What a Character!

Essential Question What makes a character interesting?



SOCIAL & EMOTIONAL LEARNING: Self-Management

WEEK 1

READING

myBook

- *Zach Jumps In!*
  GENRE: Realistic Fiction
- *Marisol McDonald Doesn't Match*
  GENRE: Realistic Fiction

Comprehension

- Point of View
- Make and Confirm Predictions
- Literary Elements
- Theme

Response Writing

VOCABULARY

Critical Vocabulary *clash, winking, suggest, scrunches, mushy, usual, bilingual, mismatched*

Generative Vocabulary

- Prefixes *mis–, un–*
- Spiral Review: Inflections *–s, –es*

Vocabulary Strategy

- Context Clues

COMMUNICATION

Speaking and Listening

- Engage in Discussion

ENGLISH LANGUAGE DEVELOPMENT

Language Function Agree and Disagree

WEEK 2

READING

myBook

- *Judy Moody, Mood Martian*
  GENRE: Realistic Fiction
- *Stink and the Freaky Frog Freakout*
  GENRE: Realistic Fiction

Comprehension

- Monitor and Clarify
- Figurative Language
- Literary Elements

Response Writing

VOCABULARY

Critical Vocabulary *moody, pesky, snarled, illustrate, annual, protested, recited*

Generative Vocabulary

- Prefix *non–*
- Spiral Review: Prefixes *mis–, un–*

Vocabulary Strategy

- Context Clues

COMMUNICATION

Speaking and Listening

- Work Collaboratively

ENGLISH LANGUAGE DEVELOPMENT

Language Function Classify

BIG IDEA WORDS *individuality, unique, feature, personality*

INQUIRY AND RESEARCH PROJECT Create a Preparedness Campaign

PERFORMANCE TASK Expository Essay

FOUNDATIONAL SKILLS

Decoding Short Vowels *a, e, i, o, u*

Spelling Short Vowels

- Basic Words: *crop, plan, thing, smell, shut, sticky, spent, lunch, pumpkin, clock, gift, class, skip, swing*
- Review Words: *crash, dish, frog, plum*
- Challenge Words: *planning, sprint, wedge, problem*

Fluency Accuracy and Self-Correction

High-Frequency Words *teacher, brother, son, baby*

WRITING WORKSHOP

Writing Mode: Narrative

Writing Form: Personal Narrative

- Priming the Students
- Priming the Text: *Weslandia* by Paul Fleischman
- The Read
- Vocabulary
- Prewriting 1: The Writing Process

FOUNDATIONAL SKILLS

Decoding Long Vowels *a, e, i, o, u*

Spellingc VC*e* Spellings

- Basic Words: *spoke, mile, save, excuse, cone, invite, cube, price, erase, ripe, broke, flame, like, rule*
- Review Words: *spent, swing, class, lunch*
- Challenge Words: *surprise, decide, clothes, strange*

Fluency Expression

High-Frequency Words *test, syllables, written, paragraph*

WRITING WORKSHOP

Writing Mode: Narrative

Writing Form: Personal Narrative

- Prewriting II: Preparing to Write
- Drafting I: Beginning the Draft
- Drafting II: Elements of a Narrative
- Drafting III: Completing the Draft
- Revising 1: Common and Proper Nouns

What a Character!

Essential Question What makes a character interesting?



SOCIAL & EMOTIONAL LEARNING:
Self-Management

WEEK 3

READING

myBook
- *Scaredy Squirrel*
  GENRE: Fantasy

Comprehension
- Make Inferences
- Point of View
- Text and Graphic Features
- Theme

Response Writing

VOCABULARY

Critical Vocabulary
venturing, predictable, emergency, consult, distract, drastic

Generative Vocabulary
- Suffixes *–ful, –less*
- Spiral Review: Prefix *non–*

Vocabulary Strategy
- Context Clues

COMMUNICATION

Research and Media Literacy
- Generate a Research Plan

ENGLISH LANGUAGE DEVELOPMENT

Language Function
Justify

BIG IDEA WORDS *individuality, unique, feature, personality*

INQUIRY AND RESEARCH PROJECT Create a Preparedness Campaign

PERFORMANCE TASK Expository Essay

FOUNDATIONAL SKILLS

Decoding More Long *a* and Long *e* Spellings

Spelling More Long *a* and Long *e* Spellings

- Basic Words: *lay, real, trail, sweet, today, dream, sleep, tea, treat, afraid, leave, bait, speed, lead*
- Review Words: *erase, invite, excuse, spoke*
- Challenge Words: *flavor, even, between, pavement*

Fluency Reading Rate

High-Frequency Words *shall, wide, kept, ride*

WRITING WORKSHOP



Writing Mode: Narrative

Writing Form: Personal Narrative

- Revising II: Conferencing
- Revising III: Adjectives as Details
- Editing II: Peer Proofreading
- Publishing
- Sharing

Use Your Words

Essential Question How do people use words to express themselves?

SOCIAL & EMOTIONAL LEARNING: Relationship Skills

WEEK 1

READING

myBook

- *A LOL Story*
  GENRE: Text/Informal Letter
- *Dear Primo: A Letter to my Cousin*
  GENRE: Realistic Fiction/Letter

Comprehension

- Text and Graphic Features
- Retell
- Point of View
- Character

Response Writing

VOCABULARY

Critical Vocabulary *video, costumes, block, hydrant, march*

Generative Vocabulary

- Prefixes *re–, pre–*
- Spiral Review: Suffixes *–ful, –less*

Vocabulary Strategy

- Synonyms/Antonyms

COMMUNICATION

Research and Media Literacy

- Gather Information

ENGLISH LANGUAGE DEVELOPMENT

Language Function Compare and Contrast

WEEK 2

READING

myBook

- *Adventures with Words*
  GENRE: Poetry
- *The Upside Down Boy*
  GENRE: Memoir/Narrative Nonfiction

Comprehension

- Ask and Answer Questions
- Elements of Poetry
- Figurative Language
- Text and Graphic Features

Response Writing

VOCABULARY

Critical Vocabulary *desires, entry, steep, speed, breezy, conductor*

Generative Vocabulary

- Prefix *dis–*; Latin Root *form*
- Spiral Review: Prefixes *re–, pre–*

Vocabulary Strategy

- Synonyms/Antonyms

COMMUNICATION

Speaking and Listening

- Use Formal and Informal Language

ENGLISH LANGUAGE DEVELOPMENT

Language Function Describe

BIG IDEA WORDS *express, convey, chronicle, creative*

INQUIRY AND RESEARCH PROJECT Create a Book of Poetry

PERFORMANCE TASK Opinions Essay

FOUNDATIONAL SKILLS

Decoding More Long *o* Spellings

Spelling More Long *o* Spellings

- Basic Words: *load, open, told, yellow, soak, shadow, toe, follow, glow, sold, window, almost, boast, doe*
- Review Words: *trail, afraid, sleep, dream*
- Challenge Words: *chosen, approach, alone, below*

Fluency Phrasing

High-Frequency Words *believe, happy, love, felt*

WRITING WORKSHOP

Writing Mode: Correspondence

Writing Form: Letter

- Priming the Students
- Priming the Text: *The Lemonade War* by Jacqueline Davies
- The Read
- Vocabulary
- Prewriting: Preparing to Write

FOUNDATIONAL SKILLS

Decoding More Long *i* Spellings

Spelling More Long *i* Spellings

- Basic Words: *slight, mild, sight, pie, mind, tie, pilot, might, lie, tight, blind, fight, height, midnight*
- Review Words: *follow, toe, boast, open*
- Challenge Words: *frighten, silent, excite, combine*

Fluency Reading Rate

High-Frequency Words *wish, sign, care, blue*

WRITING WORKSHOP

Writing Mode: Correspondence

Writing Form: Letter

- Drafting I: Beginning the Draft
- Drafting II: Elements of a Letter
- Drafting III: Completing the Draft
- Revising I: Punctuation and Capitalization
- Revising II: Conferencing

Use Your Words

Essential Question How do people use words to express themselves?



SOCIAL & EMOTIONAL LEARNING: Relationship Skills

WEEK 3

READING

***my*Book**
- *Dear Dragon*
  GENRE: Fantasy/Letters/Poem

Comprehension
- Visualize
- Character
- Elements of Poetry
- Point of View

Response Writing

VOCABULARY

Critical Vocabulary *assigned, mosaics, retains, precious, demolition, projects*

Generative Vocabulary
- Suffixes *–y, –ly*
- Spiral Review: Prefix *dis–*

Vocabulary Strategy
- Context Clues

COMMUNICATION

Research and Media Literacy
- Create a Multimedia Presentation

ENGLISH LANGUAGE DEVELOPMENT

Language Function Predict

BIG IDEA WORDS *express, convey, chronicle, creative*

INQUIRY AND RESEARCH PROJECT Create a Book of Poetry

PERFORMANCE TASK Opionion Essay

FOUNDATIONAL SKILLS

Decoding Review Short and Long Vowels

Spelling More Short and Long Vowels

- Basic Words: *math, toast, easy, socks, Friday, stuff, paid, cheese, eighteen, elbow, program, shiny, piles, sticky*
- Review Words: *slight, pilot, height, mind*
- Challenge Words: *holiday, moment, eager, blossom*

Fluency Expression

High-Frequency Words *rain, drop, forest*

WRITING WORKSHOP

Writing Mode: Correspondence

Writing Form: Letter

- Revising III: Adding Details
- Editing I: Grammar and Mechanics
- Editing II: Peer Proofreading
- Publishing
- Sharing

Let Freedom Ring!

Essential Question How do historic places, documents, and symbols represent our nation?

SOCIAL & EMOTIONAL LEARNING: Responsible Decision-Making

WEEK 1

READING

myBook

- *American Places, American Ideals*
  GENRE: Informational Text
- *The U.S. Constitution*
  GENRE: Informational Text

Comprehension

- Author's Purpose
- Synthesize
- Central Idea
- Text Structure

Response Writing

VOCABULARY

Critical Vocabulary *delegates, convention, domestic, welfare, posterity*

Generative Vocabulary

- Suffixes *–y, –less;* Prefix *dis–*
- Spiral Review: Suffix *–ly*

Vocabulary Strategy

- Multiple-Meaning Words

COMMUNICATION

Research and Media Literacy

- Take Notes

ENGLISH LANGUAGE DEVELOPMENT

Language Function Synthesize

WEEK 2

READING

myBook

- *Why We Celebrate the Fourth of July*
  GENRE: Media: Educational Video
- *The Flag Maker*
  GENRE: Narrative Nonfiction

Comprehension

- Summarize
- Media Techniques
- Retell
- Text Structure
- Content-Area Words

Response Writing

VOCABULARY

Critical Vocabulary *endowed, declaring, independence, presented, gritty, hoisted, broad*

Generative Vocabulary

- Suffixes *–er, –est* with Spelling Changes
- Spiral Review: Suffixes *–y, –less;* Prefix *dis–*

Vocabulary Strategy

- Multiple-Meaning Words

COMMUNICATION

Research and Media Literacy

- Interpret/Analyze Media

ENGLISH LANGUAGE DEVELOPMENT

Language Function Recount Information

BIG IDEA WORDS *loyal, sovereignty, democracy, civic*

INQUIRY AND RESEARCH PROJECT Create a National Symbols Pamphlet

PERFORMANCE TASK Expository Essay

FOUNDATIONAL SKILLS

Decoding Three-Letter Blends

Spelling Three-Letter Blends

- Basic Words: *splash, strange, scratch, squeeze, squeak, squeal, screen, split, splat, sprain, sprint, strip, strap, scrap*
- Review Words: *easy, eighteen, elbow, program*
- Challenge Words: *straddle, splurge, scrawl, squirrel*

Fluency Reading Rate

High-Frequency Words *region, Europe, moon, village*

WRITING WORKSHOP

Writing Mode: Informational Text

Writing Form: Descriptive Essay

- Introduce the Focal Text: *All the Places to Love* by Patricia MacLachlan
- Vocabulary
- Prewriting I: Preparing to Write
- Prewriting II: Choosing Descriptive Words
- Drafting I: The Central Idea

FOUNDATIONAL SKILLS

Decoding Words with /j/, /k/, *and* /kw/

Spelling Words with /j/, /k/, *and* /kw/

- Basic Words: *ledge, nudge, smudge, budge, ridge, wedge, quiet, circus, second, quart, quick, comma, stage, huge*
- Review Words: *scratch, splash, sprint, squeal*
- Challenge Words: *quiver, constant, budget, enrage*

Fluency Phrasing

High-Frequency Words *time, months, century*

WRITING WORKSHOP

Writing Mode: Informational Text

Writing Form: Descriptive Essay

- Drafting II: Organizing a Description
- Drafting III: Moving into the Draft
- Drafting IV: Completing the Draft
- Revising I: Sentence Variety
- Revising II: Conferencing

Let Freedom Ring!

Essential Question How do historic places, documents, and symbols represent our nation?

SOCIAL & EMOTIONAL LEARNING:
Responsible Decision-Making

WEEK 3

READING

myBook
- *Why is the Statue of Liberty Green?*
  GENRE: *Narrative Nonfiction*

Comprehension
- Ask and Answer Questions
- Central Idea
- Author's Purpose
- Literary Elements

Response Writing

VOCABULARY

Critical Vocabulary *ferry, torch, sculptor, monument, inspired*

Generative Vocabulary
- Prefix *im–* (*not*)
- Spiral Review: Suffixes *–er, –est*

Vocabulary Strategy
- Synonyms/Antonyms

COMMUNICATION

Speaking and Listening
- Give a Presentation

ENGLISH LANGUAGE DEVELOPMENT

Language Function Seek Information

BIG IDEA WORDS *loyal, sovereignty, democracy, civic*

INQUIRY AND RESEARCH PROJECT Create a National Symbols Pamphlet

PERFORMANCE TASK Expository Essay

FOUNDATIONAL SKILLS

Decoding Silent Letters *(kn, wr, gn, mb, rh)*

Spelling Silent Consonants

- Basic Words: *wreck, knee, wrap, knot, knife, write, wring, knew, knock, knight, wrong, wrench, wrist, wrote*
- Review Words: *wedge, second, quart, stage*
- Challenge Words: *kneel, knitting, wreath, unwrapped*

Fluency Expression

High-Frequency Words *raised, held, picked*

WRITING WORKSHOP

Writing Mode: Informational Text

Writing Form: Descriptive Essay

- Revising III: Sentence Combining
- Editing I: Spelling and Mechanics
- Editing II: Peer Proofreading
- Publishing
- Sharing

Stories on Stage

Essential Question Why might some stories be better told as plays?

SOCIAL & EMOTIONAL LEARNING: Relationship Skills

WEEK 1

READING

myBook

- *That's Entertainment!*
  GENRE: Argument / Opinion Essay
- *The Saga of Pecos Bill*
  GENRE: Drama / Tall Tale

Comprehension

- Ideas and Support
- Visualize
- Elements of Drama
- Literary Elements
- Figurative Language

Response Writing

VOCABULARY

Critical Vocabulary *saga, genuine, coiled, whirled, tame*

Generative Vocabulary

- Prefixes *in–* (*not*), *im–* (*into*)
- Spiral Review: Prefix *im–* (*not*)

Vocabulary Strategy

- Shades of Meaning

COMMUNICATION

Speaking and Listening

- Summarizing and Paraphrasing

ENGLISH LANGUAGE DEVELOPMENT

Language Function Infer

WEEK 2

READING

myBook

- *The Traveling Trio: Český Krumlov, Czech Republic*
  GENRE: Media: Educational Video
- *Gigi and the Wishing Ring*
  GENRE: Drama / Classic Tale

Comprehension

- Retell / Summarize
- Media Techniques
- Elements of Drama
- Theme

Response Writing

VOCABULARY

Critical Vocabulary

baroque, pulleys, backdrop, performance, eminent, peasant, stately, deceive, superior, merciful

Generative Vocabulary

- Suffixes *–er* / *–or* (*one who*)
- Spiral Review: Prefixes *in–* (*not*), *im–* (*into*)

Vocabulary Strategy

- Shades of Meaning

COMMUNICATION

Research and Media Literacy

- Evaluate and Organize Information

ENGLISH LANGUAGE DEVELOPMENT

Language Function Recount Information

BIG IDEA WORDS *audition, rehearse, ability, actor*

INQUIRY AND RESEARCH PROJECT Write a Play

PERFORMANCE TASK Opinion Essay

FOUNDATIONAL SKILLS

Decoding Consonant Digraphs

Spelling Spelling the /ch/ Sound

- Basic Words: *fetch, stretch, roach, each, peach, screech, snatch, hatch, branch, clutch, trench, cinch, ouch, couch*
- Review Words: *wreck, knock, wrist, wrong*
- Challenge Words: *stretcher, switching, launch, slouch*

Fluency Expression

High-Frequency Words *dance, speak, paint*

WRITING WORKSHOP

Writing Mode: Narrative

Writing Form: Story

- Priming the Students
- Priming the Text: *Crossing Bok Chitto* by Tim Tingle
- The Read
- Vocabulary
- Prewriting: Preparing to Write

FOUNDATIONAL SKILLS

Decoding Vowel Diphthongs *ow, ou*

Spelling Spelling the /ou/ Sound

- Basic Words: *clown, round, bow, cloud, power, crown, thousand, crowd, sound, count, powder, blouse, frown, pound*
- Review Words: *couch, peach, stretch, trench*
- Challenge Words: *mountain, announce, vowel, coward*

Fluency Intonation

High-Frequency Words *clothes, instruments, direction, center*

WRITING WORKSHOP

Writing Mode: Narrative

Writing Form: Story

- Drafting I: Beginning the Draft
- Drafting II: Writing the Middle
- Drafting III: Completing the Draft
- Revising I: Integrating Narrative Elements
- Revising II: Conferencing

Stories on Stage

Essential Question Why might some stories be better told as plays?



SOCIAL & EMOTIONAL LEARNING: Relationship Skills

WEEK 3

READING

myBook
- *Two Bear Cubs*
  GENRE: Drama/Myth

Comprehension
- Monitor and Clarify
- Elements of Drama
- Literary Elements
- Theme

Response Writing

VOCABULARY

Critical Vocabulary *drowsy, hesitation, burden, reassuring, greedily, unnoticed*

Generative Vocabulary
- Latin Roots *aud*, *vis*
- Spiral Review: Suffixes *–er/–or*

Vocabulary Strategy
- Multiple-Meaning Words

COMMUNICATION

Speaking and Listening
- Oral Instructions

ENGLISH LANGUAGE DEVELOPMENT

Language Function Cause and Effect

BIG IDEA WORDS *audition, rehearse, ability, actor*

INQUIRY AND RESEARCH PROJECT Write a Play

PERFORMANCE TASK Opinion Essay

FOUNDATIONAL SKILLS

Decoding Vowels *au*, *aw*, *al*, *o*

Spelling Spelling the /aw/ Sound

- Basic Words: *talk, cross, awful, law, cloth, cost, crawl, chalk, also, raw, salt, wall, lawn, always*
- Review Words: *thousand, powder, blouse, frown*
- Challenge Words: *squawk, haunt, stalk, sauce*

Fluency Reading Rate

High-Frequency Words *whether, simple, divided*

WRITING WORKSHOP

Writing Mode: Narrative

Writing Form: Story

- Revising III: Adding Dialogue
- Editing I: Grammar and Mechanics
- Editing II: Peer Proofreading
- Publishing
- Sharing

Teamwork

Essential Question What can sports teach us about working together?



SOCIAL & EMOTIONAL LEARNING: Relationship Skills

WEEK 1

READING

myBook

- *Teamwork = Victory!*
  GENRE: Informational Text
- *Soccer Shootout*
  GENRE: Realistic Fiction

Comprehension

- Author's Purpose
- Ask and Answer Questions
- Literary Elements
- Theme
- Author's Craft

Response Writing

VOCABULARY

Critical Vocabulary *apprehensive, technical, deflected, competition, intercepted, sprawling*

Generative Vocabulary

- Suffixes *–er/–or; –er/–est*
- Spiral Review: Latin roots *aud, vis*

Vocabulary Strategy

- Homographs/Homophones

COMMUNICATION

Research and Media Literacy

- Cite Sources

ENGLISH LANGUAGE DEVELOPMENT

Language Function Agree and Disagree

WEEK 2

READING

myBook

- *Bend It Like Bianca*
  GENRE: Media: Humorous Video
- *Running Rivals*
  GENRE: Realistic Fiction

Comprehension

- Monitor and Clarify
- Media Techniques
- Literary Elements
- Author's Purpose

Response Writing

VOCABULARY

Critical Vocabulary *captain, force, finals, meets, upset, concentrated, disappointed, personal*

Generative Vocabulary

- Greek root *bio*; Latin root *vid*
- Spiral Review: Suffixes *–er, –est*

Vocabulary Strategy

- Homographs/Homophones

COMMUNICATION

Speaking and Listening

- Summarizing/Paraphrasing

ENGLISH LANGUAGE DEVELOPMENT

Language Function Analyze

BIG IDEA WORDS *collaboration, symbiosis, determination, unity*

INQUIRY AND RESEARCH PROJECT Invent a Team Sport or Game

PERFORMANCE TASK Expository Essay

FOUNDATIONAL SKILLS

Decoding Vowel Diphthongs *oi, oy*

Spelling Spelling the /oi/ Sound

- Basic Words: *joy, point, voice, join, oil, coin, noise, spoil, toy, joint, boy, soil, choice, boil*
- Review Words: *always, crawl, awful, also*
- Challenge Words: *moisture, voyage, avoid, joyful*

Fluency Accuracy and Self-Correction

High-Frequency Words *job, exercise, solve, race*

WRITING WORKSHOP

Writing Mode: Argument

Writing Form: Persuasive Letter

- Introducing the Focal Text: *Don't Feed the Geckos* by Karen English
- The Read
- Vocabulary
- Prewriting I: Preparing to Write
- Prewriting II: Audience and Purpose

FOUNDATIONAL SKILLS

Decoding Homophones

Spelling Homophones

- Basic Words: *hole, whole, its, it's, hear, here, won, one, our, hour, their, there, fur, fir*
- Review Words: *voice, noise, joy, spoil*
- Challenge Words: *piece, peace, waste, waist*

Fluency Intonation

High-Frequency Words *third, result, pushed*

WRITING WORKSHOP

Writing Mode: Argument

Writing Form: Persuasive Letter

- Drafting I: Beginning the Draft
- Drafting II: Using Persuasive Language
- Drafting III: Completing the Draft
- Revising I: Possessives
- Revising II: Conferencing

Teamwork

Essential Question What can sports teach us about working together?



SOCIAL & EMOTIONAL LEARNING: Relationship Skills

WEEK 3

READING

***my*Book**
- *Brothers at Bat*
  GENRE: Narrative Nonfiction

Comprehension
- Make and Confirm Predictions
- Figurative Language
- Text Structure
- Point of View

Response Writing

VOCABULARY

Critical Vocabulary *littered, disbanded, rivalry, donated, generations, soared*

Generative Vocabulary
- Suffix *–ment*
- Spiral Review: Greek root *bio;* Latin root *vid*

Vocabulary Strategy
- Shades of Meaning

COMMUNICATION

Speaking and Listening
- Engage in Discussion

ENGLISH LANGUAGE DEVELOPMENT

Language Function Sequence

BIG IDEA WORDS *collaboration, symbiosis, determination, unity*

INQUIRY AND RESEARCH PROJECT Invent a Team Sport or Game

PERFORMANCE TASK Expository Essay

FOUNDATIONAL SKILLS

Decoding Contractions with *n't, 'd, 've*

Spelling Contractions

- Basic Words: *I'd, aren't, haven't, doesn't, hadn't, would've, wouldn't, should've, we'd, weren't, hasn't, couldn't, he'd, they'd*
- Review Words: *whole, their, fur, hear*
- Challenge Words: *shouldn't, won't, contraction, placement*

Fluency Reading Rate

High-Frequency Words *describe, return, beside, million*

WRITING WORKSHOP

Writing Mode: Argument

Writing Form: Persuasive Letter

- Revising III: Applying Feedback
- Editing I: Spelling and Mechanics
- Editing II: Peer Proofreading
- Publishing
- Sharing

Animal Behaviors

Essential Question What behaviors help animals survive?

SOCIAL & EMOTIONAL LEARNING:
Self-Awareness

WEEK 1

READING

myBook
- *Frozen Alive*
  GENRE: Informational Text
- *This Is Your Life Cycle*
  GENRE: Narrative Fiction

Comprehension
- Text and Graphic Features
- Summarize
- Author's Purpose
- Author's Craft

Response Writing

VOCABULARY

Critical Vocabulary *larvae, molt, unsuspecting, deposited, patch, cumbersome*

Generative Vocabulary
- Latin Prefixes *uni–, bi–, tr–*
- Spiral Review: Suffix *–ment*

Vocabulary Strategy
- Reference Sources: Thesaurus

COMMUNICATION

Research and Media Literacy
- Paraphrase

ENGLISH LANGUAGE DEVELOPMENT

Language Function Infer

WEEK 2

READING

myBook
- *The Nose Awards*
  GENRE: Magazine Article/Informational Text
- *Octopus Escapes Again*
  GENRE: Narrative Nonfiction

Comprehension
- Ask and Answer Questions
- Central Idea
- Figurative Language
- Text and Graphic Features

Response Writing

VOCABULARY

Critical Vocabulary *keener, nostrils, trumpet, flexible, siphon, lurking, invisible*

Generative Vocabulary
- Prefix *un–*
- Spiral Review: Latin prefixes *uni–, bi–, tri–*

Vocabulary Strategy
- Reference Sources: Thesaurus

COMMUNICATION

Speaking and Listening
- Give a Presentation

ENGLISH LANGUAGE DEVELOPMENT

Language Function Analyze

BIG IDEA WORDS *hatch, universal, span, growth*

INQUIRY AND RESEARCH PROJECT Create a Wildlife Blog

PERFORMANCE TASK Expository Essay

FOUNDATIONAL SKILLS

Decoding Words with *ar, or, ore*

Spelling Vowel + /r/ Sounds

- Basic Words: *horse, mark, storm, market, acorn, large, March, north, barking, stork, thorn, forest, chore, restore*
- Review Words: *doesn't, weren't, couldn't, they'd*
- Challenge Words: *horsepower, before, artist, carve*

Fluency Expression

High-Frequency Words *beautiful, soft, tail*

WRITING WORKSHOP

Writing Mode: Informational Text

Writing Form: Expository Essay

- Introducing the Focal Text: *In November* by Cynthia Rylant
- The Read
- Vocabulary
- Prewriting I: Preparing to Write
- Prewriting II: Conducting Research

FOUNDATIONAL SKILLS

Decoding Words with *er, ir, ur, or*

Spelling Vowel + /r/ Sounds in *nurse*

- Basic Words: *nurse, work, shirt, hurt, chirp, word, serve, curly, dirt, worry, turn, stir, firm, skirt*
- Review Words: *forest, market, storm, horse*
- Challenge Words: *churning, swerve, squirm, twirling*

Fluency Reading Rate

High-Frequency Words *developed, appear, lay, buy*

WRITING WORKSHOP

Writing Mode: Informational Text

Writing Form: Expository Essay

- Drafting I: Beginning the Draft
- Drafting II: Elements of Expository Writing
- Drafting III: Completing the Draft
- Revising I: Integrating Grammar
- Revising II: Conferencing

Animal Behaviors

Essential Question What behaviors help animals survive?

SOCIAL & EMOTIONAL LEARNING:
Self-Awareness

WEEK 3

READING

myBook
- *T.J. The Siberian Tiger Cub*
  GENRE: Informational Text

Comprehension
- Monitor and Clarify
- Text Structure
- Text and Graphic Features
- Central Idea

Response Writing

VOCABULARY

Critical Vocabulary
nuzzled, bared, refused, assistant, pounce, nursery

Generative Vocabulary
- Suffix *–ly*
- Spiral Review: Prefix *un–*

Vocabulary Strategy
- Homographs/Homophones

COMMUNICATION

Speaking and Listening
- Work Collaboratively

ENGLISH LANGUAGE DEVELOPMENT

Language Function
Cause and Effect

BIG IDEA WORDS *hatch, universal, span, growth*

INQUIRY AND RESEARCH PROJECT Create a Wildlife Blog

PERFORMANCE TASK Expository Essay

FOUNDATIONAL SKILLS

Decoding Words with /ôr/ and /îr/

Spelling Vowel + /r/ Sounds in *air* and *fear*

- Basic Words: *air, wear, chair, fear, bare, bear, hair, care, pear, pair, share, near, tear, beard*
- Review Words: *worry, nurse, serve, firm*
- Challenge Words: *shearing, stairway, bleary, careless*

Fluency Accuracy and Self-Correction

High-Frequency Words *cells, wild, subject, meet*

WRITING WORKSHOP



Writing Mode: Informational Text

Writing Form: Expository Essay

- Revising III: Sentence Variety
- Editing I: Spelling and Mechanics
- Editing II: Peer Proofreading
- Publishing
- Sharing

Make a Difference

Essential Question How can one person make a meaningful difference in their local and global community?

SOCIAL & EMOTIONAL LEARNING: Social Awareness

WEEK 1

READING

myBook

- *Let's Build a Park!*
  GENRE: Opinion Essay
- *Farmer Will Allen and the Growing Table*
  GENRE: Biography

Comprehension

- Author's Purpose
- Make and Confirm Predictions
- Text Structure
- Point of View

Response Writing

VOCABULARY

Critical Vocabulary *scarce, greenhouses, pollution, crowded, vats, vertical, factories*

Generative Vocabulary

- Suffix *–ion*
- Spiral Review: Suffix *–ly*

Vocabulary Strategy

- Analogies

COMMUNICATION

Research and Media Literacy

- Plan and Gather Information

ENGLISH LANGUAGE DEVELOPMENT

Language Function Solve Problems

WEEK 2

READING

myBook

- *One Plastic Bag*
  GENRE: Biography
- *Energy Island*
  GENRE: Narrative Nonfiction

Comprehension

- Make Inferences
- Text Structure
- Point of View
- Text and Graphic Features

Response Writing

VOCABULARY

Critical Vocabulary *confesses, forage, recycled, cable, environmental, renewable, converted, resources, willing*

Generative Vocabulary

- Suffixes *–ness* and *–able*
- Spiral Review: Suffix *–ion*

Vocabulary Strategy

- Analogies

COMMUNICATION

Research and Media Literacy

- Evaluate and Organize Information

ENGLISH LANGUAGE DEVELOPMENT

Language Function Persuade

BIG IDEA WORDS *outreach, fellowship, communal, resident*

INQUIRY AND RESEARCH PROJECT Hold a "Person of the Year" Nomination Ceremony

PERFORMANCE TASK Expository Essay

FOUNDATIONAL SKILLS

Decoding Compound Words and Abbreviations

Spelling Compound Words and Abbreviations

- Basic Words: *birthday, anyone, afternoon, airplane, grandmother, faraway, daylight, Mr., Mrs., Ms., Dr., Rd., St., Ave.*
- Review Words: *chair, pair, beard, fear*
- Challenge Words: *nighttime, granddaughter, eyesight, underground*

Fluency Phrasing

High-Frequency Words *distance, reason, interest*

WRITING WORKSHOP

Writing Mode: Argument

Writing Form: Opinion Essay

- Introducing the Focal Text: *What If Everybody Did That?* by Ellen Javernick
- Vocabulary
- Prewriting I: Preparing to Write
- Prewriting II: Choosing Support
- Drafting I: Beginning the Draft

FOUNDATIONAL SKILLS

Decoding Irregular Plurals

Spelling Irregular Plurals

- Basic Words: *leaf, leaves, loaf, loaves, knife, knives, louse, lice, wolf, wolves, goose, geese, woman, women*
- Review Words: *Ave., anyone, faraway, Mrs.*
- Challenge Words: *calves, oxen, shelves, echoes*

Fluency Intonation

High-Frequency Words *cause, represent, heart*

WRITING WORKSHOP

Writing Mode: Argument

Writing Form: Opinion Essay

- Drafting II: Writing the Body
- Drafting III: Completing the Draft
- Revising I: Integrating Persuasive Language
- Revising II: Conferencing
- Revising III: Strong Support

Make a Difference

Essential Question How can one person make a meaningful difference in their local and global community?



SOCIAL & EMOTIONAL LEARNING: Social Awareness

WEEK 3

READING

myBook

- *The Storyteller's Candle*
  GENRE: Historical Fiction

Comprehension

- Synthesize
- Literary Elements
- Text and Graphic Features
- Figurative Language

Response Writing

VOCABULARY

Critical Vocabulary *slender, gallant, chimed, preparations, flickered, concluded*

Generative Vocabulary

- Compound Words
- Spiral Review: Suffixes *–ness* and *–able*

Vocabulary Strategy

- Reference Sources: Thesaurus

COMMUNICATION

Research and Media Literacy

- Paraphrase/Cite Sources

ENGLISH LANGUAGE DEVELOPMENT

Language Function Sequence

BIG IDEA WORDS *outreach, fellowship, communal, residents*

INQUIRY AND RESEARCH PROJECT Hold a "Person of the Year" Nomination Ceremony

PERFORMANCE TASK Expository Essay

FOUNDATIONAL SKILLS

Decoding Words with /o͝o/ and /o͞o/

Spelling Words with /o͝o/ and /o͞o/

- Basic Words: *mood, wooden, drew, smooth, blue, balloon, true, crooked, chew, tooth, hooves, cool, pooch, feud*
- Review Words: *wolves, women, leaves, knives*
- Challenge Words: *foolproof, spoonful, footstool, scrapbook*

Fluency Accuracy and Self-Correction

High-Frequency Words *present, record, factors*

WRITING WORKSHOP



Writing Mode: Argument

Writing Form: Opinion Essay

- Revising IV: Connecting Ideas
- Editing I: Punctuation
- Editing II: Peer Proofreading
- Publishing
- Sharing

Imagine! Invent!

Essential Question What does it take to make a successful invention?

SOCIAL & EMOTIONAL LEARNING: Responsible Decision-Making

WEEK 1

READING

myBook
- *A Century of Amazing Inventions*
  GENRE: Informational Text
- *Timeless Thomas*
  GENRE: Biography (with Informational Text)

Comprehension
- Text and Graphic Features
- Make Inferences
- Text Structure
- Central Idea

Response Writing

VOCABULARY

Critical Vocabulary *valuable, radar, device, breakthrough, dictation, technology*

Generative Vocabulary
- Greek Root *graph* and Suffix *–logy*
- Spiral Review: Compound Words

Vocabulary Strategy
- Reference Sources: Dictionary/Glossary

COMMUNICATION

Speaking and Listening
- Oral Instructions

ENGLISH LANGUAGE DEVELOPMENT

Language Function Compare and Contrast

WEEK 2

READING

myBook
- *A Bumpy Ride*
  GENRE: Informational Text
- *Rosie Revere, Engineer*
  GENRE: Narrative Poetry

Comprehension
- Make and Confirm Predictions
- Author's Purpose
- Literary Elements
- Figurative Language

Response Writing

VOCABULARY

Critical Vocabulary *contraption, quest, craze, era, engineer, perplexed, dynamo, lingers, whirled, baffled*

Generative Vocabulary
- Prefix *ex–*
- Spiral Review: Greek Root *graph* and Suffix *–logy*

Vocabulary Strategy
- Reference Sources: Dictionary/Glossary

COMMUNICATION

Speaking and Listening
- Give a Presentation

ENGLISH LANGUAGE DEVELOPMENT

Language Function Solve Problems

BIG IDEA WORDS *invention, brilliant, productive, original*

INQUIRY AND RESEARCH PROJECT Create Your Own Invention

PERFORMANCE TASK Opinion Essay

FOUNDATIONAL SKILLS

Decoding Review of Prefixes and Suffixes

Spelling Words with *–ed* and *–ing*

- Basic Words: *swimming, drumming, dropping, sitting, taping, invented, saving, smiled, planned, changing, joking, loved, gripped, tasted*
- Review Words: *wooden, smooth, crooked, chew*
- Challenge Words: *admired, scrapped, forgetting, skidding*

Fluency Reading Rate

High-Frequency Words *square, sum, difference, length*

WRITING WORKSHOP

Writing Mode: Informational Text

Writing Form: Research Report

- Priming the Students
- Priming the Text: *Now and Ben* by Gene Barretta
- The Read
- Vocabulary
- Prewriting: Preparing to Write

FOUNDATIONAL SKILLS

Decoding Prefixes *re–*, *un–* and Suffixes *–less*, *–ness*

Spelling Prefixes *re–*, *un–* and Suffixes *–less*, *–ness*

- Basic Words: *unfold, rejoin, reheat, unfair, rewrite, unwrap, painless, helpless, kindness, fearless, goodness, spotless, softness, darkness*
- Review Words: *invited, planned, drumming, changing*
- Challenge Words: *forgiveness, effortless, reawaken, unequal*

Fluency Reading Rate

High-Frequency Words *energy, matter, discovered*

WRITING WORKSHOP

Writing Mode: Informational Text

Writing Form: Research Report

- Prewriting II: Choosing a Topic
- Prewriting III: Conducting Research
- Drafting I: Beginning the Draft
- Drafting II: Elements of a Research Reports
- Drafting III: Completing the Research Reports

Imagine! Invent!

Essential Question What does it take to make a successful invention?



SOCIAL & EMOTIONAL LEARNING:
Responsible Decision-Making

WEEK 3

READING

*my*Book
- *Edison's Best Invention*
  GENRE: Opinion Text

Comprehension
- Summarize
- Identify Claim
- Ideas and Support
- Text and Graphic Features

Response Writing

VOCABULARY

Critical Vocabulary
visionary, compact, singles, memorable, system, innovative

Generative Vocabulary
- Latin Roots *vis,* and *mem, cent*
- Spiral Review: Prefix *ex–*

Vocabulary Strategy
- Analogies

COMMUNICATION

Research and Media Literacy
- Create a Multimedia Presentation

ENGLISH LANGUAGE DEVELOPMENT

Language Function
Persuade

BIG IDEA WORDS *invention, brilliant, productive, original*

INQUIRY AND RESEARCH PROJECT Create Your Own Invention

PERFORMANCE TASK Opinion Essay

FOUNDATIONAL SKILLS

Decoding Plurals

Spelling Changing Final *y* to *i*

- Basic Words: *cities, cries, puppies, hurried, stories, flies, parties, tried, pennies, happiness, carried, babies, spied, ponies*
- Review Words: *rejoin, unwrap, softness, kindness*
- Challenge Words: *earlier, memories, loveliest, denied*

Fluency Accuracy and Self-Correction

High-Frequency Words *anything, outside, everything*

WRITING WORKSHOP



Writing Mode: Informational Text

Writing Form: Research Report

- Revising I: Sentence Structure
- Revising II: Conferencing
- Editing: Peer Proofreading
- Publishing
- Sharing

From Farm to Table

Essential Question How does food get to your table?

SOCIAL & EMOTIONAL LEARNING:
Responsible Decision-Making

WEEK 1

READING

myBook
- *Great Ideas from Great Parents!*
  GENRE: Editorial
- *How Did that Get in My Lunchbox?*
  GENRE: Informational Text

Comprehension
- Ideas and Support
- Synthesize
- Text Structure
- Text and Graphic Features
- Central Idea

Response Writing

VOCABULARY

Critical Vocabulary *stalk, dairy, curds, tingly, scarlet, grove*

Generative Vocabulary
- Prefixes *in–* and *re–*; Suffix *–ful*
- Spiral Review: Latin Roots *vis* and *mem*

Vocabulary Strategy
- Context Clues

COMMUNICATION

Research and Media Literacy
- Plan and Gather Information

ENGLISH LANGUAGE DEVELOPMENT

Language Function Synthesize

WEEK 2

READING

myBook
- *Carrots: Farm to Fork*
  GENRE: Media: Educational Video
- *How Do You Raise a Raisin?*
  GENRE: Informational Text with Poetry

Comprehension
- Ask and Answer Questions
- Media Techniques
- Figurative Language
- Text and Graphic Features

Response Writing

VOCABULARY

Critical Vocabulary *rotation, prepping, storage, vine, burly, shrivel*

Generative Vocabulary
- Suffixes *–ness* and *–able*
- Spiral Review: Prefixes *in–* and *re–*; Suffix *–ful*

Vocabulary Strategy
- Context Clues

COMMUNICATION

Media Literacy
- Interpret/Analyze Media

ENGLISH LANGUAGE DEVELOPMENT

Language Function Seek Information

BIG IDEA WORDS *agriculture, reap, nutrition, tilling*

INQUIRY AND RESEARCH PROJECT Research a Healthy Lunch

PERFORMANCE TASK Expository Essay

FOUNDATIONAL SKILLS

Decoding Suffixes *–ful, –y, –ly, –er, –or*

Spelling Suffixes *–ful, –ly,* and *–er*

- Basic Words: *singer, loudly, joyful, teacher, fighter, closely, powerful, farmer, quickly, careful, friendly, speaker, wonderful, truly*
- Review Words: *hurried, cities, stories, carried*
- Challenge Words: *watchful, delightful, steadily, container*

Fluency Intonation

High-Frequency Words *eggs, farmers, store, root*

WRITING WORKSHOP

Writing Mode: Poetry

Writing Form: Poem

- Priming the Students
- Priming the Text: *Gone Fishing* by Tamera Will Wissinger
- The Read
- Vocabulary
- Prewriting I: Preparing to Write

FOUNDATIONAL SKILLS

Decoding Words with *ough, augh*

Spelling Words with *ough, augh*

- Basic Words: *taught, thought, rough, laugh, bought, cough, ought, caught, fought, daughter, tough, through, enough, brought*
- Review Words: *quickly, powerful, friendly, singer*
- Challenge Words: *laundry, naughty, forethought, throughout*

Fluency Accuracy and Self-Correction

High-Frequency Words *ice, weather, snow*

WRITING WORKSHOP

Writing Mode: Poetry

Writing Form: Poem

- Prewriting II: Freewriting about the Topic
- Drafting I: Elements of Poetry
- Drafting II: Completing the Draft
- Revising I: Using Poetic Elements
- Revising II: Using Descriptive Words

From Farm to Table

Essential Question How does food get to your table?



SOCIAL & EMOTIONAL LEARNING:
Responsible Decision-Making

WEEK 3

READING

*my*Book

- *It's Our Garden: From Seeds to Harvest in a School Garden*
  GENRE: Informational Text

Comprehension

- Monitor and Clarify
- Text Structure
- Content-Area Words
- Point of View

Response Writing

VOCABULARY

Critical Vocabulary

layout, arbor, transplanted, mulch, blooming, kernels

Generative Vocabulary

- Suffix *–ion* and Compound Words
- Spiral Review: Suffixes *–ness* and *–able*

Vocabulary Strategy

- Reference Sources: Dictionary/Glossary

COMMUNICATION

Speaking and Listening

- Engage in a Discussion

ENGLISH LANGUAGE DEVELOPMENT

Language Function

Classify

BIG IDEA WORDS *agriculture, reap, nutrition, tilling*

INQUIRY AND RESEARCH PROJECT Research a Healthy Lunch

PERFORMANCE TASK Expository Essay

FOUNDATIONAL SKILLS

Decoding Words with /j/ and /s/

Spelling Words with /j/ and /s/

- Basic Words: *jacket, pencil, circle, center, giant, gentle, bouncing, largest, unchanging, replace, fiercely, cinch, emerge, jawbone*
- Review Words: *thought, caught, rough, daughter*
- Challenge Words: *general, garbage, bracelet, silence*

Fluency Reading Rate

High-Frequency Words *arms, members, legs*

WRITING WORKSHOP

Writing Mode: Poetry

Writing Form: Poem

- Revising III: Conferencing
- Editing I: Grammar, Usage, and Mechanics
- Editing II: Peer Proofreading
- Publishing
- Sharing

Tell a Tale

Essential Question Why is it important to pass stories down to the next generation?

SOCIAL & EMOTIONAL LEARNING:
Self-Management

WEEK 1

READING

myBook

- *Why We Share Stories*
  GENRE: Informational Text
- *When the Giant Stirred*
  GENRE: Legend

Comprehension

- Central Idea
- Make Inferences
- Author's Craft
- Theme
- Figurative Language

Response Writing

VOCABULARY

Critical Vocabulary *lagoon, garlands, belched, cinders, appease, barren*

Generative Vocabulary

- Prefix *re–*, Suffix *–y*, and Root *graph*
- Spiral Review: Suffix *–ion*, Compound Words

Vocabulary Strategy

- Shades of Meaning

COMMUNICATION

Speaking and Listening

- Oral Instructions

ENGLISH LANGUAGE DEVELOPMENT

Language Function Describe

WEEK 2

READING

myBook

- *Why the Sky Is Far Away*
  GENRE: Folktale
- *Cinder Al and the Stinky Footwear*
  GENRE: Fairy Tale

Comprehension

- Visualize
- Theme
- Author's Craft
- Figurative Language

Response Writing

VOCABULARY

Critical Vocabulary *tempting, quantities, ominously, upcoming, proclamation, pungent, snickered*

Generative Vocabulary

- Suffix *–ment*
- Spiral Review: Prefixes *re–*, Suffix *–y*, Root *graph*

Vocabulary Strategy

- Shades of Meaning

COMMUNICATION

Research and Media Literacy

- Evaluate and Organize Information

ENGLISH LANGUAGE DEVELOPMENT

Language Function Predict

BIG IDEA WORDS *myth, folklore, recount, inherit*

INQUIRY AND RESEARCH PROJECT Write an Anansi Story

PERFORMANCE TASK Opinion Essay

FOUNDATIONAL SKILLS

Decoding Final Stable Syllables *–tion, –sure, –ture*

Spelling VCCV Pattern

- Basic Words: *person, helmet, until, carpet, Monday, enjoy, forget, problem, Sunday, garden, order, mistake, umpire, herself*
- Review Words: *pencil, bouncing, jacket, gentle*
- Challenge Words: *tunnel, lantern, burden, perhaps*

Fluency Phrasing

High-Frequency Words *can't, edge, ready, main*

WRITING WORKSHOP



Writing Mode: Narrative

Writing Form: Imaginative Story

- Introducing the Focal Text: *The Plot Chickens* by Mary Jane and Herm Auch
- Reading the Focal Text
- Vocabulary
- Prewriting I: Preparing to Write
- Prewriting II: Planning an Imaginative Story

FOUNDATIONAL SKILLS

Decoding VCCV Syllable Division Pattern

Spelling Words with Double Consonants

- Basic Words: *jelly, bottom, pillow, happen, butter, lesson, cherry, sudden, arrow, dollar, hello, rabbit, letter, button*
- Review Words: *carpet, problem, until, mistake*
- Challenge Words: *arrive, pattern, sorrow, suppose*

Fluency Expression

High-Frequency Words *summer, west, winter*

WRITING WORKSHOP



Writing Mode: Narrative

Writing Form: Imaginative Story

- Drafting I: Beginning the Draft
- Drafting II: Elements of a Narrative
- Drafting III: Concluding the Narrative
- Revising I: Parts of Speech
- Revising II: Conferencing

Tell a Tale

Essential Question Why is it important to pass stories down to the next generation?

SOCIAL & EMOTIONAL LEARNING:
Self-Management

WEEK 3

READING

myBook

- *Compay Mono and Comay Jicotea*
  GENRE: Folktale

Comprehension

- Retell
- Author's Purpose
- Literary Elements
- Theme

Response Writing

VOCABULARY

Critical Vocabulary *theft, inspected, sympathetic, suspicious, reputation, crafty*

Generative Vocabulary

- Prefixes *im–, in–*
- Spiral Review: Suffix *–ment*

Vocabulary Strategy

- Context Clues

COMMUNICATION

Speaking and Listening

- Give a Presentation

ENGLISH LANGUAGE DEVELOPMENT

Language Function Justify

BIG IDEA WORDS *myth, folklore, recount, inherit*

INQUIRY AND RESEARCH PROJECT Write an Anansi Story

PERFORMANCE TASK Opinion Essay

FOUNDATIONAL SKILLS

Decoding Words Ending in *–le, –al, –el, –er*

Spelling Words Ending in *–er* or *–le*

- Basic Words: *apple, river, little, October, ladder, summer, purple, later, November, giggle, uncle, winter, center, double*
- Review Words: *happen, lesson, dollar, bottom*
- Challenge Words: *whistle, struggle, gather, wander*

Fluency Intonation

High-Frequency Words *perhaps, probably, suddenly*

WRITING WORKSHOP

Writing Mode: Narrative

Writing Form: Imaginative Story

- Revising III: Improving Organization
- Editing I: Mechanics
- Editing II: Peer Proofreading
- Publishing
- Sharing

Genre Study: Nonfiction

SOCIAL & EMOTIONAL LEARNING:
Social Awareness

WEEK 1

INFORMATIONAL TEXT

READING

myBook
- *The U.S. Constitution*
- *The Nose Awards*
- *T.J. The Siberian Tiger Cub*
- *Timeless Thomas*
- *A Bumpy Ride*
- *How Did That Get in My Lunchbox?*
- *How Do You Raise a Raisin?*
- *It's Our Garden*

Comprehension
- Informational Text
- Central Idea
- Text and Graphic Features
- Text Structure
- Review Genre Characteristics

FOUNDATIONAL SKILLS

Decoding Position-Based Spellings

Spelling Review of Position-Based Spellings
- Basic Words: *latch, stitch, blotch, stagecoach, snatch, enjoy, joyful, coil, moist, foil, plow, allow, pouch, scout*
- Review Words: *uncle, double, November, ladder*
- Challenge Words: *noisily, countless, kitchen, approach*

Fluency Reading Rate

High-Frequency Words *general, glass, mind, train*

WEEK 2

NARRATIVE NONFICTION

READING

myBook
- *The Upside Down Boy*
- *The Flag Maker*
- *Why Is the Statue of Liberty Green?*
- *Brothers at Bat*
- *This Is Your Life Cycle*
- *Octopus Escapes Again*
- *Energy Island*

Comprehension
- Narrative Nonfiction
- Text and Graphic Features
- Author's Purpose
- Point of View
- Review Genre Characteristics

FOUNDATIONAL SKILLS

Decoding Words that Begin with *a–* and *be–*

Spelling Words that Begin with *a–*, *be–*
- Basic Words: *below, about, belong, around, again, alone, because, above, between, alive, behind, begin, along, before*
- Review Words: *approach, blotch, allow, pouch*
- Challenge Words: *beware, befallen, award, adore*

Fluency Expression

High-Frequency Words *sit, jumped, sat, sleep*

WEEK 3

OPINION TEXT

READING

myBook
- *That's Entertainment*
- *Let's Build a Park!*
- *Edison's Best Invention*
- *Great Ideas from Great Parents*

Comprehension
- Opinion Text
- Author's Purpose
- Identify Claim
- Ideas and Support
- Review Genre Characteristics

FOUNDATIONAL SKILLS

Decoding Open and Closed Syllable Review

Spelling Review Syllable Patterns: VCCV, V/CV, VC/V
- Basic Words: *spotted, moment, hobby, ruler, kitten, tiny, chapter, cabin, member, never, hotel, lemon, even, limit*
- Review Words: *because, behind, about, above*
- Challenge Words: *tunnel, burden, nation, modern*

Fluency Intonation

High-Frequency Words *window, floor, wall, metal*

Essential Question What are the characteristics of informational text?

WRITING WORKSHOP

Writing Mode: Argument

Writing Form: Persuasive Essay

- Introducing the Focal Text: *Lily's Purple Plastic Purse* by Kevin Henkes
- Vocabulary
- Prewriting I: Prepare to Write
- Prewriting II: Topic, Audience, and Purpose
- Drafting I: Beginning the Draft

Essential Question What are the characteristics of narrative nonfiction?

WRITING WORKSHOP

Writing Mode: Argument

Writing Form: Persuasive Essay

- Drafting II: Elements of an Argument
- Drafting III: Completing the Draft
- Revising I: Combining Sentences
- Revising II: Conferencing
- Revising III: Strong Reasons

Essential Question What are the characteristics of opinion text?

WRITING WORKSHOP

Writing Mode: Argument

Writing Form: Persuasive Essay

- Revising IV: Connecting Ideas
- Editing I: Mechanics
- Editing II: Peer Proofreading
- Publishing
- Sharing

Genre Study: Fiction

SOCIAL & EMOTIONAL LEARNING:
Self-Awareness

WEEK 1 — REALISTIC FICTION

READING

myBook
- *Marisol McDonald Doesn't Match*
- *Judy Moody, Mood Martian*
- *Stink and the Freaky Frog Freakout*
- *Dear Primo*
- *Soccer Shootout*
- *Running Rivals*

Comprehension
- Realistic Fiction
- Theme
- Point of View
- Figurative Language
- Review Genre Characteristics

FOUNDATIONAL SKILLS

Decoding Self-Correction Strategy

Spelling Review More Syllable Patterns
- Basic Words: *control, lizard, chatted, pasted, wrapping, soapy, flavor, fable, invited, silent, suppose, person, lawyer, stormy*
- Review Words: *hobby, member, moment, limit*
- Challenge Words: *suggest, prefer, basic, timber*

Fluency Phrasing

High-Frequency Words *finished, either, gone*

WEEK 2 — POETRY

READING

myBook
- *Adventures with Words*
- *Dear Dragon*
- *Rosie Revere Engineer*
- *How Do You Raise a Raisin?*

Comprehension
- Poetry
- Author's Craft
- Author's Purpose
- Figurative Language
- Review Genre Characteristics

FOUNDATIONAL SKILLS

Decoding Related Words

Spelling Suffixes: Review and Extend
- Basic Words: *thickness, sickness, fondness, illness, stiffness, hopeless, careless, fearless, useless, speechless, peaceful, skillful, movement, payment*
- Review Words: *wrapping, suppose, flavor, lizard*
- Challenge Words: *forgiveness, cloudiness, closeness, forgetful*

Fluency Accuracy and Self-Correction

High-Frequency Words *flowers, hill, sky*

WEEK 3 — TRADITIONAL TALES

READING

myBook
- *The Saga of Pecos Bill*
- *Gigi and the Wishing Ring*
- *Two Bear Cubs*
- *When the Giant Stirred*
- *Why the Sky is Far Away*
- *Compay Mono and Compay Jicotea*

Comprehension
- Traditional Tales
- Literary Elements
- Theme
- Author's Purpose
- Review Genre Characteristics

FOUNDATIONAL SKILLS

Decoding Words with Affixes

Spelling Prefixes: Review and Extend
- Basic Words: *untie, unlucky, unclear, unsure, unhurt, repaid, reuse, recheck, rewind, replay, dislike, disagree, displace, distrust*
- Review Words: *stiffness, fearless, payment, peaceful*
- Challenge Words: *unable, dishonest, restrain, disgrace*

Fluency Reading Rate

High-Frequency Words *bill, cross, drive*

Essential Question What are the characteristics of realistic fiction?

WRITING WORKSHOP

Writing Mode: Informational Text

Writing Form: Biographical Essay

- Priming the Students
- Priming the Text: *Roberto Clemente: Pride of the Pittsburgh Pirates* by Jonah Winter
- The Read
- Vocabulary
- Prewriting I: Preparing to Write

Essential Question What are the characteristics of poetry?

WRITING WORKSHOP

Writing Mode: Informational Text

Writing Form: Biographical Essay

- Prewriting II: Conducting Research
- Prewriting III: Note-taking
- Drafting I: Beginning the Draft
- Drafting II: Completing the Draft
- Revising I: Capitalization and Punctuation of Documentation

Essential Question What are the characteristics of traditional tales?

WRITING WORKSHOP

Writing Mode: Informational Text

Writing Form: Biographical Essay

- Revising II: Conferencing
- Revising III: Improving Organization
- Editing: Peer Proofreading
- Publishing
- Sharing