

Be a Super Citizen

Essential Question How can being a good citizen make a difference to others?



SOCIAL & EMOTIONAL LEARNING:
Social Awareness

WEEK 1

READING

Read Aloud Book

Meet the Dogs of Bedlam Farm by Jon Katz

GENRE: Informational Text

myBook

- *We Are Super Citizens*
GENRE: Personal Narrative
- *Clark the Shark* by Bruce Hale
GENRE: Fantasy

Comprehension

- Central Idea
- Ask and Answer Questions
- Setting

Speaking and Listening

- Collaborative Conversations

Response to Text

- Write a Description

VOCABULARY

Oral Power Words *carefree, guards, guide, images, serious*

Power Words *bellowed, bounce, cool, grinned, handle, might, munch, rough*

Generative Vocabulary

Words That Describe Actions

Vocabulary Strategy

Antonyms

ENGLISH LANGUAGE DEVELOPMENT

Language Function Agree and Disagree

WEEK 2

READING

Read Aloud Book

The William Hoy Story by Nancy Churnin

GENRE: Biography

myBook

- *Spoon* by Amy Krouse Rosenthal
GENRE: Fantasy
- *Being a Good Citizen* by Rachelle Kreisman
GENRE: Informational Text

Comprehension

- Central Idea
- Monitor and Clarify
- Author's Purpose
- Summarize

Response to Text

- Write an Opinion
- Write Directions

VOCABULARY

Oral Power Words *discuss, jammed, scribbled, smirked, tryouts, wistfully*

Power Words *blue, compliment, elected, local, mock, proper, realize, useful*

Generative Vocabulary

Words That Describe People, Places, Things


ENGLISH LANGUAGE DEVELOPMENT


Language Function Recount Information

BIG IDEA WORDS citizen, difference, kind


INQUIRY AND RESEARCH PROJECT Investigate Citizenship

PERFORMANCE TASK Narrative

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes <p>Phonics</p> <ul style="list-style-type: none"> Consonants; Short <i>a, i</i> Multisyllabic Words: Short <i>a, i</i> <p>High-Frequency Words <i>a, and, go, got, have, not, the, to, will, you</i></p> <p>Spelling Short <i>a, i</i></p> <ul style="list-style-type: none"> Basic Words: <i>sad, bit, jam, glad, list, win, flat, if, fix, rip, kit, mask</i> Review Words: <i>as, his, clap, chip</i> Challenge Words: <i>picnic, sandwich</i> <p>Fluency Accuracy and Self-Correction</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>In a Jam</i> <i>Jam Bandit</i> 	<p>Writing Mode: Narrative</p> <p>Form: Personal Narrative</p>  <ul style="list-style-type: none"> Priming the Students for the Focal Text: <i>Just a Dream</i> by Chris Van Allsburg Priming the Text The Read Vocabulary The Writing Process

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes <p>Phonics</p> <ul style="list-style-type: none"> Consonants; Short <i>o, u, e</i> Multisyllabic Words: Short <i>o, u, e</i> <p>High-Frequency Words <i>best, does, end, job, left, men, more, see, than, wash</i></p> <p>Spelling Short <i>o, u, e</i></p> <ul style="list-style-type: none"> Basic Words: <i>yes, job, hug, rest, frog, hum, left, melt, plum, shut, net, dot</i> Review Words: <i>glad, fix, jam, list</i> Challenge Words: <i>puddle, helmet</i> <p>Fluency Reading Rate</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>The Red Van</i> <i>Picnic Fun</i> 	<p>Writing Mode: Narrative</p> <p>Form: Personal Narrative</p>  <ul style="list-style-type: none"> Prewriting I: Preparing to Write Prewriting II: Organizing the Story Drafting I: Elements of Narrative Text Drafting II: Completing the Draft Revising I: Word Choice

Be a Super Citizen

 **Essential Question** How can being a good citizen make a difference to others?



SOCIAL & EMOTIONAL LEARNING:
Social Awareness

WEEK 3

READING

Read Aloud Book

Violet the Pilot by Steve Breen

GENRE: Fantasy

myBook

- *Picture Day Perfection* by Deborah Diesen

GENRE: Realistic Fiction

- *Get Involved: Be Awesome!*

GENRE: Video

Comprehension

- Characters
- Create Mental Images
- Central Idea

Response to Text

- Write a Sequel

VOCABULARY

Oral Power Words *jubilantly, mechanical, obnoxious, praise, reassemble, tinkering*

Power Words *disaster, fiddled, hamper, mood, perfect, planned, queasy, scowl*

Generative Vocabulary

Inflections *-ed, -ing*


ENGLISH LANGUAGE DEVELOPMENT

Language Function Describe

BIG IDEA WORDS *citizen, difference, kind*

INQUIRY AND RESEARCH PROJECT Investigate Citizenship

PERFORMANCE TASK Narrative

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Isolate Phonemes <p>Phonics</p> <ul style="list-style-type: none"> Long <i>a, i</i> (VCe) Soft <i>c</i> and <i>g</i> <p>High-Frequency Words</p> <p><i>do, give, he, line, said, set, seven, sure, upon, walk</i></p> <p>Spelling</p> <p>Long <i>a, i</i> (VCe)</p> <ul style="list-style-type: none"> Basic Words: <i>cake, mine, plate, size, ate, grape, prize, wipe, race, line, pile, rake</i> Review Words: <i>win, flat, rip, if</i> Challenge Words: <i>mistake, guide</i> <p>Fluency Expression</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>Zane on a Hike</i> <i>Six Fake Mice</i> 	<p>Writing Mode: Narrative</p> <p>Form: Personal Narrative</p>  <ul style="list-style-type: none"> Revising II: Conferencing Editing I: Possessives and Contractions Editing II: Peer Proofreading Publishing a Personal Narrative Sharing a Personal Narrative

Look Around and Explore!

Essential Question How does exploring help us understand the world around us?



SOCIAL & EMOTIONAL LEARNING:
Self-Awareness

WEEK 1

READING

Read Aloud Book

The Important Book by Margaret Wise Brown

GENRE: Narrative Nonfiction

myBook

- *What's the Matter?*
GENRE: Informational Text
- *Many Kinds of Matter* by Jennifer Boothroyd
GENRE: Informational Text

Comprehension

- Author's Purpose
- Central Idea
- Make Inferences
- Content-Area Words

Research

- Select a Topic

Response to Text

- Write a Description

VOCABULARY

Oral Power Words *hollow, petals, sail, splashes, tender, ticklish*

Power Words *amount, easily, example, forms, material, planet, space, tasty*

Generative Vocabulary

Suffixes -er, -est

Vocabulary Strategy

Synonyms

ENGLISH LANGUAGE DEVELOPMENT

Language Function Classify

WEEK 2

READING

Read Aloud Book

It's Only Stanley by Jon Agee

GENRE: Fantasy

myBook

- *The Great Fuzz Frenzy* by Janet Stevens and Susan Stevens Crummel
GENRE: Fantasy
- *Water Rolls, Water Rises* by Pat Mora
GENRE: Poetry

Comprehension

- Setting
- Make Connections
- Connect Text and Visuals
- Create Mental Images
- Elements of Poetry

Response to Text

- Write an Invitation
- Write a Poem

VOCABULARY

Oral Power Words *buzzing, clanking, fit, funky, odd, recognize*

Power Words *battleground, feud, frenzy, gasped, plumes, strokes, tumbling, wisps*

Generative Vocabulary

Inflections -s, -es


ENGLISH LANGUAGE DEVELOPMENT


Language Function Infer

BIG IDEA WORDS examine, identify, record


INQUIRY AND RESEARCH PROJECT An Important Book of Matter

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Segment, Count Phonemes Isolate Phonemes: Identify Vowel <p>Phonics</p> <ul style="list-style-type: none"> Long o, e, u (CV, VCe) Review Long Vowels (VCe) <p>High-Frequency Words close, cold, come, done, fire, front, life, name, small, times</p> <p>Spelling</p> <p>Long o, u (VCe)</p> <ul style="list-style-type: none"> Basic Words: doze, nose, use, rose, pole, close, June, woke, rule, rode, role, tune Review Words: hum, shut, frog, job Challenge Words: wrote, flute <p>Fluency Phrasing</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> The Lone Cat Cat Has a Pal 	<p>Writing Mode: Informational Text</p> <p>Form: Descriptive Essay</p> <ul style="list-style-type: none"> Priming the Students for the Focal Text: <i>Uncommon Traveler: Mary Kingsley in Africa</i> by Don Brown Priming the Text The Read Vocabulary Prewriting I: Preparing to Write 

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Isolate Phonemes: Identify Vowel Blend Syllables <p>Phonics</p> <ul style="list-style-type: none"> Short and Long Vowels (CVC, VCe) Suffixes -er, -est <p>High-Frequency Words answer, find, its, miss, old, round, then, until, what, young</p> <p>Spelling</p> <p>Short and Long Vowels (CVC, VCe)</p> <ul style="list-style-type: none"> Basic Words: tap, tape, fin, fine, cute, ride, rob, robe, cap, cape, slid, slide Review Words: shop, wish, cut, rid Challenge Words: scrap, scrape <p>Fluency Intonation</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> Game Time Big Hen, Old Fox 	<p>Writing Mode: Informational Text</p> <p>Form: Descriptive Essay</p> <ul style="list-style-type: none"> Prewriting II: Identifying the Topic Drafting I: Elements of Informational Text Drafting II: Completing the Draft Revising I: Sentence Structure Revising II: Conferencing 

Look Around and Explore!

 **Essential Question** How does exploring help us understand the world around us?



SOCIAL & EMOTIONAL LEARNING:
Self-Awareness

WEEK 3

READING

Read Aloud Book

If You Find a Rock by Peggy Christian

GENRE: Informational Text

myBook

- *The Puddle Puzzle* by Ellen Weiss

GENRE: Drama

- *Looking at Art* by Andrew Stevens

GENRE: Fine Art

Comprehension

- Central Idea
- Ask and Answer Questions
- Elements of Drama
- Connect Text and Visuals

Response to Text

- Write Stage Directions

VOCABULARY

Oral Power Words *mossy, outstretched, pavement, scoop, underside*

Power Words *ace, agency, business, confidently, eagerly, located, mystery, seeps*

Generative Vocabulary

Words That Name Places

ENGLISH LANGUAGE DEVELOPMENT

Language Function Analyze

BIG IDEA WORDS *examine, identify, record*

INQUIRY AND RESEARCH PROJECT *An Important Book of Matter*

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS

Phonological Awareness

- Segment, Count Phonemes
- Segment, Count Syllables

Phonics

- Initial Blends with *l, r, s*
- Inflections *-s, -es*

High-Frequency Words

baby, bird, blue, bring, fly, her, little, place, she, this

Spelling

Blends with *l, r, s*

- Basic Words: *space, globe, grade, swim, place, last, test, skin, drag, glide, just, stove*
- Review Words: *slid, close, grape, plate*
- Challenge Words: *climb, bruise*

Fluency Accuracy and Self-Correction

Start Right Reader Texts

- Not Yet
- *Big and Small*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Descriptive Essay

- Revising III: Elaboration
- Editing: Peer Proofreading
- Publishing I: Writing the Final Copy
- Publishing II: Descriptive Essay
- Sharing a Descriptive Essay





SOCIAL & EMOTIONAL LEARNING:
Relationship Skills

Meet in the Middle

Essential Question How can people work out disagreements?

WEEK 1

READING

Read Aloud Book

Mango, Abuela, and Me by Meg Medina

GENRE: Realistic Fiction

myBook

- *Meet Me Halfway*
GENRE: Informational Text
- *Big Red Lollipop* by Rukhsana Khan
GENRE: Realistic Fiction

Comprehension

- Central Idea
- Point of View
- Monitor and Clarify

Speaking and Listening

- Social Communication

Response to Text

- Write a Journal Entry

VOCABULARY

Oral Power Words *belongs, bob, bundle, company, snaking, weave*

Power Words *greedy, invited, musical, plead, scoots, screams, scurries, shove*

Generative Vocabulary

Prefixes *un-, re-*

Vocabulary Strategy

Context Clues

ENGLISH LANGUAGE DEVELOPMENT

Language Function Justify

WEEK 2

READING

Read Aloud Book

Three Hens and a Peacock by Lester L. Laminack

GENRE: Fantasy

myBook

- *Working with Others* by Robin Nelson
GENRE: Informational Text
- *Gingerbread for Liberty!* by Mara Rockliff
GENRE: Biography

Comprehension

- Theme
- Make and Confirm Predictions
- Central Idea
- Synthesize
- Text Organization

Response to Text

- Write an Explanation
- Write a Conversation

VOCABULARY

Oral Power Words *brewing, exhausted, moped, struts, wandered, whizzed*

Power Words *argue, blamed, booming, persuade, practice, respectful, skill, threatening*


Generative Vocabulary


Inflections
-ed, -ing

ENGLISH LANGUAGE DEVELOPMENT

Language Function Synthesize

BIG IDEA WORDS *compromise, decision, disagreement*
INQUIRY AND RESEARCH PROJECT Conflict Resolution PSA
PERFORMANCE TASK Opinion

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Manipulate Phonemes: Add Manipulate Phonemes: Delete Blend Syllables <p>Phonics</p> <ul style="list-style-type: none"> Final Blends Closed Syllables <p>High-Frequency Words <i>are, hand, kept, king, land, long, sing, thing, think, wish</i></p> <p>Spelling</p> <p>Final Blends</p> <ul style="list-style-type: none"> Basic Words: <i>next, end, camp, sank, sing, drink, hunt, stand, long, stamp, pond, bring</i> Review Words: <i>globe, swim, stove, just</i> Challenge Words: <i>friend, young</i> <p>Fluency Reading Rate</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>Sad King Ben</i> <i>The Quest</i> 	<p>Writing Mode: Opinion</p> <p>Form: Persuasive Text</p> <ul style="list-style-type: none"> Priming the Students for the Focal Text: <i>Mr. Tiger Goes Wild</i> by Peter Brown Priming the Text The Read Vocabulary Prewriting I: Choosing a Topic 

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Produce Rhymes Segment Syllables <p>Phonics</p> <ul style="list-style-type: none"> Double Final Consonants Inflections: Spelling Changes <p>High-Frequency Words <i>across, car, down, fell, full, held, mountain, pull, push, spell</i></p> <p>Spelling</p> <p>Double Final Consonants</p> <ul style="list-style-type: none"> Basic Words: <i>full, dress, mess, add, hill, pull, spill, class, doll, kiss, fell, off</i> Review Words: <i>drink, stamp, swim, place</i> Challenge Words: <i>address, across</i> <p>Fluency Phrasing</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>The Van</i> <i>Bill and Roz Get Help</i> 	<p>Writing Mode: Opinion</p> <p>Form: Persuasive Text</p> <ul style="list-style-type: none"> Prewriting II: Introducing Persuasive Structure Drafting I: Elements of Persuasive Structure Drafting II: Completing the Draft Revising I: Integrating Action Verbs Revising II: Conferencing 



SOCIAL & EMOTIONAL LEARNING:
Relationship Skills

Meet in the Middle

Essential Question How can people work out disagreements?

WEEK 3

READING

Read Aloud Book

Serious Farm by Tim Egan

GENRE: Fantasy

myBook

- *Pepita and the Bully* by Ofelia Dumas Lachtman

GENRE: Realistic Fiction

- *Be a Hero! Work It Out!*

GENRE: Infographic

Comprehension

- Theme
- Retell
- Author's Purpose

Response to Text

- Write a Letter

VOCABULARY

Oral Power Words *admit, humor, immediately, probably, terrible*

Power Words *dragged, excuses, frown, hesitant, mumbled, nearby, wrinkled, yanked*

Generative Vocabulary Words About Communication

ENGLISH LANGUAGE DEVELOPMENT

Language Function Agree and Disagree

BIG IDEA WORDS *compromise, decision, disagreement*

INQUIRY AND RESEARCH PROJECT Conflict Resolution PSA

PERFORMANCE TASK Opinion

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Phonemes
- Segment, Count Syllables

Phonics

- Consonant Digraphs
- Prefixes *un-*, *re-*

High-Frequency Words

even, mouse, Mr., Mrs., other, shall, these, when, while, white

Spelling

Consonant Digraphs

- Basic Words: *dish, than, chest, such, thin, push, shine, chase, white, while, these, flash*
- Review Words: *dress, add, off, fell*
- Challenge Words: *whisper, thumb*

Fluency Expression

Start Right Reader Texts

- *Mice Can Help*
- *Up in the Pine*

WRITING WORKSHOP

Writing Mode: Opinion

Form: Persuasive Text

- Revising III: Integrating Adverbs
- Editing: Peer Proofreading
- Publishing I: Writing the Final Copy
- Publishing II: Persuasive Text
- Sharing a Persuasive Text





SOCIAL & EMOTIONAL LEARNING:
Self-Awareness

Once Upon a Time

Essential Question What lessons can we learn from the characters in stories?

WEEK 1

READING

Read Aloud Book

Goldilocks and the Three Dinosaurs by Mo Willems

GENRE: Fairy Tale

myBook

- *Recipe for a Fairy Tale*
GENRE: Recipe
- *How to Read a Story* by Kate Messner
GENRE: Informational Text

Comprehension

- Text Organization
- Story Structure
- Make Inferences

Speaking and Listening

- Give and Follow Instructions

Response to Text

- Write More Steps

VOCABULARY

Oral Power Words *barging, expression, groggy, positioned, traipsing, varying*

Power Words *clue, cozy, disturb, pause, rattled, sense, steaming, tackled*

Generative Vocabulary

Suffixes *-ful, -less*

Vocabulary Strategy

Multiple-Meaning Words

ENGLISH LANGUAGE DEVELOPMENT

Language Function Sequence

WEEK 2

READING

Read Aloud Book

Rabbit's Snow Dance by James and Joseph Bruchac

GENRE: Fable

myBook

- *A Crow, a Lion, and a Mouse! Oh, My!* by Crystal Hubbard
GENRE: Drama
- *Hollywood Chicken* by Lisa Fleming
GENRE: Fantasy

Comprehension

- Story Structure
- Create Mental Images
- Elements of Drama
- Make and Confirm Predictions
- Figurative Language

Response to Text

- Write a Thank-You Note
- Write a Movie Ad

VOCABULARY

Oral Power Words *chant, dawn, flakes, foolish, satisfied, special*

Power Words *believe, bind, clever, fulfill, journey, narrow, plain, speech*

Generative Vocabulary

Words That Describe People, Places, Things


ENGLISH LANGUAGE DEVELOPMENT


Language Function Predict

BIG IDEA WORDS *moral, relate, version*

INQUIRY AND RESEARCH PROJECT Traditional Tales: Lessons and Mistakes

PERFORMANCE TASK Narrative

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Syllables Segment, Count Phonemes <p>Phonics</p> <ul style="list-style-type: none"> Consonants <i>k, ck</i> Silent Letters <i>kn, wr, gn, mb</i> <p>High-Frequency Words <i>ask, asked, buy, comb, girl, grand, lady, mother, number, often</i></p> <p>Spelling</p> <p>Consonants <i>k, ck</i></p> <ul style="list-style-type: none"> Basic Words: <i>milk, neck, ask, snake, truck, kick, smoke, rock, desk, black, lake, trick</i> Review Words: <i>dish, white, such, flash</i> Challenge Words: <i>pocket, whiskers</i> <p>Fluency Intonation</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>In Times Past: A Grand Life</i> <i>At Home with Kris</i> 	<p>Writing Mode: Narrative</p> <p>Form: Imaginative Story</p>  <ul style="list-style-type: none"> Priming the Students for the Focal Text: <i>Aunt Isabel Tells a Good One</i> by Kate Duke Priming the Text The Read Vocabulary Prewriting I: Brainstorming Ideas

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes: Identify Vowel Segment Syllables <p>Phonics</p> <ul style="list-style-type: none"> Long <i>a</i> Patterns Multisyllabic Words: Long <i>a</i> <p>High-Frequency Words <i>afraid, always, another, great, passed, really, says, stay, try, which</i></p> <p>Spelling</p> <p>Long <i>a</i> (<i>ai, ay</i>)</p> <ul style="list-style-type: none"> Basic Words: <i>pay, wait, paint, train, pail, clay, tray, plain, stain, hay, gray, away</i> Review Words: <i>lake, snake, black, ask</i> Challenge Words: <i>raisin, birthday</i> <p>Fluency Accuracy and Self-Correction</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>Tess and Jay Set Sail</i> <i>A Wrecked Ship!</i> 	<p>Writing Mode: Narrative</p> <p>Form: Imaginative Story</p>  <ul style="list-style-type: none"> Prewriting II: Identifying a Topic Drafting I: Elements of Narrative Drafting II: Completing the Draft Revising I: Sentence Length Revising II: Conferencing



SOCIAL & EMOTIONAL LEARNING:
Self-Awareness

Once Upon a Time

? **Essential Question** What lessons can we learn from the characters in stories?

WEEK 3

READING

Read Aloud Book

A Perfect Season for Dreaming by Benjamin Alire Sáenz

GENRE: Fantasy

myBook

- *If the Shoe Fits: Two Cinderella Stories* by Pleasant DeSpain

GENRE: Fairy Tale

- *Those Clever Crows* from *New York Times*

GENRE: Video

Comprehension

- Author's Purpose
- Make Connections
- Story Structure
- Cause and Effect

Response to Text

- Write a Comparison

VOCABULARY

Oral Power Words *console, contained, escaping, gently, indigestion, literary*

Power Words *beamed, chore, dashed, hobbled, jealous, pleasure, superb, thrilled*

Generative Vocabulary

Words That Describe Actions


ENGLISH LANGUAGE DEVELOPMENT

Language Function Compare and Contrast

BIG IDEA WORDS *moral, relate, version*

INQUIRY AND RESEARCH PROJECT Traditional Tales: Lessons and Mistakes

PERFORMANCE TASK Narrative

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes: Identify Vowel Blend Syllables <p>Phonics</p> <ul style="list-style-type: none"> Long e, Short e Patterns Multisyllabic Words: Long, Short e <p>High-Frequency Words <i>clean, feel, ground, horse, leave, need, please, queen, seen, tree</i></p> <p>Spelling</p> <p>Long e (ee, ea)</p> <ul style="list-style-type: none"> Basic Words: <i>free, teach, teeth, please, each, wheel, team, speak, sneeze, sheep, meaning, weave</i> Review Words: <i>away, stain, train, plain</i> Challenge Words: <i>between, reason</i> <p>Fluency Reading Rate</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>Queen</i> <i>Horses with Jobs</i> 	<p>Writing Mode: Narrative</p> <p>Form: Imaginative Story</p> <ul style="list-style-type: none"> Editing I: Capitalization and End Punctuation Editing II: Peer Proofreading Publishing I: Writing the Final Copy Publishing II: Imaginative Story Sharing an Imaginative Story 

Lead the Way

 **Essential Question** What are the qualities of a good leader?



SOCIAL & EMOTIONAL LEARNING:
Self-Management

WEEK 1

READING

Read Aloud Book

Seed by Seed: The Legend and Legacy of John "Appleseed" Chapman by Esmé Raji Codell

GENRE: Legend

myBook

- *What's Good to Read? Book Reviews for Kids by Kids*

GENRE: Opinion Article

- *Going Places* by Peter and Paul Reynolds

GENRE: Fantasy

Comprehension

- Ideas and Support
- Figurative Language
- Ask and Answer Questions
- Characters

Speaking and Listening

- Recount an Experience

Response to Text

- Write a Victory Speech

VOCABULARY

Oral Power Words *affection, creaking, glinted, straining, tangle*

Power Words *assured, contraption, exactly, intent, peered, precise, replica, respond*

Generative Vocabulary

Suffixes -y, -ly

Vocabulary Strategy

Reference Sources

ENGLISH LANGUAGE DEVELOPMENT

Language Function Recount Information

WEEK 2

READING

Read Aloud Book

My Dream Playground by Kate M. Becker

GENRE: Realistic Fiction

myBook

- *Wilma Rudolph: Against All Odds* by Stephanie E. Macceca

GENRE: Biography

- *Great Leaders*

GENRE: Opinion Writing

Comprehension

- Characters
- Summarize
- Text Features
- Evaluate
- Ideas and Support

Response to Text

- Write Advice
- Write an Opinion

VOCABULARY

Oral Power Words *architect, interviews, lot, manager, stoop, volunteers*

Power Words *advice, earned, equal, honored, politics, rare, relay, success*

Generative Vocabulary

Prefix dis-

ENGLISH LANGUAGE DEVELOPMENT

Language Function Persuade

BIG IDEA WORDS *admire, inspire, pioneer*

INQUIRY AND RESEARCH PROJECT Organize Character Campaigns

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS

Phonological Awareness

- Isolate Phonemes: Identify Vowel
- Segment, Count Syllables

Phonics

- Long o Patterns
- Multisyllabic Words: Long o

High-Frequency Words

below, both, follow, most, move, own, road, show, window, yellow

Spelling

Long o (o, oa, ow)

- Basic Words: *own, most, soap, float, both, know, loan, goat, flow, loaf, throw, roast*
- Review Words: *free, speak, sneeze, prize*
- Challenge Words: *swallow, ocean*

Fluency Expression

Start Right Reader Texts

- *On the Move*
- *Get Ready to Move*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Personal Essay

- Priming the Students for the Focal Text: *Stand Tall, Molly Lou Melon* by Patty Lovell
- Priming the Text
- The Read
- Vocabulary
- Prewriting I: Character Traits



FOUNDATIONAL SKILLS

Phonological Awareness

- Manipulate Phonemes: Change
- Blend Syllables

Phonics

- Long i Patterns
- Multisyllabic Words: Long i

High-Frequency Words

almost, become, begin, high, kind, might, night, one, open, opened

Spelling

Long i Patterns; Silent Letters

- Basic Words: *night, kind, spy, child, knife, find, right, high, write, climb, sign, sigh*
- Review Words: *both, own, roast, float*
- Challenge Words: *children, kindness*

Fluency Phrasing

Start Right Reader Texts

- *By Day*
- *By Night*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Personal Essay

- Prewriting II: Identifying the Central Idea
- Drafting I: Elements of Informational Text
- Drafting II: Completing the Draft
- Revising I: Integrating Transitions
- Revising II: Conferencing



Lead the Way

Essential Question What are the qualities of a good leader?



SOCIAL & EMOTIONAL LEARNING:
Self-Management

WEEK 3

READING

Read Aloud Book

Whoosh! Lonnie Johnson's Super-Soaking Stream of Inventions by Chris Barton

GENRE: Biography

myBook

- *Who Are Government's Leaders?* by Jennifer Boothroyd

GENRE: Informational Text

- *Thomas Edison and the Light Bulb* by StoryBots

GENRE: Video

Comprehension

- Text Organization
- Summarize
- Content-Area Words
- Chronological Order

Response to Text

- Write a Help-Wanted Ad

VOCABULARY

Oral Power Words *devoted, ensure, failure, issue, smash, workshop*

Power Words *capital, charge, council, laws, members, solve, state, troop*

Generative Vocabulary

Words That Name People

ENGLISH LANGUAGE DEVELOPMENT

Language Function Solve Problems

BIG IDEA WORDS *admire, inspire, pioneer*

INQUIRY AND RESEARCH PROJECT Organize Character Campaigns

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS

Phonological Awareness

- Segment, Count Syllables
- Add, Blend Syllables

Phonics

- Suffixes *-ful, -less*
- Multisyllabic Words: Spelling Change Before Suffixes *-ful, -less*

High-Frequency Words

began, book, of, ready, their, thought, two, whole, write, years

Spelling

Homophones

- Basic Words: *meet, meat, week, weak, mane, main, tail, tale, be, bee, too, two*
- Review Words: *child, night, high, spy*
- Challenge Words: *threw, through*

Fluency Intonation

Start Right Reader Texts

- *Jack and the Book*
- *The Red Box*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Personal Essay

- Revising III: Strengthening Connections
- Editing: Peer Proofreading
- Publishing I: Writing the Final Copy
- Publishing II: Personal Essay
- Sharing a Personal Essay



Weather Wise

 **Essential Question** How does weather affect us?



SOCIAL & EMOTIONAL LEARNING:
Social Awareness

WEEK 1

READING

Read Aloud Book

Freddy the Frogcaster by Janice Dean

GENRE: Fantasy

myBook

- *Weather Through the Seasons*
GENRE: Informational Text
- *Wild Weather* by Thomas Kingsley Troupe
GENRE: Narrative Nonfiction

Comprehension

- Text Features
- Point of View
- Make Inferences
- Text Organization

Media Literacy

- Digital Tools and Texts

Response to Text

- Write an Opinion

VOCABULARY

Oral Power Words *accurate, boast, chief, hazy, ruin, toasty*

Power Words *clings, damage, excess, funnel, occur, pellets, predict, tough*

Generative Vocabulary

Suffixes -er, -est

Vocabulary Strategy

Homophones

ENGLISH LANGUAGE DEVELOPMENT

Language Function Seek Information

WEEK 2

READING

Read Aloud Book

The Story of Snow: The Science of Winter's Wonder by Mark Cassino with Jon Nelson, PhD

GENRE: Informational Text

myBook

- *Cloudette* by Tom Lichtenheld
GENRE: Fantasy
- *Get Ready for Weather* by Lucy Jones
GENRE: Informational Text

Comprehension

- Content-Area Words
- Make Connections
- Point of View
- Evaluate
- Text Features

Response to Text

- Write the Next Chapter
- Write Safety Tips

VOCABULARY

Oral Power Words *depends, develop, hovers, joined, particles, visible*

Power Words *advantages, average, flash, front, gusts, impressed, layer, supplies*

Generative Vocabulary

Prefixes un-, re-


ENGLISH LANGUAGE DEVELOPMENT


Language Function Cause and Effect

BIG IDEA WORDS *climate, precipitation, temperature*

INQUIRY AND RESEARCH PROJECT Extreme Weather Safety

PERFORMANCE TASK Poetry

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Add, Blend Syllables Blend, Delete Syllables <p>Phonics</p> <ul style="list-style-type: none"> Suffixes -y, -ly Multisyllabic Words: Spelling Changes Before Suffixes -y, -ly <p>High-Frequency Words <i>any, cried, didn't, funny, hello, laugh, pretty, slowly, song, were</i></p> <p>Spelling</p> <p>Inflections -s, -es</p> <ul style="list-style-type: none"> Basic Words: <i>hens, eggs, ducks, bikes, boxes, wishes, dresses, names, bells, stamps, dishes, grapes</i> Review Words: <i>too, two, tail, tale</i> Challenge Words: <i>stitches, fences</i> <p>Fluency Accuracy and Self-Correction</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>What a Mess!</i> <i>The Contest</i> 	<p>Writing Mode: Poetry</p> <p>Form: Poem</p> <ul style="list-style-type: none"> Priming the Students for the Focal Text: <i>When the Moon Is Full: A Lunar Year</i> by Penny Pollock Priming the Text The Read Vocabulary Prewriting I: Preparing to Write Poetry 

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Add, Blend Syllables Blend, Delete Syllables <p>Phonics</p> <ul style="list-style-type: none"> Prefix <i>dis-</i> Inflections: Spelling Changes <p>High-Frequency Words <i>anything, change, children, gone, good, notice, now, page, since, woman</i></p> <p>Spelling</p> <p>Sounds for c and g</p> <ul style="list-style-type: none"> Basic Words: <i>cot, face, goal, gym, nice, page, plug, crash, gone, brag, city, trace</i> Review Words: <i>stamps, dishes, bells, dresses</i> Challenge Words: <i>circus, once</i> <p>Fluency Reading Rate</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>The Big Day</i> <i>Rocky</i> 	<p>Writing Mode: Poetry</p> <p>Form: Poem</p> <ul style="list-style-type: none"> Prewriting II: Choosing a Topic Drafting I: Elements of Poetry Drafting II: Organizing Ideas Revising I: Integrating Sensory Details Revising II: Conferencing 

Weather Wise

 **Essential Question** How does weather affect us?



SOCIAL & EMOTIONAL LEARNING:
Social Awareness

WEEK 3

READING

Read Aloud Book

Fall Leaves by Loretta Holland

GENRE: Informational Text

myBook

- *Whatever the Weather* by Assorted Poets

GENRE: Poetry

- *Rain Cloud in a Jar* by Sci-Tech Discovery

GENRE: Video

Comprehension

- Text Features
- Ask and Answer Questions
- Elements of Poetry
- Cause and Effect

Response to Text

- Write a Weather Poem

VOCABULARY

Oral Power Words *dimmer, drain, hemisphere, produce, squirm, substance*

Power Words *covers, creep, glide, rumble, shimmering, slather, slithering, splatter*

Generative Vocabulary

Inflections *-ed, -ing*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Describe

BIG IDEA WORDS *climate, precipitation, temperature*

INQUIRY AND RESEARCH PROJECT Extreme Weather Safety

PERFORMANCE TASK Poetry

FOUNDATIONAL SKILLS

Phonological Awareness

- Segment Syllables
- Manipulate Phonemes: Change

Phonics

- *r*-Controlled Vowel *ar*
- Multisyllabic Words: *ar*

High-Frequency Words

body, color, dark, hard, hour, large, part, started, warm, was

Spelling

r*-Controlled Vowel *ar

- Basic Words: *car, dark, card, star, park, yard, party, hard, smart, start, part, spark*
- Review Words: *city, crash, goal, gym*
- Challenge Words: *sparkle, partner*

Fluency Phrasing

Start Right Reader Texts

- *We Make Art*
- *Colorful Cat*

WRITING WORKSHOP

Writing Mode: Poetry

Form: Poem

- Revising III: First-Person Point of View
- Editing: Peer Proofreading
- Publishing I: Writing the Final Copy
- Publishing II: Poem
- Sharing a Poem



Everyone Has a Story

Essential Question How do our experiences shape our lives?



SOCIAL & EMOTIONAL LEARNING:
Self-Management

WEEK 1

READING

Read Aloud Book

Miss Moore Thought Otherwise by Jan Pinborough

GENRE: Biography

myBook

- *Get to Know Biographies*
GENRE: Opinion Essay
- *I Am Helen Keller* by Brad Meltzer
GENRE: Biography

Comprehension

- Ideas and Support
- Text Organization
- Synthesize
- Text Features

Research

- Research Questions

Response to Text

- Write a Life Lesson

VOCABULARY

Oral Power Words *display, hiring, otherwise, pledge, retire, smudge*

Power Words *approached, communicate, deal, figured, motioned, potential, selfless, series*

Generative Vocabulary

Suffixes *-ful, -less*

Vocabulary Strategy

Shades of Meaning

ENGLISH LANGUAGE DEVELOPMENT

Language Function Classify

WEEK 2

READING

Read Aloud Book

The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and Our National Parks by Barb Rosenstock

GENRE: Historical Fiction

myBook

- *How to Make a Timeline* by Boyd N. Gillin
GENRE: Procedural Text
- *The Stories He Tells: The Story of Joseph Bruchac* by James Bruchac
GENRE: Biography

Comprehension

- Text Organization
- Monitor and Clarify
- Make Inferences
- Author's Purpose

Response to Text

- Write an Explanation
- Write a Letter

VOCABULARY

Oral Power Words *attended, immigrant, settled, soared, vanishing, wilderness*

Power Words *arrange, ashamed, current, elders, overflowing, pride, statements, timeline*

Generative Vocabulary

Prefix *pre-*


ENGLISH LANGUAGE DEVELOPMENT


Language Function Infer

BIG IDEA WORDS *account, achieve, hurdle*


INQUIRY AND RESEARCH PROJECT What's in Your Autobiography?

PERFORMANCE TASK Narrative

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Phonemes Manipulate Phonemes: Add Manipulate Phonemes: Delete <p>Phonics</p> <ul style="list-style-type: none"> r-Controlled Vowels <i>or, ore</i> Multisyllabic Words: <i>or, ore</i> <p>High-Frequency Words</p> <p><i>before, example, form, morning, order, store, story, those, word, work</i></p> <p>Spelling</p> <p>r-Controlled Vowels or, ore</p> <ul style="list-style-type: none"> Basic Words: <i>chore, glory, storm, north, store, thorn, morning, snore, stork, worn, tore, forget</i> Review Words: <i>star, start, dark, smart</i> Challenge Words: <i>important, tornado</i> <p>Fluency Intonation</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>Work Day</i> <i>The Big Store</i> 	<p>Writing Mode: Narrative</p> <p>Form: Imaginative Story</p> <ul style="list-style-type: none"> Priming the Students for the Focal Text: <i>How I Became a Pirate</i> by Melinda Long Priming the Text The Read Vocabulary Prewriting I: Planning 

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Isolate Phonemes: Identify Vowel Manipulate Phonemes: Add, Delete Manipulate Phonemes: Change <p>Phonics</p> <ul style="list-style-type: none"> r-Controlled Vowels <i>er, ir, ur</i> Vowel Patterns <i>air, are, ear</i> <p>High-Frequency Words</p> <p><i>after, better, father, letter, over, paper, river, together, under, water</i></p> <p>Spelling</p> <p>r-Controlled Vowels er</p> <ul style="list-style-type: none"> Basic Words: <i>father, over, under, herd, water, verb, paper, cracker, offer, cover, germ, master</i> Review Words: <i>morning, forget, glory, north</i> Challenge Words: <i>remember, feather</i> <p>Fluency Expression</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>Rafts</i> <i>My Rafting Trip</i> 	<p>Writing Mode: Narrative</p> <p>Form: Imaginative Story</p> <ul style="list-style-type: none"> Prewriting II: Organizing Character Traits Drafting I: Elements of Narrative Drafting II: Completing the Draft Revising I: Integrating Dialogue Revising II: Conferencing 

Everyone Has a Story

 **Essential Question** How do our experiences shape our lives?



SOCIAL & EMOTIONAL LEARNING:
Self-Management

WEEK 3

READING

Read Aloud Book

Molly, by Golly!: The Legend of Molly Williams, America's First Female Firefighter by Dianne Ochiltree

GENRE: Legend

myBook

- *Drum Dream Girl* by Margarita Engle

GENRE: Poetry

- *Roberto Clemente*

GENRE: Video

Comprehension

- Central Idea
- Create Mental Images
- Setting
- Ideas and Support

Response to Text

- Write a Journal Entry

VOCABULARY

Oral Power Words aching, briskly, frigid, gripped, gushed, lend

Power Words allowed, alone, dared, deserved, reminding, secret, starlit, whirl

Generative Vocabulary

Compound Words

ENGLISH LANGUAGE DEVELOPMENT

Language Function Persuade

BIG IDEA WORDS *account, achieve, hurdle*

INQUIRY AND RESEARCH PROJECT *What's in Your Autobiography?*

PERFORMANCE TASK *Narrative*

FOUNDATIONAL SKILLS

Phonological Awareness

- Segment, Count Phonemes
- Isolate Phonemes: Identify Vowels

Phonics

- Vowel Team oo
- Multisyllabic Words: oo

High-Frequency Words

air, city, friend, hair, heard, learn, looked, remember, stood, street

Spelling

Vowel Team oo (/oo/)

- Basic Words: *took, books, foot, hoof, cook, nook, hood, wood, stood, shook, crook, cookbook*
- Review Words: *offer, water, master, cracker*
- Challenge Words: *driftwood, rookie*

Fluency Accuracy and Self-Correction

Start Right Reader Texts

- *A Walk with Nan*
- *Streets Then and Now*

WRITING WORKSHOP

Writing Mode: Narrative

Form: Imaginative Story

- Editing I: Formatting Dialogue
- Editing II: Peer Proofreading
- Publishing I: Writing the Final Copy
- Publishing II: Imaginative Story
- Sharing an Imaginative Story





Time to Grow!

Essential Question What do plants need to live and grow?

SOCIAL & EMOTIONAL LEARNING:
Self-Management

WEEK 1

READING

Read Aloud Book

From Seed to Pine Tree: Following the Life Cycle by Suzanne Slade

GENRE: Informational Text

myBook

- *The Growth of a Sunflower*
GENRE: Photo Essay
- *Experiment with What a Plant Needs to Grow* by Nadia Higgins
GENRE: Informational Text

Comprehension

- Text Features
- Make Connections
- Text Organization

Research

- Choose and Use Sources

Response to Text

- Write a Lab Report

VOCABULARY

Oral Power Words *lumber, mature, rise, scales, trapping, winged*

Power Words *fuels, minerals, moisten, process, provides, seedlings, spiky, sprout*

Generative Vocabulary

Inflections -s, -es

Vocabulary Strategy

Reference Sources

ENGLISH LANGUAGE DEVELOPMENT

Language Function Justify

WEEK 2

READING

Read Aloud Book

The Legend of the Indian Paintbrush by Tomie dePaola

GENRE: Legend

myBook

- *Jack and the Beanstalk* by Helen Lester
GENRE: Fairy Tale
- *Jackie and the Beanstalk* by Lori Mortensen
GENRE: Fairy Tale

Comprehension

- Characters
- Retell
- Figurative Language
- Make Connections

Response to Text

- Write a Dos and Don'ts List
- Write a Story

VOCABULARY

Oral Power Words *cleared, faithful, longed, remained, seeking*

Power Words *adorable, glanced, hauling, oversized, plenty, swipe, whacked, whimpered*

Generative Vocabulary Prefix *mis-*


ENGLISH LANGUAGE DEVELOPMENT


Language Function Compare and Contrast

BIG IDEA WORDS *fertilize, germinate, survive*

INQUIRY AND RESEARCH PROJECT *Plants and Places Book*

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Segment, Count Syllables Blend Syllables <p>Phonics</p> <ul style="list-style-type: none"> Vowel Patterns: /<u>oo</u>/ Multisyllabic Words: /<u>oo</u>/, /<u>oo</u>/ <p>High-Frequency Words</p> <p><i>about, floor, food, group, knew, music, room, school, soon, through</i></p> <p>Spelling</p> <p>Vowel Patterns: /<u>oo</u>/</p> <ul style="list-style-type: none"> Basic Words: <i>root, crew, spoon, bloom, grew, room, you, stew, boost, scoop, flew, threw</i> Review Words: <i>crook, shook, stood, cookbook</i> Challenge Words: <i>schoolbook, jewel</i> <p>Fluency Reading Rate</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>Jobs</i> <i>Playing Music</i> 	<p>Writing Mode: Informational Text</p> <p>Form: Procedural Text</p>  <ul style="list-style-type: none"> Priming the Students for the Focal Text: <i>From Seed to Plant</i> by Gail Gibbons Priming the Text The Read Vocabulary Prewriting I: Procedural Text

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Produce Rhymes <p>Phonics</p> <ul style="list-style-type: none"> Vowel Teams <i>ou, ow</i> Diphthongs <i>oy, oi</i> <p>High-Frequency Words</p> <p><i>boys, brown, found, house, listen, oil, point, sound, town, voice</i></p> <p>Spelling</p> <p>Vowel Teams <i>ou, ow</i></p> <ul style="list-style-type: none"> Basic Words: <i>cow, house, town, shout, down, mouse, found, loud, brown, ground, pound, flower</i> Review Words: <i>grew, spoon, boost, threw</i> Challenge Words: <i>towel, pounce</i> <p>Fluency Expression</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>A New Town</i> <i>What Sue Found</i> 	<p>Writing Mode: Informational Text</p> <p>Form: Procedural Text</p>  <ul style="list-style-type: none"> Prewriting II: Choosing a Topic Drafting I: Steps in a Process Drafting II: Completing the Draft Revising I: Integrating Time-Order Words Revising II: Conferencing



Time to Grow!

Essential Question What do plants need to live and grow?

SOCIAL & EMOTIONAL LEARNING:
Self-Management

WEEK 3

READING

Read Aloud Book

The Patchwork Garden by Diane de Anda

GENRE: Realistic Fiction

myBook

- *Don't Touch Me!* by Elizabeth Preston
GENRE: Informational Text
- *George Washington Carver: The Wizard of Tuskegee* by StoryBots
GENRE: Video

Comprehension

- Story Structure
- Synthesize
- Text Organization
- Cause and Effect

Response to Text

- Write an Opinion

VOCABULARY

Oral Power Words *barely, loosen, replaced, sighed, traveled, vitamins*

Power Words *attack, extra, nasty, poke, prickles, sensitive, sharp, thorns*

Generative Vocabulary Prefix *dis-*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Cause and Effect

BIG IDEA WORDS *fertilize, germinate, survive*

INQUIRY AND RESEARCH PROJECT *Plants and Places Book*

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS

Phonological Awareness

- Manipulate Phonemes: Add, Delete
- Manipulate Phonemes: Change
- Produce Rhymes

Phonics

- Vowel Patterns: /ô/
- Vowel Patterns *ear, eer*

High-Frequency Words

also, ball, call, could, every, near, talk, tall, would, year

Spelling

Vowel Patterns: /ô/

- Basic Words: *tall, saw, jaw, draw, call, fall, soft, paw, ball, yawn, fog, small*
- Review Words: *ground, flower, town, loud*
- Challenge Words: *wallpaper, awful*

Fluency Phrasing

Start Right Reader Texts

- *Basketball*
- *The Big Game*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Procedural Text

- Revising III: Introducing Parallel Structure
- Editing: Peer Proofreading
- Publishing I: Writing the Final Copy
- Publishing II: Procedural Text
- Sharing a Procedural Text





SOCIAL & EMOTIONAL LEARNING:
Relationship Skills

Home Sweet Habitat

Essential Question How do living things in a habitat depend on each other?

WEEK 1

READING

Read Aloud Book

Nature's Patchwork Quilt: Understanding Habitats by Mary Miché

GENRE: Informational Text

myBook

- *The Best Habitat for Me*
GENRE: Opinion Essay
- *The Long, Long Journey* by Sandra Markle
GENRE: Informational Text

Comprehension

- Ideas and Support
- Figurative Language
- Ask and Answer Questions
- Text Organization

Media Literacy

- Digital Reference Sources

Response to Text

- Write a Travel Journal

VOCABULARY

Oral Power Words *adjusting, generations, harsh, pieced, preserving, role*

Power Words *coast, crouches, flock, mingles, prances, route, trills, wobbly*

Generative Vocabulary

Words That Name Places

Vocabulary Strategy

Context Clues

ENGLISH LANGUAGE DEVELOPMENT

Language Function Seek Information

WEEK 2

READING

Read Aloud Book

Kali's Story: An Orphaned Polar Bear Rescue by Jennifer Keats Curtis

GENRE: Informational Text

myBook

- *Sea Otter Pups* by Ruth Owen
GENRE: Informational Text
- *At Home in the Wild* by Various Poets
GENRE: Poetry

Comprehension

- Text Organization
- Monitor and Clarify
- Text Features
- Create Mental Images
- Elements of Poetry

Response to Text

- Write a Description
- Write a Song

VOCABULARY

Oral Power Words *permanent, prepare, pronounced, romped, separate, wildlife*

Power Words *attached, crack, hide, sheltered, surface, weary, wit, wraps*

Generative Vocabulary

Prefix *mis-*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Synthesize

BIG IDEA WORDS *ecosystem, habitat, species*

INQUIRY AND RESEARCH PROJECT Investigate Habitats

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS

Phonological Awareness

- Segment Syllables

Phonics

- Prefix *pre-*
- Multisyllabic Words

High-Frequency Words

everyone, everything, himself, maybe, nothing, outside, some, someone, sometimes, without

Spelling

Compound Words

- Basic Words: *cannot, pancake, maybe, baseball, playground, someone, myself, classroom, sunshine, outside, upon, nothing*
- Review Words: *small, draw, soft, yawn*
- Challenge Words: *nobody, everywhere*

Fluency Phrasing

Start Right Reader Texts

- *The Red Car*
- *Lost and Found*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Research Report



- Priming the Students for the Focal Text: *The Great Kapok Tree: A Tale of the Amazon Rain Forest* by Lynne Cherry
- Priming the Text
- The Read
- Vocabulary
- Prewriting I: Preparing to Write a Research Report

FOUNDATIONAL SKILLS

Phonological Awareness

- Manipulate Phonemes: Add
- Manipulate Phonemes: Delete
- Segment, Count Syllables

Phonics

- Three-Letter Blends
- Contractions

High-Frequency Words

couldn't, don't, however, I'll, live, put, should, that's, very, you're

Spelling

Contractions

- Basic Words: *don't, we'll, it's, I've, didn't, you're, that's, wasn't, you've, who's, they'd, aren't*
- Review Words: *cannot, maybe, someone, myself*
- Challenge Words: *wouldn't, they're*

Fluency Expression

Start Right Reader Texts

- *It Is Spring*
- *The New Garden*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Research Report



- Prewriting II: Choosing a Topic
- Prewriting III: Conducting Research
- Drafting I: Adding Facts
- Drafting II: Completing the Draft
- Revising I: Compound Sentences



SOCIAL & EMOTIONAL LEARNING:
Relationship Skills

Home Sweet Habitat

Essential Question How do living things in a habitat depend on each other?

WEEK 3

READING

Read Aloud Book

Out of the Woods: A True Story of an Unforgettable Event by Rebecca Bond

GENRE: Narrative Nonfiction

myBook

- *Abuelo and the Three Bears* by Jerry Tello

GENRE: Folktale

- *Ducklings Jump from Nest* from PBS

GENRE: Video

Comprehension

- Text Organization
- Retell
- Figurative Language
- Chronological Order

Response to Text

- Write a Drama

VOCABULARY

Oral Power Words *boisterous, remarkable, routines, stoked, surrounding, thickets*

Power Words *arrive, growled, grumpy, joking, offered, shrugged, stubborn, tucked*

Generative Vocabulary

Prefix *pre-*


ENGLISH LANGUAGE DEVELOPMENT

Language Function Solve Problems

BIG IDEA WORDS *ecosystem, habitat, species*

INQUIRY AND RESEARCH PROJECT Investigate Habitats

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> • Segment Syllables • Blend Syllables <p>Phonics</p> <ul style="list-style-type: none"> • Consonant + <i>le</i> • Six Syllable Types <p>High-Frequency Words <i>above, again, along, myself, once, piece, something, table, they, wanted</i></p> <p>Spelling</p> <p>Soft g (-ge, -dge)</p> <ul style="list-style-type: none"> • Basic Words: <i>bridge, huge, stage, judge, cage, pledge, badge, fudge, dodge, edge, age, lodge</i> • Review Words: <i>I've, didn't, you're, they'd</i> • Challenge Words: <i>fidget, gauge</i> <p>Fluency Intonation</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> • <i>Being Clowns</i> • <i>What Bubbles Did</i> 	<p>Writing Mode: Informational Text</p> <p>Form: Research Report</p> <ul style="list-style-type: none"> • Revising II: Conferencing • Revising III: Sentence Structure • Editing: Peer Proofreading • Publishing a Research Report • Sharing a Research Report 



SOCIAL & EMOTIONAL LEARNING:
Social Awareness

Many Cultures, One World

Essential Question What can we learn from different people and cultures?

WEEK 1

READING

Read Aloud Book

Trombone Shorty by Troy “Trombone Shorty” Andrews

GENRE: Autobiography

myBook

- *Hello, World!*
GENRE: Informational Text
- *Where on Earth Is My Bagel?* by Frances and Ginger Park
GENRE: Realistic Fiction

Comprehension

- Text Features
- Figurative Language
- Make Inferences
- Theme

Media Literacy

- Follow a Research Plan

Response to Text

- Write a Story

VOCABULARY

Oral Power Words *beaten, brass, combined, mattered, proudly, styles*

Power Words *darting, delight, fragrant, grunted, hollered, nod, slippery, smothered*

Generative Vocabulary

Suffixes *-ion, -tion, -sion*

Vocabulary Strategy Shades of Meaning

ENGLISH LANGUAGE DEVELOPMENT

Language Function Sequence

WEEK 2

READING

Read Aloud Book

Time for Cranberries by Lisl H. Detlefsen

GENRE: Realistic Fiction

myBook

- *May Day Around the World* by Tori Telfer
GENRE: Narrative Nonfiction
- *Goal!* by Sean Taylor
GENRE: Informational Text

Comprehension

- Story Structure
- Make and Confirm Predictions
- Central Idea
- Make Connections

Response to Text

- Write a Description
- Write an Opinion

VOCABULARY

Oral Power Words *heave, marsh, pucker, shallow, steers, tart*

Power Words *clutched, final, forgot, founded, imaginary, patient, races, trunk*

Generative Vocabulary

Suffixes *-y, -ly*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Predict

BIG IDEA WORDS cultures, harmony, heritage

INQUIRY AND RESEARCH PROJECT Celebrating Our Traditions Book

PERFORMANCE TASK Correspondence

FOUNDATIONAL SKILLS

Phonological Awareness

- Segment, Count Syllables
- Delete Syllables

Phonics

- Prefix *mis-*
- Affixes Review: Prefixes, Suffixes

High-Frequency Words

against, cover, early, getting, here, hurry, much, stopped, toward, your

Spelling

Inflections -ed, -ing

- Basic Words: *running, clapped, stopped, hopping, batted, selling, pinned, cutting, sitting, rubbed, missed, grabbed*
- Review Words: *stage, badge, huge, lodge*
- Challenge Words: *wrapped, swelling*

Fluency Intonation

Start Right Reader Texts

- *A Shell for Fizz*
- *The Best Shell*

WRITING WORKSHOP

Writing Mode: Correspondence

Form: Thank-You Letter

- Priming the Students for the Focal Text: *The Name Jar* by Yangsook Choi
- Priming the Text
- The Read
- Vocabulary
- Prewriting I: Types of Correspondence



FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Syllables

Phonics

- Open and Closed Syllables
- Syllable Division Patterns

High-Frequency Words

area, around, coming, from, goes, going, second, seemed, there, who

Spelling

Inflections -ed, -ing

- Basic Words: *liked, using, riding, chased, spilled, making, closed, hoping, baked, hiding, standing, asked*
- Review Words: *hopping, clapped, pinned, cutting*
- Challenge Words: *taping, dropped*

Fluency Accuracy and Self-Correction

Start Right Reader Texts

- *Robots*
- *In Space*

WRITING WORKSHOP

Writing Mode: Correspondence

Form: Thank-You Letter

- Prewriting II: Choosing a Topic
- Drafting I: The Body of the Letter
- Drafting II: Completing the Draft
- Revising I: Letter Structure
- Revising II: Conferencing



Many Cultures, One World

? **Essential Question** What can we learn from different people and cultures?



SOCIAL & EMOTIONAL LEARNING:
Social Awareness

WEEK 3

READING

Read Aloud Book

Dreams Around the World by Takashi Owaki

GENRE: Informational Text

myBook

- *Poems in the Attic* by Nikki Grimes
GENRE: Poetry
- *What's for Lunch Around the World?*
GENRE: Video

Comprehension

- Text Features
- Make Connections
- Story Structure
- Graphic Features

Response to Text

- Write a Memory Poem

VOCABULARY

Oral Power Words *festival, nimble, public, relatives, suburb*

Power Words *adventures, breathless, clamber, flitting, leave, mound, shuffled, stacked*

Generative Vocabulary

Suffixes *-ion, -tion, -sion*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Analyze

BIG IDEA WORDS *cultures, harmony, heritage*

INQUIRY AND RESEARCH PROJECT *Celebrating Our Traditions Book*

PERFORMANCE TASK *Correspondence*

FOUNDATIONAL SKILLS

Phonological Awareness

- Segment, Count Phonemes
- Segment, Count Syllables

Phonics

- Long *a* (*ei, ey*) and *e* (*y, ey*)
- Multisyllabic Words: Long *a, e*

High-Frequency Words

ago, carry, many, money, only, ride, sky, study, wasn't, world

Spelling

Long e (y)

- Basic Words: *pretty, baby, very, puppy, funny, carry, lucky, only, sunny, penny, plenty, twenty*
- Review Words: *standing, hoping, spilled, using*
- Challenge Words: *beauty, eighty*

Fluency Reading Rate

Start Right Reader Texts

- *Fine Hats*
- *Monkey See, Monkey Do*

WRITING WORKSHOP

Writing Mode: Correspondence

Form: Thank-You Letter

- Revising III: Using Compound Structures
- Editing: Peer Proofreading
- Publishing I: Writing the Final Copy
- Publishing II: Thank-You Letter
- Sharing a Thank-You Letter



Genre Study: Nonfiction



SOCIAL & EMOTIONAL LEARNING:
Responsible Decision-Making

BIOGRAPHY**READING****Read Aloud Book**

- *Trombone Shorty* by Troy “Trombone Shorty” Andrews

myBook

- *Gingerbread for Liberty!* by Mara Rockliff
- *Wilma Rudolph: Against All Odds* by Stephanie E. Macceca
- *I Am Helen Keller* by Brad Meltzer
- *The Stories He Tells: The Story of Joseph Bruchac* by James Bruchac

Comprehension

- Genre Characteristics: Biography
- Central Idea
- Text Organization

WRITING WORKSHOP**Writing Mode: Narrative****Form: Personal Narrative**

- Priming the Students for the Focal Text: *Roller Coaster* by Marla Frazee
- Priming the Text
- The Read
- Vocabulary
- Prewriting I: Understanding the Prompt



WEEK 1

OPINION WRITING**READING****myBook**

- *What’s Good to Read? Book Reviews for Kids by Kids!*
- *Great Leaders*
- *Get to Know Biographies*
- *The Best Habitat for Me*

Comprehension

- Genre Characteristics: Opinion Writing
- Author’s Purpose
- Ideas and Support

WRITING WORKSHOP**Writing Mode: Narrative****Form: Personal Narrative**

- Prewriting II: Choosing a Topic
- Drafting I: Elements of Narrative
- Drafting II: Completing the Draft
- Revising I: Adding Details
- Revising II: Conferencing



WEEK 2

INFORMATIONAL TEXT**READING****myBook**

- *Many Kinds of Matter* by Jennifer Boothroyd
- *How to Read a Story* by Kate Messner
- *Get Ready for Weather* by Lucy Jones
- *Experiment with What a Plant Needs to Grow* by Nadia Higgins
- *Sea Otter Pups* by Ruth Owen

Comprehension

- Genre Characteristics: Informational Text
- Central Idea
- Text Features

WRITING WORKSHOP**Writing Mode: Narrative****Form: Personal Narrative**

- Revising III: Run-On Sentences and Punctuation
- Editing: Peer Proofreading
- Publishing I: Writing the Final Copy
- Publishing II: Personal Narrative
- Sharing a Personal Narrative



WEEK 3

Essential Question What are the characteristics of a biography?

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Syllables
- Segment, Count Syllables

Phonics

- Vowel Team Syllables
- Syllable Division Patterns

High-Frequency Words

brother, happened, happy, help, home, mama, papa, sister, suddenly, surprise

Spelling

Suffixes -ly, -ful, -er, -est

- Basic Words: *youngest, hopeful, fairest, weekly, thankful, wishful, kindly, longer, lighter, painful, mouthful, weakly*
- Review Words: *lucky, carry, only, sunny*
- Challenge Words: *quickly, cheerful*

Fluency Intonation

Start Right Reader Texts

- *Missing Mama*
- *Papa Tells His Side*

Essential Question What are the characteristics of opinion writing?

FOUNDATIONAL SKILLS

Phonological Awareness

- Isolate Phonemes: Identify Vowels
- Segment, Count Syllables

Phonics

- r-Controlled Vowel Syllables
- Multisyllabic Words: r-Controlled Vowel Syllables

High-Frequency Words

away, because, country, earth, else, green, plant, rain, sea, sun

Spelling

Prefixes un-, re-, dis-

- Basic Words: *uncover, retell, untangle, repaint, refill, dislike, distrust, unzip, reread, unable, unlock, replay*
- Review Words: *thankful, kindly, hopeful, weakly*
- Challenge Words: *unbutton, rewritten*

Fluency Phrasing

Start Right Reader Texts

- *Earth*
- *Life on Earth*

Essential Question What are the characteristics of informational text?

FOUNDATIONAL SKILLS

Phonological Awareness

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

Phonics

- Final e Syllables
- Multisyllabic Words: Final e Syllables

High-Frequency Words

bed, enough, family, list, oh, people, shop, sleep, today, tomorrow

Spelling

Final e and Vowel Team Syllables

- Basic Words: *placement, uncrate, groaning, cleanly, today, lately, unripe, decode, invite, creamy, proudly, haunting*
- Review Words: *dislike, replay, unable, reread*
- Challenge Words: *launched, stovepipe*

Fluency Expression

Start Right Reader Texts

- *A Big Problem*
- *Party Time*

Genre Study: Fiction



SOCIAL & EMOTIONAL LEARNING:
Responsible Decision-Making

REALISTIC FICTION

WEEK 1

READING

Read Aloud Book

- *My Dream Playground* by Kate M. Becker

myBook

- *Picture Day Perfection* by Deborah Diesen
- *Big Red Lollipop* by Rukhsana Khan
- *Pepita and the Bully* by Ofelia Dumas Lachtman
- *Where on Earth Is My Bagel?* by Frances and Ginger Park

Comprehension

- Genre Characteristics: Realistic Fiction
- Characters
- Story Structure

WRITING WORKSHOP

Writing Mode: Opinion

Form: Opinion Essay

- Priming the Students for the Focal Text: *The Dot* by Peter H. Reynolds
- Priming the Text
- The Read
- Vocabulary
- Prewriting I: Elements of Opinion Text



FANTASY

WEEK 2

READING

Read Aloud Book

- *Three Hens and a Peacock* by Lester L. Laminack

myBook

- *Clark the Shark* by Bruce Hale
- *The Great Puppy Invasion* by Alastair Heim
- *The Great Fuzz Frenzy* by Janet Stevens and Susan Stevens Crummel
- *Hollywood Chicken* by Lisa Fleming

Comprehension

- Genre Characteristics: Fantasy
- Setting
- Theme

WRITING WORKSHOP

Writing Mode: Opinion

Form: Opinion Essay

- Prewriting II: Identifying Your Opinion
- Drafting I: Organizing Your Ideas
- Drafting II: Completing the Draft
- Revising I: Adding Linking Words
- Revising II: Conferencing



POETRY

WEEK 3

READING

myBook

- *Water Rolls, Water Rises* by Pat Mora
- *Whatever the Weather* by Assorted Poets
- *Drum Dream Girl* by Margarita Engle
- *At Home in the Wild* by Assorted Poets
- *Poems in the Attic* by Nikki Grimes

Comprehension

- Genre Characteristics: Poetry
- Elements of Poetry
- Theme

WRITING WORKSHOP

Writing Mode: Opinion

Form: Opinion Essay

- Revising III: Strengthening a Conclusion
- Editing: Peer Proofreading
- Publishing I: Writing the Final Copy
- Publishing II: Opinion Essay
- Sharing an Opinion Essay



Essential Question What are the characteristics of realistic fiction?

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Syllables

Phonics

- Final Stable Syllables
- Multisyllabic Words: Final Stable Syllables

High-Frequency Words

animal, cut, inside, measure, pick, picture, question, rock, turned, where

Spelling

Triple Blends; Final Stable Syllables

- Basic Words: *street, spring, throw, throat, string, spray, strong, tackle, scramble, struggle, action, picture*
- Review Words: *placement, decode, proudly, haunting*
- Challenge Words: *scribble, sprinkle*

Fluency Reading Rate

Start Right Reader Texts

- *Traces of the Past*
- *Finding Fossils*

Essential Question What are the characteristics of fantasy?

FOUNDATIONAL SKILLS

Phonological Awareness

- Segment Syllables
- Blend Syllables

Phonics

- Review of Syllable Types: Open, Closed, Consonant + *le*
- Review of Syllable Types: Final *e*, Vowel Team, *r*-Controlled Vowel

High-Frequency Words

America, can't, complete, easy, eyes, love, reached, sentence, state, watch

Spelling

Final Digraph/Trigraph -ch, -tch

- Basic Words: *itch, patch, pitch, sketch, match, ditch, catch, beach, reach, speech, coach, teacher*
- Review Words: *spring, scramble, struggle, picture*
- Challenge Words: *kitchen, scratching*

Fluency Accuracy and Self-Correction

Start Right Reader Texts

- *America at Last*
- *A Packet of Letters*

Essential Question What are the characteristics of poetry?

FOUNDATIONAL SKILLS

Phonological Awareness

- Segment, Count Syllables

Phonics

- Review Affixes: Prefixes, Suffixes, Inflections
- Review Affixes: Spelling Changes

High-Frequency Words

busy, different, doing, idea, I'm, important, mind, next, plan, tried

Spelling

Open and Closed Syllables

- Basic Words: *scribble, stranded, table, staple, taping, obey, playful, swimming, shady, buckle, thunder, mumble*
- Review Words: *pitch, speech, reach, sketch*
- Challenge Words: *dribble, disobey*

Fluency Intonation

Start Right Reader Texts

- *The Three Goats*
- *The Creature*