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SCOPE & SEQUENCE
Detailed

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Create Your Story!

GRADE 3



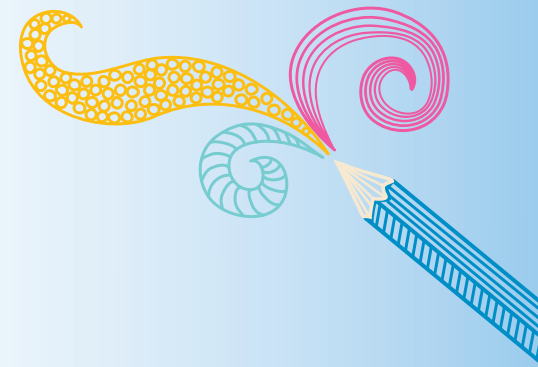


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L I T E R A C Y



Grade 3



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READING							
Reading Goal: I know about different types of traditional tales and understand their elements.							
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share
Week 1	Question: How do people travel in different environments? Text: Map	fierce baring flexing crouching swipe	I can learn more about traditional tales and analyze plot and setting in a folktale.	Spotlight on Genre: Traditional Tales Feature: My Notes	Shared Read: <i>Grandma and the Great Gourd: A Bengali Folktale</i> retold by Chitra Banerjee Divakaruni Book Club: <i>Eleven Nature Tales: A Multicultural Journey</i> by Pleasant DeSpain	Analyze Plot and Setting Use Text Evidence	<ul style="list-style-type: none"> • Talk About It: Response to Literature • Respond to the Weekly Question: Written Response
Week 2	Question: How do different cultures relate to their environments? Text: Poem	preparations magnificent brooded rejoicing satisfied	I can learn more about traditional tales and infer theme in a folktale.	Spotlight on Genre: Folktale Feature: Establish a Purpose	Shared Read: <i>Why the Sky Is Far Away</i> retold by Mary-Joan Gerson Book Club: <i>Eleven Nature Tales: A Multicultural Journey</i> by Pleasant DeSpain	Infer Theme Ask and Answer Questions	<ul style="list-style-type: none"> • Write to Sources: Response to literature • Respond to the Weekly Question: Oral Response
Week 3	Question: How can an environment affect lives and relationships? Text: Diagram	dreams amazing bored discovery proud	I can learn more about themes concerning environments by analyzing characters in realistic fiction.	Genre: Realistic Fiction Feature: My Notes	Shared Read: <i>Cocoliso</i> by Andres Pi Andreu Book Club: <i>Eleven Nature Tales: A Multicultural Journey</i> by Pleasant DeSpain	Analyze Characters Make Inferences	<ul style="list-style-type: none"> • Write to Sources: Opinion • Respond to the Weekly Question: Oral Response
Week 4	Question: What creative solutions do people come up with to survive in their environment? Text: Infographic	shield lack exposure nomadic landscape	I can learn more about the themes concerning environments by analyzing text features in an informational text.	Genre: Informational Text Feature: My Notes	Shared Read: <i>Living in Deserts</i> by Tea Benduhn Book Club: <i>Eleven Nature Tales: A Multicultural Journey</i> by Pleasant DeSpain	Analyze Text Features Use Text Evidence	<ul style="list-style-type: none"> • Write to Sources: Response to informational text • Respond to the Weekly Question: Oral Response
Week 5	Question: Why should we appreciate our environment? Text: Media	pouch globe murmuring mountain side footpath	I can learn more about traditional tales and analyze descriptive language in a myth.	Spotlight on Genre: Myth Feature: Fluency	Shared Read: <i>The Golden Flower: A Taino Myth from Puerto Rico</i> by Nina Jaffe Book Club: <i>Eleven Nature Tales: A Multicultural Journey</i> by Pleasant DeSpain	Analyze Descriptive Language Visualize Details	<ul style="list-style-type: none"> • Talk About It: Opinion • Respond to the Weekly Question: Weekly Response

READING-WRITING BRIDGE									
Reading-Writing Bridge Goal: Reading-Writing Bridge Goal: I can use language to make connections between reading and writing fiction.									
Academic Vocabulary Words: competition, solve, custom, occasion, organization									
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Word Study	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
Week 1	I can develop knowledge about language to make connections between reading and writing.	Strategy: Related Words	Figurative Language	Skill: Syllable Pattern VC/CV	Skill: Syllable Pattern VC/CV	1. basket 2. subject 3. lesson 4. traffic 5. mustard 6. compact 7. absent 8. cosmic 9. disgust 10. fantastic	1. expectation 2. distinct 3. progress	1. table 2. north	Simple Sentences
Week 2	I can develop knowledge about language to make connections between reading and writing.	Strategy: Synonyms and Antonyms	Graphic Features (Illustrations)	Skill: Inflected Endings -s, -es, -ies	Skill: Inflected Endings -s, -es, -ies	1. inches 2. pitches 3. dishes 4. glasses 5. spies 6. fries 7. cities 8. pennies 9. families 10. faxes	1. countries 2. mysteries 3. varieties	1. story 2. draw	Subjects and Predicates
Week 3	I can develop knowledge about language to make connections between reading and writing.	Strategy: Context Clues	Imagery	Skill: Base Words and Endings -ing, -ed, -er, -est	Skill: Base Words and Endings -ing, -ed, -er, -est	1. moving 2. beginning 3. carried 4. easier 5. begged 6. noisier 7. using 8. angriest 9. dragging 10. emptied	1. interesting 2. exciting 3. windiest	1. notice 2. slowly	Compound Sentences

READING-WRITING BRIDGE										
Reading-Writing Bridge Goal: Reading-Writing Bridge Goal: I can use language to make connections between reading and writing fiction.										
Academic Vocabulary Words: competition, solve, custom, occasion, organization										
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Word Study	Foundational Skills: Spelling	Foundational Skills: Spelling List		Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
Week 4	I can develop knowledge about language to make connections between reading and writing.	Strategy: Figurative Language	Graphic Features (photos, maps)	Skill: Vowel Digraphs <i>ee, ea, ai, ay, ow, oa</i>	Skill: Vowel Digraphs <i>ee, ea, ai, ay, ow, oa</i>	1. owner 2. peaches 3. asleep 4. display 5. shadow	6. dream 7. braided 8. charcoal 9. agree 10. maintain	1. tomorrow 2. freedom 3. entertain	1. voice 2. south	Compound Subjects and Predicates
Week 5	I can develop knowledge about language to make connections between reading and writing.	Strategy: Parts of Speech	Analyze Author's Purpose	Skill: Diphthongs <i>ou, ow, oi, oy</i>	Skill: Diphthongs <i>ou, ow, oi, oy</i>	1. thousand 2. shower 3. power 4. enjoy 5. bounce	6. avoid 7. appoint 8. annoy 9. proud 10. fountain	1. pronounce 2. surroundings 3. turmoil	1. unit 2. figure	Common and Proper Nouns

WRITING						
Unit Writing Goal: I can use elements of narrative text to write a personal narrative.						
Unit Writing Genre: Personal Narrative						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Personal Narrative	Character	Setting and Sequence of Events	Brainstorm and Set a Purpose	Plan Your Personal Narrative
Week 2	Develop Elements	Develop an Engaging Idea	Characters	Setting	Problem	Plot: Resolution
Week 3	Develop Structure	Introduction	Event Sequence	Dialogue	Describe Actions, Thoughts, and Feelings	Conclusion
Week 4	Writer's Craft	Coordinating Conjunctions	Descriptive Adjectives: Comparative and Superlative	Possessive Pronouns	Adverbs	Complete Sentences with Subject-Verb Agreement
Week 5	Publish, Celebrate, Assess	Edit for Legibility	Edit for Verbs	Publish and Celebrate	Prepare for Assessment	Assessment

WEEK 6 INQUIRY and RESEARCH						
Theme Goal: I can determine how our environment affects us.						
Writing Mode: Argumentative/Opinion						
	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/Conduct Research	Day 3 Collaborate and Discuss/Refine Research	Day 4 Extend Research/Collaborate and Discuss	Day 5 Reflect and Share
Week 6	Title: What Makes a Safe Playground? Title: Getting Outside Title: Discovering Great Smoky Mountains National Park	Look back at Weekly Questions Use text evidence to answer EQ: <i>How does our environment affect us?</i> A Safe Place to Play: Examine a local playground and determine what could be done to make your park safer: lights, repairs, safety, such as broken glass etc. Write a letter to mayor or park official telling what you think could be done to make the public space better.	Field research (go to playground with an adult to take notes and photos to gather research/evidence)	Identify primary and secondary sources and that your notes and photos are examples of primary sources	Write a thank-you note to mayor or park official for listening/helping. Revise for mode of writing. Edit: past, present, future verbs	Present



READING							
Reading Goal: I know about different types of informational text and understand their elements							
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share
Week 1	Question: How do patterns in nature help plants and animals? Text: Infographic	nature patterns repeat sequence symmetry	I can learn more about informational texts and read a text that helps me identify main idea and details in an informational text.	Spotlight on Genre: Informational Text Feature: My Notes	Shared Read: <i>Patterns in Nature</i> by Jennifer Rozines Roy and Gregory Roy Book Club: <i>Wetlands</i> by Peter Benoit	Identify Main Idea and Details Monitor Comprehension	<ul style="list-style-type: none"> • Talk About It: Response to informational text • Respond to the Weekly Question: Written Response
Week 2	Question: How do living things in a habitat support one another? Text: Media	predators protection immune species emerges	I can learn more about informational texts and read a text that helps me analyze text structure in an informational text.	Spotlight on Genre: Informational Text Feature: Establish a Purpose	Shared Read: <i>Weird Friends: Unlikely Allies in the Animal Kingdom</i> by Jose Aruego and Ariane Dewey Book Club: <i>Wetlands</i> by Peter Benoit	Analyze Text Structure Evaluate Details	<ul style="list-style-type: none"> • Write to Sources: Response to informational text • Respond to the Weekly Question: Oral Response
Week 3	Question: How can a chain of events affect plants and animals? Text: Diagram	depended well-being population available balance	I can learn more about the theme <i>interactions</i> by reading a text that helps me analyze illustrations in realistic fiction.	Genre: Realistic Fiction Feature: Fluency	Shared Read: <i>Wolf Island</i> by Celia Godkin Book Club: <i>Wetlands</i> by Peter Benoit	Analyze Illustrations Synthesize Information	<ul style="list-style-type: none"> • Write to Sources: Response to literature • Respond to the Weekly Question: Oral Response
Week 4	Question: How does reintroduction of a species affect plants and animals in a habitat? Text: Infographic	habitat solitary multiplied eliminated reintroduced	I can learn more about the theme <i>interactions</i> by reading texts that help me analyze text structure in a persuasive texts.	Genre: Persuasive Feature: My Notes	Shared Read: <i>Welcome Back, Wolves!</i> By Pooja Makhijani <i>Wolves Don't Belong in Yellowstone</i> by Frances Ruffin Book Club: <i>Wetlands</i> by Peter Benoit	Analyze Text Structure Compare and Contrast Texts	<ul style="list-style-type: none"> • Write to Sources: Opinion • Respond to the Weekly Question: Oral Response
Week 5	Question: Why is it important for plants and animals to depend on each other? Text: Diagram	interdependence food chain camouflage adaptations biodiversity	I can learn more about informational texts and read a text that helps me explain the author's purpose in an informational text.	Spotlight on Genre: Informational Text Feature: My Notes	Shared Read: <i>Nature's Patchwork Quilt</i> by Mary Miche Book Club: <i>Wetlands</i> by Peter Benoit	Explain Author's Purpose Visualize Details	<ul style="list-style-type: none"> • Talk About It: Opinion • Respond to the Weekly Question: Written Response

READING-WRITING BRIDGE									
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing informational text.									
Academic Vocabulary Words: associate, prefer, features, investigate, avoid									
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Word Study	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
Week 1	I can develop knowledge about language to make connections between reading an informational text and writing a how-to article.	Strategy: Related Words	Graphic Features	Skill: Syllable Patterns VC/V and V/CV	Skill: Syllable Patterns VC/V and V/CV	1. total 2. minus 3. equal 4. digit 5. defend 6. salad 7. lumber 8. history 9. famous 10. human	1. library 2. mishap 3. spiral	1. certain 2. half	Singular and Plural Nouns
Week 2	I can develop knowledge about language to make connections between reading an informational text and writing a how-to article.	Strategy: Synonyms and Antonyms	Precise Verbs	Skill: r-Controlled Vowels ar, or, ore, oar	Skill: r-Controlled Vowels ar, or, ore, oar	1. morning 2. deserve 3. explore 4. cardboard 5. soared 6. darkness 7. alarm 8. adore 9. target 10. absorb	1. bargain 2. argument 3. departure	1. finally 2. money	Irregular Plural Nouns
Week 3	I can develop knowledge about language to make connections between reading and writing.	Strategy: Context Clues	Author's Message	Skill: Compound Words	Skill: Compound Words	1. popcorn 2. airport 3. outside 4. football 5. haircut 6. playground 7. moonlight 8. fireworks 9. rattlesnake 10. eyesight	1. courthouse 2. thumbtack 3. teammate	1. minutes 2. decided	Singular Possessive Nouns

READING-WRITING BRIDGE										
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing informational text.										
Academic Vocabulary Words: associate, prefer, features, investigate, avoid										
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Word Study	Foundational Skills: Spelling	Foundational Skills: Spelling List		Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
Week 4	I can develop knowledge about language to make connections between reading persuasive texts and writing a how-to article.	Strategy: Figurative Language	Tone	Skill: Syllable Pattern VCe	Skill: Syllable Pattern VCe	1. dispute 2. expose 3. mistake 4. compete 5. translate	6. include 7. explode 8. despite 9. subscribe 10. reptile	1. incubate 2. stipulate 3. confinement	1. fact 2. course	Plural Possessive Nouns
Week 5	I can develop knowledge about language to make connections between reading an informational text and writing a how-to article.	Strategy: Parts of Speech	Text Structure	Skill: Contractions	Skill: Contractions	1. I've 2. let's 3. can't 4. aren't 5. didn't	6. won't 7. couldn't 8. wouldn't 9. you've 10. doesn't	1. would've 2. should've 3. o'clock	1. contain 2. front	Types of Verbs

WRITING						
Unit Writing Goal: I can use elements of an informational text to write a how-to article.						
Unit Writing Genre: How-To Article						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	How-to Article	Headline and Lead	Facts and Details	Brainstorm and Set a Purpose	Plan Your How-To Article
Week 2	Develop Elements	Develop an Engaging Main Idea	Develop Relevant Details	Add Facts and Definitions	Write a Command	Clarify Steps Using Strong Verbs
Week 3	Develop Structure	Introduction	Organize Ideas into Steps	Organize Steps into Sequence	Illustrations	Conclusion
Week 4	Writer's Craft	Prepositions and Prepositional Phrases	Combining Ideas for Coherence and Clarity	Nouns	Adverbs	Coordinating Conjunctions
Week 5	Publish, Assess, Celebrate	Edit for Legibility	Edit for Complete Sentences with Subject-Verb Agreement	Publish and Celebrate	Prepare for Assessment	Assessment

WEEK 6: INQUIRY and RESEARCH						
Unit Theme Goal: I can determine how plants and animals live together.						
Writing Mode: Informational						
	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/Conduct Research	Day 3 Collaborate and Discuss/Refine Research	Day 4 Extend Research/Collaborate and Discuss	Day 5 Reflect and Share
Week 6	Title: Relationships in Nature Title: Coral Reefs: Living Environments Title: Why We Need Plants	Look Back at Weekly Questions Use text evidence to answer EQ: <i>How do plants and animals live together?</i> Scrapbook or other notebook on a plant and animal partnership. A relationship that favors both the plant and animal.	Plan Your Research Library database and books	Create a works cited page	Include visuals/media Revise for mode of writing Edit: subject-verb agreement	Present



Grade 3, Unit 3

Unit Theme: HUMANITIES:
EXPRESSIONS (Arts and Literature) Heroes

Essential Question: What makes a hero?
Genre: Historical Fiction

READING							
Reading Goal: I know about historical fiction and understand its elements.							
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share
Week 1	Question: What qualities do we see in heroes? Text: Primary Source	enormous interfered stationary abandon appeared	I can learn more about historical fiction and read a text that helps me analyze plot and setting in historical fiction.	Spotlight on Genre: Historical Fiction Feature: My Notes	Shared Read: <i>Below Deck: A Titanic Story</i> by Tony Bradman Book Club: <i>The Hero Two Doors Down</i> by Sharon Robinson	Analyze Plot and Setting Confirm or Correct Predictions	<ul style="list-style-type: none"> • Talk About It: Opinion • Respond to the Weekly Question: Written Response
Week 2	Question: How can a hero's actions affect other people? Text: Poem	figured complain patience temper remembered	I can learn more about historical fiction and read a text that helps me analyze characters in historical fiction.	Spotlight on Genre: Historical Fiction Feature: Establish a Purpose	Shared Read: <i>Granddaddy's Turn: A Journey to the Ballot Box</i> by Michael Bandy and Eric Stein Book Club: <i>The Hero Two Doors Down</i> by Sharon Robinson	Analyze Characters Make Connections	<ul style="list-style-type: none"> • Write to Sources: Response to Literature • Respond to the Weekly Question: Oral Response
Week 3	Question: How do challenges turn ordinary people into heroes? Text: Infographic	horribly furious insisted terribly disturbed	I can learn more about historical fiction and read texts that help me infer theme in historical fiction.	Spotlight on Genre: Historical Fiction Feature: Establish a Purpose	Shared Read: from <i>Little House on the Prairie</i> by Laura Ingalls Wilder from <i>By the Shores of Silver Lake</i> by Laura Ingalls Wilder Book Club: <i>The Hero Two Doors Down</i> by Sharon Robinson	Infer Theme Compare and Contrast Texts	<ul style="list-style-type: none"> • Write to Sources: Opinion • Respond to the Weekly Question: Oral Response
Week 4	Question: Why do people need heroes? Text: Timeline	ceremonies tradition medicine lamenting offering	I can learn more about the theme heroes by reading a text that helps me analyze text structure in a biography.	Genre: Biography Feature: Fluency	Shared Read: <i>Mama Miti: Wangari Maathi and the Trees of Kenya</i> by Donna Jo Napoli, Illustrations by Kadir Nelson Book Club: <i>The Hero Two Doors Down</i> by Sharon Robinson	Analyze Text Structure Summarize Informational Text	<ul style="list-style-type: none"> • Write to Sources: Response to informational text • Respond to the Weekly Question: Oral Response
Week 5	Question: What kinds of actions can be heroic? Text: Infographic	twinkle triumphant company challenge curious	I can learn more about the theme heroes by reading texts that help me explain poetic elements in poetry.	Genre: Poetry Feature: My Notes	Shared Read: "In Daddy's Arms" by Folami Abiade from <i>In Daddy's Arms I Am Tall</i> , "Miss Stone" by Nikki Grimes, "Firefighter Face" by Mary E. Cronin both of these poems are from <i>Amazing Faces</i> , "Race" by Jennifer Trujillo from <i>Love to Mama</i> , "Wright Brothers" by Charles R. Smith Jr. Book Club: <i>The Hero Two Doors Down</i> by Sharon Robinson	Explain Poetic Elements Monitor Comprehension	<ul style="list-style-type: none"> • Talk About It: Response to Literature • Respond to the Weekly Question: Written Response

READING-WRITING BRIDGE									
Reading-Writing Bridge Goal: I can use language to make connections between reading historical fiction and writing historical fiction.									
Academic Vocabulary: encourage, defeat, distinguish, achieve, command									
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Word Study	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
Week 1	I can develop knowledge about language to make connections between reading fiction and writing historical fiction.	Strategy: Related Words	Graphic Features (Illustrations)	Skill: Prefixes <i>pre-</i> , <i>dis-</i> , <i>in-</i> , <i>im-</i> , <i>non-</i>	Skill: Prefixes <i>pre-</i> , <i>dis-</i> , <i>in-</i> , <i>im-</i> , <i>non-</i>	1. prepay 2. nonstop 3. disagree 4. impolite 5. incorrect 6. preapprove 7. indirect 8. insecure 9. imperfect 10. nonfiction	1. impossibility 2. indefinite 3. disqualify	1. surface 2. produce	Subject-Verb Agreement I
Week 2	I can develop knowledge about language to make connections between reading historical fiction and writing historical fiction.	Strategy: Synonyms and Antonyms	Author's Message	Skill: Abbreviations	Skill: Abbreviations	1. P.S. 2. ASAP 3. Blvd. 4. Rd. 5. A.M. 6. P.M. 7. wt. 8. etc. 9. no. 10. vs.	1. dept. 2. hrs. 3. FYI	1. building 2. ocean	Subject-Verb Agreement II
Week 3	I can develop knowledge about language to make connections between reading historical fiction and writing historical fiction.	Strategy: Context Clues	Mood	Skill: Suffixes <i>-ful</i> , <i>-y</i> , <i>-ness</i>	Skill: Suffixes <i>-ful</i> , <i>-y</i> , <i>-ness</i>	1. readiness 2. cloudy 3. stormy 4. peaceful 5. eagerness 6. illness 7. freshness 8. happiness 9. graceful 10. frightful	1. plentiful 2. billowy 3. fierceness	1. nothing 2. scientists	Simple Verb Tenses

READING-WRITING BRIDGE										
Reading-Writing Bridge Goal: I can use language to make connections between reading historical fiction and writing historical fiction.										
Academic Vocabulary: encourage, defeat, distinguish, achieve, command										
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Word Study	Foundational Skills: Spelling	Foundational Skills: Spelling List		Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
Week 4	I can develop knowledge about language to make connections between reading a biography and writing historical fiction.	Strategy: Figurative Language	Tone	Skill: Vowel Teams <i>oo, ew, ue, ui, eu</i>	Skill: Vowel Teams <i>oo, ew, ue, ui, eu</i>	1. newest 2. suitable 3. balloon 4. feud 5. choose	6. statue 7. threw 8. spooky 9. recruit 10. rescue	1. soothe 2. renewal 3. nuisance	1. island 2. machine	Irregular Verbs
Week 5	I can develop knowledge about language to make connections between reading and writing.	Strategy: Parts of Speech	Descriptive Language	Skill: Irregular Plurals	Skill: Irregular Plurals	1. wolves 2. knives 3. children 4. sheep 5. heroes	6. scarves 7. geese 8. calves 9. volcanoes 10. loaves	1. crises 2. cacti 3. vertebrae	1. ago 2. stood	Pronouns

WRITING						
Unit Writing Goal: I can use elements of narrative text to write a historical fiction story.						
Unit Writing Genre: Historical Fiction						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Historical Fiction	Characters and Setting	Plot	Brainstorm Ideas	Plan Your Historical Fiction Story
Week 2	Develop Elements	Characters	Setting	Plot: Establish a Problem	Plot: Plan a Resolution	Select a Genre
Week 3	Develop Structure	Introduction	Event Sequence	When to Start a New Paragraph	Dialogue	Describe Events with Details
Week 4	Writer's Craft	Capitalization	Adding Ideas for Coherence and Clarity	Deleting ideas for Coherence and Clarity	Verbs	Possessive Pronouns
Week 5	Publish, Celebrate, Assess	Edit for Punctuation Marks	Edit for Prepositions and Prepositional Phrases	Publish and Celebrate	Prepare for Assessment	Assessment

WEEK 6: INQUIRY and RESEARCH						
Theme Goal: I can collaborate with others to determine what makes a hero.						
Writing Mode: Argument/Opinion Speech						
	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/Conduct Research	Day 3 Collaborate and Discuss/Refine Research	Day 4 Extend Research	Day 5 Reflect and Share
Week 6	Title: Heroes Aren't Just for Comic Books Title: I'm a Volunteer! Title: A Helping Hand	Look Back at Weekly Questions Use text evidence to answer Essential Question A Call to Action speech: <i>What makes an action heroic?</i> We all have opportunities to be heroic. Why is it important to take advantage of these opportunities?	Plan Your Research Search online	Example: Opinion Speech plagiarizing and paraphrasing with practice quoting material	Incorporate Media: Use media images and videos Revise for mode of writing. Edit: singular, plural, common, and proper nouns	Present



READING								
Unit Reading Goal: I know about biography and understand its elements.								
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Close Read Day 4	Reflect and Share
Week 1	Question: How can one person improve a community? Text: Primary source	community donate convince generous transformed	I can learn more about biography and read a text that helps me analyze text structure in a biography.	Spotlight on Genre: Biography Feature: My Notes	Shared Read: <i>The House That Jane Built: A Story About Jane Addams</i> by Tanya Lee Stone Book Club: <i>Sonia Sotomayor</i> by Barbara Kramer	Analyze Text Structure	Confirm or Correct Predictions	<ul style="list-style-type: none"> • Talk About It: Response to informational text • Respond to the Weekly Question: Written Response
Week 2	Question: How can personal stories change society? Text: Primary source	slavery abolitionist violence equality influential	I can learn more about biography and read a text that helps me identify the main idea and key details in a biography.	Spotlight on Genre: Biography Feature: Establish a Purpose	Shared Read: <i>Frederick Douglass</i> by Josh Gregory Book Club: <i>Sonia Sotomayor</i> by Barbara Kramer	Identify Main Idea and Key Details	Make Inferences	<ul style="list-style-type: none"> • Talk About It: Response to informational text • Respond to the Weekly Question: Oral Response
Week 3	Question: How do big ideas change communities? Text: Infographic	succeed, determined impressed eventually imagined	I can learn more about biography and read a text that helps me explain the author's purpose in a biography.	Spotlight on Genre: Biography Feature: Fluency (accuracy)	Shared Read: <i>Milton Hershey: Chocolate King, Town Builder</i> by Charnan Simon Book Club: <i>Sonia Sotomayor</i> by Barbara Kramer	Explain Author's Purpose	Ask and Answer Questions	<ul style="list-style-type: none"> • Talk About It: Response to informational text • Respond to the Weekly Question: Oral Response
Week 4	Question: How can a leader's experiences inspire change? Text: Timeline	destroyed opportunity sustainability reclaimed constructed	I can learn more about the theme <i>events</i> by reading a text that helps me distinguish viewpoint in an autobiography.	Genre: Narrative nonfiction Feature: Establish a Purpose	Shared Read: <i>Green City</i> by Allan Drummond Book Club: <i>Sonia Sotomayor</i> by Barbara Kramer	Distinguish Viewpoint	Make Connections	<ul style="list-style-type: none"> • Write to Sources: Opinion • Respond to the Weekly Question: Oral Response
Week 5	Question: How do people support each other in difficult times? Text: Poem	heritage immigrants interview permission arrival	I can learn more about the theme <i>events</i> by reading a text that helps me identify play elements in a drama.	Genre: Drama Feature: My Notes	Shared Read: <i>Grace and Grandma</i> by Rich Lo Book Club: <i>Sonia Sotomayor</i> by Barbara Kramer	Identify Play Elements	Monitor Comprehension (about elements of a play)	<ul style="list-style-type: none"> • Talk About It: Opinion • Respond to the Weekly Question: Written Response

READING-WRITING BRIDGE									
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing narrative nonfiction.									
Academic Vocabulary: benefit, generation, advice, consumer, familiar									
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Word Study	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
Week 1	I can develop knowledge about language to make connections between reading and writing.	Strategy: Related Words	Descriptive Language	Skill: r-Controlled Vowels <i>ir, er, ur, ear</i>	Skill: r-Controlled Vowels <i>ir, er, ur, ear</i>	1. termite 2. third 3. thirty 4. thirteen 5. return 6. earn 7. search 8. swerve 9. certainty 10. thirsty	1. determine 2. virtual 3. muscular	1. system 2. brought	Possessive Pronouns
Week 2	I can develop knowledge about language to make connections between reading and writing.	Strategy: Synonyms and Antonyms	Graphic Features (Illustrations)	Skill: VCCCV Pattern	Skill: VCCCV Pattern	1. surprise 2. pilgrim 3. subtract 4. control 5. sample 6. inspect 7. contrast 8. employ 9. exclaim 10. athlete	1. contraction 2. embrace 3. completion	1. common 2. though	Contractions

READING-WRITING BRIDGE									
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing narrative nonfiction.									
Academic Vocabulary: benefit, generation, advice, consumer, familiar									
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Word Study	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
Week 3	I can develop knowledge about language to make connections between reading and writing.	Strategy: Context Clues	Tone	Skill: Latin Suffixes -able, -ible, -ation	Skill: Latin Suffixes -able, -ible, -ation	1. terrible 2. dependable 3. likable 4. usable 5. visible 6. flexible 7. convertible 8. movable 9. anticipation 10. civilization	1. traceable 2. invincible 3. inspiration	1. language 2. clear	Prepositions and Prepositional Phrases
Week 4	I can develop knowledge about language to make connections between reading and writing.	Strategy: Figurative Language	Text Structure & Purpose	Skill: Homographs	Skill: Homographs	1. transplant 2. consult 3. finance 4. content 5. minute 6. digest 7. upset 8. research 9. incline 10. construct	1. entrances 2. manifest 3. invalid	1. equation 2. among	Adjectives and Articles
Week 5	I can develop knowledge about language to make connections between reading and writing.	Strategy: Parts of Speech	Author's Message	Skill: Homophones	Skill: Homophones	1. cell 2. sell 3. pause 4. paws 5. eight 6. ate 7. deer 8. dear 9. dual 10. duel	1. weather 2. whether 3. seize	1. government 2. material	Adverbs

WRITING						
Unit Writing Goal: I can use elements of opinion writing to write an opinion essay.						
Unit Writing Genre: Opinion Essay						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Opinion Essay	Topic	Point of View and Reasons	Brainstorm a Topic and Opinion	Plan Your Opinion Essay
Week 2	Develop Elements	Develop the Topic	Develop an Opinion	Distinguish Between Fact and Opinion	Develop Reasons	Develop Supporting Facts
Week 3	Develop Structure	Introduction	Organize Supporting Reasons	Organize Supporting Facts	Conclusion	Use Technology
Week 4	Writer's Craft	Revise Drafts by Adding Linking Words	Revise Drafts by Adding Details to Text	Capitalization	Peer Edit	Incorporate Peer and Teacher Suggestions
Week 5	Publish, Celebrate, Assess	Use Technology to Publish Writing	Edit for Spelling	Publish and Celebrate	Prepare for Assessment	Assessment

WEEK 6 INQUIRY and RESEARCH						
Theme Goal: I can collaborate with others to determine how communities change over time.						
Writing Mode: Informational Text						
	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/Conduct Research	Day 3 Collaborate and Discuss/Refine Research	Day 4 Extend Research	Day 5 Reflect and Share
Week 6	Title: From Wood to Stone Title: Yankee Stadium: Then and Now Title: History in the Making	Look Back at Weekly Questions Use text evidence to answer Essential Question Poster showing a part of a city or town that has changed.	Plan Your Research Library of Congress Web site	Example: Poster Identify primary and secondary sources	Incorporate Media: Drawing and taking photographs for research Revise for mode of writing. Edit: punctuation	Oral Presentation



READING							
Reading Goal: I know about different types of informational text and understand their elements.							
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre Spread	Text	Close Read Skills	Reflect and Share
Week 1	Question: How can nature change people's lives? Text: Timeline	extreme spectacular attracts region transport	I can learn more about informational texts and read a text that helps me analyze text features in an informational text.	Spotlight on Genre: Informational Text Feature: My Notes	Shared Read: <i>Deep Down and Other Extreme Places to Live</i> by Shirin Yim Bridges Book Club: <i>Do Tornadoes Really Twist</i> by Melvin and Gilda Berger	Analyze Text Features Confirm or Correct Predictions	<ul style="list-style-type: none"> • Talk About It: Response to Informational Text • Respond to the Weekly Question: Written Response
Week 2	Question: How do changes on Earth affect its environment? Text: Map	surface landforms processes damaging produces	I can learn more about informational texts and read a text that helps me analyze text structure in an informational text.	Spotlight on Genre: Informational Text Feature: My Notes	Shared Read: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> by Natalie Hyde Book Club: <i>Do Tornadoes Really Twist</i> by Melvin and Gilda Berger	Analyze Text Structure Synthesize Information	<ul style="list-style-type: none"> • Write to Sources: Response to Informational Text • Respond to the Weekly Question: Oral Response
Week 3	Question: What are some ways to prepare for an emergency? Text: Infographic	prepared emergency memorize responsible instruction	I can learn more about informational texts and read a text that helps me analyze text structure in a procedural text.	Genre: Procedural text Feature: Establish a Purpose	Shared Read: <i>A Safety Plan: In Case of Emergency</i> by Marcie Rendon Book Club: <i>Do Tornadoes Really Twist</i> by Melvin and Gilda Berger	Analyze Text Structure Monitor Comprehension	<ul style="list-style-type: none"> • Write to Sources: Opinion • Respond to the Weekly Question: Oral Response
Week 4	Question: How should people respond during a disaster? Text: Primary source	survived astonished dangerous piteously relief	I can learn more about the theme <i>solutions</i> by reading a text that helps me analyze point of view in historical fiction.	Genre: Historical Fiction Feature: Fluency	Shared Read: <i>Nora's Ark</i> by Natalie Kinsey-Warnock Book Club: <i>Do Tornadoes Really Twist</i> by Melvin and Gilda Berger	Analyze point of view Make Connections	<ul style="list-style-type: none"> • Write to Sources: Response to Literature • Respond to the Weekly Question: Oral Response
Week 5	Question: What can nature teach us about ourselves? Text: Poem	elegant remarkable flattery spectacle imitation	I can learn more about the theme <i>solutions</i> by reading a text that helps me infer theme in a traditional tale.	Genre: Traditional Tales Feature: My Notes	Shared Read: <i>Aesop's Fox</i> by Aki Sogabe Book Club: <i>Do Tornadoes Really Twist</i> by Melvin and Gilda Berger	Infer Theme Evaluate Details	<ul style="list-style-type: none"> • Talk About It: Response to Literature • Respond to the Weekly Question: Written Response

READING-WRITING BRIDGE									
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing informational text.									
Academic Vocabulary: analysis, threat, damage, anticipate, pollution									
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Word Study	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
Week 1	I can develop knowledge about language to make connections between reading and writing.	Strategy: Related Words	Text Features	Skill: Vowel Patterns <i>au, aw, al, augh, ough</i>	Skill: Vowel Patterns <i>au, aw, al, augh, ough</i>	1. fault 2. author 3. bought 4. sought 5. awful 6. distraught 7. naughty 8. fought 9. squawk 10. sprawls	1. awesome 2. afterthought 3. exhaustion	1. special 2. heavy	Comparing with Adjectives
Week 2	I can develop knowledge about language to make connections between reading and writing.	Strategy: Synonyms and Antonyms	Graphic Features (photos)	Skill: Vowel Patterns <i>ei, eigh</i>	Skill: Vowel Patterns <i>ei, eigh</i>	1. eighty 2. eighteen 3. weigh 4. weight 5. weightless 6. neighbor 7. ceiling 8. receive 9. height 10. freight	1. perceive 2. paperweight 3. leisurely	1. built 2. square	Comparing with Adverbs
Week 3	I can develop knowledge about language to make connections between reading and writing.	Strategy: Context Clues	Text Structure	Skill: Words with Suffix <i>-en</i>	Skill: Words with Suffix <i>-en</i>	1. awaken 2. given 3. widen 4. soften 5. sharpen 6. length 7. gladden 8. brighten 9. loosen 10. lighten	1. strengthen 2. misshapen 3. refasten	1. syllables 2. direction	Complex Sentences

READING-WRITING BRIDGE										
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing informational text.										
Academic Vocabulary: analysis, threat, damage, anticipate, pollution										
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Word Study	Foundational Skills: Spelling	Foundational Skills: Spelling List		Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
Week 4	I can develop knowledge about language to make connections between reading and writing.	Strategy: Figurative Language	Mood Voice	Skill: Schwa	Skill: Schwa	1. global 2. economy 3. travel 4. nickel 5. item	6. delicious 7. citizen 8. gallon 9. notify 10. decimal	1. synthesis 2. precedent 3. president	1. ready 2. anything	Pronoun-Antecedent Agreement
Week 5	I can develop knowledge about language to make connections between reading and writing.	Strategy: Parts of Speech	Precise Verbs (Nuance in Word Meanings)	Skill: Final Stable Syllables <i>-le, -ture, -ive, -ize</i>	Skill: Final Stable Syllables <i>-le, -ture, -ive, -ize</i>	1. title 2. vegetable 3. humble 4. active 5. capture	6. organize 7. positive 8. posture 9. creature 10. finalize	1. characterize 2. legislature 3. chronicle	1. love 2. developed	Comma Uses

WRITING						
Unit Writing Goal: I can use knowledge of the sound and shape of poetry to write a poem.						
Unit Writing Genre: Poetry						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Poetry	What Poetry Sounds Like	What Poetry Looks Like	Brainstorm Ideas	Plan Your Poetry
Week 2	Develop Elements	Seeing Something Like a Poet	Imagery	Rhythm and Rhyme	Alliteration	Figurative Language
Week 3	Develop Structure	Line Breaks and Stanzas	Select a Genre	Revise for Word Choice: Verbs	Audio Recording	Visual Displays
Week 4	Writer's Craft	Revise for Structure	Rearranging Ideas for Coherence and Clarity	Nouns	Comparative and Superlative Adjectives	Punctuation Marks
Week 5	Publish, Celebrate, Assess	Edit for Coherence and Clarity	Adjectives and Adverbs	Publish and Celebrate	Prepare for Assessment	Assessment

WEEK 6 INQUIRY and RESEARCH						
Theme Goal: I can determine how the environment challenges us.						
Writing Mode: Argument/Opinion Text						
	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/Conduct Research	Day 3 Collaborate and Discuss/Refine Research	Day 4 Extend Research	Day 5 Reflect and Share
Week 6	Title: Living on a Fault Line Title: The City I Love Title: A Mighty Flood	Look Back at Weekly Questions Use text evidence to answer Essential Question Travel Brochure	Plan Your Research Bookmarking Websites (determine if website is valuable, gather info, demonstrate understanding of info)	Example: Brochure Create a works cited page	Incorporate Media: Slideshow Presentation Revise for mode of writing. Edit: prepositions and prepositional phrases	Present



Notes



A series of horizontal lines for writing notes, spanning the width of the page below the 'Notes' header.

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