

Course Description:

The second semester of Third Grade Language Arts continues to build strong literacy skills as students tackle more complex reading, writing, and language tasks. Through systematic phonics instruction, students apply advanced spelling patterns such as less common vowel teams, irregular patterns, affixes, suffixes, and sound-based spelling variations. While using context clues, dictionaries, and thesauruses, students deepen vocabulary understanding. Reading lessons guide students through a wide range of literary and informational texts as they analyze character development, point of view, conflict, plot, theme, and text structures including cause and effect, problem and solution, chronological order, and compare-contrast. Students cite evidence to support their thinking, interpret figurative language, and explain how text features contribute to meaning. Writing skills strengthen through planning, drafting, revising, and publishing across multiple genres, including opinion essays, expository writing, persuasive pieces, narratives, problem and solution essays, and creative stories. Grammar instruction reinforces sentence structure, modifiers, conjunctions, pronouns, verb tenses, prepositional phrases, and correct mechanics. There is continued focus on cursive handwriting. By the end of the semester, students read with greater insight, write with more precision and control, and demonstrate the growing independence expected of upper elementary learners.

| Module | Lesson | Vocabulary | Spelling | Objective(s) |
|--------------------------|--------------------|---|--|---|
| Module 19: Growing Up | 19.1 Growing Up | nestling imitate seldom jostle persuade fierce | would could should good look stood understood shook wolf woman rookie hook wool brook wooden nook | <ul style="list-style-type: none"> Identify less common /oo/ spellings (<i>oo, o, ou</i>). Use context clues to find the definitions of vocabulary words. Identify how characters develop through the plot. Define coordinating and subordinating conjunctions. |
| | 19.2 Growing Up | | | <ul style="list-style-type: none"> Identify real-life connections between vocabulary words. Interpret different characters' perspectives. Construct a rough draft of a story. Demonstrate proper letter formation of uppercase cursive letters V and W. |

| | | | | |
|----------------------------------|--------------------|--|--|--|
| | 19.3 Growing Up | | | <ul style="list-style-type: none"> Distinguish shades of meaning among vocabulary words. Tell how a character has changed in a text. Modify sentences by adding the correct conjunctions. Revise a story. |
| | 19.4 Growing Up | | | <ul style="list-style-type: none"> Use /oo/ spellings in words. Identify conjunctions in a sentence. Demonstrate understanding of conventions by editing using a checklist. Demonstrate proper letter formation of uppercase cursive letters V and W. |
| | 19.5 Growing Up | | | <ul style="list-style-type: none"> Formulate /oo/ words correctly by mapping sounds to letters. Cite text evidence to show a character's development over time. Create a published version of a story. Demonstrate fluency with grade-level text. |
| Module | Lesson | Vocabulary | Spelling | Objective(s) |
| Module 20: Good Deeds | 20.1 Good Deeds | opposite sensitive attitude gradual ignore | worker world sure word nature doctor future forward pleasure Worth picture honor worse dollars governor record | <ul style="list-style-type: none"> Identify /ir/ (<i>or, ar, ure</i>) spelling words. Use context clues to find the definitions of vocabulary words. Define characters as a story element. Use the past tense of irregular verbs. |
| | 20.2 Good Deeds | | | <ul style="list-style-type: none"> Identify real-life connections between words and their use. Use character traits to describe characters. Construct a rough draft of an opinion essay. Demonstrate proper letter formation of uppercase cursive letters X and Z. |

| | | | | |
|---------------------------------------|-------------------------|---|--|---|
| | 20.3 Good Deeds | | | <ul style="list-style-type: none"> • Use a thesaurus to choose precise words. • Explain how characters develop in a drama. • Modify sentences by choosing the correct past tense form of irregular verbs. • Revise an opinion essay. |
| | 20.4 Good Deeds | | | <ul style="list-style-type: none"> • Use characters' perspectives to answer comprehension questions. • Modify sentences to add style. • Demonstrate understanding of conventions by editing with a checklist. • Demonstrate proper letter formation of uppercase cursive letters X and Z. |
| | 20.5 Good Deeds | | | <ul style="list-style-type: none"> • Determine how the actions of a character contribute to the drama. • Create a published version of your opinion essay. • Demonstrate fluency by reading grade-level text. |
| Module | Lesson | Vocabulary | Spelling | Objective(s) |
| Module 21: Making Mistakes | 21.1 Making Mistakes | defend friendship accuse opponent convince confess | fluid poet giant react violin created lion poem meows client science fluently duo riot going neon | <ul style="list-style-type: none"> • Explain V/V spelling pattern words: split vowels. • Use context clues to find the definitions of vocabulary words. • Use inferences to describe characters. • Define <i>adjective</i> and <i>modifier</i>. |
| | 21.2 Making Mistakes | | | <ul style="list-style-type: none"> • Identify real-life connections between words and their use. • Infer setting elements from the text. • Construct a rough draft of an opinion essay. • Demonstrate proper letter formation of uppercase cursive letters I and J. |

| | | | | |
|--|--------------------------|---|---|--|
| | 21.3 Making Mistakes | | | <ul style="list-style-type: none"> Determine the meaning of new vocabulary by using dictionary and thesaurus clues. Use details from the story to infer. Identify adjectives in a sentence. Revise an opinion essay. |
| | 21.4 Making Mistakes | | | <ul style="list-style-type: none"> Use context clues to determine which vocabulary word best completes a sentence. Cite evidence to support inferring. Analyze and justify editing choices to improve writing. Demonstrate proper letter formation of uppercase cursive letters I and J. |
| | 21.5 Making Mistakes | | | <ul style="list-style-type: none"> Determine how the actions of the character contribute to the story. Create a published version of their opinion essay. Demonstrate fluency by reading grade-level text. |
| Module | Lesson | Vocabulary | Spelling | Objective(s) |
| Module 22: Weather Patterns | 22.1 Weather Patterns | wave crumple hurricane moisture fierce climate | saw talk law cause chalk fault drawn author lawyer audience dawn crawl walks applause autumn awkward | <ul style="list-style-type: none"> Apply the /aw/ sound to spelling words with <i>au</i>, <i>aw</i>, and <i>al</i>. Use context clues to find the definitions of vocabulary words. Explain text features. Recognize how adjectives add detail to make sentences descriptive. |
| | 22.2 Weather Patterns | | | <ul style="list-style-type: none"> Identify real-life connections between words and their use. Categorize text features. Construct a rough draft of a realistic fiction story about a weather event. Demonstrate proper letter formation of uppercase cursive letters <i>D</i> and <i>L</i>. |

| | | | | |
|---|------------------------------|--|---|--|
| | 22.3 Weather Patterns | | | <ul style="list-style-type: none"> • Use context clues to determine the meaning of figurative language in text. • Determine what can be learned from text features in a nonfiction text. • Construct and evaluate descriptive sentences with adjectives. • Revise a realistic story about a weather event. |
| | 22.4 Weather Patterns | | | <ul style="list-style-type: none"> • Use text features and cite evidence to answer comprehension questions. • Distinguish the best adjective to complete a sentence. • Analyze and explain editing choices to improve writing. • Demonstrate proper letter formation of uppercase cursive letters <i>D</i> and <i>L</i>. |
| | 22.5 Weather Patterns | | | <ul style="list-style-type: none"> • Construct a summary of the Module Story. • Demonstrate fluency by reading grade-level text. • Practice using vivid adjectives. • Create a published story about weather. |
| Module | Lesson | Vocabulary | Spelling | Objective(s) |
| Module 23: Natural Disasters | 23.1 Natural Disasters | tsunami earthquake ordeal volcano flood warning | little people general wreath level possible several trouble angel tunnel natural gentleman single special usual personal travel | <ul style="list-style-type: none"> • Identify /ul/ (-le, -al, and -el) spelling pattern words. • Use context clues to find the definitions of vocabulary words. • Define the main (central) idea and details of a nonfiction text. • Explain the function of an adverb. |

| | | | | |
|--------------------------------|------------------------------|---|-----------------|--|
| | 23.2 Natural Disasters | | | <ul style="list-style-type: none"> Identify real-life connections between words and their use Identify the main (central) idea and details of a nonfiction text. Create questions appropriate for a discussion. Demonstrate proper letter formation of uppercase cursive letters <i>T</i> and <i>F</i>. |
| | 23.3 Natural Disasters | | | <ul style="list-style-type: none"> Use spelling generalizations for the /ul/ sound. Identify the main (central) idea of a text. Compare sentences to determine how the adverb modifies meaning. Organize notes to prepare for a discussion. |
| | 23.4 Natural Disasters | | | <ul style="list-style-type: none"> Record details in a nonfiction text to prepare for a discussion. Create sentences with adverbs. Examine notes to prepare for a discussion. Demonstrate proper letter formation of uppercase cursive letters <i>T</i> and <i>F</i>. |
| | 23.5 Natural Disasters | | | <ul style="list-style-type: none"> Identify and reproduce the correct ending pattern in words that end in <i>-le</i>, <i>-al</i>, and <i>-el</i>. Compare and contrast the most important points and key details presented in two texts on the same topic. Report on natural disasters by holding a discussion. Demonstrate fluency by reading grade-level text. |
| Module | Lesson | Vocabulary | Spelling | Objective(s) |
| Module 24: Glaciers | 24.1 Glaciers | passage glacier glide melt distant drift | Review Week | <ul style="list-style-type: none"> Use context clues to find the definitions of vocabulary words. Explain how text features are used to support nonfiction text. Define <i>adverb</i>. Explain what a free verse poem is. |
| | 24.2 Glaciers | | | <ul style="list-style-type: none"> Use text features in a nonfiction text. Use a thesaurus to identify synonyms of adverbs. Demonstrate proper letter formation of uppercase cursive letters <i>S</i> and <i>G</i>. Classify rhyme schemes and construct a poem using a rhyme scheme. |
| | 24.3 Glaciers | | | <ul style="list-style-type: none"> Use a thesaurus to find antonyms for adverbs. Determine what you learned while reading a nonfiction text. Revise an essay by identifying and changing adverbs. Revise poems written about glaciers. |

| | | | | |
|-------------------------------------|-----------------------|--|---|---|
| | 24.4 Glaciers | | | <ul style="list-style-type: none"> • Cite evidence from text features to answer comprehension questions. • Identify antonyms of adverbs in sentences. • Analyze and explain editing choices to improve writing. • Demonstrate proper letter formation of uppercase cursive letters S and G. |
| | 24.5 Glaciers | | | <ul style="list-style-type: none"> • Analyze the use of text features in a nonfiction text. • Revise a paragraph for adverb use. • Demonstrate fluency by reading grade-level text. • Create a published short poem that uses figurative language. |
| Module | Lesson | Vocabulary | Spelling | Objective(s) |
| Module 25: Vacation Days | 25.1 Vacation Days | mystify survey plunge erosion thrill canyon | again because been buy carry does don't four from goes | <ul style="list-style-type: none"> • Identify irregular spelling words. • Use context clues to find the definitions of vocabulary words. • Explain point of view in text. • Define <i>double negative</i>. |
| | 25.2 Vacation Days | | | <ul style="list-style-type: none"> • Identify real-life connections between words and their use. • Identify and explain first- and third-person points of view, and compare characters' perspectives using text evidence. • Construct a rough draft of an expository essay. • Demonstrate proper letter formation of uppercase cursive letters P and R. |
| | 25.3 Vacation Days | | | <ul style="list-style-type: none"> • Use a dictionary entry to clarify the meanings of words. • Distinguish the narrator's point of view from their own point of view. • Edit sentences using double negatives. • Revise an expository essay. |
| | 25.4 Vacation Days | | | <ul style="list-style-type: none"> • Analyze the point of view of the characters in a story. • Use negatives correctly in writing. • Analyze and explain editing choices to improve writing. • Demonstrate proper letter formation of uppercase cursive letters P and R. |

| | 25.5 Vacation Days | | | <ul style="list-style-type: none"> • Cite text evidence to support the points of view in a fiction text. • Edit sentences by identifying and correcting errors in spelling, punctuation, and capitalization. • Create a published version of their expository essay. • Demonstrate fluency by reading grade-level text. |
|--------------------------|-----------------------|---|---|---|
| Module | Lesson | Vocabulary | Spelling | Objective(s) |
| Module 26: Rainy Days | 26.1 Rainy Days | attic locate treasure primary examine misery | laugh of only please said magnet their today together two use | <ul style="list-style-type: none"> • Identify irregular spelling in words. • Define the plot of a story. • Identify how commas are used in direct address and appositives. • Summarize the parts of a friendly letter. |
| | 26.2 Rainy Days | | | <ul style="list-style-type: none"> • Identify parts of a plot in a story. • Recognize abbreviations. • Construct a rough draft of a friendly letter. • Demonstrate proper letter formation of uppercase cursive letters <i>B</i> and <i>Q</i>. |
| | 26.3 Rainy Days | | | <ul style="list-style-type: none"> • Analyze vocabulary words using reference sources and word relationships. • Analyze the plot of a story. • Use commas in direct address and appositives. • Revise a friendly letter. |
| | 26.4 Rainy Days | | | <ul style="list-style-type: none"> • Cite text evidence to answer questions about plot. • Punctuate abbreviations correctly. • Analyze and justify editing choices to improve writing. • Demonstrate proper letter formation of uppercase cursive letters <i>B</i> and <i>Q</i>. |
| | 26.5 Rainy Days | | | <ul style="list-style-type: none"> • Cite evidence for each part of the plot in a story. • Modify text by identifying and correcting errors in spelling, punctuation, and capitalization. • Create a published version of your friendly letter. • Demonstrate fluency by reading grade-level text. |

| Module | Lesson | Vocabulary | Spelling | Objective(s) |
|-------------------------|-------------------|---|--|--|
| Module 27: Lazy Days | 27.1 Lazy Days | consider contain recall peaceful active schedule | very walk warm was what who work you your | <ul style="list-style-type: none"> Identify irregular spelling patterns in words. Use context clues to find the definitions of vocabulary words. Explain the conflict of a story. Describe how commas are used in dates. |
| | 27.2 Lazy Days | | | <ul style="list-style-type: none"> Identify real-life connections between words and their uses. Analyze a text for conflict. Identify where commas belong in dates. Develop a rough draft of a new ending to a text. |
| | 27.3 Lazy Days | | | <ul style="list-style-type: none"> Analyze words for irregular spelling. Use word relationships and figurative language to understand vocabulary words. Interpret the conflict in a story. Revise a new ending to a text. |
| | 27.4 Lazy Days | | | <ul style="list-style-type: none"> Analyze conflict in a story. Use commas correctly in dates. Analyze and explain editing choices to improve writing. Demonstrate proper cursive connections to write sentences. |
| | 27.5 Lazy Days | | | <ul style="list-style-type: none"> Cite text evidence to show understanding of the conflict in a story. Modify a paragraph by identifying and correcting errors in comma usage. Create a published copy of a new ending to a story. Demonstrate fluency by reading grade-level text. |
| Module | Lesson | Vocabulary | Spelling | Objective(s) |
| Module 28: Artists | 28.1 Artists | artists bold rare mural museum masterpiece | caught daughter fraught laughter taught bought cough | <ul style="list-style-type: none"> Identify <i>ough</i> and <i>ough</i> spelling pattern in words. Use context clues to find the definitions of vocabulary words. Define the problem-and-solution structure of a nonfiction text. Explain how apostrophes show possession. |

| | | | | |
|---------------------------------|-------------------|--|--|---|
| | | | dough enough fought rough thought tough through naughty although | |
| | 28.2 Artists | | | <ul style="list-style-type: none"> Identify real-life connections between words and their use. Identify a problem and solution in a nonfiction text. Identify when apostrophes are used to show possession. Construct a rough draft of a problem-and-solution essay. |
| | 28.3 Artists | | | <ul style="list-style-type: none"> Analyze vocabulary using figurative language, word relationships, origins, and shades of meaning. Analyze a nonfiction problem-and-solution text. Modify sentences by choosing the correct word with an apostrophe. Revise a problem-and-solution essay. |
| | 28.4 Artists | | | <ul style="list-style-type: none"> Identify problem-and-solution structure in a new text. Use apostrophes to show possession. Analyze and explain editing choices to improve writing. Demonstrate proper cursive connections to write sentences. |
| | 28.5 Artists | | | <ul style="list-style-type: none"> Cite evidence for the problem and solution in a nonfiction text. Revise a paragraph by adding possessive nouns. Create a published version of their problem-and-solution essay and record themselves presenting it. Demonstrate fluency by reading grade-level text. |
| Module | Lesson | Vocabulary | Spelling | Objective(s) |
| Module 29: Musicians | 29.1 Musicians | beat orchestra rhythm variety talent instrument | underline underground underneath underdog underwater superhero supermarket superhuman superpower | <ul style="list-style-type: none"> Define words that use prefix spelling patterns: <i>under-</i>, <i>super-</i>, <i>re-</i>. Use context clues to find the definitions of vocabulary words. Explain the cause-and-effect structure of a nonfiction text. Explain possessive pronouns. |

| | | | supersonic replay rewrite rebuild retell remake recycle | |
|------------------------|-------------------|--|---|---|
| | 29.2 Musicians | | | <ul style="list-style-type: none"> Classify words using the meanings of prefixes <i>under-</i>, <i>super-</i>, and <i>re-</i>. Identify real-life connections between words and their use. Modify sentences by choosing the correct possessive pronouns. Construct a rough draft of a cause-and-effect paragraph. |
| | 29.3 Musicians | | | <ul style="list-style-type: none"> Analyze and apply vocabulary words using context, reference sources, figurative language, and word relationships. Analyze a nonfiction text for cause and effect. Use possessive pronouns in sentences. Revise a cause-and-effect paragraph. |
| | 29.4 Musicians | | | <ul style="list-style-type: none"> Analyze a nonfiction text for cause and effect. Use possessive pronouns correctly in writing. Analyze and explain editing choices to improve writing. Demonstrate proper cursive connections to write sentences. |
| | 29.5 Musicians | | | <ul style="list-style-type: none"> Spell words with the prefixes <i>under-</i>, <i>super-</i>, and <i>re-</i> correctly by mapping sounds to letters. Cite evidence for cause-and-effect relationships in a nonfiction text. Create a published version of their cause-and-effect paragraph. Demonstrate fluency by reading grade-level text. |
| Module | Lesson | Vocabulary | Spelling | Objective(s) |
| Module 30: Athletes | 30.1 Athletes | podium certain grace ambition triumph competition | Review Week | <ul style="list-style-type: none"> Use context clues to find the definitions of vocabulary words. Explain comparison and contrast with two texts. Revise simple sentences using <i>because</i>, <i>but</i>, or <i>so</i>. Identify the parts of a compare-and-contrast essay. |

| | | | | |
|-------------------------------|-------------------------|--|--|---|
| | 30.2 Athletes | | | <ul style="list-style-type: none"> Identify real-life connections between words and their use. Compare and contrast two texts. Construct complex and compound sentences using <i>because</i>, <i>but</i>, and <i>so</i>. Construct a compare-and-contrast essay. |
| | 30.3 Athletes | | | <ul style="list-style-type: none"> Analyze and apply vocabulary words using context, figurative language, and word relationships. Describe the similarities and differences with two texts. Evaluate the impact of adding <i>because</i>, <i>but</i>, or <i>so</i> to a sentence. Revise a compare-and-contrast essay. |
| | 30.4 Athletes | | | <ul style="list-style-type: none"> Analyze two texts to compare and contrast them. Evaluate different sentence versions to determine which conjunction best conveys intended meaning. Analyze and explain editing choices to improve writing. Demonstrate proper cursive connections to write sentences. |
| | 30.5 Athletes | | | <ul style="list-style-type: none"> Compare and contrast two of the athletes from a nonfiction text. Revise a paragraph using <i>because</i>, <i>but</i>, and <i>so</i> to clarify tone. Create a published version of their compare-and-contrast paragraph. Demonstrate fluency by reading grade-level text. |
| Module | Lesson | Vocabulary | Spelling | Objective(s) |
| Module 31: Rolling Objects | 31.1 Rolling Objects | function enable ancient steer invention reverse | misplace misprint mishear mistake mislead misspell unhappy unkind unfair unwrap unfinished midnight midday midpoint midterm midwest | <ul style="list-style-type: none"> Define the prefixes <i>mis-</i>, <i>un-</i>, and <i>mid-</i> in spelling words. Use context clues to find the definitions of vocabulary words. Investigate an invention through research and use a graphic organizer to record information. Demonstrate fluency by reading grade-level text. |
| | 31.2 | | | <ul style="list-style-type: none"> Cite text evidence using text features to identify text structure. |

| | Rolling Objects | | | <ul style="list-style-type: none"> Classify word pairs by relationship type and explain how the words are related. Construct a rough draft of an informative essay. Demonstrate proper cursive connections to write sentences. |
|---------------------------|-------------------------|--|--|--|
| | 31.3 Rolling Objects | | | <ul style="list-style-type: none"> Describe how text features contribute to the structure of a nonfiction text. Apply knowledge of word relationships to complete analogies accurately. Revise an informational essay for a discussion. Demonstrate fluency by reading grade-level text. |
| | 31.4 Rolling Objects | | | <ul style="list-style-type: none"> Use vocabulary words in sentences. Cite text evidence to aid in comprehension. Analyze analogies and explain the relationship using complete sentences and precise language. Analyze and explain editing choices to improve writing. |
| | 31.5 Rolling Objects | | | <ul style="list-style-type: none"> Define vocabulary words. Explain a text feature in a nonfiction text. Create a correct analogy based on a specified relationship and explain why the analogy works. Create a published version of their informational essay and present it to a peer. |
| Module | Lesson | Vocabulary | Spelling | Objective(s) |
| Module 32: Electricity | 32.1 Electricity | advantage impact grasp future theory successful | preheat preview prefix prewrite pretest nonsense nonfiction nonverbal nonprofit overlook overheat overload overreact overdone | <ul style="list-style-type: none"> Define the prefixes <i>pre-</i>, <i>non-</i>, and <i>over-</i> in spelling words. Use context clues to find the definitions of vocabulary words. Define the point of view of a nonfiction text. Describe examples of formal and informal language in short texts. |

| | | | | |
|----------------------------------|---------------------|---|--|---|
| | 32.2 Electricity | | | <ul style="list-style-type: none"> • Distinguish an author’s point of view from their own point of view. • Classify language as formal or informal based on audience and purpose. • Construct a descriptive essay. • Demonstrate proper cursive connections to write sentences. |
| | 32.3 Electricity | | | <ul style="list-style-type: none"> • Use context clues in a sentence to determine and apply the correct prefix to complete a word accurately. • Analyze and apply vocabulary words using context, figurative language, and word relationships. • Analyze and apply formal and informal language to revise sentences for the appropriate audience and purpose. • Revise a descriptive essay. |
| | 32.4 Electricity | | | <ul style="list-style-type: none"> • Use the prefixes <i>pre-</i>, <i>non-</i>, and <i>over-</i> to define spelling words. • Determine which example sentence accurately reflects the meaning of vocabulary words. • Cite text evidence to support an author’s point of view. • Evaluate the appropriateness of formal and informal language choices for situations. |
| | 32.5 Electricity | | | <ul style="list-style-type: none"> • Apply vocabulary words correctly in sentences. • Cite evidence to support the author's point of view. • Create formal and informal responses. • Create a published version of a descriptive essay. |
| Module | Lesson | Vocabulary | Spelling | Objective(s) |
| Module 33: Attraction | 33.1 Attraction | magnetism repel magnet observe attract scatter | washable portable usable reliable careful thankful colorful peaceful happiness kindness weakness fairness | <ul style="list-style-type: none"> • Define the suffixes <i>-able</i>, <i>-ful</i>, <i>-ness</i>, and <i>-less</i> in spelling words. • Use context clues to find the definitions of vocabulary words. • Identify how key (relevant) details and text evidence are connected. • Describe how declarative, interrogative, imperative, and exclamatory sentences are used. |

| | | | hopeless careless restless thoughtless | |
|---------------------------|---------------------|---|--|--|
| | 33.2 Attraction | | | <ul style="list-style-type: none"> • Use key (relevant) details as text evidence. • Classify sentences by type based on meaning and purpose. • Construct a narrative writing. • Demonstrate proper cursive connections to write sentences. |
| | 33.3 Attraction | | | <ul style="list-style-type: none"> • Cite text evidence to answer comprehension questions. • Use declarative, interrogative, imperative, and exclamatory sentences with correct punctuation. • Revise a narrative. • Demonstrate fluency by reading grade-level text. |
| | 33.4 Attraction | | | <ul style="list-style-type: none"> • Use the suffixes <i>-able</i>, <i>-ful</i>, <i>-ness</i>, and <i>-less</i> to spell words. • Use vocabulary words in sentences. • Summarize a nonfiction text. • Create declarative, interrogative, imperative, and exclamatory sentences. |
| | 33.5 Attraction | | | <ul style="list-style-type: none"> • Recall suffix spellings of <i>-able</i>, <i>-ful</i>, <i>-ness</i>, and <i>-less</i> spelling pattern words correctly by mapping sounds to letters. • Define vocabulary words and use them in writing. • Cite evidence to support comprehension. • Revise a paragraph for correct punctuation to match the sentence type. |
| Module | Lesson | Vocabulary | Spelling | Objective(s) |
| Module 34: Immigration | 34.1 Immigration | disease pause actual continent brief cling | confusion version revision division permission confession nation combination attention position action | <ul style="list-style-type: none"> • Define <i>-tion</i>, <i>-sion</i>, and <i>-ture</i> in spelling words. • Use context clues to find the definitions of vocabulary words. • Define prepositions and prepositional phrases. • Use a graphic organizer to plan an informational essay. |

| | | | | |
|------------------------------|---------------------|--|--|--|
| | | | immature puncture structure departure vulture | |
| | 34.2 Immigration | | | <ul style="list-style-type: none"> Classify -tion, -sion, and -ture spelling words by meaning. Use context clues to determine the meaning of vocabulary words. Determine the cause-and-effect relationship in the Module Story. Construct a rough draft of an informational essay. |
| | 34.3 Immigration | | | <ul style="list-style-type: none"> Analyze spelling generalizations with the suffixes <i>-tion</i>, <i>-sion</i>, <i>-ture</i>. Apply cause and effect relationships to details in a text. Create sentences with prepositional phrases. |
| | 34.4 Immigration | | | <ul style="list-style-type: none"> Use vocabulary words in sentences. Analyze text for cause-and-effect relationships. Revise sentences by adding prepositional phrases. Demonstrate proper cursive connections while copying a poem. |
| | 34.5 Immigration | | | <ul style="list-style-type: none"> Determine the cause-and-effect relationships in a fiction text and a nonfiction text. Revise a paragraph for prepositional phrases. Create a published version of their informational essay. |
| Module | Lesson | Vocabulary | Spelling | Objective(s) |
| Module 35: Voting | 35.1 Voting | reveal ballot candidate vote election legal | artist pianist scientist cyclist activity humidity equality simplicity realize finalize memorize visualize movement enjoyment | <ul style="list-style-type: none"> Define the suffixes <i>-ist</i>, <i>-ity</i>, <i>-ize</i>, and <i>-ment</i> in spelling words. Use context clues to find the definitions of vocabulary words. Define sequential or chronological order structure in nonfiction texts. Identify and describe compound sentences and their parts. |

| | | | | |
|------------------------------------|----------------------|---|--------------------------|---|
| | | | assignment excitement | |
| | 35.2 Voting | | | <ul style="list-style-type: none"> Identify words with the <i>-ist</i>, <i>-ity</i>, <i>-ize</i>, and <i>-ment</i> spelling pattern. Analyze a nonfiction text for text structure. Classify and explain whether sentences are simple or compound. Construct a rough draft of a persuasive paragraph. |
| | 35.3 Voting | | | <ul style="list-style-type: none"> Use the suffixes <i>-ist</i>, <i>-ity</i>, <i>-ize</i>, and <i>-ment</i> to form new words. Apply text structure to connect ideas in the text. Apply compound sentence structure to combine and revise sentences correctly. Revise a persuasive paragraph. |
| | 35.4 Voting | | | <ul style="list-style-type: none"> Use suffixes to identify parts of speech. Analyze how compound sentences improve clarity and flow in writing. Demonstrate proper cursive connections to write a paragraph. |
| | 35.5 Voting | | | <ul style="list-style-type: none"> Use <i>-ist</i>, <i>-ity</i>, <i>-ize</i>, and <i>-ment</i> to create new words. Cite evidence when answering questions about a text. Create a published version of your persuasive paragraph. |
| Module | Lesson | Vocabulary | Spelling | Objective(s) |
| Module 36: Perseverance | 36.1 Perseverance | coward spoil loyal limit border rate | Review Week | <ul style="list-style-type: none"> Use context clues to find the definitions of vocabulary words. Identify the problem and solution in a story. Construct a complex sentence by combining an independent clause and a dependent clause with correct subject-verb agreement. Use a graphic organizer to plan an opinion essay. |
| | 36.2 Perseverance | | | <ul style="list-style-type: none"> Summarize the setting and plot of a story. Revise complex sentences for subject-verb agreement across clauses. Construct an opinion essay. Demonstrate proper cursive connections to write a paragraph. |
| | 36.3 Perseverance | | | <ul style="list-style-type: none"> Identify the theme of a story. Analyze complex sentences to determine whether subjects and verbs agree in independent and subordinate clauses. Revise an opinion essay. Demonstrate fluency by reading grade-level text. |
| | 36.4 | | | <ul style="list-style-type: none"> Compare the theme across two stories. |

| | | | | |
|--|----------------------|--|--|---|
| | Perseverance | | | <ul style="list-style-type: none">• Construct complex sentences.• Analyze and explain editing choices to improve writing. |
| | 36.5 Perseverance | | | <ul style="list-style-type: none">• Cite evidence to answer comprehension questions about two stories.• Revise a paragraph for complex sentences.• Create a published version of their opinion essay. |