



	Day 1	Day 2	Day 3	Day 4	Day 5
Read Aloud	Teachers Choice	Teachers Choice	Teachers Choice	Teachers Choice	Teachers Choice
Reading Workshop	<p>What is Historical Fiction? ~ Read a piece of historical fiction and list why it is referred to as historical (setting in a specific time period, characters that resemble or are real people) ~ Identify and describe setting (distinct time and place) ~ Identify and explain relationship between text and its historical context (connection between text and historical setting) ~ IR ~ GR or conferring ~ Share</p>	<p>What is Historical Fiction? ~ Read a piece of historical fiction and list why it is referred to as historical (setting in a specific time period, characters that resemble or are real people) ~ Identify and describe setting (distinct time and place) ~ Identify and explain relationship between text and its historical context (connection between text and historical setting) ~ IR ~ GR or conferring *collect student product</p>	<p>Understanding HF ~ Who is telling this story? How do you know? ~Identify and describe the narrator (1st vs. 3rd person point of view) ~ Why/how does this perspective best tell the story? ~ IR ~ GR or conferring ~ Share</p>	<p>Understanding HF ~ Who is telling this story? How do you know? ~Identify and describe the narrator (1st vs. 3rd person point of view) ~ Why/how does this perspective best tell the story? ~ IR ~ GR or conferring ~ Share</p>	<p>Understanding HF ~ What happened in this story? ~Identify and explain the conflict (internal vs. external conflicts) ~ identify and explain the events of the plot (narrative text with exposition, rising action, climax, and resolution) ~ Summarize text ~ IR ~ GR or conferring ~ Share * teacher created/selected assessment</p>
Word Study	<p>Word Wall Words: arrogance, defiance, vigil, improvise, agile</p>	<p>Advanced Suffix Study -able/-ible</p>	<p>Advanced Suffix Study -able/-ible *collect student product</p>	<p>Advanced Suffix Study -ant/-ance</p>	<p>Advanced Suffix Study - ant/-ance *collect student product</p>
Writing Workshop	<p>Imagining Stories Lucy Calkins Kit Unit 4: Lessons 1 & 2</p>	<p>Imagining Stories Lucy Calkins Kit Unit 4: Lessons 1 & 2</p>	<p>Developing Characters Lucy Calkins Kit Unit 4: Lessons 3, 4, & 13</p>	<p>Developing Characters Lucy Calkins Kit Unit 4: Lessons 3, 4, & 13</p>	<p>Developing Characters Lucy Calkins Kit Unit 4: Lessons 3, 4, & 13</p>
Notes					

Fund for Educational Excellence: Scope and Sequence

	Day 6	Day 7	Day 8	Day 9	Day 10
Read Aloud	Teachers Choice	Teachers Choice	Teachers Choice	Teachers Choice	Teachers Choice
Reading Workshop	<p>Understanding HF ~ What happened in this story? ~Identify and explain the conflict (internal vs. external conflicts) ~ identify and explain the events of the plot (narrative text with exposition, rising action, climax, and resolution) ~ Summarize text ~ IR ~ GR or conferring ~ Share</p> <p><i>VSC: 3.5.A.6.d</i></p> <p>* collect student product</p>	<p>Understanding HF ~ How does the title contribute to meaning? ~ What is the main idea/theme? (identify and explain) What happened in this story? ~ Summarize text ~ Make personal connections to theme/main idea ~ IR ~ GR or conferring ~Literacy Centers ~ Share</p>	<p>Understanding HF ~ How does the title contribute to meaning? ~ What is the main idea/theme? (identify and explain) ~ Make personal connections to theme/main idea ~ IR ~ GR or conferring ~Literacy Centers ~ Share</p> <p>* collect student product</p>	<p>Understanding HF ~ Importance of setting to context of story ~ Explain how characters' actions are influenced by the setting (time and place) ~ Explain how events in the story are influenced by the setting ~ IR ~ GR or conferring ~Literacy Centers ~ Share</p>	<p>Understanding HF ~ Importance of setting to context of story ~ Explain how characters' actions are influenced by the setting (time and place) ~ Explain how events in the story are influenced by the setting ~ IR ~ GR or conferring ~Literacy Centers ~ Share</p> <p>* collect student product</p>
Word Study	<p>Word Wall Words: futile, conjure, hesitant, dreadful, shrivel</p>	<p>Advanced Suffix Study - ent/-ence</p>	<p>Advanced Suffix Study - ent/-ence</p> <p>*collect student product</p>	<p>Advanced Suffix Study</p> <p>* teacher created/selected assessment</p>	<p>Absorbed Prefixes (immobile, account, accept, immune) -WTW pg. 255</p>
Writing Workshop	<p>Creating Plot and Drafting Your Story Lucy Calkins Kit Unit 4: Lessons 5-7</p>	<p>Creating Plot and Drafting Your Story Lucy Calkins Kit Unit 4: Lessons 5-7</p>	<p>Leads and Endings Lucy Calkins Kit Unit 4: Lessons 8 & 10</p>	<p>Leads and Endings Lucy Calkins Kit Unit 4: Lessons 8 & 10</p>	<p>Revising Lucy Calkins Kit Unit 4: Lessons 11</p>
Notes					

Fund for Educational Excellence: Scope and Sequence

	Day 11	Day 12	Day 13	Day 14	Day 15
Read Aloud	Teachers Choice	Teachers Choice	Teachers Choice	Teachers Choice	Teachers Choice
Reading Workshop	<p>What is drama? ~Use structural features to identify a play as a literary device (cast, introductory information including setting, stage directions, dialogue, monologue, props, scenery, sound effects, acts and scenes) ~ IR ~ GR or conferring ~ Share</p>	<p>Understanding Drama ~ Identify and explain the action of a scene (actions and events/plot) ~ Identify and explain how stage directions and dialogue create character (connection between stage direction, character’s lines, and how the character delivers those lines) ~Identify and explain how stage directions create character and movement (connection between stage direction and physical movements of characters) ~ IR ~ GR or conferring ~ Share</p>	<p>Demonstrate Understanding Demonstrate Understanding ~ What happened in this story? ~ Summarize text ~ How does the title contribute to meaning? ~ What is the main idea/theme? (identify and explain) ~ Make personal connections to theme/main idea ~ IR ~ GR or conferring ~ Share</p>	<p>Demonstrate Understanding ~ How does the title contribute to meaning? ~ What is the main idea/theme? (identify and explain) ~ Make personal connections to theme/main idea ~Identify and explain the conflict (internal vs. external conflicts) ~ identify and explain the events of the plot (narrative text with exposition, rising action, climax, and resolution) ~ IR ~ GR or conferring ~ Share ~ IR</p>	<p>~ How does the title contribute to meaning? ~ What is the main idea/theme? (identify and explain) ~ Make personal connections to theme/main idea ~Identify and explain the conflict (internal vs. external conflicts) ~ identify and explain the events of the plot (narrative text with exposition, rising action, climax, and resolution) ~ IR ~ GR or conferring ~ Share ~ IR</p> <p>* teacher created/selected assessment</p>
Word Study	<p>Word Wall Words: ferocious, prominent, immunity, illiterate, congregate</p>	<p>Absorbed Prefixes (immobile, account, accept, immune) -WTW pg. 255 *collect student product</p>	<p>Absorbed Prefixes (immobile, account, accept, immune) -WTW pg. 255</p>	<p>Absorbed Prefixes (immobile, account, accept, immune) -WTW pg. 255</p>	<p>Absorbed Prefixes * teacher created/selected assessment</p>
Writing Workshop	<p>Revising Lucy Calkins Kit Unit 4: Lessons 11</p>	<p>Editing Lucy Calkins Kit Unit 4: Lessons 14</p>	<p>Editing Lucy Calkins Kit Unit 4: Lessons 14</p>	<p>Publishing Lucy Calkins Kit Unit 4: Lessons 15</p>	<p>Celebration</p>
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Read Aloud	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice
Reading Workshop	<p>Understanding Drama ~ Identify and explain how stage directions create character and movement (connection between stage direction and physical movements of characters) ~ IR ~ GR or conferring ~ Literacy Centers ~ Share</p> <p><i>VSC: 3.4.A.5.c</i></p>	<p>Demonstrate Understanding ~ How does the title contribute to meaning? ~ What is the main idea/theme? (identify and explain) ~ Make personal connections to theme/main idea ~Identify and explain the conflict (internal vs. external conflicts) ~ identify and explain the events of the plot (narrative text with exposition, rising action, climax, and resolution) ~ IR ~ GR or conferring ~ Share ~ IR</p>	<p>Demonstrate Understanding ~ How does the title contribute to meaning? ~ What is the main idea/theme? (identify and explain) ~ Make personal connections to theme/main idea ~Identify and explain the conflict (internal vs. external conflicts) ~ identify and explain the events of the plot (narrative text with exposition, rising action, climax, and resolution) ~ IR ~ GR or conferring ~ Share ~ IR * teacher created/selected assessment</p>	<p>Demonstrate Understanding ~ Comparing stories and plays ~use graphic organizers to capture thinking ~respond in writing to messages/themes in plays ~ IR ~ GR or conferring ~Literacy Centers ~ Share</p>	<p>Demonstrate Understanding ~ Comparing stories and plays ~use graphic organizers to capture thinking ~respond in writing to messages/themes in plays ~ IR ~ GR or conferring ~Literacy Centers ~ Share</p> <p>* teacher created/selected assessment</p>
Word Study	<p>Word Wall Words: suppress, despicable, amicable, frigid, legible</p>	<p>Figurative Language Review</p>	<p>Figurative Language Review * collect student product</p>	<p>Figurative Language Review</p>	<p>Figurative Language Review * teacher created/selected assessment</p>
Writing Workshop					
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25
Read Aloud	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice
Reading Workshop	Selecting/Casting for Theater Production - hold student auditions for specific roles ~ IR ~ GR or conferring ~Literacy Centers ~ Share	Selecting/Casting for Theater Production - hold student auditions for specific roles ~ IR ~ GR or conferring ~Literacy Centers ~ Share	Theater Rehearsal - students work on individual parts - practice fluency and reading with expression - create scenery -class rehearsal ~ IR ~ GR or conferring ~Literacy Centers ~ Share	Theater Rehearsal - students work on individual parts - practice fluency and reading with expression - create scenery -class rehearsal ~ IR ~ GR or conferring ~Literacy Centers ~ Share	Theater Rehearsal - students work on individual parts - practice fluency and reading with expression - create scenery -class rehearsal ~ IR ~ GR or conferring ~Literacy Centers ~ Share
Word Study	Word Wall Words: zealous, sympathetic, conceal, premeditate, proximity	Context Clues	Context Clues * teacher created/selected assessment	Context Clues	Context Clues * teacher created/selected assessment
Writing Workshop					
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Read Aloud	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice
Reading Workshop	Theater Rehearsal - students work on individual parts - practice fluency and reading with expression - class rehearses together ~ IR ~ GR or conferring ~Literacy Centers ~ Share	Theater Rehearsal - students work on individual parts - practice fluency and reading with expression -class rehearses together ~ create invitations ~ IR ~ GR or conferring ~Literacy Centers ~ Share	Theater Rehearsal - students work on individual parts - practice fluency and reading with expression -class dress rehearsal ~ create invitations ~ IR ~ GR or conferring ~Literacy Centers ~ Share	Theater Rehearsal - students work on individual parts - practice fluency and reading with expression -class dress rehearsal ~ create invitations ~ IR ~ GR or conferring ~Literacy Centers ~ Share	Final Production - invite parents, administrators or other classes into classroom or auditorium for production ~ IR ~ GR or conferring ~Literacy Centers ~ Share
Word Study	Word Wall Words: antidote, endorsement, bellow, correspond, allocate	Antonym and Synonym Review	Antonym and Synonym Review * collect student product	Antonym and Synonym Review	Antonym and Synonym Review * teacher created/selected assessment
Writing Workshop					
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