.3.6]	Read-Aloud: Chapter 9 "The Founding of Maryland and Georgia" Determine the main ideas and supporting details. [RI.3.1; ELD.PI.3.6]	Word Work: <i>Inevitable</i> Comparative and Superlative Adverbs Form and use comparative and superlative adverbs. [L.3.1g; ELD.PIII.3] Spelling	Dialogue Use dialogue in their writing to show the thoughts, feelings, and actions or reactions of characters. [W.3.3; ELD.PI.3.10a]
Lesson 7	Independent/Small Group: Chapter 10 "The Pilgrims, Part I: Arrival" Demonstrate preparedness for a discussion, having read and studied "The Pilgrims, Part I: Arrival," to explore content under discussion. [SL.1.3a, ELD.PI.3.1]	Read-Aloud: "Religious Freedom and the First Thanksgiving" Make predictions and then compare the actual outcomes to predictions. [SL.3.1a: ELD.PI.3.1]	Comparative and Superlative Adverbs Form and use comparative and superlative adverbs. [L.3.1g, ELD.PII.3.3]	Narrative Writing Sequence events in a narrative story. [W.3.3, ELD.PI.3.10.a]
Lesson 8	Small Group: Chapter 11 "The Pilgrims, Part II: Thanksgiving Celebration" Ask and answer questions, in writing, requiring literal recall and understanding by explicitly referring to the text. [RL.3.1, ELD.PI.3.6]	Read-Aloud: "Religious Freedom and the First Thanksgiving" Make predictions about "Religious Freedom and the First Thanksgiving" and then compare the actual outcomes to predictions. [SL.3.1a, ELD.PI.3.1]	Word Work: <i>Optimistic</i> Comparative and Superlative Adverbs Form and use comparative and superlative adverbs. [L.3.1g, ELD.PII.3.3] Spelling: Blank Busters	Writing a Conclusion Write a conclusion to a narrative story. [W.3.3, ELD.PI.3.10.a]
Lesson 9	Independent Reading: Chapter 13 "Puritan Life" Read a narrative about Puritan life and answer questions about the text. [RL.3.1, ELD.PI.3.6]	Read-Aloud: Chapter 12 "Religious Dissent in the New England Colonies" Compare and contrast the Pilgrims and the Puritans in "Religious Dissent and the New England Colonies." [RI.3.9, ELD.PI.3.5]	Word Work: <i>Dissenter</i>	Narrative Writing: Revising Revise a draft of a narrative story using a revision checklist. [W.3.3, W.3.5, ELD.PI.10a]
Pausing Point 1 (1 Day)	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing

Lesson 10		Read-Aloud: Chapter 14 “The Middle Colonies” Ask and answer questions after reading a text about the Middle colonies. [RI.3.1, ELD.PI.3.6]	Spelling Assessment Spell words correctly using spelling patterns and rules for sound /oi/ [L.3.2f, ELD.PIII.3] Comparative and Superlative Adverbs in Sentences Write sentences using comparative and superlative Adverbs. [L.3.1g, ELD.PII.5]	Narrative Writing: Editing Publishing Complete editing and publishing narrative stories. [W.3.5, ELD.PI.10a]
Lesson 11	Partner Reading: Chapter 15 “The Quakers” Read and answer questions about the Quakers and the Lenni Lenape using evidence in the text. [RL.3.1, ELD.PI.3.6]	Read-Aloud: “Pennsylvania and the Quakers” Listen to and discuss a text about William Penn and the Quakers. [SL.3.2, ELD.PI.3.5]	Word Work: <i>Founding</i> Morphology Determine the meaning of words with prefixes <i>over-</i> , <i>mid-</i> , and <i>under-</i> [RF.3.3a, L.3.4b, ELD.PIII.3] Spelling Spell words correctly using spelling patterns and rules for the sound /ou/. [L.3.2f]	
Lesson 12	Independent Reading: Chapter 16 “Matthew, the Apprentice” Read a story and answer questions about a young apprentice in Colonial America [RL.3.1; ELD.PI.3.6]	Read-Aloud: “Colonial Life” Listen to a text about colonial life and compare and contrast colonial life with present day. [SL.3.2; ELD.PI.3.5]	Grammar Identify subject pronouns and pronoun antecedents. [L.3.1f; ELD.PIII.3]	Letter to Matthew’s Father Write a letter in response to reading the story “Matthew, the Apprentice.” [W.3.10; ELD.PI.3.10a]
Lesson 13	Partner Reading: Chapter 17 “Life on a Farm in the Middle Atlantic Colonies, Part I” Independent Reading: Chapter 18 “Life on a Farm in the Middle Atlantic Colonies, Part II” Read two texts and gather the main ideas and details about life on a farm in the Middle Atlantic colonies. [RL.3.2; W.3.8; ELD.PI.3.6]		Morphology Identify the meaning of words with prefixes <i>over-</i> , <i>mid-</i> , and <i>under-</i> . [RF.3.3a; L.3.4b; ELD.PIII.3]	Writing the Next Chapter: Research Conduct research to write a brief narrative about life in one of the thirteen colonies. [W.3.7; ELD.PI.3.10b]
Lesson 14		Read-Aloud: Chapter 19 “The Road to Revolution, Part I” Read and listen to a text about the beginnings of the American Revolution and identify cause and effect of certain events. [RI.3.3; ELD.PI.3.6]	Grammar Identify object pronouns in sentences. [L.3.1f; ELD.PIII.3]	Writing the Next Chapter: Drafting Write the next chapter to one of the stories about the colonies studied in the unit. [W.3.10; ELD.PI.3.2]

Lesson 15	<p>Read-Aloud: Chapter 20 “The Road to Revolution, Part II”</p> <p>Read and listen to a text about the beginnings of the American Revolution and identify the cause and effect of certain events. [RI.3.3, ELD.PI.3.6]</p>	<p>Writing the Next Chapter: Presenting</p> <p>Present and listen to stories written during the shared writing activity and pose questions to the presenter. [SL.3.3, ELD.PI.3.1]</p>	<p>Spelling Assessment: spell words correctly using the /ou/ sound [L.3.2f]</p> <p>Sayings and Phrases: <i>Actions speak louder than words.</i></p>	
Lesson 16	<p>Unit Assessment *Optional Fluency Assessment</p>	<p>Sharing My Chapter</p> <p>Students will share their writing with a partner. [SL.3.4, ELD.PI.3.1]</p>		<p>My Next Chapter</p> <p>Write a narrative about one of the characters from Living in Colonial America. [W.3.3, W.3.10, ELD.PI.3.10a]</p> <p>[W.3.3, W.3.10]</p>
Pausing Point 2 (1 Day)	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing
Pausing Point 3 (1 Day)	*Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in speaking and listening	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling	*Opportunity for enrichment and/or remediation in writing

Unit 11: Ecology (12 days)

Reader: *Introduction to Ecology*

The content of Unit 11 focuses on ecology. This unit will build upon what students have learned in earlier grades about animal habitats and taking care of the earth. Students will learn about food chains, the balance of nature, changes to the environment, and protecting the environment. Students will also read a biography of John Muir.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Assessment End-of-Year Silent Reading Group Reading: Chapter 1: "Living Things and Their Habitats" Students will answer questions to demonstrate understanding of "Living Things and Their Habitats" referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6] Students will determine the meaning of general academic and domain-specific words and phrases relevant to living things and their habitats in "Living Things and Their Habitats." [RI.3.4; ELD.PI.3.6]		Introduce Spelling Words Students will use conventional spelling for words with the sound /aw/ spelled 'au', 'aw', 'al', 'ough', and 'augh'. [L.3.2f]	Partner Journals Students will introduce a topic and group related information together. [W.3.2a; ELD.PI.3.10] Students will develop the topic with facts, definitions, and details. [W.3.2b, ELD.PI.3.10]
Lesson 2	Assessment End-of-Year Silent Reading Reading: Chapter 2: "Food Chains" Students will read "Food Chains" answer questions (including <i>what</i> questions) to show their understanding of key details by referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6] Students will determine the meaning of general academic and domain-specific words relevant to food chains in "Food Chains." [RI.3.4; ELD.PI.3.6]			Partner Journals Students will introduce a topic and group related information together. [W.3.2a; ELD.PI.3.10] Students will develop the topic with facts, definitions, and details. [W.3.2b; ELD.PI.3.10]

<p>Lesson 3</p>	<p>Assessment Grammar Assessment</p> <p>Reading: "Producers, Consumers, and Decomposers" Students will answer questions to demonstrate understanding of "Producers, Consumers, and Decomposers" referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6] Students will determine the meaning of general academic and domain-specific words relevant to producers, consumers, and decomposers in "Producers, Consumers, and Decomposers." [RI.3.4; ELD.PI.3.6]</p> <p>Optional Assessment Word Reading in Isolation Assessment and/or Fluency Assessment</p>	<p>Morphology: <i>Review</i> Prefixes Students will identify and use the meaning of <i>uni-</i>, <i>bi-</i>, <i>tri-</i>, <i>multi-</i>, <i>over-</i>, <i>mid-</i>, and <i>under-</i>. [RF.3.3a; ELD.PI.3.12b]</p> <p>Spelling: Blank Busters Students will use this week's spelling words for adding suffixes <i>-s</i>, <i>-ed</i>, <i>-ing</i>, <i>-er</i>, and <i>-ly</i> to base words. [L.3.2e; ELD.PI.3.12b]</p>	<p>Partner Journals Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a; ELD.PI.3.10] Students will develop the topic with facts, definitions, and details. [W.3.2b; ELD.PI.3.10]</p>
<p>Lesson 4</p>	<p>Assessment Morphology Assessment</p> <p>"The Balance of Nature" Students will answer questions to demonstrate understanding of "The Balance of Nature" referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6] Students will determine the meaning of general academic and domain-specific words and phrases relevant to nature in "The Balance of Nature." [RI.3.4; ELD.PI.3.6]</p>	<p>Grammar: Practice Subject and Object Pronouns Students will use subject and object pronouns and explain their function in sentences. [L.3.1a; ELD.PI.3.4]</p> <p>Spelling Students will use conventional spelling for words with the sound /aw/ spelled 'au', 'aw', 'al', 'ough', and 'augh'. [L.3.2f]</p>	<p>Partner Journals Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a; ELD.PI.3.10] Students will develop the topic with facts, definitions, and details. [W.3.2b; ELD.PI.3.10]</p>
<p>Lesson 5</p>	<p>"Natural Changes to the Environment" Students will answer questions to demonstrate understanding of "Natural Changes to the Environment" referring explicitly to the text as the basis for the answers. [RI.3.1, ELD.PI.3.1] Students will determine the meaning of general academic and domain-specific words relevant to nature in "Natural Changes to the Environment."</p>	<p>Language Spelling Assessment</p> <p>Practice Subject and Object Pronouns Students will use subject and object pronouns and explain their function in sentences. [L.3.1a]</p> <p>Spelling: Practice Dictionary Skills Students will consult reference materials, including beginning dictionaries, as needed to</p>	<p>Partner Journals Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a] Students will develop the topic with facts, definitions, and details. [W.3.2b] Students will establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [W.3.3a]</p>

	[RI.3.4]		check and correct spellings. [L.3.2g]	
Lesson 6	<p>"Human Changes to the Environment"</p> <p>Students will answer questions to demonstrate understanding of "Human Changes to the Environment" referring explicitly to the text as the basis for the answers. [RI.3.1, ELD.PI.3.6]</p> <p>Students will determine the meaning of general academic and domain-specific words relevant to the environment in "Human Changes to the Environment." [RI.3.4; ELD.PI.3.6]</p>		<p>Introducing Spelling Words</p> <p>Students will use conventional spelling for words with the sounds /oi/, /ou/, and /aw/ spelled 'oy', 'ou', 'ough', 'aw', 'oi', 'ow', and 'au'. [L.3.2f]</p>	<p>Partner Journals</p> <p>Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a; ELD.PI.3.10]</p> <p>Students will develop the topic with facts, definitions, and details. [W.3.2b; ELD.PI.3.10]</p> <p>Extension Extend Student Knowledge</p>
Lesson 7	<p>"Environment Damage Caused by Humans"</p> <p>Students will answer questions to demonstrate understanding of "Environmental Damage Caused by Humans" referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6]</p> <p>Students will determine the meaning of general academic and domain-specific words relevant to nature in "Environmental Damage Caused by Humans." [RI.3.4; ELD.PI.3.6]</p>		<p>Grammar: Practice Comparative and Superlative Adjectives and Adverbs</p> <p>Students will practice comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. [L.3.1g]</p>	<p>Partner Journals</p> <p>Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a; ELD.PI.3.10]</p> <p>Students will develop the topic with facts, definitions, and details. [W.3.2b; ELD.PI.3.10]</p> <p>Extension Extend Student Knowledge</p>
Lesson 8	<p>"Protecting the Environment"</p> <p>Students will answer questions to demonstrate understanding of "Protecting the Environment" referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6]</p> <p>Students will determine the meaning of general academic and domain-specific words relevant to nature in "Protecting the Environment." [RI.3.4; ELD.PI.3.6]</p>	<p>Brainstorm Solutions</p> <p>Students will explain their own ideas and understanding in light of the discussion. [SL.3.1.d; ELD.PI.3.1]</p>	<p>Morphology: Review Prefixes</p> <p>Students will identify and use the meaning of <i>uni-</i>, <i>bi-</i>, <i>tri-</i>, <i>multi-</i>, <i>over-</i>, <i>mid-</i>, and <i>under-</i>. [RF.3.3a; ELD.PIII.3]</p> <p>Grammar</p> <p>Students will practice comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. [L.3.1g; ELD.PII.3.4]</p> <p>Spelling: Blank Busters</p> <p>Students will use this week's spelling words for adding suffixes <i>-s</i>, <i>-ed</i>, <i>-ing</i>, <i>-er</i>, and <i>-ly</i> to base</p>	

words. [L.3.2e]				
Lesson 9	<p>“John Muir”</p> <p>Students will answer questions to demonstrate understanding of "John Muir" referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6]</p> <p>Students will determine the meaning of general academic and domain-specific words relevant to nature in "John Muir." [RI.3.4; ELD.PI.3.6]</p>	<p>Project Preparation</p> <p>Explain their own ideas and understanding in light of the discussion. [SL3.1.d; ELD.PI.3.1]</p>	<p>Review Prefixes</p> <p>Students will identify and use the meaning of <i>uni-</i>, <i>bi-</i>, <i>tri-</i>, <i>multi-</i>, <i>over-</i>, <i>mid-</i>, and <i>under-</i>. [RF.3.3a; ELD.PIII.3]</p> <p>Spelling: Word Sort</p> <p>Students will use conventional spelling for words with the sounds /oi/, /ou/, and /aw/. [L.3.2f]</p>	<p>Write a Letter</p> <p>Students will capitalize appropriate words in titles. [L.3.2a; ELD.PI.3.10]</p> <p>Students will use commas in addresses. [L.3.2b; ELD.PI.3.10]</p>
Lesson 10	<p>Remediation and Enrichment</p> <p>Students will read and comprehend grade-level texts. [RI.3.10; ELD.PI.3.6]</p>	<p>Project Preparation</p> <p>Explain their own ideas and understanding in light of the discussion. [SL3.1.d; ELD.PI.3.9]</p>	<p>Language</p> <p>Spelling Assessment</p> <p>Grammar: Match Me if You Can</p> <p>Students will determine agreement between subjects and verbs. [L.3.1f; ELD.PII.3.3]</p> <p>Students will use commas and quotation marks in dialogue. [L.3.2c; ELD.PI.3.10]</p> <p>Spelling: Practice</p> <p>Dictionary Skills</p> <p>Students will consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.3.2g; ELD.PI.3.10]</p>	
Lesson 11	<p>Practice</p> <p>Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. [SL.3.4; ELD.PI.3.9]</p> <p>Students will speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [SL.3.6; ELD.PI.3.9]</p>			
Lesson 12	<p>Presentations</p> <p>Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and</p>			

relevant, descriptive details,
speaking clearly at an
understandable pace.
[SL.3.4; ELD.PI.3.9]
Students will speak in
complete sentences when
appropriate to task and
situation in order to provide
requested detail or
clarification. [SL.3.6;
ELD.PI.3.9]

Each unit is comprised of:

- **Lessons**, including Reading, Writing, Grammar, Morphology, and Spelling activities.
- A **Unit Assessment** that evaluates students' reading comprehension, understanding and retention of academic and domain-specific vocabulary words, as well as the grammar and morphology skills targeted in the unit. A writing prompt is included, as is an optional fluency evaluation. The core content targeted in the domain is assessed in a separate Content Assessment. The results should guide review and enrichment offered during the end of unit Pausing Point.
- **Pausing Points** present opportunities to review, reinforce, or extend the content and skills taught.

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Unit 1: Personal Narratives (19 Days)

Reader: *Personal Narratives*

This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying and using the elements of the genre throughout the unit in writing a variety of their own personal narratives. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and writing strong introductions and conclusions. Examining the genre in this way will help students build their knowledge of descriptive writing. Some of the genre features are elements students may have studied in fiction-based units in earlier grades. This unit is unique, however, in that the authors of the narratives that students will read describe real events or experiences. Students make meaning from these texts by learning to read them critically and closely, improving their facility in literal comprehension and making text-based inferences. Moreover, examining and utilizing the features of the genre in composing works about their own lives should help students write with increased focus and clarity, and reflect on, as well as make meaning from, their own experiences.

NOTE: This unit also includes a Beginning-of-Year (BOY) assessment to help determine whether students have adequate preparation for Grade 4 CKLA instruction.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<i>Read and Discuss Six-Word Memories</i> Students infer information from six-word memories. [RI.4.1; ELD.PI.4.6]	<i>Defining Personal Narratives</i> Students define personal narrative. [SL.4.1; ELD.PI.4.1]		<i>Writing a Memory Paragraph</i> Students write a paragraph about a memory of school. [W.4.3; ELD.PI.4.10] <i>Memory Paragraph: Six-Word Memory</i> Students write six-word memories based on their paragraphs. [W.4.9; ELD.PI.4.10]
Lesson 2	<i>"A Good Lie" Class Discussion</i> Students describe the main argument in "A Good Lie." [RI.4.2; ELD.PI.4.1] <i>Chart of Lily's Traits</i> Students cite evidence from the text in describing character traits. [RI.4.1; ELD.PI.4.1]	<i>Identify Character Traits</i> Students identify their peers' opinions and the evidence that supports them. [SL.4.3; ELD.PI.4.5]		<i>"A Good Friend" Paragraph</i> Students write an opinion paragraph describing what makes a good friend. [W.4.1; ELD.PI.4.10]
Lesson 3	<i>Discuss the Text</i> Students explain how and why a character in the text changed. [RI.4.5; ELD.PII.4.1]	<i>Predicting Effects</i> Students make predictions based on listening to classmates' narratives. [SL.4.1; ELD.PI.4.5]		<i>Writing about Cause and Effect</i> Using cause and effect structure, students write a paragraph about someone who changed them. [W.4.3a, b; ELD.PI.4.10]
Lesson 4	<i>Introduce Sensory Details</i> Students identify sensory details in a text. [RI.4.1; ELD.PI.4.6]	<i>Identify Action</i> Students summarize a text. [SL.4.2; ELD.PI.4.5]		<i>Describe the Food</i> Students write a paragraph using sensory details. [W.4.4; ELD.PI.4.10]
Lesson 5	<i>Guided Reading Questions</i> Students describe the events of "How to Eat a Guava." [RI.4.2; ELD.PI.4.6]	<i>Share Food Narrative Events</i> Students present a memory to a partner. [SL.4.4a; ELD.PI.4.9]		<i>Outline Events</i> Students outline a sequence of events. [W.4.3; ELD.PI.4.10]
Lesson 6	<i>Character Traits in "The Farm"</i> Students describe character traits and support their descriptions with quotes		<i>Punctuating Dialogue</i> Students determine the meaning of domain-specific and academic vocabulary. [L.4.6; ELD.PI.4.1]	<i>Write Dialogue for Food Narrative</i> Students write a narrative that includes dialogue. [W.4.3b; ELD.PI.4.10]

	from the text. [RI.4.1; ELD.PI.4.6]	Students punctuate dialogue. [L.4.2b; W.PI.4.10]	
Lesson 7	<p><i>Read “Introduction to Polio”</i> Students refer to a text in explaining what a text says. [RI.4.1; ELD.PI.4.6]</p> <p><i>Partner Work on Timelines</i> Students describe the chronology of a personal narrative. [RI.4.5; ELD.PI.4.6]</p>		<p><i>Introduce Transition Words</i> Students use transition words in planning a chronological narrative. [W.4.3c; ELD.PI.4.10]</p>
Lesson 8	<p><i>Describing Feelings and Emotions</i> Students identify details that demonstrate the narrator’s feelings. [RI.4.1; ELD.PI.4.6]</p> <p><i>Firsthand and Secondhand Accounts</i> Students compare facts from firsthand and secondhand accounts. [RI.4.6; ELD.PI.4.7]</p>		<p><i>Review Types of Details</i> Students complete planning their personal narratives. [W.4.8; ELD.PI.4.12]</p>
Lesson 9	<p><i>Character Traits Organizer</i> Students infer character traits from actions. [RI.4.1; ELD.PI.4.6]</p>	<p><i>Personal Memories</i> Students listen to one another’s narratives and provide constructive and specific feedback. [SL.4.1c; ELD.PI.4.1]</p>	<p><i>Writing an Introduction</i> Students draft introductions to their personal narratives. [W.4.3a; ELD.PI.4.10]</p>
Lesson 10	<p><i>“Star Patient Surprises Everyone”</i> Students interpret and analyze a simile or metaphor from the text. [RI.4.1; ELD.PI.4.6]</p>	<p><i>Introduce Similes and Metaphors</i> Students identify and explain similes and metaphors. [L.4.5a; ELD.PI.4.12]</p>	<p><i>Write Similes and Metaphors</i> Students include similes or metaphors in their personal narratives. [W.4.3b; ELD.PI.4.10]</p>
Lesson 11	<p><i>Review Cause and Effect</i> Students identify different types of detail in “Star Patient Surprises Everyone,” analyzing how the text conveys meaning through cause and effect relationships and use of descriptive words. [RI.4.5; ELD.PI.4.6]</p>	<p><i>Adding Detail with Verbs</i> Students replace nondescript verbs with vital verbs that show detail and action. [L.4.3a; ELD.PII.4.3]</p>	<p><i>Writing with Cause and Effect</i> Students draft the second body paragraph of their personal narratives and include an example of cause and effect. [W.4.3; ELD.PII.4.1]</p>

Lesson 12	<i>Reading for Details</i> Students identify textual details and use them to read the text closely. [RI.4.1; ELD.PI.4.6]			<i>Revising Details</i> Students revise their personal narrative drafts to incorporate good and varied details. [W.4.3, W.4.5; ELD.PI.4.12a]
Lesson 13	<i>Introduce Conclusions</i> Students learn about strong conclusions and analyze the conclusion of <i>Small Steps</i> . [RI.4.2; ELD.PI.4.6]			<i>Planning Conclusions</i> Students compose conclusions for their personal narratives. [W.4.3e; ELD.PI.10a]
Lesson 14		<i>Interviewing Peg Kehret</i> Students prepare for and conduct interviews from the perspective of the author and a talk-show host. [SL.4.1; ELD.PI.4.1]		<i>Composing Titles</i> Students offer peer feedback and use feedback to revise their personal narratives. [W.4.4, W.4.5; ELD.PI.10a]
Lesson 15		<i>Author Interviews</i> Students prepare for and conduct interviews about their personal narratives. [SL.4.1; ELD.PI.4.1]		<i>Editing Checklist</i> Students complete a final polish of their work using a self-evaluation and editing checklist. [W.4.5; ELD.PI.4.10a]
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 19 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 2: Empires in the Middle Ages, Parts 1 and 2 (29 Days)

Reader: *Empires in the Middle Ages*

The Empires in the Middle Ages unit covers the history of both the Middle Ages in Europe and the Islamic Medieval Empires. The Middle Ages in Europe and Islamic Medieval Empires units have always been companions in the Grade 4 sequence because their subjects are highly related. While the Middle Ages deals primarily with the events of western Europe, and the relationship between the Christian Church and the rulers of the region, the concurrent Islamic Empires in the Middle Ages unit looks at events in another part of the world (particularly in what is now called the Middle East). Separated by the Mid-Unit Assessment, the two topics of study are tied by a common past (the decline of the Roman Empire) and intersecting events such as the Crusades and the movement of knowledge, philosophy, and science from Greek into Arabic into Latin. They are also tied by their impact on the present: it is difficult to understand the modern world without knowing about these two regions and their medieval history.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<p><i>Review Prior Knowledge</i> Students sequence events on a timeline, placing their discussion of the Middle Ages in the context of their background knowledge. [RI.4.7; ELD.PI.4.6]</p> <p><i>Class Discussion</i> Students will paraphrase information from the Reader to participate in a discussion about the people, events, and important ideas from the Middle Ages. [RI.4.1, ELD.PI.4.6]</p> <p><i>Map Activity</i> Students locate the modern-day countries of Spain, France, England, Germany, and Italy, and identify that region as a part of the Roman Empire. [RI.4.7; ELD.PI.4.6]</p>		<p>Word Work: <i>Transform</i></p>	
Lesson 2	<p><i>Reading about Lords and Serfs</i> Students will refer to details and examples in the text when explaining the relationships between lords and serfs. [RI.4.1; ELD.PI.4.6]</p>		<p>Word Work: <i>Rival</i></p> <p><i>Nouns and Adjectives</i> Students discover the function and relationships of nouns and adjectives by identifying them in sentences. [L.4.1; ELD.PII.4.4]</p> <p><i>Prefixes</i> Students will use their knowledge of the prefixes <i>un-</i> and <i>non-</i> and root words to read and interpret unfamiliar words. [RF.4.3a; ELD.PII.4.3]</p>	<p><i>Taking Notes from a Text</i> Students use a graphic organizer to produce clear notes contrasting the lives of serfs and lords. [W.4.9; ELD.PI.4.10]</p>
Lesson 3	<p><i>Close Reading on Feudalism</i> Students explain the concept of feudalism as</p>		<p>Word Work: <i>Loyal</i></p>	<p><i>Writing an Informative Paragraph</i> Students draft an informative paragraph</p>

	a way of life based on land ownership during the Middle Ages. [RI.4.3; ELD.PI.4.6]		about the life of a lord in the Middle Ages, including a topic sentence, detail sentences, transition words, and a concluding sentence. [W.4.2; ELD.PI.4.10]
Lesson 4	<i>Small Group Reading</i> Students refer to details and examples in the text when explaining why knights and castles were needed in the Middle Ages. [RI.4.1; ELD.PI.4.6]	<p><i>Word Work:</i> <i>Influential</i></p> <p><i>Prepositions and Prepositional Phrases</i> Students form and use prepositional phrases. [L.4.1e; ELD.PII.4.4]</p> <p><i>Prefixes Un– and Non–</i> Students use their knowledge of the prefixes <i>un–</i> and <i>non–</i> and root words to read and interpret unfamiliar words.</p>	<i>Practice Taking Notes</i> Students use a graphic organizer to produce clear and coherent writing contrasting the lives of serfs and lords. [W.4.9; ELD.PI.4.10]
Lesson 5	<i>Towns in the Middle Ages</i> Students read and answer literal and inferential questions about medieval towns. [RI.4.1; SL.4.1; ELD.PI.4.6]	<p><i>Word Work:</i> <i>Fuel</i></p>	<i>Drafting a Paragraph</i> Students draft an informative paragraph about the lives of serfs in the Middle Ages, including a topic sentence, detail sentences, transition words, and a concluding sentence. [W.4.2; ELD.PI.4.10]
Lesson 6	<i>Towns and Manors</i> Students refer to examples from the text in discussing how towns changed the way of life in the Middle Ages. [RI.4.1; SL.4.1; ELD.PI.4.6]	<p><i>Word Work:</i> <i>Emerge</i></p> <p><i>Verbs and Adverbs</i> Students identify adverbs and the verbs they modify. [RF.4.3; ELD.PI.4.12]</p> <p><i>The Prefix en–</i> Students will use their knowledge of morphology and the prefix <i>en–</i> to accurately read and interpret unknown words. [RF.4.3; ELD.PII.4.3]</p> <p><i>Spelling</i> Students practice</p>	

		spelling words from the Reader.	
Lesson 7	<p><i>The Church in the Middle Ages</i> Students refer to examples from the text when discussing the influence of the church on the lives of people in medieval Europe. [RI.4.1; SL.4.1; ELD.PI.4.6]</p>	<p>Word Work: <i>Devote</i></p>	<p>Taking Notes Students use a graphic organizer to produce clear and coherent writing comparing the lives of medieval knights, craftsmen, monks, and nuns. [W.4.9; ELD.PI.4.10]</p>
Lesson 8	<p><i>Small Group Discussions</i> Students will participate in a small group discussion of “The Power of the Church” and cite evidence from the text. [RI.4.1; SL.4.1; ELD.PI.4.6]</p>	<p>Word Work: <i>Destined</i></p>	<p>Organizing Facts Students will collect facts from the text that support their opinions and include them in a graphic organizer. [W.4.9; W.4.1b; ELD.PI.4.10]</p>
Lesson 9	<p><i>Citing Textual Evidence on the Battle of Hastings</i> Students cite textual evidence supporting the author’s claim that the Battle of Hastings changed history. [RI.4.8; ELD.PI.4.6]</p>	<p>Word Work: <i>Determination</i></p> <p><i>Adjectives and Adverbs</i> Students decide whether to modify words with adjectives or adverbs. [L.4.1; ELD.PII.4.5]</p> <p><i>The Prefix en–</i> Students will use their knowledge of morphology and the prefix <i>en–</i> to accurately read and interpret unknown words. [RF.4.3; ELD.PI.4.12]</p> <p><i>Spelling Words in Context</i> Students demonstrate understanding of spelling words by using them in sentences. [L.4.4; ELD.PI.4.12]</p>	
Lesson 10	<p><i>Answering Questions Using Quotes from the Text</i> Students answer a series of questions about the Battle of</p>	<p>Spelling Students demonstrate their knowledge of the correct spelling of targeted words. [L.4.2; ELD.PI.4.12]</p>	<p>Planning a Persuasive Paragraph Students plan a persuasive paragraph by stating their opinions and supporting them</p>

	Hastings using direct quotations from the text to support their answers. [RI.4.1; ELD.PI.4.6]	Word Work: <i>Pursue</i>	with facts from the text. [W.4.1; ELD.PI.4.10]
Lesson 11	<i>Citing the Text</i> Students use examples from the text when discussing the effect King Henry II had on England. [RI.4.3; ELD.PI.4.6]	Word Work: <i>Restore</i> <i>Subjects and Predicates</i> Students correctly identify the subjects and predicates in sentences. [L.4.1f; ELD.PII.4.6] <i>The Root Arch</i> Students will identify the meanings of words with the root <i>arch</i> and use these words correctly in sentences. [L.4.4b; ELD.PI.4.12] <i>Spelling</i> Students practice spelling targeted words. [L.4.2d; ELD.PI.4.12]	
Lesson 12	<i>Text Analysis</i> Students will evaluate the most positive and most negative actions King Henry II took while in power, using information from the text to analyze what happened and why. [RI.4.3; ELD.PI.4.11]	Word Work: <i>Acquire</i>	<i>Paraphrasing the Text</i> Students paraphrase facts from the text that support their opinions. [W.4.1b; W.4.1c; ELD.PI.4.11]
Lesson 13	<i>Evaluating the Text</i> Students evaluate the importance of Magna Carta based on information from the text. [RI.4.1; ELD.PI.4.3]	Word Work: <i>Inevitable</i>	<i>Drafting a Persuasive Paragraph</i> Students draft and edit a persuasive paragraph about lords and serfs. [W.4.1; ELD.PII.4.6]
Lesson 14	<i>Cause and Effect</i> Students use their knowledge of cause and effect to identify the impact of developments or events from the Middle Ages on our lives today. [RI.4.3; ELD.PI.4.6]	Word Work: <i>Indeed</i> <i>Parts of Speech, Subjects and Predicates</i> Students will identify parts of speech, subjects, and predicates in sentences. [L.4.1f; ELD.PII.4.3; ELD.PII.4.4]	

		<p><i>The Root Arch</i> Students will select the correct word with the root <i>arch</i> to best complete a given sentence. [L.4.4b]</p> <p><i>Spelling Words in Context</i> Students will practice spelling targeted words and use them in sentences. [L.4.2d]</p>	
Lesson 15	Reading Comprehension Assessment	<p>Spelling Assessment</p> <p>Grammar Assessment</p> <p>Morphology Assessment</p>	Writing Assessment
Lesson 16	<p><i>Timeline and Map Activities</i> Students place the major events of this time period on a timeline and map. [RI.4.3; ELD.PI.4.46]</p> <p><i>Facts and Inferences</i> Students will answer factual questions about the information in Chapter 1 of the Reader. [RI.4.1; ELD.PI.4.6]</p>		
Lesson 17	<p><i>Close Reading</i> Students will answer inferential and comparison questions about Muhammad's early life. [RI.4.1; ELD.PI.4.6]</p>	<p><i>Sentence Fragments</i> Students will identify and correct sentence fragments. [L.4.1f; ELD.PII.4.6]</p> <p><i>Review of Prefixes</i> Students correctly use the prefixes <i>un-</i>, <i>non-</i>, and <i>en-</i>, given the context of a sentence. [L.4.3; ELD.PI.4.12]</p>	<p><i>Life in a Caravan</i> Students write a fictional first-person narrative about traveling in the Arabian desert.</p> <p><i>Scanning a Text</i> Students will scan the text to find quotes about a particular topic. [W.4.8; ELD.PI.4.10]</p>
Lesson 18	<p><i>Sequencing Events</i> Students will sequence events from the Reader related to the spread of Islam during Muhammad's lifetime. [RI.4.3; ELD.PI.4.6]</p>		<p><i>Practice Paraphrasing</i> Students will paraphrase information from the text. [W.4.8; ELD.PI.4.10]</p>

Creating a Map-Based Timeline

<p>Lesson 19</p>	<p><i>Text and Diagrams</i> Students make presentations on the Battle of Yarmouk using diagrams. [RI.4.7; ELD.PI.4.6]</p>	<p><i>Sentence Types</i> Students generate sentences for each of the four sentence types (interrogative, exclamatory, declarative, and imperative). [L.4.1; ELD.PI.4.7]</p> <p><i>The Root Graph</i> Students use words with the root <i>graph</i> accurately in sentences. [L.4.4b; ELD.PII.4.12]</p> <p><i>Spelling Words in Context</i> Students pronounce and practice using spelling words in sentences. [L.4.4; ELD.PI.4.12]</p>
<p>Lesson 20</p>	<p><i>Reading about Shiite and Sunni Muslims</i> Students will answer factual and inferential questions about the two major branches of Islam, using evidence from the text. [RI.4.1; ELD.PI.4.6]</p>	<p><i>Planning a Work of Historical Fiction</i> Students will collect details to plan their historical fiction pieces after reviewing elements of a story. [W.4.8; ELD.PI.4.10]</p>
<p>Lesson 21</p>	<p><i>Reading About the Umayyad Dynasty</i> Students answer factual questions about the Umayyad dynasty using evidence from the text. [RI.4.1; ELD.PI.4.6]</p>	<p><i>Writing Historical Fiction</i> Using elements of a story, students draft a work of historical fiction taking place in Arabia in the Middle Ages. [W.4.3; ELD.PI.4.10]</p>
<p>Lesson 22</p>	<p><i>Text and Images</i> Students identify and discuss important features of classical Islamic architecture using details from the text. [RI.4.1; ELD.PI.4.6]</p>	<p><i>Progressive Verbs</i> Students form and use the progressive verb tense. [L.4.1b; ELD.PI.4.7]</p> <p><i>The Root Graph</i> Students use words with the root <i>graph</i> accurately in sentences. [L.4.4; ELD.PI.4.7]</p> <p><i>Spelling Words in Context</i></p>

			Students will correctly use their academic vocabulary words in sentences that demonstrate their understanding of the context. [L.4.4; ELD.PI.4.7]	
Lesson 23	<i>Reading About the Crusades</i> Students will answer factual and inferential questions about the Crusades. [RI.4.1; ELD.PI.4.6]	<i>Presenting Historical Fiction</i> Students present their historical fiction stories and provide feedback to peers based on the elements of a story. [SL.4.4; ELD.PI.4.9]	<i>Spelling Words</i> Students demonstrate ability to spell targeted words correctly. [L.4.2; ELD.PI.4.10]	
Lesson 24	<i>Reading and Writing Fables</i> Students read a fable, analyze the features of a fable, and then write their own fables. [RL.4.2; ELD.PI.4.6]		<i>Grammar Round Up</i> Students will identify parts of speech, correct sentence fragments and run-on sentences, and write each of the four sentence types. [L.4.1; ELD.PI.4.10] <i>The Suffix –y</i> Students use the suffix –y to change nouns into adjectives and use them in sentences. [L.4.1; ELD.PI.4.10] <i>Spelling</i> Students practice spelling targeted words. [L.4.2; ELD.PI.4.12]	
Lesson 25	<i>Reading Comprehension Assessment</i>		<i>Grammar Assessment</i> <i>Morphology Assessment</i> <i>Spelling Assessment</i>	
Lesson 26 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	t Opportunity for enrichment and/or remediation in writing
Lesson 27 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Lesson 28 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 29 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 3: Poetry (18 Days)

Reader: *The Poet's Journal*

For many readers—adults and children alike—poetry can be challenging. Readers often find poems inaccessible, suspecting a secret meaning they cannot decode. In fact, poetry's reliance on symbolic and figurative language opens up rather than closes off meaning, giving readers the power of personal interpretation. This unit gives students tools and strategies for approaching poetry, training them in the methods and devices poets use and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned.

The poems in this unit represent a wide variety of time periods, from Kshemendra's twelfth-century treatise on the responsibilities of poets to the work of living writers such as Sherman Alexie and Harryette Mullen. We haven't chosen poems written specifically for children; we have instead selected poems both younger and older readers will enjoy. The poets come from many backgrounds and nations; the poets included are European, Asian, African American, Native American, and Hispanic. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse. Uniting them all is their engagement with language and its potential.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<i>Reading Closely</i> Students identify textual evidence and determine the implicit and explicit meanings of Roald Dahl's "Little Red Riding Hood and the Wolf." [RL.4.1; ELD.PI.4.6]	<i>Read-Aloud and Discussion</i> Students discuss the plot of Roald Dahl's "Little Red Riding Hood and the Wolf" in small groups and as a class. [SL.4.1b; ELD.PI.4.1]	<i>Poetic Devices</i> Students identify stanza, stanza break, line, and rhyme within "Little Red Riding Hood and the Wolf." [L.4.6; ELD.PI.4.6]	
Lesson 2	<i>Reading Closely</i> Students identify textual evidence to determine the implicit and explicit meanings of Harryette Mullen's "Ask Aden" and Norman Ault's "Wishes." [RL.4.1; ELD.PI.4.6a]		<i>Poetic Devices: Repetition and Alliteration</i> Students will define the terms <i>repetition</i> and <i>alliteration</i> and create original work using alliteration. [L.4.3; ELD.PI.4.10a]	<i>Question and Answer Poems</i> Students compose questions and assemble them into an original poem. [W.4.4; ELD.PI.4.11a]
Lesson 3	<i>Point of View and Visualizing Details</i>			<i>Planning Memory Poems</i>

	Students will identify different points of view, then apply their knowledge while closely reading Giovanni's poem, paying particular attention to textual detail. [RL.4.3, RL.4.6; ELD.PI.4.6, ELD.PI.4.7]			Students will record information about one of their own experiences and plan a memory poem that includes sensory detail and rich description. [W.4.8; ELD.PI.4.10a]
Lesson 4	<i>Similes</i> Students will discuss Langston Hughes's "Harlem," with particular emphasis on interpreting the poem's many similes. [RL.4.4, L.4.5a; ELD.PI.4.8]	<i>Writing Similes</i> Students compose original, simile-rich poems in response to the question, "What happens when your teeth aren't brushed?" [W.4.4, L.4.5; ELD.PI.4.12a]		
Lesson 5	<i>About the Author</i> Students use details from Langston Hughes's biographical note to answer questions about the author. [RI.4.1; ELD.PI.4.6] <i>Historical and Cultural Context</i> Students use historical and cultural context to answer inferential questions about "Harlem." [RL.4.2; ELD.PI.4.6]	<i>Historical Context</i> Students assimilate information from a video on the Harlem Renaissance. [SL.4.2; ELD.PI.4.5]	<i>Figurative Language</i> Students identify and define examples of figurative language. [L.4.5; ELD.PI.4.8]	<i>Planning Memory Poems</i> Students use teacher feedback and prompts to plan revisions of their work on memory poems. [W.4.5, W.4.8; ELD.PII.4.5]
Lesson 6	<i>Close Reading for Tone</i> Students use details from a text to infer its tone and meaning; they will also describe how repetition affects a speaker's tone. [RL.4.1, RL.4.3; ELD.PI.4.6]	<i>Poetic Device: Tone Speaking in</i> Students learn about tone and practice speaking in tones that match different audiences and occasions. [SL.4.1; ELD.PI.4.4]	<i>Writing Memory Poems</i> Students will use details from a text to infer its tone and meaning; they will also describe how repetition affects a speaker's tone. [RL.4.1, RL.4.3; ELD.PI.4.6]	
Lesson 7	<i>Reflections and Inferences</i> Students will identify how Whitman characterizes America and make inferences about what Whitman most values about the nation. [RL.4.1; ELD.PI.4.6]	<i>Sharing and Providing Feedback</i> Students will read their original poems aloud to a peer and give feedback. [SL.4.1; SL.4.2; ELD.PI.4.5]	<i>Observational Walk and Writing</i> Students will compose original "I Hear My School Singing" poems, using a number of different episodes throughout the school day to present a varied portrait of their	

			academic environment. [W.4.1; W.4.4; ELD.PI.4.10a]
Lesson 8	<p><i>Poetic Devices: Anaphora and Metaphor</i> Students will define <i>anaphora</i> and <i>metaphor</i>, identify them in the poem, and explain the meaning of examples of figurative language in the poem. [RL.4.1, L.4.5; ELD.PI.4.8]</p>	<p><i>Class Reading and Chanting</i> Students will read passages from Joy Harjo's "She Had Some Horses," following their assigned roles when speaking in, and to, groups. [SL.4.1b; ELD.PI.4.4]</p>	
Lesson 9	<p><i>Close Reading</i> Students will use textual detail as evidence for inferences about the poem's meaning. [RL.4.1, L.4.5; ELD.PI.4.6]</p>	<p><i>Reading in Turns</i> Students will read passages from Joy Harjo's "She Had Some Horses," following their assigned roles when speaking in and to groups. [SL.4.1b; ELD.PI.4.4]</p>	<p><i>Planning and Writing a Poem</i> Students will plan and draft original poems that use anaphora to describe a character's many components or attributes. [W.4.3, W.4.4, W.4.5, ELD.PII.4.1]</p>
Lesson 10	<p><i>Poetic Devices: Similes and Alliteration</i> Students will identify and create examples of alliteration; they will also identify and explain the many similes in "Words Free as Confetti." [RL.4.4, L.4.5; ELD.PI.4.8]</p>		<p><i>Writing with All Five Senses</i> Students will compose original poems using alliteration and detailed descriptions based on the five senses. [W.4.3, W.4.4, ELD.PI.4.12a]</p>
Lesson 11		<p><i>Poetic Device: Extended Metaphor</i> Students identify an extended metaphor and explain its various details. [RL.4.1, RL.4.4, L.4.5, ELD.PI.4.6]</p>	<p><i>Writing Extended Metaphors</i> Students construct original poems containing their own extended metaphors comparing the weather to an animal. [W.4.3, W.4.4, ELD.PI.4.10a]</p>
Lesson 12	<p><i>Close Reading for Understanding and Poetic Devices</i> Students will summarize the text, identify poetic devices, and explain the effectiveness of those devices in the context of the poem "Casey at the</p>	<p><i>Active Listening</i> Students will demonstrate active listening by answering questions about the poem they heard aloud. [SL.4.2; ELD.PI.4.5]</p>	

Bat.” [RL.4.1, RL.4.2, RL.4.4; ELD.PI.4.7]				
Lesson 13	<i>Elements of a Poem</i> Students examine elements of the poem and define how the poem differs from a short story. [RL.4.5; ELD.PII.4.1]			<i>Writing Original Narrative Poems</i> Students write original narrative poems, using poetic devices to engage readers. [W.4.3; W.4.4; ELD.PI.4.10]
Lesson 14	<i>Understanding and Application</i> Students describe the responsibilities of a poet and identify the tools used by successful poets. [RL.4.1; RL.4.2; RL.4.4; W.4.9; ELD.PI.4.11a]			<i>Writing Advice Poems</i> Students write original advice poems for new readers of poetry. [W.4.4; ELD.PI.4.11a]
Lesson 15	Reading Assessment			Writing Assessment
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 4: Eureka! Student Inventor (10 Days)

Reader: *Eureka! Files*

Eureka! Student Inventor is a 10-day ELA Quest. Quests are narrative-driven units that immerse students in close reading adventures. Through them, students read complex literary and informational texts and consistently demonstrate their ability to find evidence and use it appropriately. Over the course of the Quest, students write routinely in opinion, informational, and narrative modes, adjusting style for the task and audience indicated. Beyond this, Quests are deliberately varied. Each aims to immerse students in a new world, with new content and challenges. Quests are also more flexible than other units. We have provided suggestions for how to customize the Quest throughout and encourage you to make your own variations to suit your students’ needs.

As they go through Eureka! Student Inventor, students read a range of informational texts about inventors, inventions, and the process of creation. In addition to close readings, students analyze objects and situations in the world around them,

identify problems, create evidence-based solutions, and ultimately become inventors themselves. By routinely writing informational and opinion pieces, students practice research, observation, communication, and persuasion. They also engage in a range of collaborative discussions, sharing ideas and working in teams with defined roles and agreed-upon rules. In Eureka! Student Inventor, students are contestants on the bizarre and exciting reality TV game show of the same name—a show in danger of cancellation because of a few . . . unfortunate . . . incidents last season. Students are divided into teams (labs) and participate in activities and challenges both in groups and individually. Guided by inventor-judges Jacques Cousteau, Hedy Lamarr, Thomas Edison, and George Washington Carver, as well as a host—you, the teacher—contestants learn about the process of invention through examples and experiments. Throughout the Quest, the judges will “interact” with students through videos and notes. Your role as host is the key to creating and maintaining the game-show “world.” We have provided host scripts throughout the unit and hope you will add in your own elements.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<i>Learn From Last Season</i> Students integrate ideas from two texts and speak knowledgeably on the best practices of collaboration. [RI.4.9; ELD PI.4.11]	<i>Collaboration Building Challenge</i> Students discuss and practice collaboration, following agreed-upon rules and maintaining assigned roles. [SL 4.1; 4.1.b; ELD PI.4.1]		<i>Collaboration Wedge Challenge</i> Students write clearly about their own collaboration experience, supporting their opinions with facts and details. [W 4.4; ELD PI.4.10]
Lesson 2	<i>Inventor Cards</i> Students complete close reads of several inventor biographies and summarize, refer to details, and draw inferences from these texts. [RI.4.1; RI.4.2; ELD PI.4.5,6A]			<i>Complete Inventor Card</i> Students draw evidence from inventor biographies to support their own research. [W.4.9.; ELD PI.4.10b]
Lesson 3	<i>Researching the Lightbulb; Invention Pitch</i> Students read complex informational texts about major inventions and discuss their development and impact. [RI.4.3; ELD PI.4.6a]	<i>Introduction to Pitching Wedge</i> Students recognize and summarize best practices for making an oral presentation, and analyze sample presentations. [SL.4.2; ELD PI.4.6]	<i>Good Pitch, Bad Pitch</i> Students acquire domain-specific vocabulary associated with the major inventions they are researching. [L.4.6; ELD PI.4.6]	<i>Research “Letter to Mr. Edison”</i> Students write an opinion piece about the importance of the lightbulb, providing evidence to support their argument. [W.4.1, W.4.1b; ELD PI.4.11a]
Lesson 4		<i>Pitches</i> Students use their research to create an oral pitch for their lab’s invention, including facts and details to support their argument. [SL 4.4; ELD PI.4.9] <i>Invention Pitch: Lightning Round</i> Students listen to presentations, take		<i>Planning: Skit Writing</i> Students write and present a skit with dialogue to show the importance of their lab’s invention. [W.4.3; ELD PI.4.5]

notes, and paraphrase what they have learned about each invention.
[SL 4.2; ELD PI.4.10]

<p>Lesson 5</p> <p><i>Invention Breeds Invention; Timeline of Invention;</i> Students describe the chronology, causes, and effects of the Louis Braille’s invention, in order to understand that “invention breeds invention.” [RI 4.5; ELD PI.4.6a]</p> <p><i>Reading and Dance Party Challenge</i> Students read technical texts and interpret diagrams about simple machines. [RI.4.3; ELD.PI.4.6a]</p>		<p><i>Knowledge Wedge Challenge</i> Students integrate information about prior inventions and simple machines to write a creative solution to a technical challenge. [W.4.4; ELD P.4.10a]</p>
<p>Lesson 6</p>	<p><i>How Many Ways Can You Solve It?; Documentation Building Challenge 2</i> Students collaborate in their lab groups to generate multiple ideas and respond to a new building challenge. [SL.4.1b; ELD PI.4.1]</p>	<p><i>Documentation Building Challenge; Documentation Wedge Challenge</i> Students create explanatory texts to document their inventions, including diagrams (and domain-specific vocabulary) to convey information. [W.4.2; ELD W.4.2]</p>
<p>Lesson 7</p>	<p><i>Lab Discussion and Rebuilding; Rebuilding Demonstrations</i> Students participate in collaborative discussions to evaluate their inventions and offer suggestions for improvement. [SL 4.1.C]</p>	<p><i>Failure Wedge Challenge</i> Students write an opinion piece on the usefulness of failure in the inventing process. [W.4.1b, ELD PI.4.11a]</p>
<p>Lesson 8</p>	<p><i>An Inventing Opportunity</i> Students share their ideas about inventions through paired interviews, sharing their ideas, and taking notes. [SL 4.2b; ELD PI.4.1]</p>	<p><i>Last-Chance Wedge Make Up</i> Students revise or complete writing challenges from previous lessons. [W4.10; ELD PI.4.10] <i>What Should My Invention Solve?; Brainstorming</i></p>

		Students write two short, informative pieces describing their own invention idea, the problem it solves, including its purpose and function. [W.4.2; ELD PI.4.10]
Lesson 9	<p><i>Lab Feedback</i> Students listen to classmates, pose questions, and offer constructive feedback on their peers' inventions. [SL 4.1c; ELD PI.4.3]</p> <p><i>Pitch Review</i> Students write, rehearse, and create illustrations or models for their final invention pitch. [SL.4.4; ELD PI.4.9]</p>	<p><i>Write Pitch</i> Students write a detailed explanation of their invention, including an argument for its importance. [W4.2b; ELD PI.4.10]</p>
Lesson 10	<p><i>Pitching, However You So Choose</i> Students present their invention, explaining how it addresses a problem and how it works, and support their pitch with a diagram or model demonstration. [SL 4.4; ELD PI.4.9]</p>	<p><i>Make Your Own Inventor Card</i> Students write a reflection on their experiences during this unit, including a description of their invention and reflection on a challenge they faced and overcame. [W.4.10; ELD PI.4.10]</p>

Unit 5: Geology (19 Days)

Reader: *Geology: The Changing Earth*

The Big Idea of this unit is that the earth is composed of layers that, through heat and pressure, cause movements that result in geological features above and below the earth's surface. Tectonic plate theory explains how mountains, volcanoes, and trenches are created on land and under the sea. Information about the rock cycle, weathering, and erosion also explains how the earth is continually changing. This unit explores the relationships between these different geological processes and how they affect the landscape and related environments of the earth.

NOTE: In this unit a Middle-of-Year (MOY) Assessment is provided and should be administered at the end of the unit.

Text Analysis/

Speaking and

Language and

Writing

	Comprehension	Listening	Vocabulary
Lesson 1	<p><i>Review Prior Knowledge</i> Students identify different areas of study about the earth and ask the types of questions geologists ask about the earth. [RI.4.1, ELD.PI.4.9]</p> <p><i>Read Aloud: Chapter 1</i> Students describe how people's knowledge of what happens on Earth's surface has changed over time, including explaining the continental drift hypothesis and the existence of Pangaea. [RI.4.1, RI.4.3, RI.4.7, RI.4.8, ELD.PI.4.6]</p>		
Lesson 2	<p><i>Read Chapter 2</i> Students identify and describe Earth's layers, describe the movement of tectonic plates, and identify evidence of how Earth's layers and tectonic plates interact to change the Earth's surface. [RI.4.1, RI.4.2, RI.4.3, RI.4.8, ELD.PI.4.6]</p>	<p><i>Grammar: Introduce Commas</i> Students identify the correct location of commas in dates, addresses, city and state, and items in a series. [L.4.2, ELD.PI.4.10]</p> <p><i>Morphology: Introduce Suffix –ly</i> Students distinguish between root words and words with the suffix –ly and use those words correctly in sentences. [L.4.4, ELD.PI.4.8]</p> <p><i>Examine Similes</i> Students explain similes related to geology concepts. [L.4.5, ELD.PI.4.12]</p>	
Lesson 3	<p><i>Close Reading</i> Students explain characteristics of Earth's layers, describe how tectonic plates move, and explain how these forces interact to change Earth's surface, including the seafloor.</p>	<p><i>Draft a Detailed Explanation of a Simile</i> Students write a detailed explanation of a simile. [L.4.5, W.4.2, ELD.PII.4.1]</p>	

	[RI.4.1, RI.4.2, RI.4.3, RI.4.8, ELD.PI.4.6]		
Lesson 4	<p><i>Read “Earth’s Shakes and Quakes”</i> Students explain what causes earthquakes, how scientists measure the intensity of earthquakes, and how faults and tsunamis relate to earthquakes. [RI.4.1, RI.4.2, RI.4.3, RI.4.8, ELD.PI.4.6]</p>	<p><i>Grammar: Practice Commas</i> Students practice using commas for dates, addresses, city and state, and items in a series. [L.4.2, ELD.PI.4.6]</p> <p><i>Morphology: Practice Suffix –ly</i> Students practice distinguishing between root words and words with the suffix –ly, and using those words correctly in sentences. [L.4.4, ELD.PI.4.12]</p>	<p><i>Introduce an Informational Pamphlet</i> Students describe an informational pamphlet and identify a specific pamphlet’s purpose and intended audience. [W.4.8, W.4.9]</p>
Lesson 5	<p><i>Read “Earth’s Shakes and Quakes”</i> Students describe key causes and effects of earthquakes, including the role faults play in earthquakes and the relationship between tsunamis and earthquakes. [RI.4.1, RI.4.2, RI.4.3, RI.4.8, ELD.PII.4.2]</p>		<p><i>Draft an Informational Pamphlet</i> Students use their paraphrased notes to draft an informational pamphlet about tsunamis. [W.4.8, W.4.9, ELD.PI.4.12]</p>
Lesson 6	<p><i>Read “Earth’s Fiery Volcanoes”</i> Students explain how and where volcanoes, geysers, and hot springs are formed and the differences between dormant, extinct, and active volcanoes. [RI.4.1, RI.4.2, RI.4.3, RI.4.4, ELD.PI.4.6]</p>	<p><i>Grammar: Introduce Commas, Quotation Marks</i> Students determine where to insert quotation marks and commas in sentences containing direct quotes or dialogue. [L.4.2, ELD.PI.4.10]</p> <p><i>Morphology: Introduce Root rupt</i> Students identify the meaning of the root <i>rupt</i> and use these words in sentences. [L.4.4, ELD.PI.4.7]</p> <p><i>Spelling: Introduce Spelling Words</i> Students practice spelling words based on familiar roots.</p>	

[L.4.2, ELD.PI.4.7]		
Lesson 7	<p><i>Read “Mythic Volcano Spirits”</i> Students describe how myths were used in early civilizations to explain unusual events in nature such as volcanic activity. [RI.4.1, RI.4.2, RL.4.1, RL.4.2, RL.4.4, ELD.PI.4.6]</p>	<p><i>Introduce a Wiki Entry; Model Taking Notes for a Wiki Entry</i> Students describe what a wiki entry is and plan for writing their own wiki entry. [W.4.2, W.4.4, W.4.5, ELD.PII.4.6]</p>
Lesson 8	<p><i>Read “Earth’s Building Blocks”</i> Students identify rocks as solids made of minerals, describe the formation, characteristics of three types, explain how the rock cycle causes long-term changes. [RI.4.1, RI.4.2, RI.4.3, RI.4.4; ELD.PI.4.6]</p>	
Lesson 9	<p><i>Close Reading: Read “Earth’s Building Blocks”</i> Students describe what rocks are, explain the formation and characteristics of the three classes of rocks, and explain the features and importance of the rock cycle. [RI.4.1, RI.4.2, RI.4.3, RI.4.4, ELD.PI.4.6]</p>	<p><i>Grammar: Practice Commas and Quotation Marks</i> Students write dialogue that demonstrates the correct use of commas and quotation marks. [L.4.2, ELD.PIII]</p> <p><i>Morphology: Practice Root rupt</i> Students practice creating and using sentences that include words with the root <i>rupt</i>. [L.4.4, ELD.PI.4.8]</p> <p><i>Spelling: Practice Spelling Words</i> Students practice spelling targeted words with familiar roots. [L.4.2, ELD.PIII]</p>
Lesson 10	<p><i>Read “Earth’s Powerful Forces of Change”</i> Students identify, define, and provide examples of weathering and erosion and how they reshape Earth’s surface.</p>	<p>Spelling Assessment Students demonstrate their knowledge of the correct spelling of targeted words. [L.4.2; ELD.PIII]</p>

	[RI.4.1, RI.4.2, RI.4.3, RI.4.4; ELD.PI.4.6]	
Lesson 11	<p><i>Close Reading “Earth’s Powerful Forces of Change”</i></p> <p>Students describe the processes of weathering and erosion and identify geologic features that provide evidence of these forces.</p> <p>[RI.4.1, RI.4.2, RI.4.3, RI.4.4, ELD.PI.4.6]</p>	<p><i>Grammar</i></p> <p>Students will identify and use multiple adjectives in the correct sequence.</p> <p>[L.4.1, ELD.PI.4.3]</p> <p><i>Morphology</i></p> <p>Students will review the meanings and uses of the suffixes <i>-ly</i> and <i>-y</i> and the roots <i>graph</i> and <i>rupt</i>. [L.4.4, ELD.PI.4.6]</p> <p><i>Spelling: Introduce Spelling Words</i></p> <p>Students will practice spelling targeted words.</p> <p>[L.4.2, ELD.P.III]</p>
Lesson 12	<p><i>Read “Earth’s Mighty Mountains”</i></p> <p>Students describe how mountains are formed, identify different types of mountains, and locate major mountain ranges on a map.</p> <p>[RI.4.1, RI.4.2, RI.4.3, RI.4.4, ELD.PI.4.6]</p>	<p><i>Plan a Descriptive Paragraph</i></p> <p>Students plan for writing a descriptive paragraph about a rock or other item in the rock cycle.</p> <p>[W.4.2, W.4.3, W.4.4, W.4.5, ELD.PI.4.10]</p>
Lesson 13	<p><i>Read “Earth’s Undersea World”</i></p> <p>Students identify mid-ocean ridges, ocean trenches, hydrothermal vents, and seamounts, and explain how they are formed and how they impact things around them.</p> <p>[RI.4.1, RI.4.2, RI.4.3, RI.4.4, ELD.PI.4.6]</p>	<p><i>Draft a Descriptive Paragraph</i></p> <p>Students draft a descriptive paragraph based on plans from a previous lesson.</p> <p>[W.4.2, W.4.4, ELD.PI.4.12]</p>
Lesson 14	<p><i>Read “Earth’s Undersea World”</i></p> <p>Students will explain the unique characteristics of geological features on the seafloor and the impact of those characteristics.</p> <p>[RI.4.1, RI.4.2, RI.4.3, RI.4.4, ELD.PI.4.6]</p>	<p><i>Grammar: Practice Sequencing Adjectives</i></p> <p>Students identify and use multiple adjectives in the correct sequence.</p> <p>[L.4.1, ELD.P.III]</p> <p><i>Morphology: Suffixes and Roots</i></p> <p>Students use words with the suffixes <i>-ly</i> and <i>-y</i></p>

			and words with the roots <i>graph</i> and <i>rupt</i> in sentences. [L.4.4, ELD.PIII]	
			<i>Spelling</i> Students practice spelling targeted words. [L.4.2, ELD.PIII]	
Lesson 15	Unit Assessment Students are assessed on their understanding of the concepts and facts taught in the unit.		Spelling Assessment Students are assessed on their ability to spell an assigned list of words. Unit Assessment Students are assessed on their understanding of the concepts and facts taught in the unit.	Unit Assessment Students are assessed on their understanding of the concepts and facts taught in the unit.
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing Point	Middle-of-Year Assessment Day 1	Middle-of-Year Assessment Day 1	Middle-of-Year Assessment Day 1	Middle-of-Year Assessment Day 1
Lesson 19 Pausing Point	Middle-of-Year Assessment Day 2	Middle-of-Year Assessment Day 2	Middle-of-Year Assessment Day 2	Middle-of-Year Assessment Day 2

Unit 6: Contemporary Fiction (15 Days)

Writer's Journal: *Contemporary Fiction*

We chose *The House on Mango Street* (HOMS) because it combines rich, lyrical, yet accessible language with narrative and a protagonist with whom students can identify.

That makes HOMS an ideal unit for close reading. It is important that students learn to be slow, careful readers who can peel back many layers of meaning in a text. HOMS rewards that kind of persistence and patience. For that reason, we will return to vignettes more than once, on each occasion conducting new analysis and finding more in the text.

In some ways, HOMS is a bridge between poetry and the narrative stories students will be accustomed to—and which they will encounter again in the next unit (*Don Quixote*). The author called the first few chapters “lazy poems”—they are short and relatively standalone, with imaginative and sometimes abstract use of language. But they are still stories, with a narrative that propels the reader through the book. Of course they are not lazy at all. Cisneros means they contain language that is common in poems, without being locked into poetic structure.

Many students will identify with the themes in this book. In *HOMS*, a girl is trying to find her own identity in difficult circumstances. She has aspirations for the future (something students will investigate in depth), but those aspirations change. As the book progresses she becomes more mature and less “selfish” (her term). She comes to understand that her community is a vital part of who she is now and will be in the future.

Throughout the unit students will move flexibly between reading and writing. As with poetry, many of the reading activities require short, written answers. In addition, there are many longer activities building student facility with opinion and narrative writing.

This unit is unique in requiring students to return to the same vignettes many times. The lessons build upon each other, and it is important that students grasp the concepts in earlier lessons. It is better to spend more time on those lessons, and miss later ones, than leave the class confused. In piloting we have found students of this age can successfully grapple with this text and these ideas, as long as they are encouraged to be persistent.

NOTE: The CKLA Grade 4 Contemporary Fiction unit has slightly different print components than other units to match its approach.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<i>Partner Reading: Vignette 1</i> Students underline and quote details from Vignette 1 in <i>The House on Mango Street</i> in order to visualize, annotate, and make inferences about the setting. [RL.4.1; ELD.PI.4.6a]			<i>Creating Detailed Descriptions</i> Students write their own detailed descriptions of either their real home or an imaginary home. [W.4.3; ELD.PI.4.10a]
Lesson 2	<i>Looking for Theme in Vignette 2</i> Students use graphic organizers and tools to discover the theme of aspiration in <i>The House on Mango Street</i> . [RL.4.2; ELD.PI.4.6a]			<i>Revising Descriptions</i> Students revise and strengthen their descriptions, using peer feedback to clarify and improve their descriptions of a house. [W.4.5; ELD.PI.4.10a] <i>Inferring Character</i> Students write inferential statements about the narrator, supported by evidence from the text. [W.4.9; ELD.PI.4.11]
Lesson 3	<i>Character Investigation</i> Students draw on details from the text to investigate Esperanza’s dialogue, actions, and motivation. [RL.4.3; ELD.PI.4.6a]	<i>Acting Out the Scene</i> Students collaborate on a theatrical presentation based on Vignette 1, taking on the roles of actors, directors, and audience.		<i>Writing an Opinion Statement</i> Students write a statement about Esperanza’s mood change in a scene, using evidence from the

	[SL.4.1b; ELD.PI.4.1]	<p>text to support their argument. [W.4.1; ELD.PI.4.11a]</p> <p><i>An Alternative Narrative</i> Students create an alternative narrative for Vignette 1, paying attention to character and detail, and drawing on inferences they have made in the text. [W.4.3; ELD.PI.4.10a]</p>
Lesson 4	<p><i>Comparing and Contrasting</i> Students describe the differences between Esperanza and her mother, drawing on dialogue, thoughts, and action in the text. [RL.4.3; ELD.PI.4.6a]</p>	<p><i>Revising and Sharing</i> Students revise and share their alternative narrative piece. [W.4.10; ELD.PI.4.10a]</p> <p><i>Reflection</i> Students write a personal reflection piece based on the day's reading. [W.4.10; ELD.PI.4.10a]</p>
Lesson 5		<p><i>Language in Vignettes 2 and 3</i> Students explore how figurative language (metaphor, simile, and personification) conveys meaning in <i>The House on Mango Street</i>. [L.4.5a; ELD.PI.4.8]</p> <p><i>Prepare to Write a Story</i> Students prepare to write their own stories of aspiration, using what they have learned about detailed description, figurative language, and theme. [W.4.3; ELD.4.10a]</p>
Lesson 6	<p><i>Presentation of Stories</i> Students share their writing with a partner and with the class, and provide supportive feedback about each other's stories. [SL.4.4; SL.4.1b; ELD.PI.4.5]</p>	<p><i>Writing Your Aspiration Story</i> Students write an original narrative on the theme of aspiration, employing detailed description and figurative language. [W.4.3; ELD.4.10a]</p>
Lesson 7	<p><i>Pronouns to Identify Characters</i> Students will examine the use of pronouns in Vignette 4 closely to identify secondary characters. [RF.4.4; ELD.PII.4.2]</p>	

	<p><i>Analyzing Esperanza</i> Students will analyze Esperanza's interaction with secondary characters, drawing on specific details in the text. [RL.4.3; ELD.PI.4.6a]</p>	
Lesson 8	<p><i>Comparing Perceptions</i> Students draw comparisons between Esperanza's and other people's perspectives in "Those Who Know." [RL.4.6; ELD.PI.4.6a]</p>	<p><i>Creating Narratives</i> Students create their own characters and dialogue, with a focus on describing characters from multiple perspectives. [W.4.3b; ELD.PI.4.10a]</p>
Lesson 9	<p><i>Perceptions of Gil</i> Students read Vignette 6, identifying dialogue, action, and figurative language to analyze Esperanza's character and perspective. [RL.4.3; ELD.PI.4.6a]</p>	<p><i>Revising Scenes</i> Students revise their scenes from the previous lesson. [W.4.5; ELD.PI.4.10a]</p> <p><i>The "Real" Gil</i> Students create an alternative version of Vignette 6 from another character's perspective. [W.4.3b; ELD.PI.4.10a]</p>
Lesson 10	<p><i>Reading the Dialogue; Esperanza's Aspirations</i> Students analyze how the theme of aspiration is developed in Vignette 7 by looking at dialogue, making inferences about new characters, and exploring imagery in the text. [RL 4.2; ELD.PI.4.6a]</p>	<p><i>Planning New Aspiration Stories</i> Students create a new secondary character that plays a significant role in their own stories of aspiration. [W.4.3a; ELD.PI.4.10a]</p>
Lesson 11	<p><i>In-Depth Character Exploration; Esperanza's Empathy</i> Students conduct an in-depth exploration of Esperanza's character development and connect this to major themes in <i>The House on Mango Street</i>. [RL.4.2; RL 4.3; ELD.PI.4.6a]</p>	<p><i>New Aspiration Story</i> Students develop their personal aspiration stories by introducing a new character. [W.4.3a; ELD.PI.4.10a]</p>
Lesson 12	<p><i>Presentation of Narratives</i> Students share their</p>	<p><i>Conclude Your Aspiration Story</i> Students write a</p>

	writing with the class and provide supportive feedback as they listen to each other's stories. [SL.4.4; SL.4.1b; ELD.PI.4.5]			concluding chapter for their story, with a focus on character development and the theme of aspiration. [W.4.3; W.4.3e; ELD.PI.4.10a]
Lesson 13	Unit Assessment Students are assessed on their understanding of the concepts and facts taught in the unit.			Unit Assessment Students are assessed on their understanding of the concepts and facts taught in the unit.
Lesson 14 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 15 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 7: American Revolution (21 Days)

Reader: *The Road to Independence*

The Big Idea of this unit is that disagreements about principles of government led colonists in North America to seek independence from Great Britain. The causes, major figures, and consequences of the American Revolution provide a framework for understanding what caused the 13 colonies to break away and become an independent nation, and what significant ideas and values were at the heart of the American Revolution.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<i>Read-Aloud: "Bills to Pay"</i> Students will justify the colonists' growing discontent and anger toward Britain by referring to details and examples in lesson texts. [RI.4.1–3; ELD.PI.4.6]	<i>Enact Vignettes</i> Students will describe events connecting the French and Indian War to the American Revolution based on specific information found in lesson texts. [RI.4.3; SL.4.4–6; L.4.1,3,6; ELD.PII.4.9–11]	Word Work: <i>Conflict</i>	
Lesson 2	<i>Read "Trouble Is Brewing"</i> Students will identify the Sons of Liberty, describe their rebellious acts in Boston, and explain their significance based on specific information found in lesson text. [RI.4.1, 3, 4; SL.4.1, 6; L.4.1, 3, 6; ELD.PI.4.3,9, 10; ELD.PII.4.9–12]		Word Work: <i>Boycott</i> <i>Review Commas</i> Students will practice correct use of commas in dates, places, and items in a series when recalling details about the American Revolution. [L.1.2.c; L.3.2.b; ELD.PIII.4] <i>Introduce Root port</i> Students will use the root <i>port</i> as a clue to the meaning of words relevant to the American Revolution and use these words correctly in sentences. [W.4.1-3,4b; ELD.PIII.4]	<i>Introduce Cause and Effect</i> Students will explain how to use cause and effect to describe events that led to the American Revolution. [RI.4.5; ELD.PII.4.1]
Lesson 3	<i>Reread "Trouble is Brewing"</i> Using close reading strategies, students will deepen their understanding of the colonists' growing discontent and anger toward Great Britain by studying vocabulary and		Word Work: <i>Accurate</i>	<i>Draft</i> Students will use appropriate transition words to draft cause-and-effect statements explaining the colonists' protests. [W.4.2; ELD.PII.4.1, 2b]

	idioms contained in lesson text. [RI.4.1,3, 4; ELD.PI.4.6]		
Lesson 4	<p><i>Read “The Fight Begins”</i> Students will use the lesson text and additional sources to understand how the Intolerable Acts imposed on Massachusetts by the British precipitated the American Revolution. [RI.4.1, 3, 6, 9; ELD.PI.4.6]</p>	<p>Word Work: <i>Intolerable</i></p> <p>Review Quotation Marks Students will demonstrate appropriate use of commas with quotation marks when writing dialogue and when quoting text sources. [L.4.1, 2b; ELD.PII.4.1; ELD.PIII.4]</p> <p>Practice Root port Students will recognize the root <i>port</i> and use topic-relevant words containing this root in sentences. [L.4.1.4b; ELD.PIII.4]</p>	<p>Continue Drafting Paragraph Students will use cause and effect text structure and paragraph writing skills to describe what gave rise to the French and Indian War. [W.4.2; RI.4.5; ELD.PII.6]</p>
Lesson 5	<p><i>Compare Two Texts about Paul Revere</i> Students will use close reading skills with evidence found in lesson text to evaluate the historical accuracy of Longfellow’s poem “Paul Revere’s Ride.” [RI.4.1, 9; ELD.PI.4.6]</p>	<p>Word Work: <i>Revolutionary</i></p>	<p>Complete Graphic Organizer and Respond to Prompt Students will use paragraph writing skills to compose an argument supporting or opposing the Boston Tea Party, referencing lesson text, additional sources, and a graphic organizer. [RI.4.9; W.4.1a-c, 2b-d; ELD.PI.4.10, 11; ELD.PII.4.2b, 6]</p>
Lesson 6	<p><i>Read and Discuss the Chapter</i> Students will use evidence from the lesson text to explain the process by which the colonists declared independence from Great Britain and the reasons they presented to justify their decision. [RI.4.1, 3; ELD.PI.4.6]</p>	<p>Word Work: <i>Fortify</i></p> <p>Grammar Students will demonstrate understanding of subject–action verb agreement in the present tense. [L.4.1; ELD.PII.4.3]</p> <p>Morphology Students will understand how the prefixes <i>im–</i> and <i>in–</i> modify root words, and will form new words and use those</p>	

		<p>words in sentences. [L.4.4b; ELD.PIII.4]</p> <p><i>Spelling</i> Students will practice spelling content-based spelling words by using chunking to decode them syllabically. [RF.4.3; L.4.4b; ELD.PIII.4]</p>	
Lesson 7	<p><i>Close Reading of the Chapter</i> Through close reading of lesson text, students will evaluate the political choices available to the colonial leaders as they faced a tumultuous war with Great Britain. [RI.4.1, 3, 10]</p> <p>Mid-Unit Content Assessment (Optional)</p>	Word Work: <i>Implication</i>	<p><i>Complete Graphic Organizer and Respond to Prompt</i> Students will use paragraph-writing skills to explain colonists' concerns about the Intolerable Acts, referencing lesson text, additional sources, and a graphic organizer. [RI.4.9; W.4.1a–c, 2b–d; ELD.PI.4.10, 11; ELD.PII.4.2b, 6]</p>
Lesson 8	<p><i>Read-Aloud: "It's War!"</i> Students will make inferences from lesson text to understand the strategic and physical challenges colonial soldiers faced as local militias combined to form the Continental Army. [RI.4.1,3; ELD.PI.4.6]</p>	Word Work: <i>Morale</i>	<p><i>Complete Graphic Organizer and Respond to Prompt</i> Students will use paragraph-writing skills to reflect on the role the first shot fired in Lexington played in igniting the American Revolutionary War, referencing lesson text, additional sources, and a graphic organizer. [RI.4.9; W.4.1a–c, 2b–d; ELD.PI.4.10, 11; ELD.PII.4.2b,6]</p>
Lesson 9	<p><i>Close Reading of the Chapter</i> Students will analyze language in lesson text to better understand the Continental Army soldiers' state of mind and the tactics they used to diminish the British Army's advantage. [RI.4.1, 9;</p>	<p>Word Work: <i>Confront</i></p> <p><i>Grammar</i> Students will demonstrate understanding of subject–action verb agreement in the present tense. [L.4.1; ELD.PII.4.3]</p>	

<p>ELD.PI.4.6]</p>	<p><i>Morphology</i> Students will recognize how the prefixes <i>im-</i> and <i>in-</i> modify root words, will form new words and use those words in sentences with an increased rate of accuracy. [L.4.4b; ELD.PIII.4]</p> <p><i>Spelling</i> Students will spell targeted words with an increased rate of accuracy. [RF.4.3; L.4.4b; ELD.PIII.4]</p>
<p>Lesson 10 <i>Read and Discuss Chapter 6</i> Students will make inferences from the text to understand why the French army joined forces with the Continental Army and how this affected the outcome of the American Revolutionary War. [RI.4.1, 3; ELD.PI.4.6]</p>	<p>Word Work: <i>Impress</i></p> <p>Spelling Assessment Students will correctly spell targeted words related to lesson content. [L.4.2d, 6; ELD.PIII.4]</p> <p><i>Model Writing a Body Paragraph and Draft a Body Paragraph</i> Students will use paragraph-writing skills to compose an argument supporting or opposing the Boston Tea Party referencing lesson text, additional sources, and a writing rubric. [RI.4.9; W.4.1a–c, 2b–d; ELD.PI.4.10, 11; ELD.PII.4.2b, 6]</p>
<p>Lesson 11 <i>Close Reading of the Chapter</i> Students will make inferences from lesson text to understand the scope of the Revolutionary War, in time frame and physical area, and the various nations it involved. [RI.4.1, 3; ELD.PI.4.6]</p>	<p>Word Work: <i>Fleet</i></p> <p><i>Grammar</i> Students will demonstrate understanding of subject–to be verb agreement in the present tense. [L.4.1; ELD.PII.4.3]</p> <p><i>Morphology</i> Students will understand how the suffixes <i>–able</i> and <i>–ible</i> modify root words, form new words, and use those words in sentences. [L.4.4b; ELD.PIII.4]</p> <p><i>Spelling</i> Students will practice</p>

		spelling content-based spelling words by using chunking to decode them syllabically. [RF.4.3; L.4.4b; ELD.PIII.4]	
Lesson 12	<p><i>Read-Aloud and Discussion: "Heroes and Villains"</i></p> <p>Students make inferences from lesson text to evaluate the acts of lesser-known individuals involved in the American Revolution. [RI.4.1, 3; ELD.PI.4.6]</p>	Word Work: <i>Defiant</i>	<p><i>Draft Body Paragraphs 2 and 3</i></p> <p>Supported by a writing rubric, students use expository writing skills to develop paragraphs describing attitudes toward the Intolerable Acts and the significance of the first shot fired in Lexington. [RI.4.9; W.4.1a–c, 2b–d; ELD.PI.4.10, 11; ELD.PII.4.2b, 6]</p>
Lesson 13	<p><i>"The Legend of Sleepy Hollow"</i></p> <p>Students will recognize Washington Irving as a famous early American writer and be able to retell the legendary tale of the <i>Headless Horseman from Sleepy Hollow</i>. [RL.4.1–3; RI.4.3; ELD.PI.4.6]</p>	Word Work: <i>Dread</i>	<p><i>Draft a Concluding Paragraph</i></p> <p>Students will provide a concluding paragraph for the cause and effect essay. [W.4.1d, 2d; ELD.PI.4.10–11; ELD.PII.4.1–2]</p>
Lesson 14	<p><i>Close Reading and Discussion of the Chapter</i></p> <p>Students identify literary devices such as simile, metaphor, hyperbole, personification, theme, and suspense. [RL.3.4; RL.5.4; ELD.PI.4.8]</p>	<p>Word Work: <i>Formidable</i></p> <p><i>Grammar: Introduce Modal Auxiliary Verbs</i></p> <p>Students understand the use of modal auxiliary verbs to express ability and possibility. [L.4.1c; ELD.PII.4.3]</p> <p><i>Morphology: Practice Suffixes –able and –ible</i></p> <p>Students understand how the suffixes <i>–able</i> and <i>–ible</i> modify root words, will form new words and use those words in sentences. [L.4.4b; ELD.PI.4.6b; ELD.PIII.4]</p> <p><i>Practice Spelling Words</i></p>	

			Students spell targeted words with an increased rate of accuracy. [RF.4.3; L.4.4b; ELD.PIII.4]	
Lesson 15	Read “Rip Van Winkle” Students will examine elements of historical fiction and the details of everyday life that changed or stayed the same for colonists following the Revolutionary War. [RI.4.2,3,10; RL.4.3; ELD.PI.4.6]		Word Work: Console Spelling: Assessment Students will correctly spell targeted words related to lesson content.	Share and Receive Feedback Students will engage in collaborative discussions with peers, providing and receiving constructive criticism in regard to cause and effect essays; and use feedback to strengthen and develop writing by planning, revising, and editing. [W.4.5; SL.4.1; ELD.PI.4.10]
Lesson 16	Close Reading and Discussion of the Chapter Students will compare and contrast Rip Van Winkle’s outlook prior to the Revolutionary War, before he fell asleep, and beyond the Revolutionary War, after he awoke from his 20-year slumber. [RI.4.3, 5; RL.4.10; ELD.PI.4.6]		Word Work: Revere Grammar Students will use modal auxiliary verbs and forms of the verb <i>to be</i> to convey various conditions. [L.4.1c; ELD.PIII.4] Morphology Students will recognize various roots and the suffixes <i>–able</i> and <i>–ible</i> as clues to the meaning of words, and use the words in writing. [L.4.4b; ELD.PIII.4]	Edit Cause and Effect Essays Students will develop and strengthen cause and effect essays as needed, by planning, revising, and editing. [W.4.5; ELD.PIII.4]
Lesson 17	Unit Assessment Students are assessed on their understanding of the concepts and facts taught in the unit.		Unit Assessment Students are assessed on their understanding of the concepts and facts taught in the unit.	Unit Assessment Students are assessed on their understanding of the concepts and facts taught in the unit.
Lesson 18 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 19	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension

Lesson 20	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 21 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension

Unit 8: Treasure Island (26 Days)

Reader: *Treasure Island*

This unit examines the fiction genre through a classic novel, Treasure Island. Students will focus on character development, setting, and plot, as well as literary devices, while reading an abridged version of Robert Louis Stevenson's popular adventure story. It is important for students in the upper elementary grades to read longer works of fiction and trace the development of plot, characters, and literary elements over the course of a novel; this unit will provide students that opportunity. In addition, this text presents an opportunity for students to learn about the adventure story as a unique subgenre of fiction. Students will also be exposed to other relevant aspects of the text, such as geography, pirates, and sailing.

NOTE: In this unit a End-of-Year (EOY) Assessment is provided and should be administered at the end of the unit.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<i>Read and Discuss Chapter 1</i> Students will identify the narrator and setting of the story and describe important characters introduced in the first chapter. [RL.4.3; ELD.PI.4.1]	<i>Review Geography and History; Introduce Pirates, Piracy, and Nautical Terms</i> Students will identify relevant geographical points, historical events, and key ship terms to prepare for reading the adventure story <i>Treasure Island</i> . [SL.4.3; ELD.PI.4.6b]	Word Work: <i>Driving</i>	
Lesson 2	<i>Read and Discuss the Chapter</i> Students will identify the significant events of the chapter and summarize key details of the text. [RL.4.2; ELD.PI.4.1]		Word Work: <i>Ransack</i> <i>Grammar: Modal Auxiliary Verbs</i> Students will accurately use modal auxiliaries and the verb to be. [L.4.1C; ELD.PII.4.3] <i>Morphology: Introduce Root bio</i> Students will identify the	<i>Introduce and Adventure Story</i> Students will select a setting for their original Adventure Story. [W.4.3; ELD.PII.4.1]

		meaning of words with the root <i>bio</i> and use these words correctly in sentences. [L.4.4b; ELD.PI.4.6b]	
Lesson 3	<i>Read and Discuss Chapter 2</i> Students will identify key details in the chapter and demonstrate understanding of figurative language in the story. [RL.4.1; L.4.5; ELD.PI.4.6a]	Word Work: <i>Stun</i>	<i>Choose a Setting and Plan a Character Sketch</i> Students will use descriptive details to create a character for their adventure stories. [W.4.3a; ELD.PI.4.10a]
Lesson 4	<i>Read and Discuss Chapter 3</i> Students will summarize the upcoming voyage and describe the character of Long John Silver in depth. [RL.4.1,3; ELD.PI.4.6a]	Word Work: <i>Brim</i> <i>Grammar: Relative Pronouns for People</i> Students will use the relative pronouns <i>who</i> , <i>whom</i> , and <i>whose</i> correctly in sentences. [L.4.1a; ELD.PII.4.7] <i>Morphology: Practice Root Word bio</i> Students will use words with the root <i>bio</i> in sentences. [L.4.4b; ELD.PI.4.6b]	<i>Write Descriptive Details</i> Students will use descriptive details to write about a character. [W.4.3a; ELD.PI.4.10a]
Lesson 5	<i>Close Reading and Chapter Discussion</i> Students will determine or clarify the meaning of descriptive words and phrases and identify figurative language that helps create a memorable plot and interesting characters. [L.4.4c; ELD.PI.4.6a]	Word Work: <i>Captivate</i>	<i>Draft a Character Sketch</i> Students will compose one to two paragraphs about a character using descriptive details. [W.4.3a; ELD.PI.4.10a]
Lesson 6	<i>Read and Discuss Chapter 4</i> Students will cite details from the text when explaining what Jim learns about Long John Silver, and when making inferences about Silver's intentions for the voyage. [RL.4.1; ELD.PI.4.3]	Word Work: <i>Predicament</i> <i>Grammar: Relative Pronouns</i> Students will use the relative pronouns <i>that</i> , <i>which</i> , and <i>whose</i> correctly in sentences. [L.4.1a; ELD.PII.4.7]	

		<p><i>Morphology: Prefixes and Roots</i> Students will use the prefixes <i>im–</i> and <i>in–</i> and the roots <i>port</i> and <i>bio</i> to understand the meaning of words. [L.4.4b; ELD.PI.4.6b]</p> <p><i>Spelling: Introduce Spelling Words</i> Students will apply grade-level phonics and word-analysis skills to spell targeted words. [RF.4.3; ELD.PIII.4]</p>	
Lesson 7	<p><i>Review and Close Reading of Chapter 4</i> Students will demonstrate understanding of descriptive language and literary devices in the text. [L.4.5; ELD.PI.4.1]</p>	Word Work: <i>Duplicity</i>	<p><i>Introduce Shape of a Story and Plan an Adventure Story</i> Students will plan their own adventure story. [W.4.3; ELD.PI.4.10a]</p>
Lesson 8	<p><i>Read and Discuss Chapter 5</i> Students will summarize significant events that occur in the chapter and distinguish between trustworthy and untrustworthy characters. [RL.4.1,3; ELD.PI.4.1]</p>	Word Work: <i>Scout</i>	<p><i>Plan and Draft an Introduction</i> Students will write an introduction to an Adventure Story using descriptive details. [W.4.3a; ELD.PI.4.10a]</p>
Lesson 9	<p><i>Read and Discuss “The Plan”</i> Students will summarize significant events that transpire during the chapter and make inferences about relationships between characters using evidence from the text. [RL.4.1,2; ELD.PI.4.3]</p>	<p>Word Work: <i>Craft</i></p> <p><i>Grammar: Relative Pronouns</i> Students will accurately use the relative pronouns <i>who</i>, <i>whom</i>, <i>that</i>, <i>which</i>, and <i>whose</i> in sentences. [L.4.1a; ELD.PII.4.7]</p> <p><i>Morphology: Prefixes and Roots</i> Students will accurately use words with prefixes <i>im–</i> and <i>in–</i> and words with the roots <i>port</i> and <i>bio</i> in sentences.</p>	

		[L.4.4b; ELD.PI.4.6b]	
		<p><i>Spelling: Practice Spelling Words</i> Students will apply grade-level phonics and word analysis skills to spell targeted words in sentences. [RF.4.3; ELD.PI.4.2]</p>	
Lesson 10	<p><i>Read Chapter 7</i> Students will analyze some choices made by Jim Hawkins, drawing on specific details from the text. [RL.4.3; ELD.PI.4.1]</p>	<p>Word Work: <i>Collide</i></p> <p>Spelling Assessment Students will apply grade-level phonics and word analysis skills during an assessment of targeted words. [RF.4.3; ELD.PIII.4]</p>	<p><i>Introduce Dialogue</i> Students will incorporate dialogue to develop experiences and events in an adventure story. [W.4.3b; ELD.PI.4.10a]</p>
Lesson 11	<p><i>Read "My Life Hangs in the Balance"</i> Students will analyze some choices made by Long John Silver, drawing on specific details from the text. [RL.4.3; ELD.PI.4.3]</p>	<p>Word Work: <i>Express</i></p> <p><i>Grammar: Introduce Coordinating Conjunctions</i> Students will correctly use coordinating conjunctions in sentences with appropriate punctuation. [L.4.2c; ELD.PII.4.6]</p> <p><i>Morphology: Suffixes</i> –ful and –less Students will distinguish between root words and words with the suffix –ful or –less and use those words correctly in sentences. [L.4.4b; ELD.PI.4.6b]</p> <p><i>Spelling: Introduce Spelling Words</i> Students will apply grade-level phonics and word analysis skills to decode and encode targeted words. [RF.4.3; ELD.PIII.4]</p>	
Lesson 12	<p><i>Read and Discuss "My Life Hangs in the Balance"</i></p>	<p>Word Work: <i>Astonishment</i></p>	<p><i>Review Rising Action and Draft Body of an Adventure Story</i></p>

	Students will demonstrate understanding of figurative language and literary devices and explain how the author uses them in the chapter to show, rather than tell, events in the story. [L.4.5; ELD.PI.4.6a]		Students will start drafting their adventure stories, using descriptive details and clear event sequences. [W.4.3; ELD.PI.4.10a]
Lesson 13	<p><i>Small Group Reading: "The Adventure Comes to an End"</i></p> <p>Students will refer to details and examples in the text to discuss key points about the climax and resolution of the story. [RL.4.1; ELD.PI.1,3]</p>	Word Work: <i>Superstitious</i>	<p><i>Complete Draft of Body of Adventure Story and Revise Introduction of an Adventure Story</i></p> <p>Students will draft the body and revise the introduction of an adventure story. [W.4.4,5; ELD.PI.4.10a]</p>
Lesson 14	<p><i>Close Reading and Discussion of Chapter 9</i></p> <p>Students will explain the changes Jim Hawkins experiences over the course of the story, and how these changes impact Jim's thoughts, feelings, and perspectives. [RL.4.3; ELD.PI.4.6a]</p>	<p>Word Work: <i>Well-Being</i></p> <p><i>Grammar: Coordinating Conjunctions</i></p> <p>Students will correctly use coordinating conjunctions in sentences with appropriate punctuation. [L.4.2; ELD.PII.4.6]</p> <p><i>Morphology: Suffixes</i></p> <p>–ful and –less</p> <p>Students will distinguish between root words and words with the suffix –ful or –less and use those words correctly in sentences. [L.4.4b; ELD.PI.4.6b]</p> <p><i>Spelling: Practice Spelling Words</i></p> <p>Students will apply grade-level phonics and word analysis skills to correctly decode and encode targeted words. [RF.4.3; ELD.PIII.4]</p>	
Lesson 15	<p>Unit Assessment</p> <p>Students are assessed on their understanding</p>	<p>Unit Assessment</p> <p>Students are assessed on their understanding</p>	<p>Unit Assessment</p> <p>Students are assessed on their understanding</p>

	of the concepts and facts taught in the unit. [RL.4.1, RL.4.3, RL.4.4, RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.8, RI.4.9]		of the concepts and facts taught in the unit. [L.4.4a, L.4.2, L.4.6]		of the concepts and facts taught in the unit. [W.4.1, W.4.1b, W.4.2, W.4.2a-e, W.4.4, W.4.9, W.4.9b]
Lesson 16					<i>Model, Plan, and Draft a Conclusion</i> Students will revise the body of a story, identify the features of an effective conclusion, and draft a conclusion for an adventure story. [W.4.3; ELD.PI.4.1,10a]
Lesson 17					<i>Model Creating a Title, Create a Title, and Revise and Edit Adventure Story</i> Students will create an effective title as well as revise and edit an adventure story. [L.4.3a, W.4.5; ELD.PI.4.3,10a]
Lesson 18					<i>Create a Final Draft and Title Page</i> Students will publish an adventure story. [W.4.6; ELD.PI.4.10a]
Lesson 19				<i>Share Adventure Stories</i> Students will present their own adventure stories as well as listen to and comment effectively on their classmates' stories. [L.4.4; ELD.PI.4.3]	
Lesson 20	End-of-Year Assessment Students are assessed on their understanding of the concepts and facts taught throughout the school year.		End-of-Year Assessment Students are assessed on their understanding of the concepts and facts taught throughout the school year.		End-of-Year Assessment Students are assessed on their understanding of the concepts and facts taught throughout the school year.
Lesson 21	End-of-Year Assessment Students are assessed on their understanding of the concepts and facts taught throughout	End-of-Year Assessment Students are assessed on their understanding of the concepts and facts taught throughout	End-of-Year Assessment Students are assessed on their understanding of the concepts and facts taught throughout	End-of-Year Assessment Students are assessed on their understanding of the concepts and facts taught throughout	End-of-Year Assessment Students are assessed on their understanding of the concepts and facts taught throughout

	the school year.	the school year.	the school year.	the school year.
Lesson 22	End-of-Year Assessment Students are assessed on their understanding of the concepts and facts taught throughout the school year.	End-of-Year Assessment Students are assessed on their understanding of the concepts and facts taught throughout the school year.	End-of-Year Assessment Students are assessed on their understanding of the concepts and facts taught throughout the school year.	End-of-Year Assessment Students are assessed on their understanding of the concepts and facts taught throughout the school year.
Lesson 23 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 24 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 25 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 26 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Each unit is comprised of:

- **Lessons**, including Reading, Writing, Grammar, Morphology, and Spelling activities.
- A **Unit Assessment** that evaluates students' reading comprehension, understanding and retention of academic and domain-specific vocabulary words, as well as the grammar and morphology skills targeted in the unit. A writing prompt is included, as is an optional fluency evaluation. The core content targeted in the domain is assessed in a separate Content Assessment. The results should guide review and enrichment offered during the end of unit Pausing Point.
- **Pausing Points** present opportunities to review, reinforce, or extend the content and skills taught.

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Unit 1: Personal Narratives (19 Days)

Reader: *Personal Narratives*

This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying and using the elements of the genre throughout the unit in writing a variety of their own personal narratives. These elements include a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images that accompany a written text. Examining the genre in this way will help students build their knowledge of descriptive writing.

Some of the genre features are elements students may have studied in fiction-based units in earlier grades. This unit is unique, however, in that the authors of the narratives that students will read describe real events or experiences. Students make meaning from these texts by learning to read them critically and closely, improving their facility in literal comprehension and making text-based inferences. Moreover, examining and utilizing the features of the genre in composing works about their own lives should help students write with increased focus and clarity, and reflect on, as well as make meaning from, their own experiences.

NOTE: *This unit also includes a Beginning-of-Year (BOY) assessment to help determine whether students have adequate preparation for Grade 5 CKLA instruction.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1		<p><i>Introducing a Personal Narrative</i> Students will work independently and collaboratively to compare personal narrative to other forms of writing. [SL.5.1b; ELD.PI.5.1]</p> <p><i>Think as You Read</i> After hearing the text read aloud, students will engage in collaborative discussions about conflict in “The First Real San Giving Day.” [SL.5.1b; ELD.PI.5.1]</p>		<p><i>Writing a Personal Narrative</i> Students will write a one-paragraph narrative about a first-time experience. [W.5.3; ELD.PI.5.10]</p>
Lesson 2	<p><i>Close Read</i> Students will quote from the text in describing plot and making inferences. [RI.5.1; ELD.PI.5.6]</p>	<p><i>Sharing and Commenting</i> Students will comment on their classmates’ narratives with feedback that is positive and specific to the language in the writing. [SL.5.1b; ELD.PI.5.5]</p>	<p><i>Strong Verbs/Adjectives</i> Students will write sentences using strong (specific and descriptive) verbs and adjectives. [L.5.5c; ELD.PI.5.12]</p>	
Lesson 3	<p><i>Personification in the Reading</i> Students will quote accurately from the text when identifying and describing personification. [RI.5.1; ELD.PI.5.6]</p>		<p><i>Introduction to Personification</i> Students will write using personification. [L.5.5; ELD.PI.5.7]</p>	<p><i>Showing Not Telling (Actions)</i> Students will write a narrative about a moment that includes “showing, not telling” details. [W.5.3; ELD.PI.5.10]</p>
Lesson 4	<p><i>Introduction and Review</i> Students will use dialogue in a text to analyze characters and their relationships with one another. [RI.5.3; ELD.PI.5.6]</p>		<p><i>Guidelines for Writing Dialogue</i> Students will use correct punctuation and capitalization when writing dialogue. [L.5.2; ELD.PI.5.10]</p>	<p><i>Variety in Speaking Verbs</i> Students will write a narrative that includes “showing, not telling” through dialogue. [W.5.3; ELD.PI.5.10]</p>
Lesson 5	<p><i>Introduction to Theme</i> Students will analyze and describe a theme in the text. [RI.5.3; ELD.PI.5.6]</p>			<p><i>Interviewing the Author</i> Students free write a paragraph about their own names and generate ideas for a more formal narrative. [W.5.4; W.5.5; ELD.PI.5.10]</p>

Lesson 6	<i>Introduction and Read-Aloud</i> Students will quote accurately from the text when stating facts and making inferences. [RI.5.1; ELD.PI.5.6a]	<i>Introduction and Independent Work</i> Students will describe how graphics from “Hello, My Name Is” enhance the text. [SL.5.1b; ELD.PI.5.1]	<i>Writing the Narrative</i> Students will draft the first part of a narrative about their name. [W.5.3; W.PI.5.10]
Lesson 7	<i>Jennifer’s Changing Point of View</i> Students will compare and contrast the author’s different points of view at different ages. [RI.5.1; ELD.PI.5.6]		<i>Writing with a Point of View</i> Students will describe events from specific points of view and complete drafting their name narratives. [W.5.4; ELD.PI.5.4; W.5.3; ELD.PI.5.10]
Lesson 8	<i>Supporting with Evidence</i> Students will identify the evidence Rosa Parks brings to support her point that segregation was unjust. [RI.5.8; ELD.PI.5.7]	<i>Sharing Name Narratives</i> Students will present (read out loud) their Name Narrative and display their graphic. Classmates will respond with positive and specific feedback. [SL.5.5; ELD.PI.5.9]	<i>Modeling Supporting with Evidence</i> Students will write narratives containing evidence that supports points of view. [W.5.3; ELD.PI.5.10]
Lesson 9	<i>Whole-Class Reading</i> Students will compare and contrast the tones of two texts. [RI.5.6; ELD.PI.5.6]	<i>Sharing Name Narratives</i> Students will present (read aloud) Name Narratives with images. Classmates will respond with positive and specific feedback. [SL.5.5; ELD.PI.5.9]	<i>Defining and Identifying Tone</i> Students will define tone and write in multiple tones. [W.5.4; ELD.PI.4.5]
Lesson 10		<i>Introduction to Similes and Metaphors</i> Students identify similes and metaphors in a text and write using similes and metaphors. [L.5.5; ELD.PI.5.8]	<i>Sequencing Stories</i> Students plan personal narratives by outlining a sequence of events. [W.5.5; ELD.PII.5.1] <i>Describing Music</i> Students describe pieces of music using similes and metaphors. [W.5.4; ELD.PI.5.10]
Lesson 11	<i>Whole-Class Reading</i> Students will quote the text when inferring and	<i>Presenting Details</i> Students will deliver brief oral reports based on a	<i>Rosa Parks’s Surprise Paragraph</i> Working from their

	explaining why the author included certain details in her narrative. [RI.5.1; ELD.PI.5.6]	close reading of <i>My Story</i> . [SL.5.1b; ELD.PI.5.9]		Lesson 10 outline, students will begin writing their Surprise Narratives (to be completed during Lesson 12). [W.5.3; ELD.PI.5.10]
Lesson 12	<i>Read-Aloud and Context Clues</i> Based on context, students determine the meaning of unknown domain-specific words and phrases in a text. [RI.5.4; L.5.4a; ELD.PI.5.5]			<i>Sensory Field Trip</i> Students write a paragraph with multiple sensory descriptions. [W.5.3d; ELD.PI.5.10] <i>Writing Surprise Narrative</i> Students will continue writing their Surprise Narratives. [W.5.3; ELD.PI.5.10]
Lesson 13	<i>Think-Pair-Share</i> Students will quote from the text in explaining the author's point of view. [RI.5.1; ELD.PI.5.6]			<i>Revising the Surprise Narrative</i> Students will revise narratives based on teacher feedback. [W.5.5; ELD.PI.5.12]
Lesson 14	<i>Tracking the Author's Emotions</i> Quoting accurately from the text, students track the author's emotions. [RI.5.1; ELD.PI.5.6]	<i>Surprise Narrative Presentations</i> Students listen to classmates' narratives and provide positive and specific feedback. [SL.5.1; ELD.PI.5.1]		<i>Showing (Not Telling) Emotions</i> Students describe emotions by showing behavior rather than telling the reader what emotions are being described. [W.5.4; ELD.PI.5.12]
Lesson 15		<i>Surprise Narrative Presentations</i> Students will listen to classmates' narratives and provide positive and specific feedback. [SL.5.1; ELD.PI.5.1]	<i>Modeling Close Reading</i> Students will describe how language in texts creates a strong mental image for readers. [L.5.5; ELD.PI.5.8]	<i>Showing, Not Telling</i> Students will add showing details to classmates' telling sentences. [W.5.4; ELD.PI.5.4]
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing	Opportunity for enrichment	Opportunity for enrichment	Opportunity for enrichment	Opportunity for enrichment

Point	and/or remediation in reading comprehension	and/or remediation in speaking and listening	and/or remediation in language/vocabulary	and/or remediation in writing
Lesson 19 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 2: Early American Civilizations (19 Days)

Reader: *Maya, Aztec, and Inca*

The Big Idea of this unit is that large complex civilizations, including those of the Maya, Aztec, and Inca, developed in the Americas before the arrival of Europeans. This unit orients students to the geography, climate, flora, and fauna of the Americas. It also presents an overall history and timeline highlighting the rise and fall of the Maya, Aztec, and Inca civilizations. In addition, the unit describes innovations and discoveries of the Maya, Aztec, and Inca and features myths from these ancient civilizations.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<i>Read-Aloud: Chapter 1 “The Rise of Early American Civilizations”</i> Students will describe, compare, and contrast the key geographical features of the regions in which Maya, Aztec, and Inca civilizations developed. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]	<i>Review Prior Knowledge</i> Students will describe key components of a civilization and identify present-day regions in the Americas as the location of three ancient civilizations. [SL.5.3; ELD.PI.5.9]		
Lesson 2	<i>Small Group: Chapter 2 “Golden Age of the Maya”</i> Students will describe organizational structures of the Maya civilization and explain ways the Maya adapted to the diverse region in which their city-states thrived. [RI.5.1,2; SL.5.1d,2; ELD.PI.5.7]		<i>Grammar: Introduce Subject and Predicate</i> Students will identify subjects and predicates in sentences and differentiate between action verbs and linking verbs. [L.5.1; ELD.PII.5.3] <i>Morphology: Introduce Prefixes ir– and il–</i> Students will be able to distinguish between root words and words with the prefixes <i>il–</i> and <i>ir–</i> and apply these skills in sentence composition. [RF.5.3; L.5.4b; ELD.PI.5.12b]	<i>Paraphrase from a Text</i> Students will gather relevant facts about the geographical features of Mesoamerica and paraphrase sentences into note format for planning and drafting a paragraph. [W.5.8; ELD.PI.5.10b]
Lesson 3	<i>Close Reading: Chapter</i>		<i>Word Work: Symbolize</i>	<i>Plan and Draft a</i>

	<p>2 “Golden Age of the Maya”</p> <p>Students will describe the organizational structures of the Maya and explain ways in which they adapted to the diverse landscape in Mesoamerica. [RI.5.1,2; SL.5.1d,2; ELD.PI.5.10a]</p>		<p><i>Paragraph</i></p> <p>Students will compose sentences from notes and construct a logical paragraph describing the geographical features of Maya civilization. [W.5.2a; ELD.PI.5.10b]</p>
Lesson 4	<p><i>Whole Group: Chapter 3 “Hidden Secrets in the Rainforest”</i></p> <p>Students will describe the importance of the Maya writing and mathematical systems and summarize some possible reasons for the decline of the Maya civilization. [RI.5.2; SL.5.2; ELD.PI.5.1]</p>	<p><i>Grammar: Practice Subject and Predicate</i></p> <p>Students will identify subjects and predicates in sentences and identify run-on sentences, rewriting them into complete sentences. [L.5.3; W.5.5; ELD.PI.5.12a]</p> <p><i>Morphology: Practice Prefixes il– and ir–</i></p> <p>Students will distinguish between root words and words with the prefixes <i>il–</i> and <i>ir–</i> and use those words correctly in sentences. [L.5.4b; ELD.PI.5.12b]</p> <p><i>Word Work: Distinct</i></p>	<p><i>Introduce the Codex Project and Rubric</i></p> <p>Students will revise, edit and rewrite a paragraph using the criteria outlined in a provided rubric. [W.5.5; ELD.PI.5.7]</p>
Lesson 5	<p><i>Read-Aloud: Chapter 4 “Myths of the Maya”</i></p> <p>Students will explain the purpose of ancient Maya myths and summarize the successful creation of the world and its people according to this Maya myth. [RL.5.2; ELD.PI.5.6a]</p>	<p><i>Word Work: Vast</i></p>	<p><i>Taking Notes</i></p> <p>Students will identify and paraphrase key information relevant to their selected cultural aspect for the Codex Project. [W.5.8; ELD.PI.5.10a]</p>
Lesson 6	<p><i>Partner Reading: Chapter 4 “Myths of the Maya”</i></p> <p>Students will determine that the theme of this Maya myth is an explanation of earth’s creation and its people. [RL.5.2; ELD.PI.5.6a]</p>	<p><i>Morphology: Introduce Prefix inter–</i></p> <p>Students will explain how adding the prefix <i>inter–</i> changes a root word and how to correctly use words with the prefix <i>inter–</i> in sentences. [L.5.4b; ELD.PI.5.12a]</p> <p><i>Spelling: Introduce</i></p>	<p><i>Grammar: Words that Compare and Contrast</i></p> <p>Students will identify words and phrases in sentences, and develop sentences, that compare and contrast ideas. [W.5.2c; ELD.PII.5.6]</p>

		<p><i>Spelling Words</i> Students will apply grade level phonics and word analysis skills to decode and encode targeted spelling words. [RF.5.3; ELD.PIII.5]</p> <p>Word Work: <i>Nurture</i></p>	
Lesson 7	<p><i>Small Group: Chapter 5 “Aztec City on the Water’s Edge”</i> Students will determine the main ideas and key details about the Aztec capital city of Tenochtitlán and use information to compare and contrast the Maya and Aztec civilizations. [RI.5.2; RI.5.3; ELD.PI.5.6a]</p>	<p>Word Work: <i>Peaked</i></p>	<p><i>Plan and Draft a Paragraph</i> Students will develop paraphrased information into a logical explanatory paragraph for their Codex Projects. [W.5.2a; ELD.PI.5.10a]</p>
Lesson 8	<p><i>Close Reading: Chapter 5 “Aztec City on the Water’s Edge”</i> Students will summarize how the city of Tenochtitlán was organized and identify factors that led to the success of the Aztec capital. [RI.5.1,2; ELD.PI.5.8]</p>	<p>Word Work: <i>Trade</i></p>	<p><i>Model/Practice Incorporating an Image</i> Students will compose their reference list for the image they select and write a caption explaining how their image relates to their topic. [W.5.8; W.5.2a; ELD.PI.5.10b]</p>
Lesson 9	<p><i>Partner Reading: Chapter 6 “Emperors, Gods and Foreign Invaders”</i> Students will identify factors that contributed to the decline of the Aztec civilization and summarize the role of Hernán Cortés in the fall of the Aztec Empire. [RI.5.1,2; ELD.PI.5.6a]</p>	<p><i>Morphology: Practice Prefix inter–</i> Students will distinguish between root words and words with the prefix <i>inter–</i> and use those words correctly in sentences and to define unknown words. [L.5.4b; ELD.PI.5.12b]</p> <p><i>Spelling: Practice Spelling Words</i> Students will apply grade level phonics and word analysis skills to decode and encode targeted spelling words. [RF.5.3a; ELD.PIII.5]</p> <p>Word Work: <i>Resentment</i></p>	<p><i>Grammar: Words and Phrases That Compare or Contrast</i> Students will use words and phrases to write statements that compare and contrast the Maya and the Aztec. [W.5.9; ELD.PI.5.10a]</p>
Lesson 10	<p><i>Small Group: Chapter 7</i></p>	<p><i>Spelling: Spelling</i></p>	<p><i>Plan and Draft a</i></p>

	<p><i>“Birth of the Inca Empire”</i> Students will identify key details about the Inca Empire and summarize how the Inca Empire grew to become the largest pre-Columbian empire. [RI.5.2; ELD.PI.5.6a]</p>	<p><i>Assessment</i> Students will apply grade-level phonics and word analysis skills during an assessment of targeted words. [RF.5.3; ELD.PIII.5]</p> <p>Word Work: <i>Litter</i></p>	<p><i>Paragraph</i> Students will select specific words that reflect the relationship between two different cultures and apply these word choices to their paragraph writing within the Codex Project. [W.5.2c; ELD.PI.5.10a]</p>
Lesson 11	<p><i>Close Reading: Chapter 7 “Birth of the Inca Empire”</i> Students will determine the meaning of words and phrases as they are used in the text and explain how they are used to support main ideas about the Inca Empire. [RL.5.4; RI.5.2; L.5.5a; ELD.PI.5.11a]</p>	<p><i>Grammar: Introduce Action Verbs and Linking Verbs</i> Students will differentiate between action verbs and linking verbs and use these verbs to write sentences. [L.5.1; ELD.PII.5.3,4]</p> <p><i>Morphology: Introduce Root tract</i> Students will use the root tract to determine the meaning of words and apply this knowledge to sentence composition. [L.5.4b; ELD.PI.5.6a]</p> <p><i>Spelling: Introduce Spelling Words</i> Students will correctly spell and determine the meaning and part of speech of targeted spelling words. [L.5.2e; RF.5.3; ELD.PIII.5]</p> <p>Word Work: <i>Primitive</i></p>	
Lesson 12	<p><i>Small Group: “All Roads Lead to Cuzco”</i> Students will summarize the reasons for the decline of the Inca Empire and explain the role of Francisco Pizarro in the fall of this powerful civilization. [RI.5.1,2; ELD.PI.5.11a]</p>	<p>Word Work: <i>Quarrel</i></p>	<p><i>Plan and Draft a Paragraph</i> Students will synthesize the skills they have developed throughout the unit as they compose paragraphs about how their codex topic relates to the Inca. [W.5.2; ELD.PI.5.10a]</p>
Lesson 13	<p><i>Read-Aloud: Chapter 9 “Myths of the Aztec and the Inca”</i></p>	<p>Word Work: <i>Suitable</i></p>	<p><i>Model/Practice Editing a Paragraph</i> Students will have</p>

	Students will identify and explain the similarities and differences between the Aztec and Inca creation myths. [RL.5.9; ELD.PI.5.11a]			edited a paragraph for their Codex Project, using the editing checklist criteria. [W.5.5; ELD.PI.5.10a]
Lesson 14	<p><i>Read: "Myths of the Aztec and the Inca"</i></p> <p>Students will identify and explain the similarities and differences between particular Maya, Aztec, and Inca creation myths. [RL.5.9; ELD.PI.5.6a]</p>	<p><i>Grammar: Practice Action Verbs and Linking Verbs</i></p> <p>Students will differentiate between action verbs and linking verbs and identify them in sentences. [L.5.1; ELD.PII.5.3]</p> <p><i>Morphology: Practice Root tract</i></p> <p>Students will complete sentences by selecting the correct word with the root tract. [L.5.4b; ELD.PI.5.6a]</p> <p><i>Practice Spelling Words</i></p> <p>Students will apply grade level phonics and word analysis skills in decoding and encoding targeted words. [RF.5.3; ELD.PI.5.6b]</p> <p><i>Word Work: Emerge</i></p>		
Lesson 15	Unit Assessment			Spelling Assessment
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 19 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 3: Poetry (15 Days)

Reader: *Poet's Journal*

For many readers—adults and children alike—poetry can be challenging. Readers often find poems inaccessible and suspect that they contain secret meanings they cannot decode. In fact, poetry's reliance on symbolic and figurative language opens up rather than closes off meaning, giving readers the power of personal interpretation. This unit teaches students tools and strategies for approaching poetry, training them in the methods and devices poets use and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned.

The poems in this unit are drawn from various literary traditions over the last several centuries, and they range from William Blake's 18th-century verse to the work of such contemporary writers as Virgil Suárez and Marie Howe. We have not chosen poems written specifically for children; instead, we have selected poems both younger and older readers will enjoy. The poets come from many backgrounds and nations: the poets included are of European, Middle Eastern, African American, Native American, and Hispanic descent. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse and experimentation. Uniting them all is their engagement with language and its potential.

This unit, which focuses on poetry, like others in this curriculum is built to the CCSS-ELA, and routinely encourages and enables students to read texts closely and carefully. To accomplish that, and in recognition of the differences between poetry and other genres of writing, this unit's structure, materials, and activities differ at times from those of other CKLA units. Throughout the unit, students practice close reading and writing. They learn about many of the formal elements of poetry as they identify those elements arising organically from the text. They also pair that work with writing poetry themselves. This allows them to demonstrate their understanding and analysis of the poems through creative application and to become detailed writers. In turn, this bolsters their ability to analyze others' writing. These activities offer students a number of tools with which to approach poetry, building their confidence to interpret poems and their engagement in the task.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<i>Building Blocks of Poetry and Denise Levertov's "To the Snake"</i> Students will identify and define the basic elements of a poem's structure and discuss specific poetic devices used in Denise Levertov's poem, "To the Snake." [RL.5.2; ELD.PI.5.6a]			<i>Apostrophe Overview/Brainstorm and Writing Original Poems</i> Students will compose their own apostrophe poem. [W.5.3b; ELD.PI.5.10a]
Lesson 2	<i>Read-Aloud: "This Is Just to Say" and Evaluating Tone</i> Students will identify the tone of a poem and discuss its effect on the poem's overall message. [RL.5.2; ELD.PI.5.6a]			<i>Writing Poetry</i> Students will compose their own poems with emphasis on presenting two different tones in their work. [W.5.3b; ELD.PI.5.10a]

Lesson 3	<i>Close Reading</i> Students will identify the poetic device <i>anaphora</i> and explain how its use affects a poem’s meaning, while also using textual evidence to discuss a poem. [RL.5.1-2; ELD.PI.5.6a, ELD.PI.5.11a]	<i>Writing Poems with Anaphora</i> Students will use the poetic device <i>anaphora</i> to create their personal poem. [W.5.3b; ELD.PI.5.10a]	
Lesson 4	<i>Figurative Language and Close Reading</i> Students will identify and make inferences about figurative language used in two nature poems. [RL.5.1, RL.5.4; ELD.PI.5.6a]	<i>Comparing and Contrasting</i> Students will use a graphic organizer to compare and contrast two characters in a poem. [W.5.9a; ELD.PI.5.10b]	
Lesson 5	<i>Close Reading and Poetic Device: Rhyme</i> Students will identify and label different rhyme schemes in poetry while analyzing a poem. [RF.5.3a, RL.5.2; ELD.PI.5.6a]	<i>Writing Poems with Rhyme</i> Students will write and share original rhyming poems. [W.5.3b, SL.5.1c; ELD.PI.5.10a, ELD.PI.5.1]	
Lesson 6	<i>Review Poetic Devices and Terms; Group Collaboration</i> Students will summarize a poem’s overall message and analyze how the use of figurative language affects a poem’s meaning. [RL.5.4; ELD.PI.5.8]	<i>Figurative Language</i> Students will create similes and metaphors describing the movements of animals. [W.5.3b; ELD.PI.5.10a,]	
Lesson 7	<i>Poetic Device: Implied Metaphor</i> Students will define and identify implied metaphors in a specific poem. [RL.5.4; ELD.PI.5.8]	<i>Revising Lesson 6 Metaphors and Writing Original Advice Poems</i> Students will revise previously written metaphors and incorporate them in an originally crafted poem. [W.5.3b, d, W.5.5 ; ELD.PI.5.10a, b]	
Lesson 8	<i>Locating Places Referenced and Reading for</i>	<i>Reading Poems with Partners</i> Students will read their	<i>Composing List Poems</i> Students will create original list poems and

	<p><i>Understanding</i> Students will identify allusions and discuss their effect on a poem while also analyzing a character's actions and poem's setting to make inferences. [RL.5.4, RL.5.2; ELD.PI.5.8, ELD.PI.5.6a]</p>	<p>poem aloud to a partner and offer positive feedback about their writing. [SL.5.1c; ELD.P.I.5.1]</p>	<p>peer-edit their partner's poems. [W.5.3b, d, W.5.5; ELD.PI.5.10a, b]</p>
Lesson 9	<p><i>Villanelle Form and Reading for Understanding</i> Students will identify and define characteristics of the villanelle poetry form while also using textual evidence to make inferences about the poem's meaning. [RL.5.2, RL.5.1; ELD.PI.5.6a]</p>		<p><i>Planning and Drafting</i> Students will compose their own original villanelles incorporating their personally created motto/slogan. [W.5.3b, d; ELD.PI.5.10a]</p>
Lesson 10	<p><i>Parallel Structure, Contrast, and Meaning</i> Students will identify parallel structure in poetry and analyze its use to compare and contrast scenes. [RL.5.3; ELD.PI.5.6a]</p>	<p><i>Sharing Poems Aloud</i> Students will read their poem aloud to a partner and offer positive feedback about their writing. [SL.5.1c; ELD.P.I.5.1]</p>	<p><i>Planning and Drafting</i> Students will create and share an original poem utilizing parallel structure to contrast scenes. [W.5.3b, 9a; SL.5.1c; ELD.PI.5.10a, b; ELD.PI.5.5, 9]</p>
Lesson 11	<p><i>Reading for Understanding</i> Students will use textual evidence to compare and contrast characters' reactions in a poem. [RL.5.1,3; ELD.PI.5.6a]</p>		<p><i>Planning and Drafting</i> Students will compose and original poem in which two characters respond differently to the same circumstance. [W.5.3b, 9a; ELD.PI.5.10a]</p>
Lesson 12	<p><i>Reading and Interpreting</i> Students will analyze a poem and identify poetic devices such as personification and extended simile. [RL.5.1-2; ELD.PI.5.6a, ELD.PI.5.11a]</p>		<p><i>Writing Poems about Poetry</i> Students will apply learned poetry skills to compose a final, original, ars poetica. [W.5.3b; ELD.PI.5.10a]</p>
Lesson 13	<p>Unit Assessment Students are assessed</p>	<p>Unit Assessment Students are assessed</p>	<p>Unit Assessment Students are assessed</p>

	on their understanding of the concepts and facts taught in the unit. [RL.5.1, RL.5.4, RL.5.5, RF.5.4]		on their understanding of the concepts and facts taught in the unit. [L.5.2, L.5.3, L.5.5, L.5.6]	on their understanding of the concepts and facts taught in the unit. [W.5.1, W.5.3, W.5.4, W.5.9]
Lesson 14 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 15 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 4: Don Quixote (21 Days)

Reader: *Adventures of Don Quixote*

This unit examines the fiction genre through a classic novel, Don Quixote. Students will focus on character and plot, as well as on literary elements such as characterization, while reading a full-length adapted version of Don Quixote. It is important for students in the upper-elementary grades to be able to read longer works of fiction and be able to trace the development of plot, characters, and literary elements over the course of a novel; this unit will provide students that opportunity. In addition, this adapted version of Don Quixote, written by Miguel de Cervantes during the Renaissance, a period in European history that students will study in the next unit, will expose students to the culturally relevant aspects of the classic novel such as the quixotic nature of the primary character, the relationship between Don Quixote and his sidekick, Sancho Panza, and episodes such as the one involving windmills. Students will also read extended excerpts from another adapted version of Adventures of Don Quixote that contains richer, more complex vocabulary and syntax. Students will be able to compare and contrast this more challenging adaptation with the primary text used in this unit.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<p><i>Review Prior Knowledge</i> Students will identify and explain important aspects of a knight's life during the Middle Ages and how they influenced Cervantes's <i>Adventures of Don Quixote</i>. [RI.5.8, RI.5.10; ELD.PI.5.6, 7]</p> <p><i>Teacher Read-Aloud and Lesson Wrap-Up</i> Students will identify the beginning stages of the story's plot structure (e.g., setting, main character) in the story and make inferences regarding a character's personality. [RL.5.5, RL.5.1; ELD.PI.5.6]</p>		Word Work: <i>Honorable</i>	

Lesson 2	<p><i>Teacher Read-Aloud, Chapter Discussion, and Lesson Wrap-up</i></p> <p>Students will compare and contrast Don Quixote's process for becoming a knight with the process described in "Gloomy Castles and Jousting Knights" from Lesson 1. [RL.5.3; ELD.PI.5.6a]</p>	<p>Word Work: <i>Meddle</i></p> <p><i>Grammar: Introduce Agreement</i> Students will identify and form sentences in the present tense that contain noun subjects and action verbs. [L.5.1d; ELD.PII.5.3,4]</p> <p><i>Morphology: Introduce Suffix –ness</i> Students will distinguish between root words and words with the suffix <i>–ness</i>, and use them correctly in sentences. [L.5.4b; ELD.PI.5.6b]</p>	<p><i>Distinguish Between Fact and Opinion</i> Students will distinguish fact from opinion. [W.5.1a, b; ELD.PI.5.11a]</p>
Lesson 3	<p><i>Close Reading, Chapter Discussion, and Lesson Wrap-Up</i></p> <p>Students will identify and explain how the author's word choice and use of figurative language affect the text of <i>The Adventures of Don Quixote</i>. [RL.5.5; SL.5.1a, L.5.5b; ELD.PI.5.7; ELD.PI.5.1, ELD.PI.5.12a]</p>	<p>Word Work: <i>Quixotic</i></p>	<p><i>Parts of a Persuasive Essay</i> Students will identify the structure and parts of a persuasive essay. [W.5.1a–b, d; ELD.PII.5.6]</p>
Lesson 4	<p><i>Teacher Read-Aloud and Lesson Wrap-Up</i></p> <p>Students will continue to make inferences about a character's personality and will summarize key events that add to the plot's development. [RL.5.5, RL.5.1; ELD.PI.5.6]</p>	<p>Word Work: <i>Tilting at Windmills</i></p> <p><i>Grammar: Pronoun-Verb Agreement</i> Students will identify and form present-tense sentences containing pronoun subjects and action verbs. [L.5.1d; ELD.PII.5.3,4]</p> <p><i>Morphology: –ness</i> Students will continue to identify the meanings of words with the suffix <i>–ness</i> and use them correctly in sentences. [L.5.4b; ELD.PI.5.6b]</p>	<p><i>Opinions and Supporting Evidence</i> Students will respond to a prompt based on an excerpt from <i>Adventures of Don Quixote</i> and write opinion statements using supporting textual evidence. [W.5.1a, b; ELD.PI.5.11a]</p>
Lesson 5	<i>Teacher Read-Aloud:</i>	Word Work: <i>Deceive</i>	<i>Practice Writing a Claim</i>

	<p><i>Chapters 6–8</i> Students will continue identifying plot details and the obstacles Don Quixote and Sancho encounter. [RL.5.3; ELD.PI.5.6]</p>		Students will be able to write a claim and identify the importance of supporting evidence. [W.5.1a, b; ELD.PI.5.11a]
Lesson 6	<p><i>Student Read-Aloud and Lesson Wrap-Up</i> Students will use textual evidence to describe Don Quixote and Sancho Panza's various character traits. [RL.5.1; ELD.PI.5.6]</p>	<p>Word Work: <i>Fortune</i></p> <p><i>Grammar: Subject–Verb Agreement Practice</i> Students will write present-tense sentences in which the subject and the linking verb agree. [L.5.3; ELD.PII.5.3]</p> <p><i>Morphology: Introduce Root vac</i> Students will identify the meaning of words using the Latin root <i>vac</i> and use them correctly when completing sentences. [L.5.4b; ELD.PI.5.6b]</p> <p><i>Spelling: Introduce Spelling Words</i> Students will practice targeted spelling words. [RF.5.3b, c, f; ELD.PIII.5]</p>	
Lesson 7	<p><i>Teacher Read-Aloud and Lesson Wrap-Up</i> Students will identify the types of irony—verbal, situational, and dramatic— Sancho and Don Quixote encounter. [L.5.5a; ELD.PI.5.7]</p>	Word Work: <i>Bold</i>	<p><i>Draft the Introductory Paragraph</i> Students will draft the introductory paragraph of their persuasive essay. [W.5.4; ELD.PI.5.11]</p>
Lesson 8	<p><i>Close Reading and Chapter Discussion</i> Students will examine the author's word choice and writing style during a close reading of the text. [RL.5.6; ELD.P.I.6a]</p>	Word Work: <i>Dumbfounded</i>	<p><i>Plan Body Paragraphs</i> Students will provide textual evidence to support their opinions in the body paragraphs of their persuasive essays. [W.5.9b; ELD.PI.5.11a]</p>
Lesson 9	<p><i>Small Group Reading and Chapter Discussion</i> Students will use textual</p>	Word Work: <i>Monumental</i>	

	evidence to compare and contrast character traits of the principal characters. [RL.5.3; ELD.PI.5.6a]	<p><i>Grammar: Sentence Parts</i> Students will form complete present-tense sentences with proper subject–verb agreement. [L.5.3a; ELD.PII.3]</p> <p><i>Morphology: Practice Root vac</i> Students will correctly form complete sentences using words with the root <i>vac</i>. [L.5.4b; ELD.PI.5.6b]</p> <p><i>Spelling: Practice Spelling Words</i> Students will gain additional practice using targeted spelling words. [L.5.2e; ELD.PIII.5]</p>
Lesson 10	<p><i>Chapters 13 and 14 and Lesson Wrap-Up</i> Students will continue to provide textual evidence about Don Quixote and Sancho’s various character traits. [RL.5.3; ELD.PI.5.6a]</p>	<p>Word Work: <i>Worth</i></p> <p>Spelling Assessment Students will be assessed on the correct spelling of targeted words. [L.5.2e; ELD.PIII.5]</p> <p><i>Practice Drafting Body Paragraphs</i> Students will be able to draft two body paragraphs of their persuasive essays.</p>
Lesson 11	<p><i>Teacher Read-Aloud, Chapter Discussion, and Lesson Wrap-Up</i> Students will explain and describe Sancho’s experiences as governor. [RL.5.2; ELD.PI.5.6a]</p>	<p>Word Work: <i>Ingenuity</i></p> <p><i>Grammar: Compare/Contrast Words and Phrases</i> Students will create sentences using words and phrases that compare and contrast. [L.5.6; ELD.PI.5.6a]</p> <p><i>Morphology: Review Prefixes and Suffixes</i> Students will create words using the prefixes <i>il–</i>, <i>ir–</i>, and <i>inter–</i>; the suffix <i>–ness</i>; and the root <i>tract</i>. [L.5.4b; ELD.PI.5.12b]</p> <p><i>Spelling: Introduce</i></p>

		<i>Spelling Words</i> Students will practice spelling targeted words. [L.5.2e; ELD.PIII.5]	
Lesson 12	<i>Partner Reading: Chapters 14-16</i> Students will be able to explain and describe Sancho's experiences as governor. [RL.5.2; ELD.PI.5.6a]	Word Work: <i>Reason</i>	<i>Practice: Concluding Paragraph</i> Students will be able to draft the concluding paragraph for their persuasive essay. [W.5.9b; ELD.PI.5.11a]
Lesson 13	<i>Teacher Read-Aloud, Discussion, and Lesson Wrap-Up</i> Students will identify and discuss the author's use of figurative language, specifically the use of metaphors. [RL.5.4; ELD.PI.8]	Word Work: <i>Resolve</i>	<i>Share Persuasive Essays</i> Students will peer-edit their persuasive essays and use feedback to self-reflect and set personal writing and revision goals. [W.5.5; ELD.PI.5.11b]
Lesson 14	<i>Partner Reading, Discussion, and Lesson Wrap-Up</i> Students will use textual evidence to support the final characterization of Don Quixote. [RL.5.1, W.5.9a; ELD.PI.5.6; ELD.PII.5.11a]	Word Work: <i>Instrumental</i> <i>Grammar: Commas in a Series</i> Students will correctly use commas to separate items in a series in a sentence. [L.5.2a; ELD.PII.5.2b] <i>Morphology: Review Prefixes and Suffixes</i> Students will correctly use the prefixes <i>il-</i> , <i>ir-</i> , and <i>inter-</i> ; the suffix <i>-ness</i> ; and the root <i>tract</i> . [L.5.4b; ELD.PI.5.6b] <i>Spelling: Practice Spelling Words</i> Students will gain additional practice with spelling targeted words. [L.5.2e; ELD.PIII.5]	
Lesson 15	Unit Assessment Students are assessed on their understanding of the concepts and	Unit Assessment Students are assessed on their understanding of the concepts and	Unit Assessment Students are assessed on their understanding of the concepts and

	facts taught in the unit.		facts taught in the unit.	
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 19 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 5: The Renaissance (21 Days)

Reader: *The Renaissance: Patrons, Artists and Scholars*

The Big Idea of this unit is that the Renaissance was a cultural movement that began in Italy and swept through Europe. During the Renaissance, increased trade between European countries led to increased wealth, power, and influence of the middle class. This increased wealth allowed merchants and businessmen to support artists as their patrons. Scholars, philosophers, and artists turned to the works of the ancient Greeks and Romans for inspiration. This unit provides students with a broad exposure to the art and literature of this time period, through the works of renowned masters such as Leonardo da Vinci, Michelangelo, Raphael, Donatello, Brunelleschi, Botticelli, Bruegel, Dürer, Van Eyck, Machiavelli, Castiglione, Cervantes, and Shakespeare.

Note: This unit provides a valuable opportunity for cross-curricular collaboration with an art teacher or department. Throughout this unit, such opportunities will be highlighted, but it is suggested you consult with the art teacher before beginning the unit.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<p><i>Activating Knowledge</i> Students make inferences about the civilizations and time periods that led to the Renaissance based on details from the text. [RI.5.1; ELD.PI.5.6]</p> <p><i>Read for Gist; Reread to Explain</i> Students explain the relationship between factors that inspired the Renaissance movement using evidence from the</p>			

	text, “An Italian Rebirth.” [RI.5.1; RI.5.3; ELD.PI.5.6]		
Lesson 2	<i>Read Chapter 2 for Details</i> Students describe the techniques and features of Renaissance art and architecture by quoting accurately from the text, “The Early Renaissance.” [RI.5.1, ELD.PI.5.6]	<i>Grammar</i> Students use the past tense to convey various times, sequences, states, and conditions. [L.5.1c, ELD.PII.5.3] <i>Morphology</i> Students accurately read multisyllabic words with the prefixes <i>im–</i> and <i>in–</i> out of context. [RF.5.3a, ELD.PIII]	<i>Paraphrasing Information</i> Students gather information about the techniques and features of Renaissance art and architecture by paraphrasing information in notes. [W.5.8, ELD.PI.5.10]
Lesson 3	<i>Reread to Make Inferences</i> Students make inferences about Leonardo da Vinci’s ideas and accomplishments using evidence from the text, “The Spirit of the Renaissance.” [RI.5.1, ELD.PI.5.6]		<i>Plan an Informational Paragraph</i> Students plan an informational paragraph about da Vinci’s ideas and accomplishments by identifying a topic, reasons, and evidence related to the topic. [W.5.2a, b, ELD.PI.5.10]
Lesson 4	<i>Rereading Closely</i> Students make inferences about how da Vinci’s ideas and accomplishments represented the spirit of the Renaissance using evidence from the text. [RI.5.3, ELD.PI.5.6]	<i>Grammar</i> Students recognize and correct inappropriate shifts in verb tense. [L.5.1c, d, ELD.PII.5.3] <i>Morphology</i> Students use the prefixes <i>im–</i> and <i>in–</i> as clues to determine the meaning of words. [L.5.4b, ELD.PIII]	<i>Write an Informational Paragraph</i> Students write an informational paragraph about da Vinci’s ideas and accomplishments by using reasons and evidence related to the topic. [W.5.2a, b, ELD.PI.5.10]
Lesson 5	<i>Reread to Make Inferences</i> Students make inferences about the artistic achievements of Michelangelo and Raphael using evidence from the text. [RI.5.1; W.5.8; SL.5.2; ELD.PI.5.6]		<i>Write an Informational Paragraph</i> Students draft an informational paragraph about Raphael’s artistic achievements by identifying a topic and using related reasons and evidence. [W.5.2a, b; ELD.PI.5.10]
Lesson 6	<i>Rereading Closely</i> Students make inferences about how Michelangelo’s and Raphael’s works of art	<i>Grammar: Introduce Prepositions and Prepositional Phrases</i> Students identify and explain the function of	

	<p>represent the spirit of the Renaissance using evidence from the text. [RI.5.3; ELD.PI.5.6]</p>	<p>prepositions and prepositional phrases in sentences. [L.5.1a; ELD.PII.5.5]</p> <p><i>Morphology</i> Students accurately read multisyllabic words with the prefix <i>ex-</i> out of context. [RF.5.3a; ELD.PIII]</p> <p><i>Spelling</i> Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII]</p>
Lesson 7	<p><i>Reread for Main Ideas and Details</i> Students identify the main ideas in “The Bankers Who Loved Art” and explain how they are supported by key details. [RI.5.2; ELD.PI.5.6]</p>	<p><i>Practice Presenting</i> Students identify the points a classmate makes and explain how his or her point is supported by reasons and evidence. [W.5.8, SL.5.3; ELD.PI.5.9]</p>
Lesson 8	<p><i>Read “Morals, Modesty, and Manners” for Gist</i> Students identify the main ideas in “Morals, Modesty, and Manners” and explain how they are supported by key details. [RI.5.2; ELD.PI.5.6]</p>	<p><i>Take Notes for a Biography</i> Students plan an informational piece about a person from the Renaissance by identifying a topic and gathering evidence related to the topic. [W.5.2a, b; W.5.7; ELD.PI.5.10]</p>
Lesson 9	<p><i>Reread to Analyze Words and Phrases</i> Students analyze the relationship between particular words and phrases in “Morals, Modesty, and Manners” to better understand the words and phrases and draw inferences from the text. [RI.5.4; L.5.5c; ELD.PI.5.6; ELD.PI.5.12]</p>	<p><i>Grammar: Prepositions, Prepositional Phrases</i> Students use and explain the function of prepositions and prepositional phrases in sentences. [L.5.1a; ELD.PII.5.5]</p> <p><i>Morphology: Practice</i> <i>Prefix ex-</i> Students use the prefix <i>ex-</i> as a clue to determine the meaning of words. [L.5.4b; ELD.PIII]</p> <p><i>Spelling: Practice</i></p>

		Spelling Words Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII]	
Lesson 10	Reread to Make Inferences Students make inferences about the opportunities women had during the Renaissance using evidence from the text, "Women in the Renaissance." [RI.5.1; ELD.PI.5.6]	Spelling Assessment Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII]	Practice Taking Biography Notes Students continue to plan an informational piece about a person from the Renaissance by gathering evidence related to the topic. [RI.5.9; W.5.2a, b, W.5.7; ELD.PI.5.10]
Lesson 11	Reread "Women in the Renaissance" Students describe the relationship between the cultural norms set for women in the Renaissance and the ways women challenged those norms. [RI.5.3; ELD.PI.5.6]	Grammar Students use correlative conjunctions when writing or speaking. [L.5.1e; ELD.PII.5.5] Morphology Students use the root <i>serv</i> as a clue to determine the meaning of words. [L.5.4b; ELD.PIII] Spelling Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII]	
Lesson 12	Reread "The Northern Renaissance" Students describe the relationship between the artists of northern Europe and the Renaissance movement in Italy. [RI.5.3; ELD.PI.5.6]		Practice Drafting a Biography Students draft an informational piece about a person from the Renaissance by using reasons and gathered evidence related to the topic. [W.5.2a, b; W.5.8; RI.5.9; ELD.PI.5.10]
Lesson 13	Reread Chapter 9 Students explain how reasons they identify support points an author makes in a text. [RI.5.8; ELD.PI.5.6]		Model Revising for Linking Ideas Students revise an informational piece by linking ideas within and across categories of information. [W.5.2a, c;

ELD.PII.5.2b]			
Lesson 14		<p><i>“Popular Prose on Page and Stage”</i> Students interpret and explain the meaning of unknown words and of common idioms and adages. [L.5.5b; ELD.PI.5.8]</p> <p><i>Grammar</i> Students use correlative conjunctions when writing sentences. [L.5.1e; ELD.PII.5.5]</p> <p><i>Morphology</i> Students use and spell words with the root <i>serv</i> in sentences. [L.5.2e; ELD.PIII]</p> <p><i>Spelling</i> Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII]</p>	
Lesson 15	Unit Assessment Students identify main ideas and make inferences in informational texts.	Unit Assessment Students identify main ideas and make inferences in informational texts.	Unit Assessment Students identify main ideas and make inferences in informational texts.
Lesson 16		<p><i>Practice Taking Notes and Drafting</i> Students plan and draft a historical fiction narrative by introducing a narrator and/or characters and using concrete words and phrases and sensory details to convey experiences and events precisely. [W.5.3a, d; ELD.PI.5.10a]</p>	
Lesson 17		<p><i>Revise to Expand Texts</i> Students revise an informational piece to develop the topic with information and examples related to the topic. [W.5.2b, d; ELD.PI.5.10a]</p>	
Lesson 18		<p><i>Edit a Biography</i> Students edit an</p>	

				informational piece so it follows the conventions of standard English capitalization, punctuation, and spelling. [W.5.5, L.5.2; ELD.PI.5.10a]
Lesson 19	<i>Present a Biography</i> Students speak clearly at an understandable pace as they report on an artist from the Renaissance, sequencing ideas logically and using appropriate facts and relevant, descriptive details. [SL.5.4; ELD.PI.5.9]			
Lesson 20 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 21 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension

Unit 6: The Reformation (14 Days)

Reader: *The Reformation: Shifts in Power*

The Big Idea of this unit is that the Reformation was a movement involving religious and political upheaval that shifted the power in Europe from the Catholic Church to the state and led to the creation of Protestantism. Gutenberg's invention of an efficient printing press helped fuel the Reformation movement and allowed Martin Luther's and others' ideas to spread quickly. Great advances in science were also made during this time, some of which challenged religious doctrine and contributed to the undermining of the power of the Catholic Church.

NOTE: In this unit a Middle-of-Year (MOY) Assessment is provided and should be administered at the end of the unit.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<i>Introducing the Reformation; Whole Group: Excerpt "The Power of the Church"</i> Students identify the setting and chronology of the Middle Ages, Renaissance, and Reformation, and read informational text to			

	<p>explain the significance of the Church during these times. [RI.5.2; RI.5.3; SL.5.4; ELD.PI.5.9]</p> <p><i>Read-Aloud: Chapter 1</i> <i>“The Power of the Printed Word”</i> Students listen to informational text to describe the Reformation as compared with the earlier time periods, and explain how the Gutenberg press influenced this period’s shifts. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]</p>	
Lesson 2	<p><i>Small Group: Chapter 2</i> <i>“Letters Come Alive!”</i> Students read historical fiction to describe the printing process from the fictional characters’ points of view, and explain how the printing press changed everyday lives. [RL.5.1; RL.5.2; RL.5.3; RL.5.6; ELD.PI.5.7]</p> <p><i>Introduce a Friendly Letter</i> Students identify the structure and purpose of a friendly letter. [RL.5.4; RL.5.5; RL.5.6; ELD.PI.7]</p>	<p><i>Grammar</i> Students identify interjections, describe their types, and use them correctly in sentences. [L.5.1.a; ELD.PII.5.1]</p> <p><i>Morphology: Introduce Prefix en–</i> Students distinguish between root words and words with the prefix <i>en–</i> and use those words correctly in sentences. [L.5.4.b; ELD.PI.5.6b]</p>
Lesson 3	<p><i>Whole Group: Chapter 3</i> <i>“Setting the Stage for Reform”</i> Students read informational text to describe the Church’s influence and practices during the 1400s and 1500s and why Martin Luther and others wanted reform. [RI.5.1; RI.5.2; RI.5.3; SL.5.2; ELD.PI.5.6a]</p>	<p><i>Plan a Friendly Letter</i> Students plan a friendly letter with a clear purpose from Jacques’s point of view. [RL.5.2; RL.5.3; RL.5.6; W.5.4; W.5.5; W.5.10; ELD.PI.5.7; ELD.PI.5.10a]</p>
Lesson 4	<p><i>Close Reading: Chapter 3</i> <i>“Setting the Stage for</i></p>	<p><i>Grammar</i> Students review how to</p> <p><i>Strong Verbs</i> Students replace weak</p>

	<p><i>Reform</i> Students reread portions of informational text to examine the author's words, phrases, and devices used to describe the Church's influence and the practices challenged by reformers. [RI.5.8; SL.5.4; L.5.5; ELD.PI.5.9]</p>	<p>make subjects and linking verbs agree in the present and past tenses. [L.5.1.c; L.5.1.d; ELD.PII.5.3]</p> <p><i>Morphology: Prefix en-</i> Students practice distinguishing between root words and words with the prefix <i>en-</i> and correctly use those words in sentences. [L.5.4.b; ELD.PI.5.6b]</p>	<p>verbs with strong verbs in sample sentences. [W.5.2.d; L.5.3.a; L.5.5; ELD.PI.12a]</p>
Lesson 5	<p><i>Whole Group: Chapter 4 "The Reformation Movement"</i> Students read an informational text to identify and describe key events and people of the Reformation. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]</p>		<p><i>Draft a Friendly Letter</i> Students draft a friendly letter with a clear purpose from Jacques's point of view. [RL.5.2; RL.5.3; RL.5.6; W.5.4; W.5.5; W.5.10; ELD.PI.5.10a]</p>
Lesson 6	<p><i>Partner Reading: Chapter 4 "The Reformation Movement"; Act it Out</i> Students reread informational text to review key events of the Reformation and to summarize the motives of key figures. [RI.5.1; RI.5.2; RI.5.3; SL.5.2; ELD.PI.5.6a]</p>	<p><i>Grammar</i> Students review the function of prepositions and prepositional phrases and use them correctly in sentences. [L.5.1a; ELD.PII.5.5]</p> <p><i>Morphology</i> Students distinguish between root words and words with the suffix <i>-ist</i> and use those words correctly in sentences. [L.5.4b; PI.5.6b]</p> <p><i>Spelling</i> Students practice spelling targeted words and review definitions and parts of speech. [L.5.2e; L.5.4; ELD.PI.5.12a]</p>	
Lesson 7	<p><i>Small Group: Chapter 5 "What is at the Center of the Universe?"</i> Students read informational text to describe and summarize the new scientific theories proposed by</p>		<p><i>Plan a Slide Presentation</i> Students reference informational text to plan a slide presentation about key events and figures of the Reformation.</p>

	Copernicus, Kepler, and Galileo, as well as and the Church's response to those theories. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]	[W.5.2; W.5.4; W.5.5; ELD.PI.5.10a]
Lesson 8	<i>Close Reading: Chapter 5 "What is at the Center of the Universe?"</i> Students reread portions of informational text to examine the details the author used to describe the relationships among Copernicus, Kepler, Galileo, and the Church. [RI.5.8; SL.5.4; L.5.5; ELD.PI.5.9]	<i>Create a Slide Presentation</i> Students reference informational text and images to create a slide presentation about key events and figures of the Reformation. [SL.5.5; W.5.2; W.5.4; W.5.5; ELD.PI.5.10a]
Lesson 9	Small Group: Chapter 6 "The Catholic Church Responds" Students read and summarize informational text to explain how the Catholic Church responded to the Protestant Reformation movement. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]	<p><i>Grammar</i> Students review how correlative conjunctions work together, and correctly use correlative conjunctions in sentences to describe partners whom they have interviewed. [L.5.1.e; SL.5.1c; ELD.PI.5.1; ELD.PII.5.6]</p> <p><i>Morphology</i> Students gain additional practice distinguishing between root words and words with the suffix <i>-ist</i>, and correctly use those words in sentences. [L.5.4b; PI.5.6b]</p> <p><i>Spelling</i> Students gain additional practice spelling targeted words. [L.5.2e; L.5.4; ELD.PI.5.12a]</p>
Lesson 10	Unit Assessment Students identify main ideas and make inferences in informational texts.	<p>Spelling Assessment Students spell grade-appropriate words correctly.</p> <p>Unit Assessment Students answer grammar and</p> <p>Unit Assessment Students identify main ideas and make inferences in informational texts.</p>

			morphology questions evaluating the skills they have practiced in this unit.	
Lesson 11	Middle-of-Year Assessment Day 1	Middle-of-Year Assessment Day 1	Middle-of-Year Assessment Day 1	Middle-of-Year Assessment Day 1
Lesson 12	Middle-of-Year Assessment Day 2	Middle-of-Year Assessment Day 2	Middle-of-Year Assessment Day 2	Middle-of-Year Assessment Day 2
Lesson 13 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 14 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension

Unit 7: A Midsummer Night's Dream (15 Days)

Reader: Shakespeare's *A Midsummer Night's Dream*

Welcome to the world of *A Midsummer Night's Dream*. Through the lessons in this unit, you and your students will experience the joy of reading, speaking, performing, and listening to beautiful language that has thrilled people for more than 400 years. And you will have the satisfaction of seeing your students understand and fall in love with Shakespeare and his characters.

"I would wish you, or I would request you, or I would entreat you, not to fear, not to tremble."

This play, written around 1595, and perhaps performed as entertainment at a specific wedding, is delightful to see and delightful to teach. Many Grade 4, Grade 5, and Grade 6 students across the country have a fine time with *A Midsummer Night's Dream*. And you will, too. You and your students will enter the language first, getting familiar with the sound and feel of Shakespeare's words. Then you will meet some amazing characters: the stern rulers and the four mixed-up lovers from the court in Athens; the six local workmen, or "rude mechanicals," who are seeking their 15 minutes of fame by performing a play at the wedding of the Duke and Duchess of Athens; and the fairy world, led by King Oberon and Queen Titania and inhabited by that mischievous rascal Puck.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<i>Shakespeare's Life and Times</i> Students demonstrate their understanding of the Renaissance period by identifying key facts from the text. [RI.5.1; ELD.PI.5.6]	<i>"Hurly-Burly Shakespeare" Game</i> Students exchange key information about Shakespeare's life using evidence from the text. [SL.5.1a; ELD.PI.5.1]		

Lesson 2	<p><i>Summary: Act 1, Scene 1; Character Organizer</i> Students compare characters in A Midsummer Night's Dream using evidence from Act 1, Scene 1. [RL.5.3; ELD.PI.5.6]</p>	<p><i>Summary: Act 1, Scene 1; Writing: Dear Course Smoother</i> Students describe the relationships between characters and identify the characters' primary motivation. [SL.5.1; ELD.PI.5.1]</p>
Lesson 3	<p><i>Reading Excerpt</i> Students analyze the text and make statements about challenges the characters face and support with details from the Act 1, Scene 1. [RL.5.2; ELD.PI.5.6]</p>	<p><i>Reading Excerpt</i> Students examine Shakespeare's work, discussing segments of the passage and answering key questions. [SL.5.1; ELD.PI.5.5]</p>
Lesson 4	<p><i>Reading Excerpt: Act 1, Scene 2</i> Students compare characters in A Midsummer Night's Dream using evidence from Act 1, Scene 1. [RL.5.3; ELD.PI.5.6]</p>	<p><i>Reading Excerpt: Act 1, Scene 2</i> Students describe the relationships between characters and identify the characters' primary motivation. [SL.5.1; ELD.PI.5.1]</p>
Lesson 5	<p><i>Shakespeare's Language</i> Students examine Act 1, Scene 2 and demonstrate their understanding of the text by answering key questions and making inferences about the characters in the play. [RL.5.10; ELD.PI.5.6]</p>	
Lesson 6	<p><i>Summary: Act 2, Scene 1a; Character Organizer</i> Students compare characters in A Midsummer Night's Dream using evidence from Act 2, Scene 1. [RL.5.3; ELD.PI.5.6]</p>	<p><i>Writing</i> Students use descriptive details to write about a character. [W.5.3; ELD.PI.5.10]</p>
Lesson 7	<p><i>Reading Excerpt: Act 2, Scene 1a</i> Students identify the main ideas of Act 2, Scene 1. [RL.5.10; ELD.PI.5.6]</p>	<p><i>Reading Excerpt: Act 2, Scene 1a</i> Students present their project from Lesson 6, using evidence from Act 2, Scene 1. [SL.5.4; ELD.PI.5.9]</p>
Lesson 8	<p><i>Reading Excerpt: Act 2, Scene 1b</i> Students compare characters in A</p>	<p><i>Writing: Twenty-First-Century Puck</i> Students make inferences to describe a</p>

	Midsummer Night's Dream using evidence from Act 2, Scene 1. [RL.5.3; ELD.PI.5.6]	character in modern-day life. [W.5.3; ELD.PI.5.10]
Lesson 9	<i>Warm Up: Living Character Map</i> Students examine Act 1, Scene 2 and demonstrate their understanding of the text by answering key questions and making inferences about the characters in the play. [RL.5.10; ELD.PI.5.6]	
Lesson 10	<i>Summary: Act 3, Scene 1</i> Students compare characters in <i>A Midsummer Night's Dream</i> using evidence from Act 2, Scene 1. [RL.5.3; ELD.PI.5.6]	<i>Writing: The Woods outside Athens</i> Students use descriptive detail to write about the setting of the woods using evidence from Act 3, Scene 1. [W.5.3; ELD.PI.5.10]
Lesson 11	<i>Shakespeare's Language</i> Students identify the main ideas of Act 3, Scene 1. [RL.5.10; ELD.PI.5.6]	<i>Performance</i> Students perform scenes from Act 3, Scene 1, using appropriate gestures. [SL.5.4b; ELD.PI.5.9]
Lesson 12	<i>Learning a Speech by Heart</i> Students memorize Puck's speech in Act 5, Scene 1 and develop gestures to physicalize key words in the speech. [SL.5.4b; ELD.PI.5.9]	<i>Writing: Tragedy or Comedy?</i> Students write a journal entry from the perspective of a character using evidence from Act 3, Scene 2. [W.5.3; ELD.PI.5.10]
Lesson 13	<i>Reading Excerpt: Act 3, Scene 2</i> Students identify the main ideas of Act 3, Scene 2. [RL.5.10; ELD.PI.5.6]	<i>Warm-Up: Puck's Speech</i> Students recite Puck's speech from Act 5, Scene 1 in varying tones. [SL.5.4b; ELD.PI.5.9]
Lesson 14	<i>Writing: Bottom's Ballad</i> Students respond to interview questions from the perspective of the character Bottom. [RL.5.2; ELD.PI.5.6]	<i>Puck's Speech, Practice</i> Students recite Puck's speech from Act 5, Scene 1 with speed and accuracy. [SL.5.4b; ELD.PI.5.9]
Lesson 15	<i>Group Performance</i> Students perform Shakespeare's work	

independently and in
small groups.
[SL.5.4b; ELD.PI.5.9]

Unit 8: Native Americans (19 Days)

Reader: *A Changing Landscape*

The Big Idea of this unit is that Native Americans were intricately and intimately connected to their landscape, and that the policies of the American government in the 1800s and contact with settlers, missionaries, traders, and explorers affected Native American cultures and their relationship with the land.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<p><i>Review Prior Knowledge</i> Students determine the meaning of words, phrases and maps to infer the regions in which Native American tribes lived. [RI.5.4; ELD.PI.5.6]</p> <p><i>Read Aloud</i> Students will use details from the text to comprehend it explicitly, and to draw inferences about the impact European settlers and explorers had on the lives of Native Americans. [RI.5.1; ELD.PI.5.6]</p>			
Lesson 2	<p><i>Small Group Reading</i> Students will describe the relationships or interactions between Native American tribes and European settlers based on information in the text. [RI.5.3; ELD.PI.5.6]</p>		<p><i>Verb Tenses</i> Students will recognize and correct inappropriate shifts in verb tense. [L.5.1d; ELD.PII.5.3]</p> <p><i>The Suffixes –tion and –sion</i> Students will distinguish between root words and words with the suffix –tion or –sion correctly in sentences. [L.5.4b; ELD.PI.5.8]</p>	<p><i>Introduction to the Persuasive Essay</i> Students will identify the structure and purpose of a persuasive essay. [W.5.4; ELD.PII.5.1]</p>
Lesson 3	<p><i>Native American Stories</i> Students will compare and contrast characters in two Native American stories using details from the text. [RL.5.3; ELD.PI.5.6]</p>			<p><i>Identifying an Argument and Evidence</i> Students will use a graphic organizer to identify the argument and supporting evidence in a persuasive essay</p>

			explaining the relationship between Native Americans and the land. [W.5.1a; ELD.PI.5.11]
Lesson 4	<p><i>Small Group Reading</i> Students use the text to explain details of Native American life explicitly and inferentially. [RI.5.1; ELD.PI.5.6]</p>	<p><i>Verb Tense</i> Students recognize and correct inappropriate shifts in verb tense. [L.5.1d; ELD.PII.5.3]</p> <p><i>The Suffixes –tion and –sion</i> Students will correctly distinguish between root words and words with the suffixes –tion or –sion in sentences. [L.5.4b; ELD.PI.5.6b]</p>	<p><i>Evaluating a Persuasive Essay</i> Students will use a rubric to evaluate a model persuasive essay. [W.5.6; ELD.PI.5.2]</p>
Lesson 5	<p><i>Close Reading</i> Students examine how the author uses text to make particular points about Native American life before and after the arrival of explorers, miners, missionaries, and settlers. [RI.5.8; ELD.PI.5.7]</p>	<p>Vocabulary Word Work: <i>Nimble</i></p>	<p><i>Organizing and Research a Persuasive Essay</i> Students choose an image to serve as the foundation for a persuasive essay and will find and use relevant information to summarize or paraphrase information in notes. [W.5.8; ELD.PI.5.10b]</p>
Lesson 6	<p><i>Close Reading</i> Students will use details from the text to understand how habitat influenced the daily life and culture of Native Americans. [RI.5.1; ELD.PI.5.6]</p>	<p><i>Transition Words</i> Students will identify and use transitional words or phrases to convey times and events. [L.5.1c; ELD.PII.5.3]</p> <p><i>The Root mem</i> Students will identify the root <i>mem</i> and its meaning in words and sentences. [L.5.4b; ELD.PI.5.8]</p> <p><i>Spelling</i> Students will apply word analysis skills to spell words with the suffixes –tion and –sion and the root <i>mem</i>. [RF.5.3;</p>	

ELD.PIII.5.1]			
Lesson 7	<i>Interpreting Native American Myths</i> Students compare myths and explain how Native Americans' stories reflect their values. [RL.5.9; ELD.PI.5.6]	Vocabulary Word Work: <i>Meek</i>	<i>Planning and Drafting a Persuasive Essay</i> Students plan a persuasive essay and draft an introduction. [W.5.1a; ELD.PI.5.11]
Lesson 8	<i>Reading for Cause and Effect</i> Students explain the relationships between Native Americans, European settlers, and the US government based on specific information from the text. [RI.5.3; ELD.PI.5.6]	Vocabulary Word Work: <i>Encroach</i>	<i>Drafting a Persuasive Essay</i> Students will draft the first body paragraph of a persuasive essay to describe an image using details from the text. [W.5.1b; ELD.PI.5.10]
Lesson 9	<i>Reading for Points of View</i> Students analyze the text to note the differing perspectives of land ownership by Native Americans and pioneers. [RI.5.6; ELD.PI.5.7]	<i>Transition Words, Clauses and Phrases</i> Students identify and use transitional words, phrases, and clauses to manage a set of events. [L.5.1c; ELD.PII.5.3] <i>The Root Mem</i> Students identify words with root <i>mem</i> in sentences. [L.5.4b; ELD.PI.5.8] <i>Spelling</i> Students apply word analysis skills to spell suffixes <i>-tion</i> and <i>-sion</i> and the root <i>mem</i> . [RF.5.3; ELD.PIII.5.1] Vocabulary Word Work: <i>Prosper</i>	
Lesson 10	<i>Reading for Points of View</i> Students will analyze and note the differences between Richard Henry Pratt and Luther Standing Bear's points of view regarding	<i>Spelling</i> Students will apply their word analysis skills to correctly spell targeted words. [RF.5.3; ELD.PIII.5.1] Vocabulary Word Work:	<i>Drafting a Persuasive Essay</i> Students will draft the second and third body paragraphs of a persuasive essay with clear, supporting evidence from the text.

	“assimilation through education.” [RI.5.6; ELD.PI.5.6]	<i>Experimental</i>	[W.5.1b; ELD.PI.5.10]
Lesson 11	<i>Close Reading</i> Students explain the importance of the Battle of the Little Bighorn in the conflict between the US government and Native Americans. [RI.5.3; ELD.PI.5.6]	<i>The Prefix fore-</i> Students identify root words and words with the prefix <i>fore</i> — correctly in sentences. [L.5.4b; ELD.PI.5.6] <i>Spelling</i> Students apply word analysis skills to spell targeted words. [RF.5.3; ELD.PIII.5.1] <i>Word Work:</i> Chaos	
Lesson 12	<i>Close Reading</i> Students explain the importance of the Battle of the Little Bighorn in history between Native Americans and the US government based on specific information from the text. [RI.5.3; ELD.PI.5.6]	<i>Word Work:</i> Reckless	<i>Writing a Persuasive Essay</i> Students draft the third body paragraph and conclusion of a persuasive essay. [W.5.1d; ELD.PI.5.10]
Lesson 13	<i>Reading for Point of View</i> Students will explain the different perspectives of land ownership affecting Native Americans. [RI.5.6; ELD.PI.5.6]	<i>Vocabulary Word Work:</i> <i>Revive</i>	<i>Editing and Revision</i> Students will develop and strengthen persuasive essays by revising and editing with guidance and support. [W.5.5; ELD.PII.5.5]
Lesson 14	<i>Close Reading</i> Students explain the relationship between the US government and the Lakota people based on information from the text. [RI.5.3; ELD.PI.5.6]	<i>Titles of Works</i> Students demonstrate the use of underlining, quotation marks, and italics to indicate titles of works. [L.5.2d; ELD.PI.5.11] <i>The Prefix fore-</i> Students identify root words and words with the prefix <i>fore</i> — correctly in sentences. [L.5.4b; ELD.PI.5.6] <i>Spelling</i>	

<p>Students will apply word analysis skills to spell targeted words. RF.5.3; ELD.P.III.5]</p> <p>Vocabulary Word Work: <i>Reunite</i></p>				
Lesson 15	<i>Reading Comprehension Assessment</i>	<i>Spelling Assessment</i> <i>Grammar Assessment</i> <i>Morphology Assessment</i>		
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 19 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 9: Chemical Matter (19 Days)

Reader: *The Badlands Sleuth*

The Big Idea of this unit is that matter can be transformed by physical and chemical changes, which result in the extraordinary diversity of our physical world. This unit introduces students to the concept of matter, physical and chemical changes, and elements and compounds. It is not presented as a standard informational text but written as a detective story. Chemical content is introduced gradually and through the context of the protagonist's experiences, giving students constant examples of the practical interest of these ideas.

The structure of the Reader is also important. This is a unit that combines literary and informational characteristics into a single text. It also asks students to look beyond the reader to additional sources to understand and explain the concepts introduced. This unit therefore asks students to integrate the skills they have learned in the rest of Grade 5: how to read and analyze informational and literary texts, how to use information to explain concepts and ideas, and how to write for different audiences and purposes. The unit is designed to be a culmination of the year, and a preparation for the kinds of skills expected in Grade 6 and beyond. It is also, as a detective story, designed to be a fun end to the year!

NOTE: In this unit a End-of-Year (EOY) Assessment is provided and should be administered at the end of the unit.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<i>Read-Aloud</i> Students quote accurately from the text to explain its setting and scientific content. [RI.5.1; RL.5.1; ELD.PI.5.6a]	<i>Analyzing and Discussing Texts</i> Students discuss the presentation of content in three different texts. [SL.5.1; ELD.PI.5.3]	Vocabulary Word Work: <i>Scientific Terms</i>	<i>Describing Physical Properties</i> Students will write detailed descriptions of the physical properties of objects. [W.5.2; ELD.PI.5.10]
Lesson 2	<i>Comparing and Contrasting Texts</i> Students will compare and contrast the presentation of scientific content in two different texts. [RI.5.5; ELD.PII.5.1] <i>Partner Reading</i> Students apply their understanding of literary and informational details to analyze a new text. [RI.5.1; ELD.PI.5.6a]		<i>Expanding Sentences</i> Students will expand sentences. [L.5.3; ELD.PII.5.4, ELD.PII.5.5] <i>The Suffix –ment</i> Students will understand how to use the suffix –ment. [RF.3.3; L.5.4; ELD.PI.6.b]	<i>Creating Narratives for Scientific Content</i> Students will present factual information in narrative form. [W.5.4, W.5.3; ELD.PII.5.1]
Lesson 3	<i>Integrating Information</i> Students integrate multiple sources to explain the concept of chemical states. [RI.5.7;		Vocabulary Word Work: <i>Achy Breaky</i>	<i>Creating Character Maps</i> Students organize information to track character development.

RI.5.9; ELD.PI.5.6a]		[W.5.2, 5.4; ELD.PII.5.1]	
Lesson 4	<p><i>Categorizing Evidence</i> Students will use information from different sources to classify objects as metals or nonmetals. [RI.5.7; ELD.PI.5.6a]</p>	<p>Vocabulary Word Work: “<i>Elementary, My Dear Watson</i>”</p> <p><i>Reducing and Combining Sentences</i> Students will understand how to reduce and combine sentences. [L.5.3; ELD.PII.5.6, ELD.PII.5.7]</p>	<p><i>Summarizing Information</i> Using a graphic organizer, students will summarize information from the Reader. [RI.5.1, W.5.8; ELD.PI.5.6a, ELD.PI.5.10b]</p>
Lesson 5	<p><i>Evidence-Based Debate</i> Debate whether the sheriff should investigate the missing fossil, using evidence from multiple sources. [SL.5.4; ELD.PI.5.11a]</p>		<p><i>Organization and Revision</i> Organize and create a police report, which they then revise in response to peer feedback. [W.5.4; W.5.5; W.5.8; ELD.PI.5.10b]</p>
Lesson 6	<p><i>Character Maps</i> Students will track character development. [RL.5.3; ELD.PI.5.6a]</p> <p><i>Integrating Information from Multiple Sources</i> Students will integrate multiple sources to explain compounds and elements. [RI.5.7, RI.5.9; ELD.PI.5.6a]</p>	<p><i>Commas</i> Students will understand how to use commas in a range of contexts. [L.5.2b]</p> <p><i>The Roots mit and mis</i> Students will understand how to use the root <i>mit/mis</i>. [L.5.4b; ELD.PI.6b]</p> <p>Vocabulary Word Work: <i>Eureka</i></p>	
Lesson 7	<p><i>Using Textual Evidence</i> Students use textual evidence to distinguish between mixtures, solutions, and compounds. [RI.5.1; ELD.PI.5.10]</p>	<p><i>Presenting on Fossil Creation</i> After synthesizing information from multiple sources, students report on fossil creation. [SL.5.2; SL.5.4; SL.5.5; ELD.PI.5.9]</p>	<p><i>Organizing Writing</i> Students organize their writing to allow readers to distinguish between mixtures, solutions and compounds. [W.5.2; W.5.4; ELD.PI.5.10]</p>
Lesson 8	<p><i>Close Reading to Track Characters</i> Students will use explicit evidence from the text to track character development. [RL.5.1, RL.5.3, ELD.PI.5.6a]</p>		<p><i>Writing Opinions</i> Students will analyze how Amy’s point of view influences character description, offering opinions on how this affects evidence of the character. [RL.5.6,</p>

			W.5.1, W.5.9]
Lesson 9	<p><i>Interpreting Textual Evidence</i> Students use textual evidence to distinguish between physical and chemical reactions. <i>and organize writing to allow others to make the same distinctions.</i> [RI.5.1; ELD.PI.5.10]</p>	<p><i>Discussing and Presenting Opinions</i> Students will summarize the evidence on a character and offer opinions about its validity. [SL.5.2; SL.5.4; ELD.PI.5.9]</p>	<p><i>Organizing Textual Evidence</i> Students organize writing to allow readers to distinguish between physical and chemical reactions. [W.5.2; W.5.4; ELD.PI.5.10]</p>
Lesson 10	<p><i>Identifying Textual Evidence</i> Students will identify textual evidence used by the characters to support their claims. [RI.5.1; RI.5.8; ELD.PI.5.7]</p>	<p><i>Commas</i> Students use commas in a range of contexts. [L.5.2b; ELD.PI.6b]</p> <p><i>The Roots Mit and Mis</i> Students use the roots <i>mit/mis</i>. [L.5.4b, ELD.PI.6b]</p>	<p><i>Writing with Supporting Evidence</i> Students will use their understanding of chemical changes to explain Amy's plan to the Sheriff. [W.5.2; W.5.4; ELD.PI.5.10a]</p>
Lesson 11		<p><i>Delivering a Presentation</i> Students will use the evidence they have collected to make an accusation. [SL.5.4, ELD.PI.5.11a]</p>	<p><i>Organizing Evidence</i> Students will organize evidence boards to track evidence on characters, distinguishing between fact and opinion. [W.5.4, RL.5.6, ELD.PII.5.1]</p>
Lesson 12	<p><i>Understanding Resolution</i> Students explain how plot lines are resolved by tracking characters' desires and resolution. [RL.5.5; ELD.PII.5.2b]</p>	<p><i>The Perfect Verb Tense</i> Students form and use the perfect verb tense. [L.5.1; ELD.PII.5.3]</p> <p><i>Affixes and Roots</i> Students use words with a range of affixes and roots as clues for word meaning. [L.5.4; ELD.PI.5.6b]</p>	
Lesson 13	<p><i>Integrating Information</i> Students integrate information from multiple sources to explain recycling as a chemical process. [RI.5.7; RI.5.9; ELD.PI.5.6a]</p>	<p><i>The Perfect Tense</i> Students form and use the perfect verb tense. [L.5.1; ELD.PII.5.3]</p>	<p><i>Describing Plot Resolution</i> Students describe the plot resolution for two characters. [W.5.1; W.5.4; ELD.PII.5.2b]</p>
Lesson 14			<p><i>Writing a Detective Story</i> Using their analysis of literary and</p>

				informational textual elements, students create a narrative and then revise it in response to peer feedback. [W.5.3, W.5.5; ELD.PII.5.5]
Lesson 15	<i>Reading Comprehension Assessment</i>	<i>Grammar Assessment</i>		
		<i>Morphology Assessment</i>		
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
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