Nice to Meet You!

Essential Question How can making new friends and learning new things help us?



SOCIAL & EMOTIONAL LEARNING: Relationship Skills

WEEK 1

READING

Big Book

Pete the Cat: Rocking in My School Shoes by Eric Litwin
GENRE: Fantasy

***my*Book**

- *My First Day*
  GENRE: Realistic Fiction
- *Try This!* by Pam Muñoz Ryan
  GENRE: Narrative Nonfiction

Comprehension

- Story Structure
- Elements of Poetry
- Ask and Answer Questions
- Author's Purpose

Speaking and Listening

- Collaborative Conversations

Response to Text

- Write a Caption

VOCABULARY

Oral Power Words *favorite, furry, goodness, hall, library, noisy*

Power Words *enjoy, excited, great, nervous, new, try*

Generative Vocabulary
Words About Feelings

Vocabulary Strategy
Classify and Categorize

ENGLISH LANGUAGE DEVELOPMENT

Language Function Seek Information

WEEK 2

READING

Read Aloud Book

You Will Be My Friend! by Peter Brown
GENRE: Fantasy

***my*Book**

- *My School Trip* by Aly G. Mays
  GENRE: Realistic Fiction
- *A Kids' Guide to Friends* by Trey Amico
  GENRE: Informational Text

Comprehension

- Story Structure
- Monitor and Clarify
- Author's Purpose
- Make Inferences
- Topic and Central Idea

Response to Text

- Write a List
- Write an Opinion

VOCABULARY

Oral Power Words *accept, calm, happened, introduce, ridiculous, search*

Power Words *kinds, last, partner, together, trip, wished*

Generative Vocabulary
Inflection *-ed*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Infer

BIG IDEA WORDS *challenge, emotions, friendship*

INQUIRY AND RESEARCH PROJECT "Celebrate Us!" Profiles

PERFORMANCE TASK Narrative

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Onset/Rime
- Segment Syllables, Onset/Rime
- Alliteration; Isolate Phonemes
- Blend Phonemes

Phonics
- Consonants *m, s, t, b*
- Short *a*

High-Frequency Words
- *go, is, like, see, the, this, to, we*
- Decodable: *am, at*

Spelling
Short *a*
- Basic Words: *am, at, bat, mat, Sam, sat*

Fluency Accuracy and Self-Correction

Start Right Reader Texts
- *The Mat*
- *Sam at Bat*
- *Tab at Bat*
- *Tam at Bat*

WRITING WORKSHOP



Writing Mode: Narrative
Form: Oral Story
- Introducing the Focal Text: *Ralph Tells a Story* by Abby Hanlon
- The Read
- Vocabulary
- Finding a Topic
- Beginning Oral Storytelling

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Onset/Rime
- Blend Phonemes
- Segment Onset/Rime

Phonics
- Consonants *n, d, p, c* /k/
- Short *a*

High-Frequency Words
- *a, first, good, had, he, I, my, was*
- Decodable: *an, can, man*

Spelling
Short *a*
- Basic Words: *an, bad, can, cat, nap, pan*
- Review Words: *am, at, bat, sat*
- Challenge Words: *lamp, trap*

Fluency Reading Rate

Start Right Reader Texts
- *Dan Can Tap, Tap, Tap*
- *Tab Can Tap, Tap, Tap*
- *Map Nap*
- *Can Tab Nap?*

WRITING WORKSHOP



Writing Mode: Narrative
Form: Oral Story
- Telling and Listening to Stories I
- Telling and Listening to Stories II
- Prewriting: A Written Class Story
- Drafting I: Developing the Class Story
- Drafting II: Assessing the Story

Nice to Meet You!

Essential Question How can making new friends and learning new things help us?



SOCIAL & EMOTIONAL LEARNING: Relationship Skills

WEEK 3

READING

Read Aloud Book

Suki's Kimono by Chieri Uegaki
GENRE: Realistic Fiction

***my*Book**

- *Big Dilly's Tale* by Gail Carson Levine
  GENRE: Fairy Tale
- *I'm Me* by The FuZees
  GENRE: Song

Comprehension

- Characters
- Ask and Answer Questions

Response to Text

- Write a Description

VOCABULARY

Oral Power Words *approve, copied, flutter, folds, grumbled, quivered, swayed, weird*

Power Words *beautiful, changed, chilly, paddled, ugly*

Generative Vocabulary
Inflection *-ed*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Describe

BIG IDEA WORDS *challenge, emotions, friendship*

INQUIRY AND RESEARCH PROJECT "Celebrate Us!" Profiles

PERFORMANCE TASK Narrative

FOUNDATIONAL SKILLS

Phonological Awareness

- Alliteration; Segment Phonemes
- Blend Phonemes
- Segment Phonemes
- Isolate Phonemes: Identify Vowel

Phonics

- Consonants *r, f, s* /z/; Short *i*
- Inflection *-s*

High-Frequency Words

- *and, find, for, just, many, one, she, then*
- Decodable: *as, if, in, is, it*

Spelling

Short *i*

- Basic Words: *fit, him, is, it, pin, sip*
- Review Words: *an, cat, nap, pan*
- Challenge Words: *rich, spin*

Fluency Phrasing

Start Right Reader Texts

- *Tim and Pam*
- *Dab, Dab, Dab!*
- *Tin Cans Tip!*
- *Fin*

WRITING WORKSHOP

Writing Mode: Narrative

Form: Oral Story

- Revising I: Adding Detail
- Revising II: Finding the Right Words
- Editing: Capitalizing Proper Nouns
- Publishing
- Sharing

My Family, My Community

Essential Question How does everyone in my family and community make them special?



SOCIAL & EMOTIONAL LEARNING: Social Awareness

WEEK 1

READING

Big Book

Whose Hands Are These? by Miranda Paul
GENRE: Informational Text

***my*Book**

- *Kids Speak Up!*
  GENRE: Opinion Writing
- *Dan Had a Plan* by Wong Herbert Yee
  GENRE: Realistic Fiction

Comprehension

- Ideas and Support
- Text Organization
- Retell
- Setting

Speaking and Listening

- Social Communication

Response to Text

- Write a Plan

VOCABULARY

Oral Power Words *belong, gifted, persists, sketch, smeared, toiled*

Power Words *help, market, mess, neighbors, sell, set*

Generative Vocabulary
Words About Places and Things

Vocabulary Strategy
Antonyms

ENGLISH LANGUAGE DEVELOPMENT

Language Function Recount Information

WEEK 2

READING

Read Aloud Book

Maybe Something Beautiful by F. Isabel Campoy and Theresa Howell
GENRE: Realistic Fiction

***my*Book**

- *On the Map!* by Lisa Fleming
  GENRE: Informational Text
- *Places in My Neighborhood* by Shelly Lyons
  GENRE: Informational Text

Comprehension

- Setting
- Summarize
- Text Features
- Make Connections
- Content-Area Words

Response to Text

- Write Directions
- Write a Description

VOCABULARY

Oral Power Words *canvas, decorated, dipped, gazed, gloom, heart*

Power Words *clinic, community, map, places, purpose, town*

Generative Vocabulary
Words About Places and Things

ENGLISH LANGUAGE DEVELOPMENT

Language Function Compare and Contrast

BIG IDEA WORDS *area, population, working*

INQUIRY AND RESEARCH PROJECT Our Community News

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Onset/Rime
- Blend Phonemes
- Segment Onset/Rime
- Segment Phonemes

Phonics
- Consonants *g, k*
- Review Short *a, i*

High-Frequency Words
- *are, buy, little, said, too, up, will, you*
- Decodable: *big, did, its, ran, sit*

Spelling
Short *i*
- Basic Words: *big, did, dig, in, pig, sit*
- Review Words: *fit, it, pin, sip*
- Challenge Words: *fish, ship*

Fluency Expression

Start Right Reader Texts
- *Cab, Cab!*
- *Go, Big Cab!*
- *A Big Pit*
- *Big Pat*

WRITING WORKSHOP

Writing Mode: Informational Text
Form: Descriptive Essay
- Introducing the Focal Text: *Nana in the City* by Lauren Castillo
- The Read
- Vocabulary
- Prewriting I: Finding a Topic
- Prewriting II: Planning a Descriptive Essay

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Phonemes
- Alliteration; Isolate Phonemes
- Segment Phonemes

Phonics
- Consonants *l, h;* Short *o*
- Review Short *a, i, o*

High-Frequency Words
- *do, live (v.), of, our, wants, what, with, your*
- Decodable: *got, had, has, him, his, not*

Spelling
Short *o*
- Basic Words: *hot, hop, log, not, on, top*
- Review Words: *big, dig, pig, sit*
- Challenge Words: *block, shop*

Fluency Intonation

Start Right Reader Texts
- *Tap, Bam! Rip! Bam!*
- *A Map*
- *Dot Is on It!*
- *Hop on It, Dot!*

WRITING WORKSHOP

Writing Mode: Informational Text
Form: Descriptive Essay
- Drafting I: Elements of a Descriptive Essay
- Drafting II: Using Sensory Words
- Drafting III: Adding Art
- Revising I: Grouping
- Revising II: Incorporating Feedback

My Family, My Community

Essential Question How does everyone in my family and community make them special?



SOCIAL & EMOTIONAL LEARNING: Social Awareness

WEEK 3

READING

Read Aloud Book

Abuela by Arthur Dorros
GENRE: Fantasy

***my*Book**

- *Who Put the Cookies in the Cookie Jar?* by George Shannon
  GENRE: Informational Text
- *Curious About Jobs*
  GENRE: Video

Comprehension

- Setting
- Ask and Answer Questions
- Text Organization
- Content-Area Words

Response to Text

- Write a Thank-You Note

VOCABULARY

Oral Power Words *close, docked, harbor, pointing, unload*

Power Words *against, churn, drive, heal, spoon, stock*

Generative Vocabulary
Words About Actions and Directions

ENGLISH LANGUAGE DEVELOPMENT

Language Function Classify

BIG IDEA WORDS *area, population, working*

INQUIRY AND RESEARCH PROJECT Our Community News

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Phonemes
- Isolate Phonemes
- Isolate, Segment Phonemes
- Isolate Phonemes: Identify Vowel

Phonics

- Consonants *w, j, y, v;* Short *u*
- Review Short *i, o, u*

High-Frequency Words

- *about, eat, how, make, out, put, takes, who*
- Decodable: *but, cut, on, run, up, us*

Spelling

Short *u*

- Basic Words: *bug, hug, mud, nut, tub, up*
- Review Words: *hop, hot, log, not*
- Challenge Words: *bathtub, puppy*

Fluency Accuracy and Self-Correction

Start Right Reader Texts

- *Wags, Wags, Wags!*
- *Yip! Yap!*
- *Mud Pup*
- *Bad Pup, Wags!*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Descriptive Essay

- Revising III: Capitalization
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

Amazing Animals

Essential Question How do animals' bodies help them?

SOCIAL & EMOTIONAL LEARNING:
Self-Awareness

WEEK 1

READING

Big Book
Best Foot Forward by Ingo Arndt
GENRE: Informational Text

***my*Book**
- *Animal Q & A*
  GENRE: Informational Text
- *The Nest* by Carole Roberts
  GENRE: Realistic Fiction

Comprehension
- Text Features
- Ask and Answer Questions
- Story Structure

Speaking and Listening
- Ask and Answer Questions

Response to Text
- Write a Journal Entry

VOCABULARY

Oral Power Words *hunts, propel, sinking, spring, stubby*

Power Words *empty, exclaimed, soon, surprise, twigs, warm*

Generative Vocabulary
Words About Time and Position

Vocabulary Strategy Synonyms

ENGLISH LANGUAGE DEVELOPMENT

Language Function Seek Information

WEEK 2

READING

Read Aloud Book
Whose Eye Am I? by Shelley Rotner
GENRE: Informational Text

***my*Book**
- *Blue Bird and Coyote* by James Bruchac
  GENRE: Folktale
- *Have You Heard the Nesting Bird?* by Rita Gray
  GENRE: Narrative Nonfiction

Comprehension
- Text Organization
- Create Mental Images
- Point of View
- Monitor and Clarify

Response to Text
- Write a Story Ending
- Write a Story

VOCABULARY

Oral Power Words *experts, lenses, pupils, sharp, sheds, swivel*

Power Words *dull, once, shingle, shriek, stroll, thank*

Generative Vocabulary
Words About Time and Position

ENGLISH LANGUAGE DEVELOPMENT

Language Function Analyze

BIG IDEA WORDS *camouflage, characteristics, mammal*

INQUIRY AND RESEARCH PROJECT Animal Copycats Inventions

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Phonemes
- Isolate, Segment Phonemes

Phonics
- Consonants *qu, x, z;* Short *e*
- Review Short *e, i, o, u*

High-Frequency Words
- *day, every, fly, have, look, made, they, write*
- Decodable: *get, let, red, six, ten, yes*

Spelling
Short *e*
- Basic Words: *hen, leg, pen, web, wet, yet*
- Review Words: *bug, mud, nut, tub*
- Challenge Words: *messy, went*

Fluency Reading Rate

Start Right Reader Texts
- *Run, Hens, Run!*
- *Run, Rex!*
- *Get Red Hen*
- *Fox in a Fix!*

WRITING WORKSHOP

Writing Mode: Informational Text
Form: Research Essay
- Introducing the Focal Text: *Giraffes* by Kate Riggs
- The Read
- Vocabulary
- Prewriting I: Finding a Topic
- Prewriting II: Researching a Topic

FOUNDATIONAL SKILLS

Phonological Awareness
- Identify, Produce Rhyme
- Isolate Phonemes: Identify Vowel
- Isolate, Segment Phonemes

Phonics
- Double Final Consonants
- Consonants *ck* /k/

High-Frequency Words
- *all, down, four, from, her, now, saw, went*
- Decodable: *back, off, pick, tell, well, will*

Spelling
Double Final Consonants
- Basic Words: *egg, grass, miss, tell, well, will*
- Review Words: *leg, web, wet, yet*
- Challenge Words: *game, these*

Fluency Expression

Start Right Reader Texts
- *Big, Big Bus*
- *Jobs, Jobs, Jobs*
- *Vets Get Pets Well*
- *Fun Kid Jobs*

WRITING WORKSHOP

Writing Mode: Informational Text
Form: Research Essay
- Drafting I: Elements of an Informational Text
- Drafting II: Integrating Research
- Drafting III: Adding Art
- Drafting IV: Adding Text Features
- Revising I: Grouping

Amazing Animals

Essential Question How do animals' bodies help them?

SOCIAL & EMOTIONAL LEARNING:
Self-Awareness

WEEK 3

READING

Read Aloud Book

Ol' Mama Squirrel by David Ezra Stein
GENRE: Fantasy

*my*Book

- *Step-by-Step Advice from the Animal Kingdom* by Steve Jenkins and Robin Page
  GENRE: Procedural Text
- *Beaver Family* from National Geographic Kids
  GENRE: Video

Comprehension

- Story Structure
- Summarize
- Text Organization
- Chronological Order

Response to Text

- Write a Fact

VOCABULARY

Oral Power Words *clenched, limit, mark, pelted, puny, raised, scold*

Power Words *circling, herd, predators, prey, school*

Generative Vocabulary Inflection *-ing*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Sequence

BIG IDEA WORDS *camouflage, characteristics, mammal*

INQUIRY AND RESEARCH PROJECT Animal Copycats Inventions

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS

Phonological Awareness

- Alliteration: Digraphs
- Blend Phonemes
- Isolate, Segment Phonemes

Phonics

- Consonant Digraph *sh*
- Review *s, sh*

High-Frequency Words

- *by, call, could, know, some, there, were, would*
- Decodable: *fish, hot, wish*

Spelling

Consonant Digraph *sh*

- Basic Words: *dash, fish, rush, ship, shop, wish*
- Review Words: *grass, miss, tell, will*
- Challenge Words: *shape, shoe*

Fluency Phrasing

Start Right Reader Texts

- *Pet Wish*
- *Pet Ducks Quack*
- *Ten Pet Hens*
- *Six Pet Fish*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Research Essay

- Revising II: Singular and Plural Nouns
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

Better Together

Essential Question Why is it important to do my best and get along with others?



SOCIAL & EMOTIONAL LEARNING: Relationship Skills

WEEK 1

READING

Big Book

Baseball Hour by Carol Nevius
GENRE: Informational Text

***my*Book**

- *Good Sports*
  GENRE: Opinion Writing
- *Goal!* by Jane Medina
  GENRE: Informational Text

Comprehension

- Ideas and Support
- Topic and Central Idea
- Evaluate
- Point of View

Speaking and Listening

- Give and Follow Instructions

Response to Text

- Write Game Rules

VOCABULARY

Oral Power Words *bend, drills, field, jog, pace, twist*

Power Words *coach, equipment, fan, goal, rules, team*

Generative Vocabulary
Compound Words

Vocabulary Strategy
Context Clues

ENGLISH LANGUAGE DEVELOPMENT

Language Function Persuade

WEEK 2

READING

Read Aloud Book

Pelé, King of Soccer by Monica Brown
GENRE: Biography

***my*Book**

- *Get Up and Go!* by Rozanne Lanczak Williams
  GENRE: Informational Text
- *Brontorina* by James Howe
  GENRE: Fantasy

Comprehension

- Topic and Central Idea
- Synthesize
- Text Features
- Retell
- Characters

Response to Text

- Write an Opinion
- Write a Description

VOCABULARY

Oral Power Words *afford, champions, match, opponent, professional, spreading*

Power Words *body, excuse, exercise, guy, hero, well*

Generative Vocabulary
Compound Words

ENGLISH LANGUAGE DEVELOPMENT

Language Function Synthesize

BIG IDEA WORDS *courtesy, honest, sport*

INQUIRY AND RESEARCH PROJECT Get Healthy Games

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS

Phonological Awareness
- Alliteration: Digraphs
- Blend Phonemes
- Segment Phonemes
- Manipulate Phonemes: Change

Phonics
- Consonant Digraph *ch*
- Review *ch, sh*

High-Frequency Words
- *be, here, me, play, started, today, use, very*
- Decodable: *much, such*

Spelling
Consonant Digraph *ch*
- Basic Words: *chick, chin, chip, chop, much, rich*
- Review Words: *rush, ship, shop, wish*
- Challenge Words: *boy, girl*

Fluency Intonation

Start Right Reader Texts
- *Chop, Chop! Mix, Mix!*
- *Chick Jam, Chick Dip*
- *Rush, Chick!*
- *Chick Quits*

WRITING WORKSHOP

Writing Mode: Informational Text
Form: Procedural Text
Introducing the Focal Text: *Do Unto Otters* by Laurie Keller
- The Read
- Vocabulary
- Prewriting I: Finding a Topic
- Prewriting II: Developing a Topic

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Phonemes
- Segment, Count Phonemes
- Manipulate Phonemes: Add, Change

Phonics
- Consonant Digraphs *th, wh;* Trigraph *-tch*
- Inflections *-s, -es*

High-Frequency Words
- *jump, right, say, their, walk, way, where, why*
- Decodable: *that, them, then, this, when, which*

Spelling
Consonant Digraphs *th, wh*
- Basic Words: *that, then, this, which, whip, with*
- Review Words: *chick, chin, much, rich*
- Challenge Words: *think, wheel*

Fluency Accuracy and Self-Correction

Start Right Reader Texts
- *Chicks Hatch*
- *Ducks Hatch*
- *Dogs*
- *Foxes*

WRITING WORKSHOP

Writing Mode: Informational Text
Form: Procedural Text
- Drafting I: Elements of a Procedural Text
- Drafting II: Choosing the Right Words
- Drafting III: Adding Art
- Revising I: Time Order Words
- Revising II: Grouping

Better Together

Essential Question Why is it important to do my best and get along with others?



SOCIAL & EMOTIONAL LEARNING: Relationship Skills

WEEK 3

READING

Read Aloud Book

The Great Ball Game by Joseph Bruchac
GENRE: Folktale

***my*Book**

- *If You Plant a Seed* by Kadir Nelson
  GENRE: Fantasy
- *Color Your World with Kindness* from BetterWorldians Foundation
  GENRE: Video

Comprehension

- Point of View
- Make Connections
- Theme
- Topic and Central Idea

Response to Text

- Write a Book Report

VOCABULARY

Oral Power Words *dusk, jeered, penalty, quarrel, stumbled*

Power Words *fruits, heap, seed, short, trouble*

Generative Vocabulary
Suffixes *-er, -est*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Justify

BIG IDEA WORDS *courtesy, honest, sport*

INQUIRY AND RESEARCH PROJECT Get Healthy Games

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Phonemes
- Segment, Count Phonemes

Phonics

- Initial Blends with *s*
- Review *sh, th, st*

High-Frequency Words

- *after, before, does, don't, grow, into, no, wash*
- Decodable: *spell, still, stop, than, with*

Spelling

Initial Blends with *s*

- Basic Words: *slid, spit, split, step, stop, strap*
- Review Words: *that, this, which, whip*
- Challenge Words: *slide, stick*

Fluency Reading Rate

Start Right Reader Texts

- *Hill Cats*
- *Kids Skip*
- *Up Hills*
- *Sleds Slip*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Procedural Text

- Revising III: Clarity and Precision
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

Now You See It, Now You Don't

Essential Question Why do light and dark come and go?

SOCIAL & EMOTIONAL LEARNING:
Responsible Decision-Making

WEEK 1

READING

Big Book
On Earth by G. Brian Karas
GENRE: Informational Text

***my*Book**
- *Super Shadows!*
  GENRE: Informational Text
- *The Black Rabbit* by Philippa Leathers
  GENRE: Fantasy

Comprehension
- Text Features
- Make Inferences
- Story Structure

Media Literacy
- Digital Tools

Response to Text
- Write a Description

VOCABULARY

Oral Power Words *gravity, revolve, rolls, sweep, tilts, universe*

Power Words *bank, nibbled, relief, scrambled, tight, trembled*

Generative Vocabulary
Suffixes *-er, -est*

Vocabulary Strategy
Reference Sources

ENGLISH LANGUAGE DEVELOPMENT

Language Function Recount Information

WEEK 2

READING

Read Aloud Book
How Do You Know It's Winter? by Ruth Owen
GENRE: Informational Text

***my*Book**
- *Day and Night* by Margaret Hall
  GENRE: Informational Text
- *The Best Season* by Nina Crews
  GENRE: Opinion Writing

Comprehension
- Text Features
- Make and Confirm Predictions
- Make Connections
- Ideas and Support

Response to Text
- Write an Explanation
- Write an Opinion

VOCABULARY

Oral Power Words *arrives, avoid, bare, blanket, hidden, nears*

Power Words *faces, fades, pattern, seasons, shines, weather*

Generative Vocabulary
Inflection *-s*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Cause and Effect

BIG IDEA WORDS *orbit, period, solar*

INQUIRY AND RESEARCH PROJECT Investigate Shadows

PERFORMANCE TASK Narrative Writing

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Phonemes
- Manipulate Phonemes: Add
- Segment, Count Phonemes

Phonics
- Initial Blends with *l*
- Review *st, sl, fl, cl*

High-Frequency Words
- *around, came, come, found, other, people, two, worked*
- Decodable: *black*

Spelling
Initial Blends with *l*
- Basic Words: *clap, club, flag, flap, slam, sled*
- Review Words: *slid, spit, step, stop*
- Challenge Words: *flower, tube*

Fluency Expression

Start Right Reader Texts
- *Red Hen Skit*
- *Bags, Blocks, and Rugs*
- *Skit Jobs*
- *Skit Day*

WRITING WORKSHOP

Writing Mode: Narrative
Form: Imaginative Story
- Introducing the Focal Text: *Why the Sun and the Moon Live in the Sky* by Elphinstone Dayrell
- The Read
- Vocabulary
- Prewriting I: Finding a Topic
- Prewriting II: Developing a Topic

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Phonemes
- Manipulate Phonemes: Delete
- Segment, Count Phonemes
- Manipulate Phonemes: Add

Phonics
- Initial Blends with *r*
- Compound Words

High-Frequency Words
- *again, away, because, cold, fall, full, or, pretty*

Spelling
Initial Blends with *r*
- Basic Words: *drip, drum, grin, scrub, trap, trip*
- Review Words: *clap, club, flap, sled*
- Challenge Words: *branch, try*

Fluency Phrasing

Start Right Reader Texts
- *Red, Red, Red*
- *Big Crops*
- *Fetch, Dash, Dig*
- *Red, Red Sunset*

WRITING WORKSHOP

Writing Mode: Narrative
Form: Imaginative Story
- Drafting I: Elements of an Imaginative Narrative
- Drafting II: Choosing the Right Words
- Drafting III: Adding Art
- Revising I: Pronouns
- Revising II: Grouping

Now You See It, Now You Don't

Essential Question Why do light and dark come and go?

SOCIAL & EMOTIONAL LEARNING:
Responsible Decision-Making

WEEK 3

READING

Read Aloud Book

Oscar and the Moth by Geoff Waring
GENRE: Narrative Nonfiction

*my*Book

- *What Are You Waiting For?* by Scott Menchin
  GENRE: Fantasy
- *I'm So Hot* from StoryBots
  GENRE: Song

Comprehension

- Topic and Central Idea
- Make and Confirm Predictions
- Theme

Response to Text

- Write a Description

VOCABULARY

Oral Power Words *creatures, reaching, shivering, starry, swooping*

Power Words *blink, early, sloppy, touched, waiting*

Generative Vocabulary

Suffixes *-y, -ful*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Agree and Disagree

BIG IDEA WORDS *orbit, period, solar*

INQUIRY AND RESEARCH PROJECT Investigate Shadows

PERFORMANCE TASK Narrative Writing

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Phonemes
- Segment, Count Phonemes
- Manipulate Phonemes: Change

Phonics

- Final Blends
- Inflection *-ed*

High-Frequency Words

- *any, done, laugh, long, more, pull, teacher, think*
- Decodable: *and, ask, best, fast, jump, just*

Spelling

Final Blends

- Basic Words: *ant, fast, jump, lamp, must, went*
- Review Words: *drum, grin, trap, trip*
- Challenge Words: *jumped, pants*

Fluency Intonation

Start Right Reader Texts

- *Class Six*
- *Frogs in Class Six*
- *Crafts in Class Six*
- *Track in Class Six*

WRITING WORKSHOP

Writing Mode: Narrative

Form: Imaginative Story

- Revising III: The Parts of the Narrative
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

Celebrate America

Essential Question What do holidays and symbols tell about our country?

SOCIAL & EMOTIONAL LEARNING: Self-Awareness

WEEK 1

READING

Big Book

You're a Grand Old Flag by George M. Cohan
GENRE: Song

***my*Book**

- *State the Facts!*
  GENRE: Informational Text
- *Monument City* by Jerdine Nolen
  GENRE: Drama

Comprehension

- Text Features
- Elements of Poetry
- Make and Confirm Predictions
- Elements of Drama

Media Literacy

- Reference Sources

Response to Text

- Write a Drama

VOCABULARY

Oral Power Words *brag, emblem, forever, peace, true*

Power Words *freedom, grouchy, monuments, scene, sights, symbol*

Generative Vocabulary
Suffixes *-y, -ful*

Vocabulary Strategy Multiple-Meaning Words

ENGLISH LANGUAGE DEVELOPMENT

Language Function Classify

WEEK 2

READING

Read Aloud Book

Presidents' Day by Anne Rockwell
GENRE: Realistic Fiction

***my*Book**

- *The Contest* by Libby Martinez
  GENRE: Opinion Writing
- *The Statue of Liberty* by Tyler Monroe
  GENRE: Informational Text

Comprehension

- Point of View
- Evaluate
- Ideas and Support
- Make Connections
- Text Organization

Response to Text

- Write an Opinion
- Write an Ad

VOCABULARY

Oral Power Words *audience, onstage, program, split, stand, vote*

Power Words *base, contest, hope, liberty, national, towers*

Generative Vocabulary
Suffixes *-less, -ful*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Justify

BIG IDEA WORDS *appreciate, duty, participate*

INQUIRY AND RESEARCH PROJECT Patriotic Show

PERFORMANCE TASK Narrative Writing

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Phonemes
- Isolate Phonemes: Identify Vowel
- Segment Phonemes

Phonics
- Long *e, i, o* (CV)
- Possessives with *'s*

High-Frequency Words
- *another, gave, house, over, own, read, water, white*
- Decodable: *be, he, into, me, she, so*

Spelling
CV Pattern; Question Words
- Basic Words: *go, how, me, no, so, what, when, where, who, why*
- Review Words: *fast, lamp, jump, went*
- Challenge Words: *dry, helpful*

Fluency Accuracy and Self-Correction

Start Right Reader Texts
- *House*
- *Houses That Go Up*
- *Grass, Mud, Logs, and Sod*
- *Houses That Can Go*

WRITING WORKSHOP

Writing Mode: Narrative

Form: Personal Narrative
- Introducing the Focal Text: *The Thanksgiving Door* by Debby Atwell
- The Read
- Vocabulary
- Prewriting I: Finding a Topic
- Prewriting II: Developing a Topic

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Phonemes
- Isolate Phonemes: Identify Vowel
- Segment Phonemes
- Identify, Produce Rhyme

Phonics
- Long *a* (VC*e*)
- Soft *c*

High-Frequency Words
- *always, began, better, gives, hurt, shall, should, things*
- Decodable: *ate, came, gave, made, make, place*

Spelling
Long *a* (VC*e*)
- Basic Words: *brave, came, flake, gave, had, late, make, map, plate, shape*
- Review Words: *what, when, where, who*
- Challenge Words: *glide, grade*

Fluency Reading Rate

Start Right Reader Texts
- *Brave Kate*
- *A Swim at Crane Lake*
- *Race at the Skate Track*
- *On the Path Back*

WRITING WORKSHOP

Writing Mode: Narrative

Form: Personal Narrative
- Drafting I: Elements of a Narrative
- Drafting II: Choosing the Right Words
- Drafting III: Adding Art
- Revising I: Synonyms
- Revising II: Grouping

Celebrate America

Essential Question What do holidays and symbols tell about our country?



SOCIAL & EMOTIONAL LEARNING: Self-Awareness

WEEK 3

READING

Read Aloud Book

Can We Ring the Liberty Bell? by Martha E. H. Rustad
GENRE: Narrative Nonfiction

***my*Book**

- *Hooray for Holidays!* by Pat Cummings
  GENRE: Realistic Fiction
- *Patriotic Poems*
  GENRE: Poetry

Comprehension

- Text Features
- Create Mental Images
- Story Structure
- Elements of Poetry

Response to Text

- Write a Holiday Card

VOCABULARY

Oral Power Words *brittle, center, famous, government, papers, signed*

Power Words *celebrate, Constitution, parade, share, tradition*

Generative Vocabulary
Words About Actions

ENGLISH LANGUAGE DEVELOPMENT

Language Function Describe

BIG IDEA WORDS *appreciate, duty, participate*

INQUIRY AND RESEARCH PROJECT Patriotic Show

PERFORMANCE TASK Narrative Writing

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Phonemes
- Segment Phonemes
- Manipulate Phonemes: Delete

Phonics

- Long *i, o* (VCe)
- Silent Letters *kn, wr*

High-Frequency Words

- *carry, draw, eight, even, goes, may, seven, shows*
- Decodable: *home, like, ride, side, time, white*

Spelling

Long *i, o* (VCe)

- Basic Words: *bike, drive, home, joke, kite, like, poke, stove, time, white*
- Review Words: *flake, late, plate, shape*
- Challenge Words: *invite, write*

Fluency Expression

Start Right Reader Texts

- *Phil and Miss Rose*
- *Phil Can Help*
- *Lost Cat*
- *The Best Gift*

WRITING WORKSHOP

Writing Mode: Narrative

Form: Personal Narrative

- Revising III: Incorporating Feedback
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

The Big Outdoors

Essential Question How do things in nature change?

SOCIAL & EMOTIONAL LEARNING: Social Awareness

WEEK 1

READING

Big Book
Rainy, Sunny, Blowy, Snowy by Jane Brocket
GENRE: Informational Text

***my*Book**
- *Storm Report*
  GENRE: Opinion Writing
- *Sam & Dave Dig a Hole* by Mac Barnett
  GENRE: Fantasy

Comprehension
- Ideas and Support
- Text Organization
- Make Inferences
- Point of View

Research
- Gather Information

Response to Text
- Write a Message

VOCABULARY

Oral Power Words *deep, divide, fiery, fluffy, nature, spindly*

Power Words *break, direction, landed, mission, problem, spectacular*

Generative Vocabulary Words About Feelings and Beliefs

Vocabulary Strategy Shades of Meaning

ENGLISH LANGUAGE DEVELOPMENT

Language Function Persuade

WEEK 2

READING

Read Aloud Book
On Meadowview Street by Henry Cole
GENRE: Realistic Fiction

***my*Book**
- *Deserts* by Quinn M. Arnold
  GENRE: Informational Text
- *Handmade* by Guadalupe Rodríguez
  GENRE: Procedural Text

Comprehension
- Setting
- Monitor and Clarify
- Topic and Central Idea
- Summarize
- Text Organization

Response to Text
- Write a Description
- Write a Letter

VOCABULARY

Oral Power Words *decided, explore, ledges, lugged, noticed, preserve*

Power Words *dunes, edges, rest, shrubs, spines, trace*

Generative Vocabulary
Suffix *-less*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Synthesize

BIG IDEA WORDS *cycle, evaporation, liquid*

INQUIRY AND RESEARCH PROJECT Get Weather Wise

PERFORMANCE TASK Poetry

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Phonemes
- Manipulate Phonemes: Change
- Segment Phonemes
- Identify, Produce Rhyme

Phonics
- Long *u, e* (VC*e*)
- Soft *g (g, dge)*

High-Frequency Words
- *animal, heads, keep, let's, point, something, voice, won't*
- Decodable: *five, must, these, those, use, write*

Spelling
Long *u*; VC*e* Pattern
- Basic Words: *bake, cute, flute, game, hike, Luke, tube, use, wake, woke*
- Review Words: *drive, home, joke, white*
- Challenge Words: *beside, space*

Fluency Intonation

Start Right Reader Texts
- *Pete Duck*
- *The Quack Pack*
- *Quack Pack Badges*
- *Fish Badges*

WRITING WORKSHOP

Writing Mode: Poetry
Form: Poem
- Priming the Students for the Focal Text: *Ask Me* by Bernard Waber
- Priming the Text
- The Read
- Vocabulary
- Prewriting I: Finding a Topic

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Phonemes
- Segment Phonemes
- Identify, Produce Rhyme

Phonics
- Long *e (ea, ee)*
- Short *e (ea)*

High-Frequency Words
- *below, far, hear, hold, old, only, open, round*
- Decodable: *clean, green, head, please, read, see*

Spelling
Long *e* Patterns
- Basic Words: *be, eat, feet, keep, mean, read, see, she, team, tree*
- Review Words: *flute, game, tube, woke*
- Challenge Words: *bridge, peanut*

Fluency Phrasing

Start Right Reader Texts
- *Seals*
- *Seal Meals*
- *Big Seals*
- *In the Land of Ice*

WRITING WORKSHOP

Writing Mode: Poetry
Form: Poem
- Prewriting II: Developing a Topic
- Drafting I: Elements of Poetry
- Drafting II: Choosing the Right Words
- Revising I: Word Choice
- Revising II: Grouping

The Big Outdoors

Essential Question How do things in nature change?



SOCIAL & EMOTIONAL LEARNING:
Social Awareness

WEEK 3

READING

Read Aloud Book

Do You Really Want to Visit a Wetland? by Bridget Heos
GENRE: Narrative Nonfiction

*my*Book

- *Grand Canyon* by Sara Gilbert
  GENRE: Informational Text
- *Water Cycle* by The Bazillions
  GENRE: Song

Comprehension

- Topic and Central Idea
- Synthesize
- Content-Area Words

Response to Text

- Write a Poem

VOCABULARY

Oral Power Words *coexist, fragile, interesting, poisonous, report, tour*

Power Words *affect, fossils, hike, popular, rim*

Generative Vocabulary Words About Places and Things

ENGLISH LANGUAGE DEVELOPMENT

Language Function Cause and Effect

BIG IDEA WORDS *cycle, evaporation, liquid*

INQUIRY AND RESEARCH PROJECT Get Weather Wise

PERFORMANCE TASK Poetry

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Phonemes
- Produce Rhymes
- Segment Phonemes

Phonics

- Long *a (ai, ay)*
- Contractions with *'m, 's, n't, 'll*

High-Frequency Words

- *air, different, drink, enough, never, small, through, under*
- Decodable: *day, don't, may, play, say, way*

Spelling

Long *a* Vowel Teams

- Basic Words: *day, grain, mail, may, pain, play, rain, sail, stay, way*
- Review Words: *mean, read, see, tree*
- Challenge Words: *afraid, today*

Fluency

- Accuracy and Self-Correction

Start Right Reader Texts

- *Animal Tails*
- *Tails on Whales*
- *We Tell Tail Tales*
- *The Best Tail*

WRITING WORKSHOP

Writing Mode: Poetry

Form: Poem

- Revising III: Line Breaks and White Space
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

Tell Me a Story

Essential Question What lessons can we learn from stories?

SOCIAL & EMOTIONAL LEARNING:
Self-Management

WEEK 1

READING

Big Book
Chicken Little by Rebecca and Ed Emberley
GENRE: Folktale

***my*Book**
- *Follow the Story Path*
  GENRE: Informational Text
- *Interrupting Chicken* by David Ezra Stein
  GENRE: Fantasy

Comprehension
- Text Features
- Theme
- Create Mental Images
- Characters

Media Literacy
- Digital Texts and Features

Response to Text
- Write a Story

VOCABULARY

Oral Power Words *anxious, bother, gratefully, panted, pastime, rush*

Power Words *follow, interrupt, involved, relaxing, supposed, warn*

Generative Vocabulary Words About Actions and Directions

Vocabulary Strategy Classify and Categorize

ENGLISH LANGUAGE DEVELOPMENT

Language Function Solve Problems

WEEK 2

READING

Read Aloud Book
Red Knit Cap Girl and the Reading Tree by Naoko Stoop
GENRE: Fantasy

***my*Book**
- *Little Red Riding Hood* by Lisa Campbell Ernst
  GENRE: Drama
- *The Grasshopper & the Ants* by Jerry Pinkney
  GENRE: Fable

Comprehension
- Theme
- Make Connections
- Elements of Drama
- Make Inferences
- Setting

Response to Text
- Write a Drama
- Write a Description

VOCABULARY

Oral Power Words *gnaws, nook, scamper, sneaks, squeaks, thumps*

Power Words *autumn, boldly, chirped, labor, sly, storyteller*

Generative Vocabulary
Suffix *-ly*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Infer

BIG IDEA WORDS *amuse, entertain, literature*

INQUIRY AND RESEARCH PROJECT Explore Traditional Tales

PERFORMANCE TASK Narrative Writing

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Phonemes
- Isolate Phonemes: Identify Vowel
- Segment Phonemes

Phonics
- Long *o* (*oa, ow*)
- Long *o, i* (*oe, ie*)

High-Frequency Words
- *along, answer, children, going, mother, talk, upon, woman*
- Decodable: *each, goes, grow, know, own*

Spelling
Long *o*
- Basic Words: *blow, boat, coat, grow, low, road, row, show, snow, toad*
- Review Words: *grain, mail, play, stay*
- Challenge Words: *shadow, yellow*

Fluency Reading Rate

Start Right Reader Texts
- *Will It Be Fun?*
- *Coal and Snow*
- *Stop and Shop*
- *Home Sweet Home*

WRITING WORKSHOP

Writing Mode: Narrative
Form: Personal Narrative
- Introducing the Focal Text: *The Kissing Hand* by Audrey Penn
- The Read
- Vocabulary
- Prewriting I: Finding a Topic
- Prewriting II: Developing a Topic

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Phonemes
- Manipulate Phonemes: Add
- Manipulate Phonemes: Delete

Phonics
- Long *i* (*igh, y*)
- Long *i, o*

High-Frequency Words
- *bring, eyes, family, girl, move, soon, together, warm*
- Decodable: *by, cold, find, fly, hold, kind*

Spelling
Long *i* Patterns
- Basic Words: *by, dry, fly, light, my, night, pie, sky, tie, try*
- Review Words: *blow, grow, show, snow*
- Challenge Words: *myself, type*

Fluency Expression

Start Right Reader Texts
- *Gail's Big Wish*
- *Gail's Plane Ride*
- *Gulls Fly*
- *Can It Fly?*

WRITING WORKSHOP

Writing Mode: Narrative
Form: Personal Narrative
- Drafting I: Shaping the Draft
- Drafting II: Elements of a Narrative
- Drafting III: Writing Dialogue
- Drafting IV: Adding Art
- Revising I: Grouping

Tell Me a Story

Essential Question What lessons can we learn from stories?

SOCIAL & EMOTIONAL LEARNING:
Self-Management

WEEK 3

READING

Read Aloud Book

My Name is Gabriela by Monica Brown
GENRE: Biography

*my*Book

- *Thank You, Mr. Aesop* by Helen Lester
  GENRE: Informational Text
- *The Tortoise and the Hare* from Speakaboos, adapted by Amy Kraft
  GENRE: Video

Comprehension

- Point of View
- Synthesize
- Topic and Central Idea
- Characters

Response to Text

- Write Facts

VOCABULARY

Oral Power Words *beyond, chose, express, grand, pretended, taught*

Power Words *lesson, nonsense, reply, tale, wise*

Generative Vocabulary Suffix *-ly*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Sequence

BIG IDEA WORDS *amuse, entertain, literature*

INQUIRY AND RESEARCH PROJECT Explore Traditional Tales

PERFORMANCE TASK Narrative Writing

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Phonemes
- Manipulate Phonemes: Change
- Segment, Count Phonemes

Phonics

- *r*-Controlled Vowel *ar*
- Two-Syllable Words: VCCV Pattern

High-Frequency Words

- *brown, few, funny, myself, new, once, thank, words*
- Decodable: *car, far, hard, old, right, yellow*

Spelling

r*-Controlled Vowel *ar

- Basic Words: *arm, art, bar, bark, barn, card, farm, jar, yard, yarn*
- Review Words: *dry, night, pie, try*
- Challenge Words: *started, yawn*

Fluency Phrasing

Start Right Reader Texts

- *Gram's Farm*
- *Big Red Barn*
- *Farms*
- *Barns*

WRITING WORKSHOP

Writing Mode: Narrative

Form: Personal Narrative

- Revising II: Using Vivid Verbs
- Revising III: Using Vivid Adjectives
- Editing: Clocking
- Publishing
- Sharing

Grow, Plants, Grow!

Essential Question What do plants need to live and grow?

SOCIAL & EMOTIONAL LEARNING:
Self-Management

WEEK 1

READING

Big Book
If I Were A Tree by Dar Hosta
GENRE: Poetry

***my*Book**
- *Plant Pairs*
  GENRE: Poetry
- *So You Want to Grow a Taco?* by Bridget Heos
  GENRE: Procedural Text

Comprehension
- Elements of Poetry
- Evaluate
- Text Organization

Media Literacy
- Nonfiction Forms

Response to Text
- Write Directions

VOCABULARY

Oral Power Words *bear, cradle, shade, sweet, wave, whispers*

Power Words *harvest, ingredients, nutrients, soil, sow, terrific*

Generative Vocabulary Words About Places and Things

Vocabulary Strategy
Reference Sources

ENGLISH LANGUAGE DEVELOPMENT

Language Function Analyze

WEEK 2

READING

Read Aloud Book
The Curious Garden by Peter Brown
GENRE: Fantasy

***my*Book**
- *Which Part Do We Eat?* by Katherine Ayres
  GENRE: Poetry
- *The Talking Vegetables* by Won-Ldy Paye and Margaret H. Lippert
  GENRE: Folktale

Comprehension
- Story Structure
- Monitor and Clarify
- Elements of Poetry
- Retell

Response to Text
- Write a Description
- Write a Dialogue

VOCABULARY

Oral Power Words *corner, delicate, discoveries, dreary, expected, gear*

Power Words *cook, delicious, pounding, smooth, stretched, sturdy*

Generative Vocabulary
Prefix *un-*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Predict

BIG IDEA WORDS *absorb, emerge, vegetation*

INQUIRY AND RESEARCH PROJECT Super Sprouts!

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS

Phonological Awareness
- Segment, Count Syllables
- Segment, Count Phonemes

Phonics
- *r*-Controlled Vowels *or*, *ore*
- Two-Syllable Words: *r*-Controlled Vowels *ar, or*

High-Frequency Words
- *almost, also, between, ever, food, really, sing, three*
- Decodable: *for, light, more, or, start, why*

Spelling
r*-Controlled Vowels *or, ore
- Basic Words: *born, corn, door, fork, horn, more, score, shore, short, story*
- Review Words: *art, barn, jar, yarn*
- Challenge Words: *force, report*

Fluency Intonation

Start Right Reader Texts
- *Seashore Fun*
- *Sand, Sun, and Sea*
- *Shells*
- *Sharks*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Descriptive Essay
- Introducing the Focal Text: *One Bean* by Anne Rockwell
- The Read
- Vocabulary
- Prewriting I: Finding a Topic
- Prewriting II: Developing a Topic

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Phonemes
- Segment, Count Phonemes

Phonics
- *r*-Controlled Vowels *er, ir, ur*
- Two-Syllable Words: *r*-Controlled Vowels, VCCV Pattern

High-Frequency Words
- *boy, door, father, maybe, nearest, says, shouted, until*
- Decodable: *first, hand, her, hurt, next, went*

Spelling
r*-Controlled Vowels *er, ir, ur
- Basic Words: *bird, fern, fur, girl, her, hurt, sir, stir, third, turn*
- Review Words: *fork, horn, score, story*
- Challenge Words: *about, town*

Fluency Accuracy and Self-Correction

Start Right Reader Texts
- *The Hurt Bird*
- *Birds of Farms and Yards*
- *Marsh Birds*
- *Seabirds*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Descriptive Essay
- Drafting I: Elements of an Informational Essay
- Drafting II: Choosing the Right Words
- Drafting III: Adding Art
- Revising I: Transition Words
- Revising I: Grouping

Grow, Plants, Grow!

Essential Question What do plants need to live and grow?

SOCIAL & EMOTIONAL LEARNING:
Self-Management

WEEK 3

READING

Read Aloud Book

Amazing Plant Bodies by Ellen Lawrence
GENRE: Informational Text

*my*Book

- *Yum! ¡MmMm! ¡Qué rico!: Americas' Sproutings* by Pat Mora
  GENRE: Poetry
- *A Year in the Garden* by Brad Hiebert
  GENRE: Video

Comprehension

- Text Features
- Ask and Answer Questions
- Elements of Poetry
- Chronological Order

Response to Text

- Write a Haiku

VOCABULARY

Oral Power Words *energy, height, produces, protect, scientist, weigh*

Power Words *indigo, juicy, ripe, syrup, wonder*

Generative Vocabulary

Prefix *un-*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Compare and Contrast

BIG IDEA WORDS *absorb, emerge, vegetation*

INQUIRY AND RESEARCH PROJECT Super Sprouts!

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Syllables
- Add Syllables
- Segment, Count Syllables
- Delete Syllables

Phonics

- Final Blends *ng, nk;* Inflection *-ing*
- Review Inflections *-s, -es*

High-Frequency Words

- *above, blue, knew, number, push, sure, took, watch*
- Decodable: *bring, drink, going, long, thank, thing*

Spelling

Final Blends; Inflections -s, -es

- Basic Words: *catch, catches, cent, cents, long, pitch, pitches, thank, thing, think*
- Review Words: *her, stir, third, turn*
- Challenge Words: *boxes, leaves*

Fluency Reading Rate

Start Right Reader Texts

- *Little Animals*
- *Big Birds and Chicks*
- *Skunk Kits*
- *Little Chimps*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Descriptive Essay

- Revising III: Adding Detail
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

Dare to Dream

Essential Question How can thinking in new ways help solve problems?

SOCIAL & EMOTIONAL LEARNING: Self-Management

WEEK 1

READING WORKSHOP

Big Book

What Can You Do? by Shelley Rotner and Sheila Kelly
GENRE: Informational Text

***my*Book**

- *Kids Are Inventors, Too!*
  GENRE: Informational Text
- *Young Frank Architect* by Frank Viva
  GENRE: Realistic Fiction

Comprehension

- Topic and Central Idea
- Retell
- Setting

Research

Present Information

Response to Text

- Write an Explanation

VOCABULARY

Oral Power Words *dancing, feed, float, training, whatever*

Power Words *designed, floor, model, real, straight, whole*

Generative Vocabulary Prefix *re-*

Vocabulary Strategy
Shades of Meaning

ENGLISH LANGUAGE DEVELOPMENT

Language Function Solve Problems

WEEK 2

READING WORKSHOP

Read Aloud Book

Charlotte the Scientist Is Squished by Camille Andros
GENRE: Fantasy

***my*Book**

- *Sky Color* by Peter H. Reynolds
  GENRE: Realistic Fiction
- *We Are the Future*
  GENRE: Poetry

Comprehension

- Setting
- Make Inferences
- Theme
- Create Mental Images
- Elements of Poetry

Response to Text

- Write a TV Commercial
- Write an Opinion

VOCABULARY

Oral Power Words *conducting, lab, method, rid, specimens, spoiled*

Power Words *artist, gallery, merrily, mural, promise, rummaged*

Generative Vocabulary
Words About Places and Things

ENGLISH LANGUAGE DEVELOPMENT

Language Function Agree and Disagree

BIG IDEA WORDS *applaud, future, genius*

INQUIRY AND RESEARCH PROJECT Junior Problem-Solving Project

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS

Phonological Awareness
- Segment, Count Syllables
- Blend Syllables

Phonics
- Contractions with *'ve, 're*
- Suffixes *-er, -est*

High-Frequency Words
- *begin, brother, front, picture, room, someone, sometimes, young*
- Decodable: *eat, let's, same, sleep, take, think*

Spelling
Contractions with *'m, 's, n't, 'll*
- Basic Words: *can't, didn't, I'll, I'm, isn't, it's, that's, wasn't, we'll, you'll*
- Review Words: *catches, cents, long, thank*
- Challenge Words: *house, ouch*

Fluency Intonation

Start Right Reader Texts
- *Life on the Plains*
- *Kids Then, Kids Today*
- *Play Time, Chore Time*
- *More Work and Play*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Biographical Essay
- Introducing the Focal Text: *The Girl Who Could Dance in Outer Space* by Maya Cointreau
- The Read
- Vocabulary
- Prewriting I: Finding a Topic
- Prewriting II: Developing a Topic

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Phonemes
- Segment Phonemes

Phonics
- Vowel Pattern *oo* (/o͝o/)
- Consonant + *le*

High-Frequency Words
- *been, heard, hurry, learn, loved, often, study, world*
- Decodable: *good, keep, look, my, night, took*

Spelling
Words with *oo* (/o͝o/)
- Basic Words: *book, boyhood, brook, foot, good, hook, shook, took, wood, wool*
- Review Words: *isn't, that's, we'll, you'll*
- Challenge Words: *football, lookout*

Fluency Phrasing

Start Right Reader Texts
- *Sharks and Stingrays*
- *The Book Contest*
- *Wildlife Facts*
- *Vets Help Animals*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Biographical Essay
- Drafting I: Elements of an Informational Essay
- Drafting II: Choosing the Right Words
- Drafting III: Adding Art
- Revising I: Verbs
- Revising II: Grouping

Dare to Dream

Essential Question How can thinking in new ways help solve problems?

SOCIAL & EMOTIONAL LEARNING:
Self-Management

WEEK 3

READING

Read Aloud Book
I am Amelia Earhart by Brad Meltzer
GENRE: Biography

*my*Book
- *Joaquín's Zoo* by Pablo Bernasconi
  GENRE: Fantasy
- *Marconi and the Radio* from StoryBots
  GENRE: Video

Comprehension
- Text Organization
- Make Connections
- Characters
- Topic and Central Idea

Response to Text
- Write a Letter

VOCABULARY

Oral Power Words *altitude, bounds, cab, dream, instant, instructor*

Power Words *build, golden, neat, scraps, usually*

Generative Vocabulary
Prefix *re-*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Predict

BIG IDEA WORDS *applaud, future, genius*

INQUIRY AND RESEARCH PROJECT Junior Problem-Solving Project

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Phonemes
- Segment Phonemes

Phonics

- Vowel Patterns /o͞o/

High-Frequency Words

- *bear, color, happy, money, music, second, sound, without*
- Decodable: *blue, new, soon, too, try, you*

Spelling

Vowel Patterns /o͞o/

- Basic Words: *blew, boot, moon, new, noon, soon, soup, too, you, zoo*
- Review Words: *book, boyhood, brook, foot*
- Challenge Words: *balloon, shampoo*

Fluency Expression

Start Right Reader Texts

- *Bear's Night Job*
- *Odd Sounds at Night*
- *Bear Gets Sick*
- *Bear in the Dark*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Biographical Essay

- Revising III: Helping Verbs and Contractions
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

Genre Study: Nonfiction

SOCIAL & EMOTIONAL LEARNING:
Self-Awareness

WEEK 1

NARRATIVE NONFICTION

READING

Read Aloud Book
- *Oscar and the Moth* by Geoff Waring
- *Can We Ring the Liberty Bell?* by Martha E. H. Rustad
- *Do You Really Want to Visit a Wetland?* by Bridget Heos

***my*Book**
- *Try This!* by Pam Muñoz Ryan
- *Have You Heard the Nesting Bird?* by Rita Gray

Comprehension
- Genre Characteristics: Narrative Nonfiction
- Author's Purpose
- Text Organization

WRITING WORKSHOP

Writing Mode: Opinion
Form: Opinion Letter
- Introducing the Focal Text: *I Will Not Read This Book* by Cece Meng
- The Read
- Vocabulary
- Prewriting I: Finding a Topic
- Prewriting II: Developing a Topic

WEEK 2

INFORMATIONAL TEXT

READING

Read Aloud Book
- *Whose Eye Am I?* by Shelley Rotner
- *Amazing Plant Bodies* by Ellen Lawrence

***my*Book**
- *Animal Q & A*
- *Goal!* by Jane Medina
- *Grand Canyon* by Sara Gilbert

Comprehension
- Genre Characteristics: Informational Text
- Topic and Central Idea
- Text Features

WRITING WORKSHOP

Writing Mode: Opinion
Form: Opinion Letter
- Drafting I: Elements of Opinion Writing
- Drafting II: Choosing the Right Words
- Drafting III: Correspondence
- Revising I: Supporting Details
- Revising II: Grouping

WEEK 3

BIOGRAPHY

READING

Read Aloud Book
- *Pelé, King of Soccer* by Monica Brown
- *My Name is Gabriela* by Monica Brown
- *I am Amelia Earhart* by Brad Meltzer

Comprehension
- Genre Characteristics: Biography
- Text Organization
- Text Features

WRITING WORKSHOP

Writing Mode: Opinion
Form: Opinion Letter
- Revising III: Formatting Dates
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

Essential Question What are the characteristics of narrative nonfiction?

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Phonemes
- Manipulate Phonemes: Add, Change
- Segment Phonemes

Phonics
- Diphthongs *ow, ou*
- Diphthongs *oy, oi*

High-Frequency Words
- Review: *answer, point, right, voice, walk, watch, where, write*
- Decodable: *boy, down, found, how, now, out*

Spelling

Diphthongs *ow, ou*
- Basic Words: *cow, found, gown, house, how, now, ouch, out, owl, town*
- Review Words: *blew, boot, new, too*
- Challenge Words: *enjoy, voice*

Fluency Accuracy and Self-Correction

Start Right Reader Texts
- *A Place to Eat*
- *At the Park*
- *Good Catch, Kid*
- *Going Up*

Essential Question What are the characteristics of informational text?

FOUNDATIONAL SKILLS

Phonological Awareness
- Manipulate Phonemes
- Manipulate Phonemes: Add, Change
- Segment Phonemes

Phonics
- Vowel Patterns: /ô/
- Inflections: Spelling Changes

High-Frequency Words
- Review: *done, there, think, warm, went, without, woman, worked*
- Decodable: *brown, draw, saw, walk*

Spelling

Compound Words
- Basic Words: *backpack, bathtub, bedtime, flagpole, himself, inside, raincoat, sailboat, seesaw, sunset*
- Review Words: *found, gown, how, ouch*
- Challenge Words: *auto, draw*

Fluency Reading Rate

Start Right Reader Texts
- *Time to Train*
- *Faith Plays Chess*
- *Game Day*
- *My Big Bike Race*

Essential Question What are the characteristics of a biography?

FOUNDATIONAL SKILLS

Phonological Awareness
- Manipulate Phonemes: Change
- Segment Phonemes

Phonics
- Inflections: Spelling Changes
- Long *e* (*ie, y, ey*)

High-Frequency Words
- Review: *eight, enough, goes, move, thank, their, things, through*
- Decodable: *funny*

Spelling

Inflections *-ed, -ing*
- Basic Words: *flying, jumped, keeping, mailed, needed, seeing, showed, stayed, staying, wishing*
- Review Words: *bathtub, bedtime, himself, sailboat*
- Challenge Words: *chief, thief*

Fluency Intonation

Start Right Reader Texts
- *Sports Played with a Ball*
- *Sports Played in Water*
- *Sports Played on Ice*
- *Track and Field*

Genre Study: Literary Texts

SOCIAL & EMOTIONAL LEARNING:
Responsible Decision-Making

WEEK 1

REALISTIC FICTION

READING

Read Aloud Book
- *Suki's Kimono* by Chieri Uegaki
- *Maybe Something Beautiful* by F. Isabel Campoy and Theresa Howell

***my*Book**
- *The Nest* by Carole Roberts
- *My School Trip* by Aly G. Mays
- *Sky Color* by Peter H. Reynolds

Comprehension
- Genre Characteristics: Realistic Fiction
- Story Structure
- Point of View

WRITING WORKSHOP

Writing Mode: Opinion
Form: Opinion Essay
- Introducing the Focal Text: *Big Bad Bubble* by Adam Rubin
- The Read
- Vocabulary
- Prewriting I: Finding a Topic
- Prewriting II: Developing a Topic

WEEK 2

FOLKTALE

READING

Read Aloud Book
- *The Great Ball Game* by Joseph Bruchac

Big Book
- *Chicken Little* by Rebecca and Ed Emberley

***my*Book**
- *Blue Bird and Coyote* by James Bruchac
- *The Talking Vegetables* by Won-Ldy Paye and Margaret H. Lippert

Comprehension
- Genre Characteristics: Folktales
- Characters
- Theme

WRITING WORKSHOP

Writing Mode: Opinion
Form: Opinion Essay
- Drafting I: Elements of Opinion Writing
- Drafting II: Choosing the Right Words
- Drafting III: Writing a Strong Conclusion
- Revising I: Supporting Details
- Revising II: Grouping

WEEK 3

FANTASY

READING

Read Aloud Book
- *Ol' Mama Squirrel* by David Ezra Stein
- *Red Knit Cap Girl and the Reading Tree* by Naoko Stoop

***my*Book**
- *Brontorina* by James Howe
- *Sam & Dave Dig a Hole* by Mac Barnett
- *Interrupting Chicken* by David Ezra Stein

Comprehension
- Genre Characteristics: Fantasy
- Setting
- Story Structure

WRITING WORKSHOP

Writing Mode: Opinion
Form: Opinion Essay
- Revising III: Adverbs
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

Essential Question What are the characteristics of realistic fiction?

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Syllables
- Segment Syllables

Phonics
- Suffixes *-ful, -less, -ly, -y*
- Prefixes *un-, re-*

High-Frequency Words
- Review: *above, again, around, does, gives, live, says, what*

Spelling

Suffixes *-ful, -ly, -y*
- Basic Words: *dust, dusty, help, helpful, hope, hopeful, trick, tricky, warm, warmly*
- Review Words: *jumped, mailed, staying, wishing*
- Challenge Words: *quickly, wonderful*

Fluency Phrasing

Start Right Reader Texts
- *Why Rabbits Have Short Tails*
- *Why Possums Have Furless Tails*
- *Why Rabbits and Snakes Don't Mix*
- *Why Rabbits Run Fast*

Essential Question What are the characteristics of folktales?

FOUNDATIONAL SKILLS

Phonologic Awareness
- Blend Syllables
- Segment Syllables
- Add, Delete Syllables

Phonics
- Two-Syllable Words CV, CVC; Syllable Division

High-Frequency Words
- Review: *once, people, these, they, wash, water, who, world*
- Decodable: *open*

Spelling

Prefixes *re-, un-*
- Basic Words: *recount, redo, replay, reshape, retry, unhappy, unhelpful, unkind, unpack, untie*
- Review Words: *dusty, helpful, tricky, warmly*
- Challenge Words: *rewrite, unused*

Fluency Expression

Start Right Reader Texts
- *Music Under the Sea*
- *We Need Water*
- *Jobs That Use Water*
- *Car Wash*

Essential Question What are the characteristics of fantasy?

FOUNDATIONAL SKILLS

Phonological Awareness
- Blend Syllables
- Segment Syllables

Phonics
- Suffixes *-er, -est:* Spelling Changes
- Inflections: Spelling Changes

High-Frequency Words
- Review: *animal, could, different, pull, should, talk, won't, would*

Spelling

Suffixes *-er, -est*
- Basic Words: *fast, faster, fastest, hard, harder, hardest, sadder, saddest, slower, slowest*
- Review Words: *redo, replay, unhappy, unkind*
- Challenge Words: *greatest, tinier*

Fluency Accuracy and Self-Correction

Start Right Reader Texts
- *Claws Swipe*
- *Teeth Chomp*
- *Horns Help*
- *Spines Jab*