

# Making Meaning Scope and Sequence Grade 3

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
	The Reading Community	Visualizing	Making Inferences	Wondering/Questioning	Wondering/Questioning	Using Text Features	Wondering/Questioning	Determining Important Ideas	Revisiting the Reading Community
	Fiction and Narrative Nonfiction	Poetry and Fiction	Fiction	Fiction	Narrative Nonfiction (Biography)	Expository Nonfiction	Expository Nonfiction	Expository Nonfiction, Fiction, Drama	
Texts	<ul style="list-style-type: none"> <li>Miss Nelson Is Missing!</li> <li>Miss Nelson Has a Field Day</li> <li>Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival</li> </ul>	<ul style="list-style-type: none"> <li>"Seal"</li> <li>Cherries and Cherry Pits</li> <li>The Spooky Tail of Prewitt Peacock</li> <li>Aunt Flossie's Hats (and Crab Cakes Later)</li> </ul>	<ul style="list-style-type: none"> <li>The Paper Bag Princess</li> <li>Julius, the Baby of the World</li> <li>Boundless Grace</li> <li>Amazing Grace</li> <li>The Raft</li> <li>Alexander, Who's Not (Do you hear me? I mean it!) Going to Move</li> </ul>	<ul style="list-style-type: none"> <li>The Girl Who Loved Wild Horses</li> <li>The Emperor and the Kite</li> <li>A Day's Work</li> <li>Mailing May</li> <li>Brave Irene</li> </ul>	<ul style="list-style-type: none"> <li>Brave Harriet</li> <li>Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman</li> <li>Sonia Sotomayor: A Judge Grows in the Bronx</li> </ul>	<ul style="list-style-type: none"> <li>Morning Meals Around the World</li> <li>Homes</li> <li>"Hop to It: Fancy Footwork"</li> <li>"Origami: The Art of Japanese Paper Folding"</li> <li>"Jump Rope: Then and Now"</li> <li>"How to Make a Paper Airplane"</li> <li>"Lincoln School Lunch Calendar"</li> <li>"You Can Make Tea with Milk"</li> <li>"You Can Make Mexican Breakfast Quesadillas"</li> </ul>	<ul style="list-style-type: none"> <li>Flashy Fantastic Rain Forest Frogs</li> <li>Explore the Desert</li> <li>Polar Bears</li> <li>"Polar Bears in Peril"</li> </ul>	<ul style="list-style-type: none"> <li>"Banning Tag"</li> <li>"Smile—You've Got Homework!"</li> <li>"Homework—Who Needs It?"</li> <li>Lifetimes</li> <li>Fables</li> <li>Possum's Tail from Pushing Up the Sky: Seven Native American Plays for Children</li> <li>Keepers</li> </ul>	<ul style="list-style-type: none"> <li>little blue and little yellow</li> </ul>
Length	2 weeks	3 weeks	5 weeks	4 weeks	3 weeks	4 weeks	3 weeks	5 weeks	1 week
Purpose	<p>During Unit 1, the students begin the important work of building their reading community. They hear and discuss stories, explore using illustrations to make inferences about stories, and make text-to-text connections as they compare and contrast two books by the same author. They also begin Individualized Daily Reading (IDR) and learn how to select books at their independent reading levels, self-monitor their reading, and use a reading log.</p>	<p>During Unit 2, the students visualize to make sense of poetry and fiction. As they visualize, they informally use schema and make inferences. They also begin an informal exploration of point of view as they consider the thoughts and feelings of characters in relation to their own. During IDR, the students continue to self-monitor their reading comprehension and begin to confer with the teacher individually about their reading lives and about the books they are reading. They practice visualizing in their independent reading and write in their reading journals.</p>	<p>During Unit 3, the students make inferences about characters and begin to explore narrative text structure through their discussions of setting, characters and the problems they face, and character change. They also make text-to-text connections as they compare two books by the same author about the same character. During IDR, the students make inferences about the characters in books they are reading independently, write in their reading journals, and continue to confer with the teacher about their reading. They also review self-monitoring and learn "fix-up" strategies (rereading and reading ahead) that they can use when they do not understand what they have read.</p>	<p>During Unit 4, the students use wondering/questioning to help them engage with the text and think about the author's intent. The goal is for the students to internalize the strategy of forming questions and reading for answers and to use the strategy regularly in their independent reading. They learn the procedure for "Stop and Ask Questions" and think about whether their questions about stories are answered directly, indirectly, or not at all by the text. In addition, they continue to practice the comprehension strategies of visualizing and making inferences. During IDR, the students stop and ask questions as they read narrative texts independently, write in their reading journals, and continue to confer with the teacher individually about their reading.</p>	<p>During Unit 5, the students apply the strategy of wondering/questioning to narrative nonfiction. They practice identifying what they learn from nonfiction texts and explore how learning new things can lead to new questions. During IDR, the students think about what they are learning and wondering as they read on their own, and they use previously learned strategies to make sense of their texts.</p>	<p>During Unit 6, the students use text features to better understand information in expository nonfiction texts. They hear and read expository nonfiction texts, explore text features, and write in their reading journals. During IDR, the students identify text features in expository texts they read independently and confer with the teacher individually about their reading.</p>	<p>During Unit 7, the students use the strategy of wondering/questioning to help them understand expository nonfiction as they continue an across-grades exploration of animal life. The students use schema to articulate what they think they know about topics before reading, stop and ask questions during reading, and identify what they have learned and what they still wonder about topics after reading. They compare and contrast two texts on the same topic and use text features to help them make sense of the texts. During IDR, the students use wondering/questioning to help them understand expository texts they read independently and continue to confer with the teacher about their reading.</p>	<p>During Unit 8, the students focus on determining important ideas in texts to better understand and remember what they read. They also make inferences, visualize, and identify what they learn and wonder as they hear and discuss read-alouds from a variety of genres. In Week 3, they transition to fiction and a discussion of themes, or the important lessons or messages in stories. During IDR, the students identify important ideas and themes in books they read independently, and they think about how they are applying the comprehension strategies they have learned in their own reading.</p>	<p>During Unit 9, the students review the books they have read this year and select favorite books to recommend to their classmates for summer reading. They write and share book recommendations, and they generate summer reading lists based on others' recommendations. They also review the reading comprehension strategies they have learned this year and discuss how the strategies help them make sense of what they read. During IDR, the students read texts of their choice and share and discuss what they are reading with the class. They also discuss their growth as readers and as members of a classroom community.</p>
Whole-class Comprehension	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Discuss their reading lives</li> <li>Make text-to-self connections</li> <li>Make inferences using illustrations</li> <li>Compare and contrast two stories by the same author</li> <li>Discuss the lesson in a story</li> <li>Write about reading</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Visualize to understand and enjoy a poem and stories</li> <li>Visualize characters in stories</li> <li>Draw and write about their mental images of a character</li> <li>Connect their mental images to the text</li> <li>Distinguish their own points of view from that of a character</li> <li>Discuss the feelings of a character in a story</li> <li>Use schema and make inferences informally</li> <li>Learn how to use a reading journal</li> <li>Write about reading</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explore narrative text structure through discussions of setting, and problem</li> <li>Make inferences to understand characters and character change</li> <li>Refer to the text to support their thinking</li> <li>Discuss the main character's problem in a story</li> <li>Make inferences using the illustrations in a story</li> <li>Discuss the lesson in a story</li> <li>Make text-to-self connections</li> <li>Compare and contrast two stories by the same author about the same character</li> <li>Write about reading</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use wondering/questioning to make sense of fiction stories</li> <li>Explore the themes (lesson and/or problem) in fiction stories</li> <li>Learn the procedure for "Stop and Ask Questions"</li> <li>Use their questions to discuss a story</li> <li>Refer to the text to support their thinking</li> <li>Make inferences about a character in a story and to understand the story</li> <li>Make predictions about stories</li> <li>Visualize parts of a story</li> <li>Write about reading</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use wondering/questioning to make sense of fiction of narrative nonfiction</li> <li>Identify information learned from nonfiction stories</li> <li>Explore the themes in nonfiction stories</li> <li>Identify what they learn from a book</li> <li>Refer to the text to support their thinking</li> <li>Write about reading</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use text features to locate and understand information in expository and nonfiction texts</li> <li>Identify information learned from expository and nonfiction texts</li> <li>Make text-to-self connections</li> <li>Describe the connections between paragraphs in an article</li> <li>Describe the connections between a series of historical events</li> <li>Describe the relationship between a series of steps in a technical procedure</li> <li>Write about reading</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use wondering/questioning and schema to make sense of expository nonfiction</li> <li>Identify information learned from expository nonfiction texts and refer to the text to support their thinking</li> <li>Use "Stop and Ask Questions" to think about a book</li> <li>Use schema to tell what they think they know about the topic of a book</li> <li>Compare and contrast two expository texts on the same topic</li> <li>Discuss important ideas and key details in texts</li> <li>Build a body of knowledge about animal life</li> <li>Write about reading</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Think and write about important ideas in texts</li> <li>Share their own opinions about the topic of an article</li> <li>Identify what they learn from an article</li> <li>Distinguish their own opinions from those of the author</li> <li>Compare and contrast two articles</li> <li>Make text-to-text and text-to-self connections</li> <li>Make inferences to understand a text and about characters</li> <li>Visualize to understand and enjoy stories</li> <li>Think about themes and/or problems in stories</li> <li>Use wondering/questioning to make sense of text</li> <li>Explore the differences between plays (drama) and prose</li> <li>Discuss character, setting, and theme in a play</li> <li>Write about reading</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Reflect on the students' growth as readers</li> <li>Reflect on the comprehension strategies they are using</li> <li>Reflect on the reading community</li> <li>Review the books they have read this year and discuss favorite books with partners</li> <li>Select books to recommend for summer reading</li> <li>Write and share book recommendations</li> <li>Identify books they want to read over the summer and plan their summer reading</li> <li>Write about reading</li> </ul>
Independent Practice (IDR)	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Learn the procedure for Individualized Daily Reading (IDR)</li> <li>Learn a procedure for selecting texts at their independent reading levels</li> <li>Share with partners about the books they are reading</li> <li>Learn a procedure for self-monitoring</li> <li>Learn how to use a reading log to record books read independently</li> <li>Read independently for up to 15 min.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Practice self-monitoring</li> <li>Begin conferring about their reading lives and about books</li> <li>Practice visualizing</li> <li>Share with partners about the books they are reading</li> <li>Read independently for 15–20 min.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Learn and practice "fix-up" strategies: rereading and reading ahead</li> <li>Talk with partners about the main characters in their books</li> <li>Make inferences about characters and share them with partners</li> <li>Share books as a class</li> <li>Read independently for 20–25 min.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Review and practice self-monitoring and "fix-up" strategies</li> <li>Talk with partners about the books they are reading and ask each other questions</li> <li>Practice wondering and share what they wondered</li> <li>Discuss main characters</li> <li>Read independently for up to 25 min.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Review and practice self-monitoring and "fix-up" strategies</li> <li>Practice wondering and share what they learned and wondered about their books</li> <li>Review "Stop and Ask Questions" and use the questions to discuss their reading</li> <li>Identify which comprehension strategies they use when reading independently</li> <li>Read independently for up to 25 min.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Review and practice self-monitoring and "fix-up" strategies</li> <li>Share what they learned from their texts with partners</li> <li>Practice making text-to-self connections</li> <li>Practice previewing expository nonfiction texts prior to reading</li> <li>Identify text features and think about what information they add to the text</li> <li>Read independently for up to 25 min.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Review and practice self-monitoring and "fix-up" strategies</li> <li>Practice wondering and share what they wondered with the class and with partners</li> <li>Discuss nonfiction topics</li> <li>Read independently for up to 25 min.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Review and practice self-monitoring and "fix-up" strategies</li> <li>Identify which comprehension strategies they used when reading independently</li> <li>Share what they read with the class and with partners</li> <li>Practice thinking about story elements: theme, character, setting</li> <li>Read independently for up to 25 min.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Confer about their reading lives</li> <li>Share summer reading plans</li> <li>Share interesting or surprising things from their texts with the class</li> <li>Read independently for up to 25 min.</li> </ul>
Whole-class Vocabulary	<p><b>In Weeks 1–2 students will:</b></p> <ul style="list-style-type: none"> <li>Learn and use 12 words from or about the unit's texts: whiz, squirm, rap, snap, likely, unlikely, bustle, volunteer, debris, devastate, ruckus, lounge</li> <li>Recognize words with multiple meanings</li> <li>Use the prefix un-</li> <li>Recognize antonyms and synonyms</li> <li>Use context to determine word meanings</li> <li>Review words previously learned</li> <li>Build their speaking and listening skills</li> </ul>	<p><b>In Weeks 3–5 students will:</b></p> <ul style="list-style-type: none"> <li>Learn and use 18 words from or about the unit's texts: swerve, flick, speedy, utter, whoop, plop, flutter, clutch, dodge, heartbreaking, fury, bewildered, floppy, recall, clatter, disaster, celebration, retrieve</li> <li>Review synonyms and antonyms</li> <li>Recognize shades of meaning</li> <li>Use context to determine word meanings</li> <li>Use a print dictionary to determine a word's meaning</li> <li>Explore the suffix -ion</li> <li>Review words previously learned</li> <li>Build their speaking and listening skills</li> </ul>	<p><b>In Weeks 6–10 students will:</b></p> <ul style="list-style-type: none"> <li>Learn and use 30 words from or about the unit's texts: unfortunate, fortunate, immense, fierce/fiercest, magnificent, ungrateful, doubtful, nifty, ghastry, dazzle, quiver, command, particularly, speechless, reunite, cross, savory, realize, reluctant, have eyes in the back of your head, cluttered, handy, whoosh, have a change of heart, obstinate, immature, mature, fantasize, barricade, reconsider</li> <li>Use the prefixes un-, re-</li> <li>Use the suffixes -est, -ful</li> <li>Recognize shades of meaning</li> <li>Review synonyms and antonyms</li> <li>Recognize words with multiple meanings</li> <li>Recognize idioms</li> <li>Use context to determine word meanings</li> <li>Explore the suffix -less and the prefix im-</li> <li>Review words previously learned</li> <li>Build their speaking and listening skills</li> </ul>	<p><b>In Weeks 11–14 students will:</b></p> <ul style="list-style-type: none"> <li>Learn and use 24 words from or about the unit's texts: belongings, faint, cling, roam, joyful, sorrowful, shuffle, swarm, urgent, motion, prowl, blow your top, slog, commence, flabbergasted, permissible, impermissible, adventurous, coax, snug, advise, delirious, fret, cherish</li> <li>Use context to determine word meanings</li> <li>Recognize words with multiple meanings</li> <li>Review synonyms and antonyms</li> <li>Use a dictionary or glossary</li> <li>Use the suffix -ful</li> <li>Recognize idioms</li> <li>Use the prefix re-</li> <li>Explore the suffixes -er, -ly, and -some</li> <li>Explore the prefix im-</li> <li>Recognize shades of meaning</li> <li>Review words previously learned</li> <li>Build their speaking and listening skills</li> </ul>	<p><b>In Weeks 15–17 students will:</b></p> <ul style="list-style-type: none"> <li>Learn and use 18 words from or about the unit's texts: flimsy, long, gruff, persist, strain, adjust, lively, memorable, throw yourself into something, intense, exhilarated, astounding, unexpected, abandon, industrious, comfy, successful, unsuccessful</li> <li>Use the suffixes -est and -ful</li> <li>Recognize words with multiple meanings</li> <li>Use context to determine word meanings</li> <li>Recognize idioms</li> <li>Recognize shades of meaning</li> <li>Use the prefix un-</li> <li>Recognize synonyms and antonyms</li> <li>Review words previously learned</li> <li>Build their speaking and listening skills</li> </ul>	<p><b>In Weeks 18–21 students will:</b></p> <ul style="list-style-type: none"> <li>Learn and use 24 words from or about the unit's texts: customary, energize, appetizing, plain, differ, refreshing, secure, durable, texture, hazardous, convenient, detect, graceful, spectacular, original, achieve, challenge, determination, require, serve, prefer, vertical, horizontal, tip</li> <li>Review antonyms and synonyms</li> <li>Use the prefixes un- and re-</li> <li>Recognize words with multiple meanings</li> <li>Use a glossary</li> <li>Use the suffix -ful</li> <li>Use context to determine word meanings</li> <li>Review words previously learned</li> <li>Build their speaking and listening skills</li> </ul>	<p><b>In Weeks 22–24 students will:</b></p> <ul style="list-style-type: none"> <li>Learn and use 18 words from or about the unit's texts: flashy, fantastic, diverse, avoid, deadly, threatened, adapt, depend, scan, disrupt, trample, forbid, struggle, skill, skillful, opportunity, generally, decline</li> <li>Recognize words with multiple meanings</li> <li>Recognize synonyms</li> <li>Use the suffix -ful</li> <li>Review words previously learned</li> <li>Build their speaking and listening skills</li> </ul>	<p><b>In Weeks 25–29 students will:</b></p> <ul style="list-style-type: none"> <li>Learn and use 30 words from or about the unit's texts: ban, permit, valuable, task, unwind, stressful, collaborate, aggressive, evacuate, distress, unaggressive, considerate, diligent, frank, self-confident, headstrong, overwhelmed, contentment, well-organized, disorganized, boast, silky, improvise, brainstorm, ease, clench, display, caretaker, aroma, slump</li> <li>Review antonyms and synonyms</li> <li>Use the suffix -ful</li> <li>Recognize words with multiple meanings</li> <li>Use the prefix un-</li> <li>Explore the suffixes -ly and -y</li> <li>Explore the prefix dis-</li> <li>Recognize idioms</li> <li>Review words previously learned</li> <li>Build their speaking and listening skills</li> </ul>	<p><b>In Week 30 students will:</b></p> <ul style="list-style-type: none"> <li>Review words they have learned during the year</li> </ul>
Social Skills Development	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Learn the procedure for gathering</li> <li>Gather in a responsible way</li> <li>Learn and practice "Turn to Your Partner" and "Think, Pair, Share"</li> <li>Listen carefully</li> <li>Listen to one another</li> <li>Share their reading lives</li> <li>Take responsibility for themselves</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin working with new partners</li> <li>Take turns talking and listening</li> <li>Act in fair and caring ways</li> <li>Share their partners' thinking</li> <li>Express interest in and appreciation for one another's work</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin working with new partners</li> <li>Explain their thinking</li> <li>Learn to use discussion prompts to build on one another's thinking</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin working with new partners</li> <li>Agree and disagree respectfully</li> <li>Take responsibility for their learning and behavior</li> <li>Show respect for one another</li> <li>Act in a respectful way</li> <li>Reflect on working with their current partners</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin working with new partners</li> <li>Contribute ideas that are different from their partners' ideas</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin working with new partners</li> <li>Continue to work on contributing ideas that are different from their partners' ideas</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin working with new partners</li> <li>Ask clarifying questions</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin working with new partners</li> <li>Give reasons for their thinking</li> <li>Learn the procedure for "Think, Pair, Write"</li> <li>Show respect for the thinking of others</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Reflect on their contributions to the reading community and how they have benefited from the reading community</li> <li>Give feedback in a caring way</li> <li>Listen respectfully to the thinking of others and share their own</li> <li>Thank one another for their work together this year</li> </ul>

## Being a Writer Scope and Sequence Grade 3

	Unit 1	Unit 2	Genre	Genre	Genre	Genre	Genre	Genre	Unit 9
	The Writing Community	The Writing Process	Personal Narrative	Fiction	Expository Nonfiction	Functional Writing	Opinion Writing	Poetry	Revisiting the Writing Community
Texts	<ul style="list-style-type: none"> <li>The Pain and the Great One</li> <li>"About Judy Blume"</li> <li>Grandpa's Face</li> <li>She Come Bringing Me That Little Baby Girl</li> <li>"About Eloise Greenfield"</li> <li>Things Will Never Be the Same</li> <li>Silver Seeds</li> <li>Oceans and Seas</li> <li>Atlantic</li> <li>I Wonder Why the Sea Is Salty</li> <li>Hello Ocean</li> <li>In November</li> </ul>	<ul style="list-style-type: none"> <li>"More About Judy Blume"</li> </ul>	<ul style="list-style-type: none"> <li>Grandma's Records</li> <li>"Our House," "Chores," and "John and the Snake" from <i>Childtimes: A Three-Generation Memoir</i></li> <li>My Father's Hands</li> <li>"First Day of School"</li> <li>"Believing in Myself"</li> <li>"How I Saved a Dog's Life"</li> </ul>	<ul style="list-style-type: none"> <li>Tacky the Penguin</li> <li>If You Were a Writer</li> <li>Cherries and Cherry Pits</li> <li>Julius, the Baby of the World</li> <li>The Paper Bag Princess</li> <li>Boundless Grace</li> <li>Scarecrow</li> <li>"About Kevin Henkes"</li> </ul>	<ul style="list-style-type: none"> <li>Are You a Dragonfly?</li> <li>A Pack of Wolves and Other Canine Groups</li> <li>Reptiles</li> <li>The ABCs of Endangered Animals</li> <li>Into the Sea</li> <li>Panda Kindergarten</li> <li>Where Butterflies Grow</li> <li>"About Joanne Ryder"</li> </ul>	<ul style="list-style-type: none"> <li>Kittens</li> <li>My Pet Puppy</li> <li>1-2-3 Draw Ocean Life</li> <li>"Dolphin" from 1-2-3 Draw Ocean Life</li> <li>"Bottlenose Dolphin"</li> <li>"Puzzle Sticks"</li> </ul>	<ul style="list-style-type: none"> <li>"School Should Start Later in the Morning"</li> <li>"Don't Change Our Start Time"</li> <li>"Rats Are the Coolest Pets"</li> <li>"Why You Should Get a Dog"</li> <li>"Computers in Our Classrooms"</li> </ul>	<ul style="list-style-type: none"> <li>"Galoshes"</li> <li>"Two Voices in a Tent at Night"</li> <li>"Fresh Pop-Corn"</li> <li>"Which is the Best?"</li> <li>"Sunning"</li> <li>"The Polliwogs"</li> <li>"It's Raining!"</li> <li>"Ice Cubes"</li> <li>"Open Hydrant"</li> <li>"Autumn Leaves"</li> <li>"Hotel Swimming Pool's Evening Lament"</li> <li>"Oak's Introduction"</li> </ul>	<ul style="list-style-type: none"> <li>"Writing Habits of Professional Authors"</li> </ul>
Length	3 weeks	2 weeks	4 weeks	6 weeks	6 weeks	3 weeks	3 weeks	2 weeks	1 week
Purpose	In Unit 1, the students begin to see themselves as contributing members of a caring writing community. They hear and discuss examples of good writing and begin to learn about the writing practice of professional authors. They explore prewriting techniques and write freely in their writing notebooks about things that interest them. They learn cooperative structures that they will use throughout the year, as well as discussion prompts to help them listen and connect their comments during class discussions. They also confer with one another about their writing.	In Unit 2, the students learn about the writing process by working with pieces of writing from their first drafts through publication. They select drafts to develop and publish. They reread their work critically and revise it, replacing overused words with more interesting ones and exploring strong opening sentences and effective titles. They learn procedures for proofreading for spelling and conventions. They write final versions, publish them as books, and present their books to the class from the Author's Chair.	In this unit, the students explore the genre of personal narrative and write about significant topics and events from their lives. They explore the characteristics of a good personal narrative, including sensory details, temporal words and phrases, engaging openings, and effective endings. The students practice relevant skills and conventions, such as correcting commonly misused words, run-on sentences, and sentence fragments. They hear, discuss, and write personal narratives.	In this unit, the students explore fiction writing and they draft, revise, and publish their own stories. The students learn how to integrate elements of character, setting, and plot into their own stories. They explore features of good fiction, including how characters are revealed through description, action, and speech, and discover how well-crafted endings bring a story's events to a close. They use temporal words and phrases to convey event order, and include interesting verbs and adverbs to make their writing dynamic. They learn important skills and conventions pertinent to fiction writing, such as punctuating dialogue and correcting run-on sentences.	In this unit, the students immerse themselves in nonfiction texts about animals. Each pair of students writes, revises, and publishes an informational report about an animal. The students learn research skills such as taking notes, categorizing information by subtopic, and conducting effective Internet searches. They learn about features of expository text and write an introduction to their report that captures the reader's interest. They use facts, details, and definitions to add substance to their writing; transitional words and phrases to link ideas; and conclusions that bring a report to a close. The students practice relevant skills and conventions, such as correcting run-on sentences and fragments.	In this unit, the students explore functional writing. They read and discuss directions for how to perform simple activities, explore craft elements of functional writing, and write directions for others to follow. They explore using coordinating conjunctions such as and, but, and or in their directions. As the students write, they consider the audience and purpose for their directions and review them for sequence, completeness, accuracy, and clarity.	In this unit, the students read and write persuasive essays as they explore elements of opinion writing. They brainstorm topics, and each student selects an opinion to write about. They learn to identify an audience and purpose for their essays, state their opinions and support them with reasons, and use transitional words and phrases to connect opinions with reasons. They write clear, direct introductions and conclusions, and they practice relevant skills and conventions, such as correcting sentence fragments and using adjectives to make their essays more persuasive. They confer in pairs and revise their essays based on partner feedback.	In this unit, the students hear, discuss, and write poetry. They think about what makes a poem a poem and informally explore imagery, sound, and form in poetry. They learn to listen to the language in poems and think about what poems look like on the page. They generate ideas for poems, including writing about foods they like, animals, things that make noise, and objects that think and talk like people. The students learn that poets make decisions about how they want their poems to look on the page, and they think about how they want their own poems to look.	In Unit 9, the students review the writing they have done this year and reflect on their growth as writers and as members of the classroom writing community. They write letters to next year's class about what it means to be a writer, reflect on and write about a favorite author, and plan their summer writing. They thank their classmates for supporting them this year, and they express interest in and appreciation for one another's writing and thinking.
Writing Craft and Genre	<b>Students will:</b> <ul style="list-style-type: none"> <li>Hear and discuss good writing</li> <li>Learn about a professional author</li> <li>Explore prewriting techniques</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Develop and publish a draft (from Unit 1)</li> <li>Reread their drafts critically and revise them</li> <li>Explore strong opening sentences and effective titles</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Hear and discuss personal narratives</li> <li>Write about interesting events or topics from students' own lives</li> <li>Use sensory details</li> <li>Use temporal words and phrases</li> <li>Write engaging openings</li> <li>Write endings that draw a story's events to a close</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Develop characters using actions, description, speech, and thoughts</li> <li>Explore settings</li> <li>Use descriptive details to convey character</li> <li>Use temporal words and phrases to convey event order</li> <li>Write endings that bring a story's events to a close</li> <li>Write creative and effective titles</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Explore Q&amp;A, ABC, and other nonfiction formats</li> <li>Select an animal to research and write about</li> <li>Explore text features</li> <li>Do pre-research writing and generate questions</li> <li>Identify effective keywords for an Internet search</li> <li>Take notes and organize information by subtopic</li> <li>Employ facts, details, and definitions related to the topic</li> <li>Use transitional words and phrases</li> <li>Write interesting introductions and endings</li> <li>Write tables of contents</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Write directions for how to take care of something, draw something, and do a craft project</li> <li>Identify audience and purpose for functional writing</li> <li>Check directions for sequence, completeness, accuracy, and clarity</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Write about personal opinions</li> <li>Use reasons to support opinions</li> <li>Identify the audience and purpose for opinion writing</li> <li>Write clear statements of opinion</li> <li>Explore clear, direct openings and conclusions that restate the opinion</li> <li>Use transitional words and phrases to connect opinions and reasons</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Write poems about topics of interest</li> <li>Explore sound, imagery, and form in poems</li> <li>Generate ideas for poems</li> <li>Use sensory details</li> <li>Use onomatopoeia and repetition of words and sounds</li> <li>Use personification</li> <li>Explore placement of words and letters on the page and shapes of poems</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Reflect on growth as writers and as community members</li> <li>Think about challenges they faced and what they have learned about writing</li> <li>Review authors studied this year and reflect on and write about their favorite authors</li> <li>Learn about the writing habits of professional authors</li> <li>Plan summer writing</li> </ul>
Skills and Conventions	<b>Students will:</b> <ul style="list-style-type: none"> <li>Use sensory details in their writing</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Generate alternatives for overused words</li> <li>Proofread their writing for correct spelling, punctuation, and capitalization</li> </ul> <b>Skill Practice Teaching Guide</b> <ul style="list-style-type: none"> <li>Identify complete sentences (Lesson 1)</li> <li>Identify incomplete sentences (Lesson 2)</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Identify and correct commonly misused words (then/than; your/you're)</li> <li>Recognize and correct sentence fragments</li> <li>Recognize and correct run-on sentences</li> <li>Proofread for spelling, punctuation, and grammar</li> </ul> <b>Skill Practice Teaching Guide</b> <ul style="list-style-type: none"> <li>Use possessive nouns (Lesson 8)</li> <li>Use subject and object pronouns (Lesson 9)</li> <li>Use possessive pronouns (Lesson 10)</li> <li>Explore noun-pronoun agreement (Lesson 11)</li> <li>Explore verbs (Lesson 13)</li> <li>Use common and proper nouns (Lesson 7)</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Use interesting verbs and adverbs</li> <li>Recognize and correct run-on sentences</li> <li>Punctuate speech</li> <li>Proofread for spelling, punctuation, and grammar</li> </ul> <b>Skill Practice Teaching Guide</b> <ul style="list-style-type: none"> <li>Use possessive nouns (Lesson 8)</li> <li>Use subject and object pronouns (Lesson 9)</li> <li>Use possessive pronouns (Lesson 10)</li> <li>Explore noun-pronoun agreement (Lesson 11)</li> <li>Explore verbs (Lesson 13)</li> <li>Explore linking verbs (Lesson 14)</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Recognize and correct run-on sentences</li> <li>Recognize and correct sentence fragments</li> <li>Proofread for spelling, punctuation, and grammar</li> </ul> <b>Skill Practice Teaching Guide</b> <ul style="list-style-type: none"> <li>Explore simple verb tenses (Lesson 15)</li> <li>Explore regular and irregular past-tense verbs (Lesson 16)</li> <li>Explore subject-verb agreement (Lesson 17)</li> <li>Explore adjectives (Lesson 19)</li> <li>Use comparative and superlative adjectives (Lesson 20)</li> <li>Use adverbs (Lesson 21)</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Use coordinating conjunctions, such as and, but, and or</li> <li>Proofread for spelling, punctuation, and grammar</li> </ul> <b>Skill Practice Teaching Guide</b> <ul style="list-style-type: none"> <li>Use comparative and superlative adjectives (Lesson 22)</li> <li>Use adjectives and adverbs (Lesson 23)</li> <li>Use formal and informal English (Lesson 24)</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Recognize and correct sentence fragments</li> <li>Use adjectives to make essays more persuasive</li> <li>Proofread for spelling, punctuation, and grammar</li> </ul> <b>Skill Practice Teaching Guide</b> <ul style="list-style-type: none"> <li>Explore writing book titles (Lesson 26)</li> <li>Use contractions (Lesson 27)</li> <li>Use commas in addresses (Lesson 28)</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Explore how poets follow or intentionally break punctuation and capitalization rules for poetic effect</li> <li>Proofread for spelling and (if applicable) punctuation</li> </ul> <b>Skill Practice Teaching Guide</b> <ul style="list-style-type: none"> <li>Use commas and quotation marks in dialogue (Lesson 29)</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Use their word banks and proofreading notes to proofread their writing</li> </ul>
Independent Practice	<b>Students will:</b> <ul style="list-style-type: none"> <li>Build stamina for writing independently (e.g., 10–20 min. building to 30 min.)</li> <li>Write freely about things that interest them</li> <li>Generate ideas from their own lives that they can write about</li> <li>Generate ideas from nonfiction texts</li> <li>Connect ideas in a way that makes sense</li> <li>Write freely about topics that interest them</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Build stamina for writing independently (e.g., 20–25 min. building to 30 min.)</li> <li>Select one draft to complete and publish</li> <li>Write strong opening sentences and effective titles</li> <li>Communicate ideas clearly in writing</li> <li>Connect ideas in a way that makes sense</li> <li>Make revisions that make sense and improve their writing</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Write independently for 30 min.</li> <li>Draft personal narratives</li> <li>Select one draft to complete and publish</li> <li>Communicate their ideas clearly in writing</li> <li>Describe an interesting personal experience</li> <li>Use sensory details and temporal words and phrases</li> <li>Write strong opening sentences and a closing that wraps it up</li> <li>Recognize and correct commonly misused words your/you're and then/than</li> <li>Make revisions that make sense and improve their writing</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Write independently for 30 min.</li> <li>Draft fiction stories and select one draft to complete and publish</li> <li>Write stories that make sense and have characters with distinct traits that are shown through physical appearance, action, speech, or thought</li> <li>Use temporal words and phrases</li> <li>Write an ending that draws the story's events to a close</li> <li>Use sensory details to convey the setting</li> <li>Use verbs and adverbs to make the writing more descriptive</li> <li>Make revisions that make sense and improve their writing</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Write independently for 30 min.</li> <li>Write information they have learned or are curious about</li> <li>Find information about an animal they have chosen</li> <li>Write notes about their animals in their own words (include facts, details, and definitions related to their topics)</li> <li>Categorize their notes in a way that makes sense</li> <li>Use transitional words and phrases</li> <li>Use expository text features</li> <li>Make revisions that make sense and improve their writing</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Write independently for 30 min.</li> <li>Write directions that are complete, clear and easy to follow, accurate, and make sense</li> <li>Write directions that provide the reader with all of the needed information</li> <li>Use conjunctions and, but, and or to make their directions clearer and easier to understand</li> <li>Make revisions that make sense and improve their writing</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Write independently for 30 min.</li> <li>Identify opinions to write about</li> <li>Clearly state their opinions in their opening paragraphs</li> <li>Write clear and direct opening paragraphs</li> <li>Give a few different reasons to support their opinions and include more information about supporting reasons</li> <li>Use transitional words and phrases</li> <li>Conclude the essay by restating their opinions</li> <li>Make revisions that make sense and improve their writing</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Write independently for 30 min.</li> <li>Attempt to write poems rather than stories</li> <li>Include sensory details in poems</li> <li>Include other elements of poetry (e.g., sound, shape, placement of words on the page)</li> <li>Consistently apply punctuation and capitalization choices throughout their poems</li> <li>Make revisions that make sense and improve their writing</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Write independently for 30 min.</li> <li>Write letters to next year's class about ways to be good writers</li> </ul>
Social Skills Development	<b>Students will:</b> <ul style="list-style-type: none"> <li>Learn the procedures for gathering, Writing Time, "Turn to Your Partner," "Think, Pair, Share," and pair conferring</li> <li>Express interest in and appreciation for one another's writing</li> <li>Act responsibly while writing and conferring during Writing Time</li> <li>Learn discussion prompts to build on one another's thinking</li> <li>Ask one another questions about their writing</li> <li>Use pair conference time responsibly</li> <li>Give their full attention to the person who is speaking and/or sharing</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Work independently during Writing Time</li> <li>Ask for and receive feedback about their writing</li> <li>Give feedback in a helpful way</li> <li>Initiate pair conferences</li> <li>Act considerately toward others</li> <li>Discuss problems that arise in pair conferences</li> <li>Handle materials responsibly</li> <li>Share materials fairly</li> <li>Learn a procedure for Author's Chair Sharing</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Work with new partners</li> <li>Share their partners' thinking with the class</li> <li>Discuss and solve problems that arise in their work together</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Work with new partners</li> <li>Cultivate a relaxed attitude toward writing</li> <li>Anticipate and solve problems that arise in their work together</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Work with new partners</li> <li>Assess how a solution is working and modify it if necessary</li> <li>Reach agreement before making decisions</li> <li>Make fair decisions</li> <li>Share the work fairly</li> <li>Agree and disagree in a caring way</li> <li>Include one another and contribute to group work</li> <li>Make decisions about how they will present their reports from the Author's Chair</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Work with new partners</li> <li>Share ways they have dealt with challenges in their writing</li> <li>Speak clearly and listen to one another</li> <li>Give feedback respectfully</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Work with new partners</li> <li>Share what they learn about their partners</li> <li>Respectfully consider the opinions of others</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Work with new partners</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Reflect on their contributions to the writing community</li> <li>Reflect on how they have benefited from the writing community</li> <li>Thank one another for their help</li> </ul>