

# Nice to Meet You!



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

## WEEK 1

## READING

### Big Book

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

**GENRE:** Fantasy

### myBook

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

### Comprehension

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

### Speaking and Listening

- Collaborative Conversations

### Response to Text

- Write a Caption

## VOCABULARY

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

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

### Generative Vocabulary

Words About Feelings

### Vocabulary Strategy

Classify and Categorize

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Seek Information

## WEEK 2

## READING

### Read Aloud Book

*You Will Be My Friend!* by Peter Brown

**GENRE:** Fantasy

### myBook

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

### Comprehension

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

### Response to Text

- Write a List
- Write an Opinion

## VOCABULARY

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

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

### Generative Vocabulary

Inflection -ed

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Infer

**BIG IDEA WORDS** challenge, emotions, friendship  
**INQUIRY AND RESEARCH PROJECT** “Celebrate Us!” Profiles  
**PERFORMANCE TASK** Narrative

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <div><b>STRUCTURED LITERACY FOUNDATIONAL SKILLS</b></div> <div><b>Phonological Awareness</b><ul style="list-style-type: none"><li>• Rhyme</li><li>• Blending Onset and Rime</li><li>• Alliteration</li><li>• Blending Words</li><li>• Deleting Words</li><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li></ul><b>Phonics Focus</b><ul style="list-style-type: none"><li>• Short a</li><li>• Short i</li></ul><b>Irregular Words</b><ul style="list-style-type: none"><li>• was, of, you</li></ul><b>Spelling</b><ul style="list-style-type: none"><li>• Words with Short a</li><li>• Words with Short i</li></ul><b>Handwriting</b><ul style="list-style-type: none"><li>• Manuscript: m, s, t, b, a, i</li></ul><b>Fluency</b><ul style="list-style-type: none"><li>• Accuracy and Self-Correction</li></ul></div> | <div><b>WRITING WORKSHOP</b></div> <div><b>Writing Mode: Narrative</b><br/><b>Form: Oral Story</b><ul style="list-style-type: none"><li>• Introducing the Focal Text: <i>Ralph Tells a Story</i> by Abby Hanlon</li><li>• The Read</li><li>• Vocabulary</li><li>• Finding a Topic</li><li>• Beginning Oral Storytelling</li></ul></div>                                              |
|  | <div><b>STRUCTURED LITERACY FOUNDATIONAL SKILLS</b></div> <div><b>Phonological Awareness</b><ul style="list-style-type: none"><li>• Rhyme</li><li>• Blending Onset and Rime</li><li>• Alliteration</li><li>• Blending Words</li><li>• Deleting Words</li><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li></ul><b>Phonics Focus</b><ul style="list-style-type: none"><li>• Short o</li><li>• Short u</li></ul><b>Irregular Words</b><ul style="list-style-type: none"><li>• or, for</li></ul><b>Spelling</b><ul style="list-style-type: none"><li>• Words with Short o</li><li>• Words with Short u</li></ul><b>Handwriting</b><ul style="list-style-type: none"><li>• Manuscript: n, d, p, u, c, o</li></ul><b>Fluency</b><ul style="list-style-type: none"><li>• Reading Rate and Automaticity</li></ul></div>     | <div><b>WRITING WORKSHOP</b></div> <div><b>Writing Mode: Narrative</b><br/><b>Form: Oral Story</b><ul style="list-style-type: none"><li>• Telling and Listening to Stories I</li><li>• Telling and Listening to Stories II</li><li>• Prewriting: A Written Class Story</li><li>• Drafting I: Developing the Class Story</li><li>• Drafting II: Assessing the Story</li></ul></div> |

# Nice to Meet You!

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

WEEK 3

READING

**Read Aloud Book**

*Suki's Kimono* by Chieri Uegaki

**GENRE:** Realistic Fiction

**myBook**

- *Big Dilly's Tale* by Gail Carson Levine

**GENRE:** Fairy Tale

- *I'm Me* by The FuZees

**GENRE:** Song

**Comprehension**

- Characters
- Ask and Answer Questions

**Response to Text**

- Write a Description

VOCABULARY

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

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

**Generative Vocabulary**

Inflection -ed

ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Describe

**BIG IDEA WORDS** *challenge, emotions, friendship*  
**INQUIRY AND RESEARCH PROJECT** “Celebrate Us!” Profiles  
**PERFORMANCE TASK** Narrative

| STRUCTURED LITERACY FOUNDATIONAL SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | WRITING WORKSHOP                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"><li>• Rhyme</li><li>• Blending Onset and Rime</li><li>• Alliteration</li><li>• Blending Words</li><li>• Deleting Words</li><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li></ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"><li>• Short e</li><li>• Open and Closed Syllables</li><li>• Closed Syllable Exceptions</li></ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"><li>• <i>put, push</i></li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>• Words with Short e</li><li>• Words with Open and Closed Syllables</li><li>• Words with Closed Syllable Exceptions</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• Manuscript: <i>r, f, g, h, e</i></li></ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"><li>• Phrasing and Intonation</li></ul> | <p><b>Writing Mode: Narrative</b></p> <p><b>Form: Oral Story</b></p> <ul style="list-style-type: none"><li>• Revising I: Adding Detail</li><li>• Revising II: Finding the Right Words</li><li>• Editing: Capitalizing Proper Nouns</li><li>• Publishing</li><li>• Sharing</li></ul>  |

# My Family, My Community



**Essential Question** What makes families and communities special?

WEEK 1

## READING

### Big Book

*Whose Hands Are These?* by Miranda Paul

**GENRE:** Informational Text

### myBook

- *Kids Speak Up!*

**GENRE:** Opinion Writing

- *Dan Had a Plan* by Wong Herbert Yee

**GENRE:** Realistic Fiction

### Comprehension

- Ideas and Support
- Text Organization
- Retell
- Setting

### Speaking and Listening

- Social Communication

### Response to Text

- Write a Plan

## VOCABULARY

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

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

### Generative Vocabulary

Words About Places and Things

### Vocabulary Strategy

Antonyms

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Recount Information

WEEK 2

## READING

### Read Aloud Book

*Maybe Something Beautiful* by F. Isabel Campoy and Theresa Howell

**GENRE:** Realistic Fiction

### myBook

- *On the Map!* by Lisa Fleming

**GENRE:** Informational Text

- *Places in My Neighborhood* by Shelly Lyons

**GENRE:** Informational Text

### Comprehension

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

### Response to Text

- Write Directions
- Write a Description

## VOCABULARY

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

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

### Generative Vocabulary

Words About Places and Things

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Compare and Contrast

**BIG IDEA WORDS** area, population, working

**INQUIRY AND RESEARCH PROJECT** Our Community News

**PERFORMANCE TASK** Informational Text

| STRUCTURED LITERACY FOUNDATIONAL SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | WRITING WORKSHOP                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Blending Syllables</li> <li>• Blending Onset and Rime</li> <li>• Deleting Syllables</li> <li>• Blending Phonemes</li> <li>• Segmenting Syllables</li> <li>• Segmenting Phonemes</li> </ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"> <li>• Floss Rule</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>• my, by, why</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Words with the Floss Rule</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Manuscript: j, l, k, z, y</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Accuracy and Self-Correction</li> </ul>                    | <p><b>Writing Mode: Informational Text</b></p> <p><b>Form: Descriptive Essay</b></p> <ul style="list-style-type: none"> <li>• Introducing the Focal Text: <i>Nana in the City</i> by Lauren Castillo</li> <li>• The Read</li> <li>• Vocabulary</li> <li>• Prewriting I: Finding a Topic</li> <li>• Prewriting II: Planning a Descriptive Essay</li> </ul>  |
| STRUCTURED LITERACY FOUNDATIONAL SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | WRITING WORKSHOP                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Blending Syllables</li> <li>• Blending Onset and Rime</li> <li>• Deleting Syllables</li> <li>• Blending Phonemes</li> <li>• Segmenting Syllables</li> <li>• Segmenting Phonemes</li> </ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"> <li>• Words with -all, -oll, -ull</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>• walk, talk</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Words with -all, -oll, -ull</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Manuscript: x, q, w, v, s</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Reading Rate and Automaticity</li> </ul> | <p><b>Writing Mode: Informational Text</b></p> <p><b>Form: Descriptive Essay</b></p> <ul style="list-style-type: none"> <li>• Drafting I: Elements of a Descriptive Essay</li> <li>• Drafting II: Using Sensory Words</li> <li>• Drafting III: Adding Art</li> <li>• Revising I: Grouping</li> <li>• Revising II: Incorporating Feedback</li> </ul>      |

# My Family, My Community

 **Essential Question** What makes families and communities special?

WEEK 3

READING

**Read Aloud Book**

*Abuela* by Arthur Dorros

**GENRE:** Fantasy

**myBook**

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

**Comprehension**

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

**Response to Text**

- Write a Thank-You Note

VOCABULARY

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

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

**Generative Vocabulary**

Words About Actions and Directions

ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Classify

**BIG IDEA WORDS** *area, population, working*  
**INQUIRY AND RESEARCH PROJECT** Our Community News  
**PERFORMANCE TASK** Informational Text

| STRUCTURED LITERACY FOUNDATIONAL SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | WRITING WORKSHOP                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"><li>• Blending Syllables</li><li>• Blending Onset and Rime</li><li>• Deleting Syllables</li><li>• Blending Phonemes</li><li>• Segmenting Syllables</li><li>• Segmenting Phonemes</li></ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"><li>• Digraph ck</li></ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"><li>• <i>into</i></li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>• Words with Digraph ck</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• Manuscript: <i>M, m, S, s, T, t</i></li></ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"><li>• Phrasing and Intonation</li></ul> | <p><b>Writing Mode: Informational Text</b></p> <p><b>Form: Descriptive Essay</b></p> <ul style="list-style-type: none"><li>• Revising III: Capitalization</li><li>• Editing I: Reviewing for Grammar</li><li>• Editing II: Preparing to Publish</li><li>• Publishing</li><li>• Sharing</li></ul>  |

# Amazing Animals



**Essential Question** How do animals' bodies help them?

WEEK 1

## READING

### Big Book

*Best Foot Forward* by Ingo Arndt

**GENRE:** Informational Text

### myBook

- *Animal Q & A*

**GENRE:** Informational Text

- *The Nest* by Carole Roberts

**GENRE:** Realistic Fiction

### Comprehension

- Text Features
- Ask and Answer Questions
- Story Structure

### Speaking and Listening

- Ask and Answer Questions

### Response to Text

- Write a Journal Entry

## VOCABULARY

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

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

### Generative Vocabulary

Words About Time and Position

**Vocabulary Strategy** Synonyms

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Seek Information

WEEK 2

## READING

### Read Aloud Book

*Whose Eye Am I?* by Shelley Rotner

**GENRE:** Informational Text

### myBook

- *Blue Bird and Coyote* by James Bruchac

**GENRE:** Folktale

- *Have You Heard the Nesting Bird?* by Rita Gray

**GENRE:** Narrative Nonfiction

### Comprehension

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

### Response to Text

- Write a Story Ending
- Write a Story

## VOCABULARY

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

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

### Generative Vocabulary

Words About Time and Position

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Analyze

**BIG IDEA WORDS** camouflage, characteristics, mammal

**INQUIRY AND RESEARCH PROJECT** Animal Copycats Inventions

**PERFORMANCE TASK** Informational Text

| STRUCTURED LITERACY FOUNDATIONAL SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | WRITING WORKSHOP                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Isolating Phonemes</li> <li>Blending Onset and Rime</li> <li>Blending Phonemes</li> <li>Segmenting Phonemes</li> </ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"> <li>Digraph sh</li> <li>Digraph wh</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>wash, want</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Words with Digraph sh</li> <li>Words with Digraph wh</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Manuscript: B, b, A, a, I, i</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Reading Rate and Automaticity</li> </ul>                                                    | <p><b>Writing Mode: Informational Text</b></p> <p><b>Form: Research Essay</b></p> <ul style="list-style-type: none"> <li>Introducing the Focal Text: <i>Giraffes</i> by Kate Riggs</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting I: Finding a Topic</li> <li>Prewriting II: Researching a Topic</li> </ul>                     |
| STRUCTURED LITERACY FOUNDATIONAL SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | WRITING WORKSHOP                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Isolating Phonemes</li> <li>Blending Onset and Rime</li> <li>Blending Phonemes</li> <li>Segmenting Phonemes</li> </ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"> <li>Digraph ch</li> <li>Digraph th /TH/</li> <li>Digraph th /th/</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>what, who</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Words with Digraph ch</li> <li>Words with Digraph th /TH/</li> <li>Words with Digraph th /th/</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Manuscript: N, n, D, d, P, p</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Expression</li> </ul> | <p><b>Writing Mode: Informational Text</b></p> <p><b>Form: Research Essay</b></p> <ul style="list-style-type: none"> <li>Drafting I: Elements of an Informational Text</li> <li>Drafting II: Integrating Research</li> <li>Drafting III: Adding Art</li> <li>Drafting IV: Adding Text Features</li> <li>Revising I: Grouping</li> </ul>  |

# Amazing Animals

 **Essential Question** How do animals’ bodies help them?

WEEK 3

## READING

### Read Aloud Book

*Ol’ Mama Squirrel* by David Ezra Stein

**GENRE:** Fantasy

### myBook

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

### Comprehension

- Story Structure
- Summarize
- Text Organization
- Chronological Order

### Response to Text

- Write a Fact

## VOCABULARY

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

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

**Generative Vocabulary** *Inflection -ing*

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** *Sequence*

**BIG IDEA WORDS** *camouflage, characteristics, mammal*  
**INQUIRY AND RESEARCH PROJECT** Animal Copycats Inventions  
**PERFORMANCE TASK** Informational Text

| STRUCTURED LITERACY FOUNDATIONAL SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | WRITING WORKSHOP                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"><li>• Blending Onset and Rime</li><li>• Blending Phonemes</li><li>• Deleting Syllables</li><li>• Segmenting Phonemes</li></ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"><li>• Digraph <i>ng</i></li></ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"><li>• <i>some, come, done, none</i></li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>• Words with Digraph <i>ng</i></li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• Manuscript: <i>C, c, O, o, U, u</i></li></ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"><li>• Phrasing and Intonation</li></ul> | <p><b>Writing Mode: Informational Text</b></p> <p><b>Form: Research Essay</b></p> <ul style="list-style-type: none"><li>• Revising II: Singular and Plural Nouns</li><li>• Editing I: Reviewing for Grammar</li><li>• Editing II: Preparing to Publish</li><li>• Publishing</li><li>• Sharing</li></ul>  |

# Better Together



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

## WEEK 1

### READING

#### Big Book

*Baseball Hour* by Carol Nevius

**GENRE:** Informational Text

#### myBook

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

#### Comprehension

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

#### Speaking and Listening

- Give and Follow Instructions

#### Response to Text

- Write Game Rules

### VOCABULARY

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

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

#### Generative Vocabulary

Compound Words

#### Vocabulary Strategy

Context Clues

### ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Persuade

## WEEK 2

### READING

#### Read Aloud Book

*Pelé, King of Soccer* by Monica Brown

**GENRE:** Biography

#### myBook

- *Get Up and Go!* by Rozanne Lanczak Williams  
**GENRE:** Informational Text
- *A Big Guy Took My Ball!* by Mo Willems  
**GENRE:** Fantasy

#### Comprehension

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

#### Response to Text

- Write an Opinion
- Write a Description

### VOCABULARY

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

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

#### Generative Vocabulary

Compound Words

### ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Synthesize

**BIG IDEA WORDS** *courtesy, honest, sport*  
**INQUIRY AND RESEARCH PROJECT** Get Healthy Games  
**PERFORMANCE TASK** Informational Text

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>STRUCTURED LITERACY FOUNDATIONAL SKILLS</div> <div><p><b>Phonological Awareness</b></p><ul style="list-style-type: none"><li>• Blending Onset and Rime</li><li>• Deleting Syllables</li><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li></ul><p><b>Phonics Focus</b></p><ul style="list-style-type: none"><li>• Initial Two-Consonant Blends</li><li>• Contractions with <i>am, is, has,</i> and <i>not</i></li></ul><p><b>Irregular Words</b></p><ul style="list-style-type: none"><li>• <i>our, out, about</i></li></ul><p><b>Spelling</b></p><ul style="list-style-type: none"><li>• Words with Initial Two-Consonant Blends</li><li>• Contractions with <i>am, is, has,</i> and <i>not</i></li></ul><p><b>Handwriting</b></p><ul style="list-style-type: none"><li>• Manuscript: <i>R, r, F, f, G, g</i></li></ul><p><b>Fluency</b></p><ul style="list-style-type: none"><li>• Phrasing and Intonation</li></ul></div> | <div>WRITING WORKSHOP</div> <div><p><b>Writing Mode: Informational Text</b></p><p><b>Form: Procedural Text</b></p><p>Introducing the Focal Text: <i>Do Unto Otters</i> by Laurie Keller</p><ul style="list-style-type: none"><li>• The Read</li><li>• Vocabulary</li><li>• Prewriting I: Finding a Topic</li><li>• Prewriting II: Developing a Topic</li></ul></div> <div></div>            |
| <div>STRUCTURED LITERACY FOUNDATIONAL SKILLS</div> <div><p><b>Phonological Awareness</b></p><ul style="list-style-type: none"><li>• Blending Onset and Rime</li><li>• Deleting Syllables</li><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li></ul><p><b>Phonics Focus</b></p><ul style="list-style-type: none"><li>• Final Blends</li><li>• Final Blend <i>nk</i></li></ul><p><b>Irregular Words</b></p><ul style="list-style-type: none"><li>• Review</li></ul><p><b>Spelling</b></p><ul style="list-style-type: none"><li>• Words with Final Blends</li><li>• Words with Final Blend <i>nk</i></li></ul><p><b>Handwriting</b></p><ul style="list-style-type: none"><li>• Manuscript: <i>H, h, E, e, J, j</i></li></ul><p><b>Fluency</b></p><ul style="list-style-type: none"><li>• Accuracy and Self-Correction</li></ul></div>                                                                                               | <div>WRITING WORKSHOP</div> <div><p><b>Writing Mode: Informational Text</b></p><p><b>Form: Procedural Text</b></p><ul style="list-style-type: none"><li>• Drafting I: Elements of a Procedural Text</li><li>• Drafting II: Choosing the Right Words</li><li>• Drafting III: Adding Art</li><li>• Revising I: Time Order Words</li><li>• Revising II: Grouping</li></ul></div> <div></div> |

# Better Together

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

| WEEK 3 | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | VOCABULARY                                                                                                                                                                                         |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <p><b>Read Aloud Book</b></p> <p><i>The Great Ball Game</i> by Joseph Bruchac</p> <p><b>GENRE:</b> Folktale</p> <p><b>myBook</b></p> <ul style="list-style-type: none"><li>• <i>If You Plant a Seed</i> by Kadir Nelson</li><li>• <i>Color Your World with Kindness</i> from BetterWorldians Foundation</li></ul> <p><b>GENRE:</b> Video</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• Point of View</li><li>• Make Connections</li><li>• Theme</li><li>• Central Idea</li></ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"><li>• Write a Book Report</li></ul> | <p><b>Oral Power Words</b> dusk, jeered, penalty, quarrel, stumbled</p> <p><b>Power Words</b> fruits, heap, seed, short, trouble</p> <p><b>Generative Vocabulary</b></p> <p>Suffixes -er, -est</p> |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ENGLISH LANGUAGE DEVELOPMENT                                                                                                                                                                       |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Language Function</b> Justify</p>                                                                                                                                                            |

**BIG IDEA WORDS** *courtesy, honest, sport*  
**INQUIRY AND RESEARCH PROJECT** Get Healthy Games  
**PERFORMANCE TASK** Informational Text

| STRUCTURED LITERACY FOUNDATIONAL SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | WRITING WORKSHOP                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"><li>• Blending Onset and Rime</li><li>• Deleting Syllables</li><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li></ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"><li>• Closed Syllables</li><li>• Open and Closed Syllables</li></ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"><li>• <i>among, almost</i></li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>• Words with Closed Syllables</li><li>• Words with Open and Closed Syllables</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• Manuscript: <i>L, l, K, k, Y, y</i></li></ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"><li>• Reading Rate and Automaticity</li></ul> | <p><b>Writing Mode: Informational Text</b></p> <p><b>Form: Procedural Text</b></p> <ul style="list-style-type: none"><li>• Revising III: Clarity and Precision</li><li>• Editing I: Reviewing for Grammar</li><li>• Editing II: Preparing to Publish</li><li>• Publishing</li><li>• Sharing</li></ul>  |

# Now You See It, Now You Don't



**Essential Question** Why do light and dark come and go?

WEEK 1

## READING

### Big Book

*On Earth* by G. Brian Karas

**GENRE:** Informational Text

### myBook

- *Super Shadows!*

**GENRE:** Informational Text

- *Blackout* by John Rocco

**GENRE:** Fantasy

### Comprehension

- Text Features
- Make Inferences
- Story Structure

### Media Literacy

- Digital Tools

### Response to Text

- Write a Description

## VOCABULARY

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

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

### Generative Vocabulary

Suffixes -er, -est

### Vocabulary Strategy

Reference Sources

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Recount Information

WEEK 2

## READING

### Read Aloud Book

*How Do You Know It's Winter?* by Ruth Owen

**GENRE:** Informational Text

### myBook

- *Day and Night* by Margaret Hall

**GENRE:** Informational Text

- *The Best Season* by Nina Crews

**GENRE:** Opinion Writing

### Comprehension

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

### Response to Text

- Write an Explanation
- Write an Opinion

## VOCABULARY

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

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

### Generative Vocabulary

Inflection -s

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Cause and Effect

**BIG IDEA WORDS** orbit, period, solar

**INQUIRY AND RESEARCH PROJECT** Investigate Shadows

**PERFORMANCE TASK** Narrative Writing

### STRUCTURED LITERACY FOUNDATIONAL SKILLS

#### Phonological Awareness

- Deleting Syllables
- Substituting Phonemes
- Blending Phonemes
- Segmenting Phonemes

#### Phonics Focus

- VCe Long a
- VCe Long i

#### Irregular Words

- have, give, live

#### Spelling

- Words with VCe Long a
- Words with VCe Long i

#### Handwriting

- Manuscript: X, x, Q, q, W, w

#### Fluency

- Expression

### WRITING WORKSHOP

#### Writing Mode: Narrative

#### Form: Imaginative Story



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

### STRUCTURED LITERACY FOUNDATIONAL SKILLS

#### Phonological Awareness

- Deleting Syllables
- Substituting Phonemes
- Blending Phonemes
- Segmenting Phonemes

#### Phonics Focus

- VCe Long o
- VCe Long u /ū/
- VCe Long u /yū/

#### Irregular Words

- could, would, should

#### Spelling

- Words with VCe Long o
- Words with VCe Long u /u/
- Words with VCe Long u /yū/

#### Handwriting

- Manuscript: V, v, Z, z

#### Fluency

- Phrasing and Intonation

### WRITING WORKSHOP

#### Writing Mode: Narrative

#### Form: Imaginative Story



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

# Now You See It, Now You Don't

 **Essential Question** Why do light and dark come and go?

WEEK 3

READING

**Read Aloud Book**

*Oscar and the Moth* by Geoff Waring

**GENRE:** Narrative Nonfiction

**myBook**

- *Waiting Is Not Easy!* by Mo Willems  
**GENRE:** Fantasy
- *I'm So Hot* from StoryBots  
**GENRE:** Song

**Comprehension**

- Central Idea
- Make and Confirm Predictions
- Theme

**Response to Text**

- Write a Description

VOCABULARY

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

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

**Generative Vocabulary**

Suffixes -y, -ful

ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Agree and Disagree

**BIG IDEA WORDS** orbit, period, solar  
**INQUIRY AND RESEARCH PROJECT** Investigate Shadows  
**PERFORMANCE TASK** Narrative Writing

| STRUCTURED LITERACY FOUNDATIONAL SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | WRITING WORKSHOP                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"><li>• Deleting Syllables</li><li>• Substituting Phonemes</li><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li></ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"><li>• VCe Long e</li><li>• VCe Pattern Review</li></ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"><li>• there, where</li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>• Words with VCe Long e</li><li>• Words with VCe Patterns</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• Manuscript: l, t, i</li></ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"><li>• Phrasing and Intonation</li></ul> | <p><b>Writing Mode: Narrative</b></p> <p><b>Form: Imaginative Story</b></p> <ul style="list-style-type: none"><li>• Revising III: The Parts of the Narrative</li><li>• Editing I: Reviewing for Grammar</li><li>• Editing II: Preparing to Publish</li><li>• Publishing</li><li>• Sharing</li></ul>  |

# Celebrate America



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

## WEEK 1

## READING

### Big Book

*You're a Grand Old Flag* by George M. Cohan

**GENRE:** Song

### myBook

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

### Comprehension

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

### Media Literacy

- Reference Sources

### Response to Text

- Write a Drama

## VOCABULARY

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

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

### Generative Vocabulary

Suffixes -y, -ful

**Vocabulary Strategy** Multiple-Meaning Words

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Classify

## WEEK 2

## READING

### Read Aloud Book

*Presidents' Day* by Anne Rockwell

**GENRE:** Realistic Fiction

### myBook

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

### Comprehension

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

### Response to Text

- Write an Opinion
- Write an Ad

## VOCABULARY

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

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

### Generative Vocabulary

Suffixes -less, -ful

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Justify

**BIG IDEA WORDS** appreciate, duty, participate

**INQUIRY AND RESEARCH PROJECT** Patriotic Show

**PERFORMANCE TASK** Narrative Writing

| STRUCTURED LITERACY FOUNDATIONAL SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | WRITING WORKSHOP                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Deleting Syllables</li> <li>Substituting Phonemes</li> <li>Blending Phonemes</li> <li>Segmenting Phonemes</li> </ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"> <li>VCe Syllables</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>Review</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Words with VCe Syllables</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Manuscript: j, u, y</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Accuracy and Self-Correction</li> </ul> | <p><b>Writing Mode: Narrative</b></p> <p><b>Form: Personal Narrative</b></p> <ul style="list-style-type: none"> <li>Introducing the Focal Text: <i>The Thanksgiving Door</i> by Debby Atwell</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting I: Finding a Topic</li> <li>Prewriting II: Developing a Topic</li> </ul> |
| STRUCTURED LITERACY FOUNDATIONAL SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | WRITING WORKSHOP                                                                                                                                                                                                                                                                                                                |
| <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Deleting Syllables</li> <li>Substituting Phonemes</li> <li>Blending Phonemes</li> <li>Segmenting Phonemes</li> </ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"> <li>Soft c</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>one, once</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Words with Soft c</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Manuscript: r, n, m</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Reading Rate and Automaticity</li> </ul>           | <p><b>Writing Mode: Narrative</b></p> <p><b>Form: Personal Narrative</b></p> <ul style="list-style-type: none"> <li>Drafting I: Elements of a Narrative</li> <li>Drafting II: Choosing the Right Words</li> <li>Drafting III: Adding Art</li> <li>Revising I: Synonyms</li> <li>Revising II: Grouping</li> </ul>                |

# Celebrate America

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

| WEEK 3 | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | VOCABULARY                                                                                                                                                                                                                    |  |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|        | <p><b>Read Aloud Book</b></p> <p><i>Can We Ring the Liberty Bell?</i> by Martha E. H. Rustad</p> <p><b>GENRE:</b> Narrative Nonfiction</p> <p><b>myBook</b></p> <ul style="list-style-type: none"><li>• <i>Hooray for Holidays!</i> by Pat Cummings</li></ul> <p><b>GENRE:</b> Realistic Fiction</p> <ul style="list-style-type: none"><li>• <i>Patriotic Poems</i></li></ul> <p><b>GENRE:</b> Poetry</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• Text Features</li><li>• Create Mental Images</li><li>• Story Structure</li><li>• Elements of Poetry</li></ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"><li>• Write a Holiday Card</li></ul> | <p><b>Oral Power Words</b> brittle, center, famous, government, papers, signed</p> <p><b>Power Words</b> celebrate, Constitution, parade, share, tradition</p> <p><b>Generative Vocabulary</b></p> <p>Words About Actions</p> |  |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                               |  |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>ENGLISH LANGUAGE DEVELOPMENT</b></p> <p><b>Language Function</b> Describe</p>                                                                                                                                           |  |

**BIG IDEA WORDS** *appreciate, duty, participate*  
**INQUIRY AND RESEARCH PROJECT** Patriotic Show  
**PERFORMANCE TASK** Narrative Writing

| STRUCTURED LITERACY FOUNDATIONAL SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | WRITING WORKSHOP                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"><li>• Deleting Syllables</li><li>• Substituting Phonemes</li><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li></ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"><li>• Soft g</li></ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"><li>• <i>love, above</i></li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>• Words with Soft g</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• Manuscript: <i>h, b, p</i></li></ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"><li>• Expression</li></ul> | <p><b>Writing Mode: Narrative</b></p> <p><b>Form: Personal Narrative</b></p> <ul style="list-style-type: none"><li>• Revising III: Incorporating Feedback</li><li>• Editing I: Reviewing for Grammar</li><li>• Editing II: Preparing to Publish</li><li>• Publishing</li><li>• Sharing</li></ul>  |

# The Big Outdoors



**Essential Question** How do things in nature change?

WEEK 1

## READING

### Big Book

*Rainy, Sunny, Blowy, Snowy* by Jane Brocket

**GENRE:** Informational Text

### myBook

- *Storm Report*

**GENRE:** Opinion Writing

- *Sam & Dave Dig a Hole* by Mac Barnett

**GENRE:** Fantasy

### Comprehension

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

### Research

- Gather Information

### Response to Text

- Write a Message

## VOCABULARY

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

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

**Generative Vocabulary** Words About Feelings and Beliefs

**Vocabulary Strategy** Shades of Meaning

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Persuade

WEEK 2

## READING

### Read Aloud Book

*On Meadowview Street* by Henry Cole

**GENRE:** Realistic Fiction

### myBook

- *Deserts* by Quinn M. Arnold

**GENRE:** Informational Text

- *Handmade* by Guadalupe Rodriguez

**GENRE:** Procedural Text

### Comprehension

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

### Response to Text

- Write a Description
- Write a Letter

## VOCABULARY

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

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

**Generative Vocabulary**  
Suffix -less

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Synthesize

**BIG IDEA WORDS** *cycle, evaporation, liquid*  
**INQUIRY AND RESEARCH PROJECT** *Get Weather Wise*  
**PERFORMANCE TASK** Poetry

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <div><b>STRUCTURED LITERACY FOUNDATIONAL SKILLS</b></div> <div><b>Phonological Awareness</b><ul style="list-style-type: none"><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li><li>• Substituting Phonemes</li></ul><b>Phonics Focus</b><ul style="list-style-type: none"><li>• Trigraph <i>tch</i></li></ul><b>Irregular Words</b><ul style="list-style-type: none"><li>• <i>women, woman</i></li></ul><b>Spelling</b><ul style="list-style-type: none"><li>• Words with Trigraph <i>tch</i></li></ul><b>Handwriting</b><ul style="list-style-type: none"><li>• Manuscript: <i>c, o, a</i></li></ul><b>Fluency</b><ul style="list-style-type: none"><li>• Phrasing and Intonation</li></ul></div> | <div><b>WRITING WORKSHOP</b></div> <div><b>Writing Mode: Poetry</b><br/><b>Form: Poem</b><ul style="list-style-type: none"><li>• Priming the Students for the Focal Text:<br/><i>Ask Me</i> by Bernard Waber</li><li>• Priming the Text</li><li>• The Read</li><li>• Vocabulary</li><li>• Prewriting I: Finding a Topic</li></ul></div> <div></div>         |
|  | <div><b>STRUCTURED LITERACY FOUNDATIONAL SKILLS</b></div> <div><b>Phonological Awareness</b><ul style="list-style-type: none"><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li><li>• Substituting Phonemes</li></ul><b>Phonics Focus</b><ul style="list-style-type: none"><li>• Trigraph <i>dge</i></li></ul><b>Irregular Words</b><ul style="list-style-type: none"><li>• <i>they</i></li></ul><b>Spelling</b><ul style="list-style-type: none"><li>• Words with Trigraph <i>dge</i></li></ul><b>Handwriting</b><ul style="list-style-type: none"><li>• Manuscript: <i>d, g, q</i></li></ul><b>Fluency</b><ul style="list-style-type: none"><li>• Phrasing and Intonation</li></ul></div>         | <div><b>WRITING WORKSHOP</b></div> <div><b>Writing Mode: Poetry</b><br/><b>Form: Poem</b><ul style="list-style-type: none"><li>• Prewriting II: Developing a Topic</li><li>• Drafting I: Elements of Poetry</li><li>• Drafting II: Choosing the Right Words</li><li>• Revising I: Word Choice</li><li>• Revising II: Grouping</li></ul></div> <div></div> |

# The Big Outdoors

 **Essential Question** How do things in nature change?

WEEK 3

READING

**Read Aloud Book**

*Do You Really Want to Visit a Wetland?* by Bridget Heos

**GENRE:** Narrative Nonfiction

**myBook**

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

**Comprehension**

- Central Idea
- Synthesize
- Content-Area Words

**Response to Text**

- Write a Poem

VOCABULARY

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

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

**Generative Vocabulary** Words About Places and Things

ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Cause and Effect

**BIG IDEA WORDS** *cycle, evaporation, liquid*  
**INQUIRY AND RESEARCH PROJECT** Get Weather Wise  
**PERFORMANCE TASK** Poetry

| STRUCTURED LITERACY FOUNDATIONAL SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | WRITING WORKSHOP                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li><li>• Substituting Phonemes</li></ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"><li>• Inflectional Suffixes –s, –es</li></ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"><li>• <i>does</i></li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>• Words with Inflectional Suffixes –s and –es</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• Manuscript: <i>s, f, e</i></li></ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"><li>• Accuracy and Self-Correction</li></ul> | <p><b>Writing Mode: Poetry</b></p> <p><b>Form: Poem</b></p> <ul style="list-style-type: none"><li>• Revising III: Line Breaks and White Space</li><li>• Editing I: Reviewing for Grammar</li><li>• Editing II: Preparing to Publish</li><li>• Publishing</li><li>• Sharing</li></ul>  |

# Tell Me a Story



**Essential Question** What lessons can we learn from stories?

WEEK 1

## READING

### Big Book

*Chicken Little* by Rebecca and Ed Emberley

**GENRE:** Folktale

### myBook

- *Follow the Story Path*

**GENRE:** Informational Text

- *Interrupting Chicken* by David Ezra Stein

**GENRE:** Fantasy

### Comprehension

- Text Features
- Theme
- Create Mental Images
- Characters

### Media Literacy

- Digital Texts and Features

### Response to Text

- Write a Story

## VOCABULARY

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

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

**Generative Vocabulary** Words About Actions and Directions

**Vocabulary Strategy** Classify and Categorize

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Solve Problems

WEEK 2

## READING

### Read Aloud Book

*Red Knit Cap Girl and the Reading Tree* by Naoko Stoop

**GENRE:** Fantasy

### myBook

- *Little Red Riding Hood* by Lisa Campbell Ernst

**GENRE:** Drama

- *The Grasshopper & the Ants* by Jerry Pinkney

**GENRE:** Fable

### Comprehension

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

### Response to Text

- Write a Drama
- Write a Description

## VOCABULARY

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

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

**Generative Vocabulary** Suffix -ly

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Infer

**BIG IDEA WORDS** *amuse, entertain, literature*

**INQUIRY AND RESEARCH PROJECT** Explore Traditional Tales

**PERFORMANCE TASK** Narrative Writing

| STRUCTURED LITERACY FOUNDATIONAL SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | WRITING WORKSHOP                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Blending Phonemes</li> <li>• Segmenting Phonemes</li> <li>• Substituting Phonemes</li> </ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"> <li>• Inflectional Suffix <i>-ed</i></li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>• <i>friend</i></li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Words with Inflectional Suffix <i>-ed</i></li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Manuscript: v, w, z</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Reading Rate and Automaticity</li> </ul>                                                       | <p><b>Writing Mode: Narrative</b></p> <p><b>Form: Personal Narrative</b></p> <ul style="list-style-type: none"> <li>• Introducing the Focal Text: <i>The Kissing Hand</i> by Audrey Penn</li> <li>• The Read</li> <li>• Vocabulary</li> <li>• Prewriting I: Finding a Topic</li> <li>• Prewriting II: Developing a Topic</li> </ul>  |
| STRUCTURED LITERACY FOUNDATIONAL SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | WRITING WORKSHOP                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Blending Phonemes</li> <li>• Segmenting Phonemes</li> <li>• Substituting Phonemes</li> </ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"> <li>• y as /ī/</li> <li>• y as /ī/</li> <li>• y as /ē/</li> <li>• All jobs of y</li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>• Review</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Words with y as /ī/</li> <li>• Words with y as /ī/</li> <li>• Words with y as /ē/</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Manuscript: x, k</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Expression</li> </ul> | <p><b>Writing Mode: Narrative</b></p> <p><b>Form: Personal Narrative</b></p> <ul style="list-style-type: none"> <li>• Drafting I: Shaping the Draft</li> <li>• Drafting II: Elements of a Narrative</li> <li>• Drafting III: Writing Dialogue</li> <li>• Drafting IV: Adding Art</li> <li>• Revising I: Grouping</li> </ul>        |

# Tell Me a Story

 **Essential Question** What lessons can we learn from stories?

WEEK 3

READING

**Read Aloud Book**

*My Name is Gabriela* by Monica Brown

**GENRE:** Biography

**myBook**

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

**Comprehension**

- Point of View
- Synthesize
- Central Idea
- Characters

**Response to Text**

- Write Facts

VOCABULARY

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

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

**Generative Vocabulary** *Suffix -ly*

ENGLISH LANGUAGE DEVELOPMENT

**Language Function** *Sequence*

**BIG IDEA WORDS** *amuse, entertain, literature*  
**INQUIRY AND RESEARCH PROJECT** Explore Traditional Tales  
**PERFORMANCE TASK** Narrative Writing

| STRUCTURED LITERACY FOUNDATIONAL SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | WRITING WORKSHOP                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li><li>• Substituting Phonemes</li></ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"><li>• Vowel Teams <i>ee</i> and <i>ea</i></li></ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"><li>• <i>been, great, break</i></li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>• Words with Vowel Teams <i>ee</i> and <i>ea</i></li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• Manuscript: <i>L, l, T, t, I, i</i></li></ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"><li>• Phrasing and Intonation</li></ul> | <p><b>Writing Mode: Narrative</b></p> <p><b>Form: Personal Narrative</b></p> <ul style="list-style-type: none"><li>• Revising II: Using Vivid Verbs</li><li>• Revising III: Using Vivid Adjectives</li><li>• Editing: Clocking</li><li>• Publishing</li><li>• Sharing</li></ul>  |

# Grow, Plants, Grow!

 **Essential Question** What do plants need to live and grow?

WEEK 1

## READING

### Big Book

*If I Were A Tree* by Dar Hosta

**GENRE:** Poetry

### myBook

- *Plant Pairs*

**GENRE:** Poetry

- *So You Want to Grow a Taco?* by Bridget Heos

**GENRE:** Procedural Text

### Comprehension

- Elements of Poetry
- Evaluate
- Text Organization

### Media Literacy

- Nonfiction Forms

### Response to Text

- Write Directions

## VOCABULARY

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

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

**Generative Vocabulary** Words About Places and Things

### Vocabulary Strategy

Reference Sources

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Analyze

WEEK 2

## READING

### Read Aloud Book

*The Curious Garden* by Peter Brown

**GENRE:** Fantasy

### myBook

- *Which Part Do We Eat?* by Katherine Ayres

**GENRE:** Poetry

- *The Talking Vegetables* by Won-Ldy Paye and Margaret H. Lippert

**GENRE:** Folktale

### Comprehension

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

### Response to Text

- Write a Description
- Write a Dialogue

## VOCABULARY

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

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

### Generative Vocabulary

Prefix un-

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Predict

**BIG IDEA WORDS** *absorb, emerge, vegetation*  
**INQUIRY AND RESEARCH PROJECT** Super Sprouts!  
**PERFORMANCE TASK** Informational Text

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>STRUCTURED LITERACY FOUNDATIONAL SKILLS</b></p> <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Blending Phonemes</li> <li>• Segmenting Phonemes</li> <li>• Substituting Phonemes</li> </ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"> <li>• Vowel Teams <i>ai, ay</i></li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>• <i>again, against, today</i></li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Words with Vowel Teams <i>ai, ay</i></li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Manuscript: <i>J, j, U, u, Y, y</i></li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Phrasing and Intonation</li> </ul>   | <p><b>WRITING WORKSHOP</b></p> <p><b>Writing Mode: Informational Text</b></p> <p><b>Form: Descriptive Essay</b></p> <ul style="list-style-type: none"> <li>• Introducing the Focal Text: <i>One Bean</i> by Anne Rockwell</li> <li>• The Read</li> <li>• Vocabulary</li> <li>• Prewriting I: Finding a Topic</li> <li>• Prewriting II: Developing a Topic</li> </ul>                   |
| <p><b>STRUCTURED LITERACY FOUNDATIONAL SKILLS</b></p> <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Blending Phonemes</li> <li>• Segmenting Phonemes</li> <li>• Substituting Phonemes</li> </ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"> <li>• Vowel Teams <i>oa, ow</i></li> </ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"> <li>• <i>away, always, also</i></li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Words with Vowel Teams <i>oa, ow</i></li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Manuscript: <i>R, r, N, n, M, m</i></li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Accuracy and Self-Correction</li> </ul> | <p><b>WRITING WORKSHOP</b></p> <p><b>Writing Mode: Informational Text</b></p> <p><b>Form: Descriptive Essay</b></p> <ul style="list-style-type: none"> <li>• Drafting I: Elements of an Informational Essay</li> <li>• Drafting II: Choosing the Right Words</li> <li>• Drafting III: Adding Art</li> <li>• Revising I: Transition Words</li> <li>• Revising I: Grouping</li> </ul>  |

# Grow, Plants, Grow!

 **Essential Question** What do plants need to live and grow?

| WEEK 3 | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | VOCABULARY                                                                                                                                                                                                                 |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <p><b>Read Aloud Book</b></p> <p><i>Amazing Plant Bodies</i> by Ellen Lawrence</p> <p><b>GENRE:</b> Informational Text</p> <p><b>myBook</b></p> <ul style="list-style-type: none"><li>• <i>Yum! ¡MmMm! ¡Qué rico!: Americas’ Sproutings</i> by Pat Mora</li></ul> <p><b>GENRE:</b> Poetry</p> <ul style="list-style-type: none"><li>• <i>A Year in the Garden</i> by Brad Hiebert</li></ul> <p><b>GENRE:</b> Video</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• Text Features</li><li>• Ask and Answer Questions</li><li>• Elements of Poetry</li><li>• Chronological Order</li></ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"><li>• Write a Haiku</li></ul> | <p><b>Oral Power Words</b> <i>energy, height, produces, protect, scientist, weigh</i></p> <p><b>Power Words</b> <i>indigo, juicy, ripe, syrup, wonder</i></p> <p><b>Generative Vocabulary</b></p> <p>Prefix <i>un-</i></p> |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ENGLISH LANGUAGE DEVELOPMENT                                                                                                                                                                                               |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Language Function</b> Compare and Contrast</p>                                                                                                                                                                       |

**BIG IDEA WORDS** *absorb, emerge, vegetation*  
**INQUIRY AND RESEARCH PROJECT** Super Sprouts!  
**PERFORMANCE TASK** Informational Text

| STRUCTURED LITERACY FOUNDATIONAL SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | WRITING WORKSHOP                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li><li>• Substituting Phonemes</li></ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"><li>• Vowel Teams <i>ie, igh</i></li></ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"><li>• <i>know, knew</i></li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>• Words with Vowel Teams <i>ie, igh</i></li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• Manuscript: <i>H, h, B, b, P, p</i></li></ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"><li>• Reading Rate and Automaticity</li></ul> | <p><b>Writing Mode: Informational Text</b></p> <p><b>Form: Descriptive Essay</b></p> <ul style="list-style-type: none"><li>• Revising III: Adding Detail</li><li>• Editing I: Reviewing for Grammar</li><li>• Editing II: Preparing to Publish</li><li>• Publishing</li><li>• Sharing</li></ul>  |

## Dare to Dream



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

WEEK 1

## READING WORKSHOP

**Big Book**

*What Can You Do?* by Shelley Rotner and Sheila Kelly

**GENRE:** Informational Text

**myBook**

- *Kids Are Inventors, Too!*

**GENRE:** Informational Text

- *Young Frank Architect* by Frank Viva

**GENRE:** Realistic Fiction

**Comprehension**

- Central Idea
- Retell
- Setting

**Research**

Present Information

**Response to Text**

- Write an Explanation

## VOCABULARY

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

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

**Generative Vocabulary** Prefix re-

**Vocabulary Strategy**

Shades of Meaning

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Solve Problems

WEEK 2

## READING WORKSHOP

**Read Aloud Book**

*Charlotte the Scientist Is Squished* by Camille Andros

**GENRE:** Fantasy

**myBook**

- *Sky Color* by Peter H. Reynolds

**GENRE:** Realistic Fiction

- *We Are the Future*

**GENRE:** Poetry

**Comprehension**

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

**Response to Text**

- Write a TV Commercial
- Write an Opinion

## VOCABULARY

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

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

**Generative Vocabulary**

Words About Places and Things

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Agree and Disagree

**BIG IDEA WORDS** *applaud, future, genius*  
**INQUIRY AND RESEARCH PROJECT** Junior Problem-Solving Project  
**PERFORMANCE TASK** Informational Text

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <div><b>STRUCTURED LITERACY FOUNDATIONAL SKILLS</b></div> <div><b>Phonological Awareness</b><ul style="list-style-type: none"><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li><li>• Substituting Phonemes</li></ul><b>Phonics Focus</b><ul style="list-style-type: none"><li>• r-controlled Vowel ar</li></ul><b>Irregular Words</b><ul style="list-style-type: none"><li>• work, word, world</li></ul><b>Spelling</b><ul style="list-style-type: none"><li>• Words with r-controlled Vowel ar</li></ul><b>Handwriting</b><ul style="list-style-type: none"><li>• Manuscript: C, c, O, o, A, a</li></ul><b>Fluency</b><ul style="list-style-type: none"><li>• Phrasing and Intonation</li></ul></div>  | <div><b>WRITING WORKSHOP</b></div> <div><b>Writing Mode: Informational Text</b><div></div><b>Form: Biographical Essay</b><ul style="list-style-type: none"><li>• Introducing the Focal Text: <i>The Girl Who Could Dance in Outer Space</i> by Maya Cointreau</li><li>• The Read</li><li>• Vocabulary</li><li>• Prewriting I: Finding a Topic</li><li>• Prewriting II: Developing a Topic</li></ul></div> |
|  | <div><b>STRUCTURED LITERACY FOUNDATIONAL SKILLS</b></div> <div><b>Phonological Awareness</b><ul style="list-style-type: none"><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li><li>• Substituting Phonemes</li></ul><b>Phonics Focus</b><ul style="list-style-type: none"><li>• r-controlled Vowel or</li></ul><b>Irregular Words</b><ul style="list-style-type: none"><li>• your, four, fourth</li></ul><b>Spelling</b><ul style="list-style-type: none"><li>• Words with r-controlled Vowel or</li></ul><b>Handwriting</b><ul style="list-style-type: none"><li>• Manuscript: D, d, G, g, Q, q</li></ul><b>Fluency</b><ul style="list-style-type: none"><li>• Phrasing and Intonation</li></ul></div> | <div><b>WRITING WORKSHOP</b></div> <div><b>Writing Mode: Informational Text</b><div></div><b>Form: Biographical Essay</b><ul style="list-style-type: none"><li>• Drafting I: Elements of an Informational Essay</li><li>• Drafting II: Choosing the Right Words</li><li>• Drafting III: Adding Art</li><li>• Revising I: Verbs</li><li>• Revising II: Grouping</li></ul></div>                          |

# Dare to Dream

 **Essential Question**

 How can thinking in new ways help solve problems?

WEEK 3

READING

Read Aloud Book

*I am Amelia Earhart* by Brad Meltzer

GENRE: Biography

myBook

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

Comprehension

- Text Organization
- Make Connections
- Characters
- Central Idea

Response to Text

- Write a Letter

VOCABULARY

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

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

Generative Vocabulary

Prefix re-

ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Predict

**BIG IDEA WORDS** *applaud, future, genius*  
**INQUIRY AND RESEARCH PROJECT** Junior Problem-Solving Project  
**PERFORMANCE TASK** Informational Text

| STRUCTURED LITERACY FOUNDATIONAL SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | WRITING WORKSHOP                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li><li>• Substituting Phonemes</li></ul> <p><b>Phonics Focus</b></p> <ul style="list-style-type: none"><li>• <i>r</i>-controlled Vowels: <i>er, ir, and ur /er/</i></li></ul> <p><b>Irregular Words</b></p> <ul style="list-style-type: none"><li>• <i>pear, wear, tear, bear</i></li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>• Words with <i>r</i>-controlled Vowels: <i>er, ir, and ur /er/</i></li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• Manuscript: <i>S, s, F, f, E, e</i></li></ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"><li>• Expression</li></ul> | <p><b>Writing Mode: Informational Text</b></p> <p><b>Form: Biographical Essay</b></p> <ul style="list-style-type: none"><li>• Revising III: Helping Verbs and Contractions</li><li>• Editing I: Reviewing for Grammar</li><li>• Editing II: Preparing to Publish</li><li>• Publishing</li><li>• Sharing</li></ul>  |

## Genre Study: Nonfiction

## NARRATIVE NONFICTION

WEEK 1

## READING

**Read Aloud Book**

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

**myBook**

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

**Comprehension**

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

## WRITING WORKSHOP

**Writing Mode: Opinion****Form: Opinion Letter**

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



## INFORMATIONAL TEXT

WEEK 2

## READING

**Read Aloud Book**

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

**myBook**

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

**Comprehension**

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

## WRITING WORKSHOP

**Writing Mode: Opinion****Form: Opinion Letter**

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



## BIOGRAPHY

WEEK 3

## READING

**Read Aloud Book**

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

**Comprehension**

- Genre Characteristics: Biography
- Text Organization
- Text Features

## WRITING WORKSHOP

**Writing Mode: Opinion****Form: Opinion Letter**

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



**Essential Question** What are the characteristics of narrative nonfiction?

**STRUCTURED LITERACY FOUNDATIONAL SKILLS**

**Phonological Awareness**

- Blending Phonemes
- Segmenting Phonemes
- Substituting Phonemes

**Phonics Focus**

- Vowel Team oo /ōō/

**Irregular Words**

- *door, poor, floor*

**Spelling**

- Words with Vowel Team oo /ōō/

**Handwriting**

- Manuscript: V, v, W, w, Z, z

**Fluency**

- Accuracy and Self-Correction

**Essential Question** What are the characteristics of informational text?

**STRUCTURED LITERACY FOUNDATIONAL SKILLS**

**Phonological Awareness**

- Blending Phonemes
- Segmenting Phonemes
- Substituting Phonemes

**Phonics Focus**

- Vowel Team oo /ū/
- 

**Irregular Words**

- Review

**Spelling**

- Words with Vowel Team oo /ū/

**Handwriting**

- Manuscript: X, x, K, k

**Fluency**

- Reading Rate and Automaticity

**Essential Question** What are the characteristics of a biography?

**STRUCTURED LITERACY FOUNDATIONAL SKILLS**

**Phonological Awareness**

- Blending Phonemes
- Segmenting Phonemes
- Substituting Phonemes

**Phonics Focus**

- Vowel Teams ew, ui, ue /ū/

**Irregular Words**

- *buy, build*

**Spelling**

- Words with Vowel Teams ew, ui, ue /ū/

**Handwriting**

- Manuscript: Review

**Fluency**

- Phrasing and Intonation

## Genre Study: Literary Texts

## REALISTIC FICTION

## READING

## Read Aloud Book

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

## myBook

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

## Comprehension

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

## WRITING WORKSHOP

## Writing Mode: Opinion

## Form: Opinion Essay

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



WEEK 1

## FOLKTALE

## READING

## Read Aloud Book

- *The Great Ball Game* by Joseph Bruchac

## Big Book

- *Chicken Little* by Rebecca and Ed Emberley

## myBook

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

## Comprehension

- Genre Characteristics: Folktales
- Characters
- Theme

## WRITING WORKSHOP

## Writing Mode: Opinion

## Form: Opinion Essay

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



WEEK 2

## FANTASY

## READING

## Read Aloud Book

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

## myBook

- *A Big Guy Took My Ball!* by Mo Willems
- *Sam & Dave Dig a Hole* by Mac Barnett
- *Interrupting Chicken* by David Ezra Stein

## Comprehension

- Genre Characteristics: Fantasy
- Setting
- Story Structure

## WRITING WORKSHOP

## Writing Mode: Opinion

## Form: Opinion Essay

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



WEEK 3

### ? Essential Question What are the characteristics of realistic fiction?

#### STRUCTURED LITERACY FOUNDATIONAL SKILLS

##### Phonological Awareness

- Blending Phonemes
- Segmenting Phonemes
- Substituting Phonemes

##### Phonics Focus

- Vowel Teams *au, aw*

##### Irregular Words

- *father, other, mother, brother*

##### Spelling

- Words with Vowel Teams *au, aw /aw/*

##### Handwriting

- Manuscript: Review

##### Fluency

- Phrasing and Intonation

### ? Essential Question What are the characteristics of folktales?

#### STRUCTURED LITERACY FOUNDATIONAL SKILLS

##### Phonological Awareness

- Blending Phonemes
- Segmenting Phonemes
- Substituting Phonemes

##### Phonics Focus

- Vowel Team Diphthongs *ou, ow /ow/*

##### Irregular Words

- *fought, bought, brought, thought*

##### Spelling

- Words with Vowel Team Diphthongs *ou, ow /ow/*

##### Handwriting

- Manuscript: Review

##### Fluency

- Expression

### ? Essential Question What are the characteristics of fantasy?

#### STRUCTURED LITERACY FOUNDATIONAL SKILLS

##### Phonological Awareness

- Blending Phonemes
- Segmenting Phonemes
- Substituting Phonemes

##### Phonics Focus

- Vowel Team Diphthongs *oi, oy*

##### Irregular Words

- *cousin, young, touch*

##### Spelling

- Words with Vowel Team Diphthongs *oi, oy*

##### Handwriting

- Manuscript: Review

##### Fluency

- Accuracy and Self-Correction