

Fairport Harbor ELA Pacing Guides K-5

Benchmark Advance

Fairport ELA Vision Statement:

All students will grow academically, think critically, and develop a passion for learning.

Literacy Mission:

At McKinley we,

- Use direct, explicit instruction grounded in the Science of Reading to teach ALL students the 5 domains of literacy, plus writing.
 - Phonics
 - Phonemic Awareness
 - Comprehension
 - Vocabulary
 - Fluency

Kindergarten

Unit: 1 Week: 1 Essential Question: Why do living things have different needs?

Standard(s)	Domains	Instructional Strategies
<p>RI.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.2- With prompting and support, identify the main topic and retell key details of a text</p> <p>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text</p> <p>RI.K.5- Identify the front cover, back cover and the title page of a book</p> <p>RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)</p> <p>RI.K.10- Actively engage in group reading activities with purpose and understanding</p> <p>RF.K.1c- Understand that words are separated by spaces in print</p> <p>RF.K.2a- Recognize and produce rhyming words</p> <p>RF.K.2b- Count, produce, blend, and segment syllables in spoken words</p> <p>RF.K.2d- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>*RF.K.3a- Name the letters of the alphabet in order</p> <p>*RF.K.3b- Order the letters of the alphabet</p> <p>*RF.K.3c- Identify the letter before or after a given letter when given a model</p> <p>*RF.K.3d & e- Identify and name all uppercase and lowercase letters with automaticity</p> <p>R.F.K.4- Read emergent-reader texts with purpose and understanding</p> <p>W.K.7- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>SL.K1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b- Continue conversation through multiple exchanges</p> <p>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and</p>	<p>Phonics: letter recognition a-z</p> <p>Primary Skill: alphabet review</p> <p>Comprehension:</p> <ul style="list-style-type: none"> - Identify parts and features of a book to predict and confirm a topic. - Identify the main topic and retell key details. - Describe the relationship between an illustration and a text. <p>Vocabulary:</p> <ul style="list-style-type: none"> - Ask and answer questions about unknown words in a text. - shelter, den, fertile soil, bloom <p>Writing: Draw, Write, and share a message. Use nouns in sentences</p> <p>Grammar: Use Nouns in sentences, Use action verbs in sentences</p>	<p>Additional Materials:</p> <ul style="list-style-type: none"> - Decodable books. - Student workbooks - Take home readables that go with the unit. <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Standards are highlighted</p>

<p>requesting clarification if something is not understood. SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. L.K.1a- Print many upper- and lowercase letters L.K.1b- Use frequently occurring nouns and verbs L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
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Unit: 1 Week: 2 Essential Question: Why do living things have different needs?

Standard(s)	Domains	Instructional Strategies
<p>RI.K.1- With prompting and support, ask and answer questions about key details in a text RI.K.4- With prompting and support, ask and answer questions about unknown words in a text RI.K.5- Identify the front cover, back cover and the title page of a book RI.K.6- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place or thing, or idea in the text an illustration depicts). RI.K.9- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) RF.K.1b- Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1e- Understand that words are separated by spaces in print RF.K.2a- Recognize and produce rhyming words RF.K.2d- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel consonant, or CVC) words. This does not include CVCs ending with /l/, /r/, or /x/. RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant *RF.K.3b- Order the letters of the alphabet *RF.K.3c- Identify the letter before or after a given letter when given a model</p>	<p>Phonics Primary Skill: m Secondary Skill: Accelerated sequence s Spiral Review: alphabet review High Frequency Words: I</p> <p>Comprehension: -Identify parts and features of a book to predict and confirm a topic. -Describe the relationship between an illustration and a text. -Identify Similarities and differences between two texts on the same topic.</p> <p>Vocabulary: -Ask and answer questions about unknown words in a text. -Sunlight, water, space</p> <p>Writing: Draw, write and share a message Grammar: Use action verbs in a sentence</p>	<p>Additional Materials: -Decodable books. -Student workbooks -Take home readables that go with the unit</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>

***RF.K.3d & e- Identify and name all uppercase and lowercase letters with automaticity**

RF.K.4- Read emergent-reader texts with purpose and understanding

SL.K1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b- Continue conversation through multiple exchanges

SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

L.K.1b- Use frequently occurring nouns and verbs

Unit: 1 Week: 3 Essential Question: Why do living things have different needs?

Standard(s)	Domains	Instructional Strategies
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RI.K.2- With prompting and support, identify the main topic and retell key details of a text.

RI.K.4- With prompting and support, ask and answer questions about unknown words in a text

RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.9- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)

RF.K.2d- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel consonant, or CVC) words. This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.3b- Associate the long and short sounds with common spellings (graphemes) for the five major vowels

RF.K.4- Read emergent-reader texts with purpose and understanding

SL.K.1b- Continue a conversation through multiple exchanges

SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood

L.K.1a- Print many upper- and lowercase letters

L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships

L.K. 4a- Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a bird and learning the verb to duck)

Phonics

Primary Skill: -Short a

-Introduce closed syllables

Accelerated sequence: Short i

Spiral Review: M

High Frequency: like , eat

Comprehension:

-Identify parts and features of a book to predict and confirm a topic.

-Identify the main topic and retell key details.

-Describe the relationship between an illustration and a text.

-Identify Similarities and differences between two texts on the same topic.

Vocabulary:-Identify real-life connections between words and their Use

-Energy, grow, oxygen and survive

Writing: Write, draw and share message

Grammar: Use nouns in sentences

Use Action verbs in sentences

Additional Materials:

-Decodable books.

-Student workbooks

-Take home readables that go with the unit

Assessed Skills (look at the FH Benchmark Standards Audit for Unit)

Standards are highlighted

Unit: 2 Week:1 Essential Question:How are characters different?

Standard(s)	Domains	Instructional Strategies
<p>RL.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RL.K.2- With prompting and support, retell familiar stories, including key details</p> <p>RL.K.3- With prompting and support, identify characters, settings, and major events in a story</p> <p>RL.K.9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</p> <p>RF.K.2a- Recognize and produce rhyming words</p> <p>RF.K.2e- Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words</p> <p>RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</p> <p>RF.K.3b- Associate the long and short sounds with common spellings (graphemes) for the five major vowels</p> <p>RF.K.3c- Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>W.K.7- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b- Continue a conversation through multiple exchanges</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>L.K.1b- Use frequently occurring nouns and verbs</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p>L.K.5d- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings</p> <p>L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>Phonics Primary skill: s Accelerated sequence: t,r Spiral Review: m and short a High Frequency: the, we</p> <p>Comprehension: -Identify and describe characters, setting, and major events -Retell familiar stories using key details -Compare and contrast the adventures and experiences of characters in stories</p> <p>Vocabulary: -Distinguish shades of meaning among verbs Shouted, shrieked, cried roared</p> <p>Writing:Draw and write narrative texts Grammar:regular plural nouns</p>	<p>Additional Materials: -Decodable books. -Student workbooks -Take home readables that go with the unit</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>

Unit:2 Week:2 Essential Question:How are characters different?

Standard(s)	Domains	Instructional Strategies
<p>RL.K.3- With prompting and support, identify characters, settings, and major events in a story</p> <p>RL.K.4- Ask and answer questions about unknown words in a text</p> <p>RL.K.6- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story</p> <p>RL.K.9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</p> <p>RF.K.2d- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b- Continue a conversation through multiple exchanges</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>L.K.1d- Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p>L.K.5d- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings</p> <p>L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>Phonics Primary Skill: t Accelerated sequence:f,h,b Spiral Review:s,m, short a High Frequency Words:go, see</p> <p>Comprehension: -Identify and describe characters, setting, and major events -Identify the author and illustrator and define the role of each -Compare and contrast the adventures and experiences of characters in stories Vocabulary:Distinguish shades of meaning among verbs Indignant, peeked, stomped, whispered</p> <p>Writing: Draw and write narrative texts</p> <p>Grammar: Question words</p>	<p>Additional Materials: -Decodable books. -Student workbooks -Take home readables that go with the unit</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>

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Unit: 2 Week: 3 Essential Question:How are characters different?

Standard(s)	Domains	Instructional Strategies
<p>RL.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RL.K.3- With prompting and support, identify characters, settings, and major events in a story</p> <p>RL.K.6- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story</p> <p>RF.K.2d- Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</p> <p>RF.K.3b- Associate the long and short sounds with common spellings (graphemes) for the five major vowels</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>SL.K1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b- Continue a conversation through multiple exchanges</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>L.K.1b- Use frequently occurring nouns and verbs</p> <p>L.K.1d- Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).</p> <p>L.K.2b- Recognize and name end punctuation</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p>	<p>Phonics</p> <p>Primary Skill: n</p> <p>Accelerated sequence:w,p,i</p> <p>Spiral Review:t, s, m and short a</p> <p>High Frequency Words: Go,see, I , like, the,we,was,her,down</p> <p>Comprehension:</p> <p>-Identify and describe characters, setting, and major events</p> <p>-Identify the author and illustrator and define the role of each</p> <p>Vocabulary:</p> <p>Ask and answer questions about unknown words in a text</p> <p>Curious, explain, scolded, shivered</p> <p>Writing:</p> <p>Draw and write narrative texts</p> <p>Grammar: Regular plural nouns, Question words</p>	<p>Additional Materials:</p> <p>-Decodable books.</p> <p>-Student workbooks</p> <p>-Take home readables that go with the unit</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Standards are highlighted</p>

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Unit:3 Week:1 Essential Question: Why do we have rules?

Standard(s)	Domains	Instructional Strategies
<p>RL.K.3- With prompting and support, identify characters, settings and major events in a story</p> <p>RF.K.1b- Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.2d- Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /t/, or /x/).</p> <p>RF.K.3b- Associate the long and short sounds with common spellings (graphemes) for the five major vowels</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>W.K.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.</p> <p>W.K.7- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>SL.K1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b- Continue a conversation through multiple exchanges</p>	<p>Phonics Primary Skill: short i, review closed syllables Accelerated sequence: short o Spiral Review: n,t,s,short a High Frequency Words:can, she</p> <p>Comprehension: -Identify the reasons an author gives to support points -Identify and describe characters, setting and major events(Story characters) -Describe the relationship between the illustrations and the story</p> <p>Vocabulary: -Identify real life connections between words and their use</p>	<p>Additional Materials: -Decodable books. -Student workbooks -Take home readables that go with the unit</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>

<p>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p>	<p>-General Academic and listening and speaking: -Important, enormous, responsible -Domain-specific rules</p> <p>Writing: Draw and write and expository text</p> <p>Grammar:Capitalization</p>	
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Unit:3 Week:2 Essential Question:Why do we have rules?

Standard(s)	Domains	Instructional Strategies
<p>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text</p> <p>RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.9- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p>RI.K.10-Actively engage in group reading activities with purpose and understanding</p> <p>RF.K.1c- Understand that words are separated by spaces in print</p> <p>RF.K.2b- Count, pronounce, blend and segment syllables in spoken words</p> <p>RF.K.2d- Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /t/, or /x/).</p> <p>RF.K.2e- Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words</p> <p>RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</p>	<p>Phonics Primary Skill: f Accelerated sequence: c,j,n Spiral Review: n,t,s,short i High Frequency Words:a, is</p> <p>Comprehension: -Identify the reasons and author gives to support points -Describe the relationship between the illustrations and the story -Identify parts and features of a book -Identify similarities and differences between two texts on the same topic</p> <p>Vocabulary: -Identify real life connections between words and</p>	<p>Additional Materials: Decodable books. -Student workbooks -Take home readables that go with the unit.</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>

<p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>W.K.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.</p> <p>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b- Continue a conversation through multiple exchanges</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>L.K.2a- Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2b- Recognize and name end punctuation</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p>L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>their use</p> <p>-Identify real life connections between words and their use</p> <p>-General Academic and listening and speaking:</p> <p>-Pay attention</p> <p>-Safe</p> <p>Domain-specific listening and speaking:</p> <p>Citizens</p> <p>Community</p> <p>Writing:</p> <p>Draw and write an expository text</p> <p>Grammar: Use complete sentences</p>	
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Unit:3 Week:3 Essential Question:Why do we have rules?

Standard(s)	Domains	Instructional Strategies
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RL.K.9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

RF.K.2b- Count, pronounce, blend and segment syllables in spoken words

RF.K.2d- Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).

RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant

RF.K.4- Read emergent-reader texts with purpose and understanding

W.K.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.

SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b- Continue a conversation through multiple exchanges

SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.

L.K.1a- Print many upper- and lowercase letters

L.K.2a- Capitalize the first word in a sentence and the pronoun I.

L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships

Phonics
Primary Skill: p
Accelerated sequence:g,d,k
Spiral Review:f,n,t,short i
High Frequency Words:
 A,can,go,is,see,she,the,we,friend,eat

Comprehension:
 -Identify and describe characters, setting and major events(Story characters)
 -Compare and contrast the Adventures and experiences of characters in stories.
 -Describe the relationship between the illustrations and the story

Vocabulary:
 Identify real life connections between words and their use

General Academic and listening and speaking:
 -Be nice
 -Joined
 -Helping hand
 -respect

Writing:
 Draw and write expository text
 Grammar:
 Capitalization
 Use complete sentences

Additional Materials:
 -Decodable books.
 -Student workbooks
 -Take home readables that go with the unit.

Assessed Skills (look at the FH Benchmark Standards Audit for Unit)
 Standards are highlighted

Unit:4 Week: 1 Essential Question:Why do people tell stories?

Standard(s)	Domains	Instructional Strategies
<p>RL.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RL.K.3- With prompting and support, identify characters, settings, and major events in a story</p> <p>RL.K.10- Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons</p> <p>RF.K.2d- Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).</p> <p>RF.K.3b- Associate the long and short sounds with common spellings (graphemes) for the five major vowels</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>W.K.7- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b- Continue a conversation through multiple exchanges</p> <p>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>L.K.1e- Use the most frequently occurring prepositions (e.g., to, from, in, out, on off, for, of, by, with)</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p>L.K.4a- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)</p>	<p>Phonics Primary Skill: short o, review closed syllables Accelerated sequence:short e Spiral Review: p,f,n short i High Frequency Words:he, has</p> <p>Comprehension: -Identify and describe characters, setting and major events(Story characters) -Describe the relationship between the illustrations and the story Vocabulary:Identify new meanings for familiar words Crashed, spotted, directed, spun</p> <p>Writing: Draw and write opinion texts Grammar:Prepositions</p>	<p>Additional Materials: Decodable books. -Student workbooks -Take home readables that go with the unit.</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>

Unit:4 Week:2 Essential Question:Why do people tell stories?

Standard(s)	Domains	Instructional Strategies
<p>RL.K.3- With prompting and support, identify characters, settings, and major events in a story</p> <p>RL.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RL.K.9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</p> <p>RF.K.1b- Recognize that spoken words are represented in written language by specific sequences of letters</p> <p>RF.K.2d- Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).</p> <p>RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)- sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b- Continue a conversation through multiple exchanges</p> <p>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>L.K.2b- Recognize and name end punctuation</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p>L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>Phonics Primary Skill: c Accelerated sequence:short v,y,z Spiral Review: p,f,short i, short o High Frequency Words:Little, play</p> <p>Comprehension: -Identify and describe characters, setting and major events(Story characters) -Compare and contrast the Adventures and experiences of characters in stories. -Describe the relationship between the illustrations and the story Vocabulary: Identify real-life connections between words and their use Bawled, realized, replied,zoomed</p> <p>Writing: Draw and write opinion text Grammar: End punctuation</p>	<p>Additional Materials: -Decodable books. -Student workbooks -Take home readables that go with the unit</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>

Unit:4 Week:3 Essential Question: Why do people tell stories?

Standard(s)	Domains	Instructional Strategies
<p>RL.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RL.K.9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</p> <p>RF.K.2d- Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).</p> <p>RF.K.2e- Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words</p> <p>RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)- sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>W.K.1- Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is..)</p> <p>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b- Continue a conversation through multiple exchanges</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>L.K.1e- Use the most frequently occurring prepositions (e.g., to, from, in, out, on off, for, of, by, with)</p> <p>L.K.2b- Recognize and name end punctuation</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p>L.K.4a- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)</p>	<p>Phonics</p> <p>Primary Skill: h, review closed syllables</p> <p>Accelerated sequence:short x,q</p> <p>Spiral Review: c,p,f,short o</p> <p>High Frequency Words: A,has,he,is,little,play,she,very,out</p> <p>Comprehension:</p> <p>-Identify and describe characters, setting and major events(Story characters)</p> <p>-Compare and contrast the Adventures and experiences of characters in stories.</p> <p>Vocabulary:Identify new meanings for familiar words Guided, leaped Cub wolf pack</p> <p>Writing:Write opinion texts</p> <p>Grammar:Prepositions, End punctuation</p>	<p>Additional Materials:</p> <p>-Decodable books.</p> <p>-Student workbooks</p> <p>-Take home readables that go with the unit.</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>

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Unit:5 Week:1 Essential Question:Why do we use technology?

Standard(s)	Domains	Instructional Strategies
<p>RF.K.2d- Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p>L.K.4a- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b- Continue a conversation through multiple exchanges</p> <p>W.K.7- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)</p> <p>W.K.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>RF.K.3d- Distinguish between similarity spelled words by identifying the sounds of letters that differ</p> <p>RI.K.4- With prompting and support, ask and answer questions</p>	<p>Phonics: Primary Skill:b Accelerated sequence:short s blends Spiral Review: h,c,p,short o High Frequency Words:and, you</p> <p>Comprehension: -Identify the reasons an author gives to support points. -Identify parts and features of a book illustrations/captions) -Identify and describe characters, setting, and major events</p> <p>Vocabulary: -Identify new meanings for familiar words -Future, appeared, vanished -Outer space</p> <p>Writing:process writing Informational/Expository texts</p> <p>Grammar: Use Pronouns I and Me in sentences</p>	<p>Additional Materials: -Decodable books. -Student workbooks -Take home readables that go with the unit.</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>

<p>about unknown words in a text</p> <p>RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RF.K.1b- Recognize that spoken words are represented in written language by specific sequence of letters</p> <p>RF.K.1c- Understand that words are separated by spaces in print</p> <p>RF.K.2b- Count, pronounce, blend, and segment syllables in spoken words</p> <p>RF.K.2e- Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words</p>		
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Unit:5 Week:2 Essential Question:Why do we use technology?		
Standard(s)	Domains	Instructional Strategies
<p>RF.K.2d- Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p>L.K.4a- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)</p> <p>L.K.1b- Use frequently occurring nouns and verbs</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b- Continue a conversation through multiple exchanges</p>	<p>Phonics</p> <p>Primary Skill:short u</p> <p>Accelerated sequence:digraph ck</p> <p>Spiral Review: h,c,p,short o</p> <p>High Frequency Words:Big, with</p> <p>Comprehension:</p> <ul style="list-style-type: none"> -Identify the reasons an author gives to support points -Identify parts and features of a book (Illustrations/Captions) -Describe the relationship between illustrations and the text -Identify similarities and differences between two texts on same topic 	<p>Additional Materials:</p> <ul style="list-style-type: none"> -Decodable books. -Student workbooks -Take home readables that go with the unit. <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Standards are highlighted</p>

<p>W.K.5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p> <p>W.K.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>RF.K.3b- Associate the long and short sounds with common spellings (graphemes) for the five major vowels</p> <p>RF.K.3d- Distinguish between similarity spelled words by identifying the sounds of letters that differ</p> <p>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text</p> <p>RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.9- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures</p> <p>RI.K.10- Actively engage in group reading activities with purpose and understanding</p> <p>RF.K.2b- Count, pronounce, blend, and segment syllables in spoken words</p> <p>RF.K.2e- Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words</p>	<p>Vocabulary: Identify new meanings for familiar words Changed, improved, long ago electricity</p> <p>Writing: Process writing Informational/expository texts</p> <p>Grammar: Use common being verbs in sentences</p>	
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Unit:5 Week:3 Essential Question: Why do we use technology?		
Standard(s)	Domains	Instructional Strategies
<p>RF.K.2d- Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).</p> <p>L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>L.K.5a- Sort common objects in categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge</p>	<p>Phonics Primary Skill: r Accelerated sequence: digraph r-blends Spiral Review: b, h, c, short u High Frequency Words: and, big, has, he, little, play, with, you, good, all, our</p>	<p>Additional Materials: -Decodable books. -Student workbooks -Take home readables that go with the unit.</p>

<p>of sound-letter relationships</p> <p>L.K.2b- Recognize and name end punctuation</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b- Continue a conversation through multiple exchanges</p> <p>W.K.5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p> <p>W.K.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>RF.K.3a- Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</p> <p>RF.K.3d- Distinguish between similarity spelled words by identifying the sounds of letters that differ</p> <p>RL.K.9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</p> <p>RL.K.10- Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons</p> <p>RF.K.2b- Count, pronounce, blend, and segment syllables in spoken words</p> <p>RF.K.2e- Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> -Identify and describe characters, setting and major events(Story characters) -Compare and contrast the Adventures and experiences of characters in stories -Describe the relationship between illustrations and the text <p>Vocabulary:Sort words into category</p> <p>Charge</p> <p>Games</p> <p>Plug in</p> <p>text</p> <p>Writing:Process writing- Informational/Expository texts</p> <p>Grammar:Use pronouns I and Me in sentences</p> <p>Use common being verbs in a sentence</p>	<p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Standards are highlighted</p>
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<p>Unit: 6 Week:1 Essential Question:How do we know what is right?</p>		
<p>Standard(s)</p>	<p>Domains</p>	<p>Instructional Strategies</p>

RL.K.1- With prompting and support, ask and answer questions about key details in a text

RL.K.2- With prompting and support, retell familiar stories, including key details

RL.K.9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

RL.K.10- Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons

RF.K.3b- Order the letters of the alphabet

RF.K.3d- Distinguish between similarity spelled words by identifying the sounds of the letters that differ

RF.K.4- Read emergent-reader texts with purpose and understanding

W.K.1- Use a combination of drawing, dictating and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is..).

W.K.5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed

W.K.7- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b- Continue a conversation through multiple exchanges

SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.

L.K.1a- Print many upper- and lowercase letters

L.K.1b- Use frequently occurring nouns and verbs

L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships

L.K.5b- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites)

Phonics
Primary Skill:short e
Accelerated sequence:s-blends
Spiral Review:r,b,h, short u
High Frequency Words:For, no

Comprehension:
 -Describe main characters,setting,and important events in a story
 -Compare and contrast characters experiences
 -Retell: Use main character,setting,and important events
 -Identify and explain descriptive words in a text

Vocabulary:Relate words to their opposite
 Idea
 Looming
 Grinned
 Planned

Writing:Opinion texts
Grammar: Form and use simple verb tenses for regular verbs

Additional Materials:
 -Decodable books.
 -Student workbooks
 -Take home readables that go with the unit.

Assessed Skills (look at the FH Benchmark Standards Audit for Unit)
Standards are highlighted

Unit:6 Week:2 Essential Question:How do we know what is right?

Standard(s)	Domains	Instructional Strategies
<p> RL.K.1- With prompting and support, ask and answer questions about key details in a text RL.K.2- With prompting and support, retell familiar stories, including key details RL.K.3- With prompting and support, identify characters, settings, and major events in a story RL.K.10- Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons RF.K.1b- Recognize that spoken words are represented in written language by specific sequence of letters RF.K.1c- Understand that words are separated by spaces in print RF.K.2e- Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words *RF.K.3a- Name the letters of the alphabet in order RF.K.3d- Distinguish between similarity spelled words by identifying the sounds of the letters that differ RF.K.4- Read emergent-reader texts with purpose and understanding W.K.1- Use a combination of drawing, dictating and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is..). W.K.5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1b- Continue a conversation through multiple exchanges SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood. L.K.1a- Print many upper- and lowercase letters L.K.1d- Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how). L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships L.K.5b- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites) </p>	<p> Phonics Primary Skill:g Accelerated sequence:r-blends and diagraph ck Spiral Review:r,b, short u,e High Frequency Words:Jump, one Comprehension: -Describe main characters,setting,and important events in a story -Compare and contrast characters experiences -Retell: Use main character,setting,and important events -Identify and explain descriptive words in a text Vocabulary:Relate words to their opposites Ignored Notice Practiced represent Writing:opinion text Grammar: Use interrogatives to ask questions </p>	<p> Additional Materials: -Decodable books. -Student workbooks -Take home readables that go with the unit. Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted </p>

Unit: 6 Week:3 Essential Question: _How do we know what is right?

Standard(s)	Domains	Instructional Strategies
<p> RL.K.1- With prompting and support, ask and answer questions about key details in a text RL.K.2- With prompting and support, retell familiar stories, including key details RL.K.9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories RL.K.10- Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons *RF.K.3a- Name the letters of the alphabet in order RF.K.3d- Distinguish between similarity spelled words by identifying the sounds of the letters that differ RF.K.4- Read emergent-reader texts with purpose and understanding W.K.1- Use a combination of drawing, dictating and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is...) W.K.5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1b- Continue a conversation through multiple exchanges SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood. L.K.1a- Print many upper- and lowercase letters L.K.1b- Use frequently occurring nouns and verbs L.K.1d- Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how). L.K.2b- Recognize and name end punctuation L.K.2d- Spell simple words phonetically, drawing on knowledge </p>	<p> Phonics Primary Skill:d Accelerated sequence: Diagraph sh Spiral Review: g,r, short u and e High Frequency Words: for,no,jump,one,and,you,big,with,your,girl Comprehension: -Discrete main characters,setting and important events in a story -Retell: Use main characters' settings and import events. -Compare and contrast characters experiences -Identify rhyme in a poem Vocabulary:Ask and answer question about unfamiliar words Game Snares tipi Writing:Opinion text Grammar: Form and use simple verb tenses for regular verbs Use interrogatives to ask questions </p>	<p> Additional Materials: -Decodable books. -Student workbooks -Take home readables that go with the unit. Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted </p>

of sound-letter relationships
L.K.4a- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

Unit:7 Week: 1 Essential Question:Why do we celebrate people and events?

Standard(s)	Domains	Instructional Strategies
<p>RL.K.10- Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons RL.K.1- With prompting and support, ask and answer questions about key details in a text RL.K.2- With prompting and support, retell familiar stories, including key details RI.K.4- With prompting and support, ask and answer questions about unknown words in a text RI.K.10- Actively engage in group reading activities with purpose and understanding RF.K.2b- Count, produce, blend, and segment syllables in spoken words *RF.K.3a- Name the letters of the alphabet in order RF.K.3d- Distinguish between similarity spelled words by identifying the sounds of the letters that differ RF.K.4- Read emergent-reader texts with purpose and understanding W.K.7- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). SL.K1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1b- Continue a conversation through multiple exchanges SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g.,</p>	<p>Phonics Primary Skill:w Secondary Skill: digraph ch Spiral Review:d,g,r, short e High Frequency Words:are, have</p> <p>Comprehension: -Identify main topic and retell key details -Describe the connection between two individuals, events, ideas, or information in a text -Describe the relationship between illustrations and the text. -Identify the reasons an author gives to support points</p> <p>Vocabulary: -Use inflections and affixes as a clue to the meaning of unknown words -Celebrate -Valued</p>	<p>Additional Materials: Decodable books. -Student workbooks -Take home readables that go with the unit.</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>

<p>orally) by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>L.K.1e- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.2b- Recognize and name end punctuation</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p>L.K.5b- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites)</p>	<p>-Solve problems -Inventor</p> <p>Writing: Process writing narratives</p> <p>Grammar Use prepositions</p>	
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Unit: 7 Week: 2 Essential Question: _Why do we celebrate people and events?

Standard(s)	Domains	Instructional Strategies
<p>RL.K.2- With prompting and support, retell familiar stories, including key details</p> <p>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text</p> <p>RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10- Actively engage in group reading activities with</p>	<p>Phonics: Primary Skill:l Secondary Skill: double final Consonants, l-blends Spiral Review:w,d,g, short e High Frequency Words:Said, two</p>	<p>Additional Materials: -Decodable books. -Student workbooks -Take home readables that go with the unit.</p>

<p>purpose and understanding</p> <p>RF.K.1c- Understand that words are separated by spaces in print</p> <p>RF.K.3d- Distinguish between similarity spelled words by identifying the sounds of the letters that differ</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b- Continue a conversation through multiple exchanges</p> <p>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>L.K.2a- Capitalize the first word in a sentence and the pronoun I</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> -Identify main topic and retell key details -Describe the connection between two individuals, events, ideas, or information in a text -Describe the relationship between illustrations and the text. -Identify the reasons an author gives to support points <p>Vocabulary: Use inflections and affixes as a clue to the meaning of unknown words</p> <ul style="list-style-type: none"> -Honor -Civil rights -Laws -leader <p>Writing: Process writing narratives</p> <p>Grammar: Use complete sentences: correct capitalization and end punctuation</p>	<p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>
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Unit: 7 Week:3 Essential Question: __ Why do we celebrate people and events?

Standard(s)	Domains	Instructional Strategies
<p>RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what</p>	<p>Phonics</p>	<p>Additional Materials:</p>

person, place, thing, or idea in the text an illustration depicts).

RI.K.9- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)

RI.K.10- Actively engage in group reading activities with purpose and understanding

***RF.K.3a-** Name the letters of the alphabet in order

RF.K.3d- Distinguish between similarity spelled words by identifying the sounds of the letters that differ

RF.K.4- Read emergent-reader texts with purpose and understanding

SL.K1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b-Continue a conversation through multiple exchanges

SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.

L.K.1a- Print many upper- and lowercase letters

L.K.2a- Capitalize the first word in a sentence and the pronoun I

L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships

Primary Skill:j

Secondary Skill: end blends

Spiral Review:l,w,d,g

High Frequency Words:

Said

Two

Are

For

Have

Jump

No

One

When

love

Comprehension:

-Identify similarities/differences between two texts on the same topic

-Describe the relationship between illustrations and the text

-Identify the reasons an author gives to support points

Vocabulary:Use inflections and affixes as a clue to the meaning of unknown words

-Remember

-Patriotic

-Serve the country

-thankful

Writing:

Process writing narratives

Grammar:

Use Prepositions

Use complete sentences:correct capitalization and

-Decodable books.

-Student workbooks

-Take home readables that go with the unit.

Assessed Skills (look at the FH Benchmark Standards Audit for Unit)

Standards are highlighted

	end punctuation	
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Unit: 8 Week:1 Essential Question:How do our lives change with the seasons?

Standard(s)	Domains	Instructional Strategies
<p>RL.K.10- Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons</p> <p>RL.K.2- With prompting and support, retell familiar stories, including key details</p> <p>RL.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RL.K.3- With prompting and support, identify characters, settings, and major events in a story</p> <p>RI.K.10- Actively engage in group reading activities with purpose and understanding</p> <p>RF.K.1b- Recognize that spoken words are represented in written language by specific sequence of letters</p> <p>RF.K.2a- Recognize and produce rhyming words</p> <p>RF.K.2e- Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words</p> <p>*RF.K.3a- Name the letters of the alphabet in order</p> <p>RF.K.3d- Distinguish between similarity spelled words by identifying the sounds of the letters that differ</p> <p>RF.K.4- Read emergent-reader texts with purpose and</p>	<p>Phonics Primary Skill:k Secondary Skill:diagraph ck Spiral Review:j,l,w,d</p> <p>High Frequency Words:Look, me</p> <p>Comprehension: -Identify main topic and retell key details -Identify and describe story characters, setting and major events -Describe the relationship between the illustrations and the text</p> <p>Vocabulary: Distinguish shades of meaning among verbs</p> <p>Cool Blanketed Melt blizzard</p> <p>Writing: Process writing shared research report</p>	<p>Additional Materials: -Decodable books -Student workbooks -Take home readables that go with the unit.</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>

understanding

W.K.7- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

SL.K1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b-Continue a conversation through multiple exchanges

SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.

L.K.1a- Print many upper- and lowercase letters

L.K.2b- Recognize and name end punctuation

L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships

L.K.5d- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings

L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts

Grammar:

Produce and expand complete sentences

Unit: 8 Week: 2 Essential Question: How do our lives change with the seasons?

Standard(s)	Domains	Instructional Strategies
<p>RL.K.2- With prompting and support, retell familiar stories, including key details</p> <p>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text</p> <p>RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.9- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p>RI.K.10- Actively engage in group reading activities with purpose and understanding</p> <p>RF.K.1b- Recognize that spoken words are represented in written language by specific sequence of letters</p> <p>RF.K.1c- Understand that words are separated by spaces in print</p> <p>RF.K.2b- Count, produce, blend, and segment syllables in spoken words</p> <p>RF.K.2e- Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words</p> <p>*RF.K.3a- Name the letters of the alphabet in order</p> <p>RF.K.3d- Distinguish between similarity spelled words by identifying the sounds of the letters that differ</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>W.K.5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p> <p>W.K.7- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>SL.K1a- Follow agreed-upon rules for discussions (e.g., listening</p>	<p>Phonics Primary Skill:y Secondary Skill:diagraph th Spiral Review:k,j,l,w</p> <p>High Frequency Words:Come,here</p> <p>Comprehension: -Identify main topic and retell key details -Describe the relationship between the illustrations and the text -Identify similarities and differences between two texts on the same topic -Identify parts and features of a book illustrations/captions</p> <p>Vocabulary: Distinguish shades of meaning among verbs</p> <p>Fewest Ruin Temperatures thunderstorms</p> <p>Writing: Process writing shared research report</p> <p>Grammar: Use common verbs</p>	<p>Additional Materials: -Decodable books -Student workbooks -Take home readables that go with the unit.</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>

<p>to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b-Continue a conversation through multiple exchanges</p> <p>SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>L.K.1b- Use frequently occurring nouns and verbs</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p>L.K.5d- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings</p> <p>L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>		
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Unit: 8 Week:3 Essential Question:How do our lives change with the seasons?

Standard(s)	Domains	Instructional Strategies
<p>RL.K.9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</p> <p>RL.K.10- Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons</p> <p>RL.K.2- With prompting and support, retell familiar stories, including key details</p> <p>RL.K.3- With prompting and support, identify characters, settings, and major events in a story</p>	<p>Phonics Primary Skill:v,q Secondary Skill:l-blends, digraph -ck Spiral Review: y,k,j,l</p> <p>High Frequency Words: Come Here Are Have</p>	<p>Additional Materials: -Decodable books. -Student workbooks -Take home readables that go with the unit.</p>

<p>RF.K.3a- Name the letters of the alphabet in order</p> <p>RF.K.3d- Distinguish between similarity spelled words by identifying the sounds of the letters that differ</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>W.K.5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p> <p>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b- Continue a conversation through multiple exchanges</p> <p>SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p>L.K.5d- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings</p> <p>L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>Look Me Said Two Away yellow</p> <p>Comprehension: -Identify and describe story characters, setting, and major events -Retell familiar stories including key details -Compare and contrast the adventures and experiences of characters</p> <p>Vocabulary: Distinguish shades of meaning among verbs</p> <p>Grumbled Shield oneself Squeaked snowstorm</p> <p>Writing: process writing shared research report</p> <p>Grammar: Produce and expand complete sentences Use common verbs</p>	<p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>
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Unit: 9 Week:1 Essential Question: _Why do we make a choice?

Standard(s)	Domains	Instructional Strategies
<p>RL.K.10- Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons</p> <p>RL.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RL.K.3- With prompting and support, identify characters, settings, and major events in a story</p> <p>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text</p> <p>RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10- Actively engage in group reading activities with purpose and understanding</p> <p>RF.K.1b- Recognize that spoken words are represented in written language by specific sequence of letters</p> <p>RF.K.1c- Understand that words are separated by spaces in print</p> <p>RF.K.2e- Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words</p> <p>RF.K.3a- Name the letters of the alphabet in order</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>W.K.7- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>Phonics Primary Skill:x,z Secondary Skill:double final consonants Spiral Review:v,q,y,k High Frequency Words:my,to</p> <p>Comprehension: -Identify and describe characters, setting and major events -Describe the relationship between the illustrations and the text -Identify the reasons an author gives to support points</p> <p>Vocabulary: Sort words into categories Resourceful</p> <p>Gear Shift earn</p> <p>Writing: Process writing opinion</p> <p>Grammar: Produce and Expand complete sentences</p>	<p>Additional Materials: -Decodable books. -Student workbooks -Take home readables that go with the unit.</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>

<p>SL.K1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b-Continue a conversation through multiple exchanges</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p>L.K.5a- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent</p>		
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Unit: 9 Week:2 Essential Question: Why do we make choices?

Standard(s)	Domains	Instructional Strategies
<p>RL.K.2- With prompting and support, retell familiar stories, including key details</p> <p>RL.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text</p> <p>RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10- Actively engage in group reading activities with purpose and understanding</p> <p>RF.K.2a- Recognize and produce rhyming words</p> <p>RF.K.3b- Order the letters of the alphabet</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>W.K.5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p> <p>SL.K1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>Phonics /Primary Skill: long a Secondary Skill:contrast long and short vowel sounds Spiral Review: x,z,y,q,k,v</p> <p>High frequency:Of,what</p> <p>Comprehension: -Describe the relationship between the illustrations and the text -Identify parts and features of a book (labels, illustrations, captions) -Identify the reasons an author gives to support points -Identify the main topic and retell key details of a text.</p>	<p>Additional Materials: -Decodable books -Student workbooks -Take home readables that go with the unit.</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>

<p>SL.K.1b-Continue a conversation through multiple exchanges L.K.1a- Print many upper- and lowercase letters L.K.1d- Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how). L.K.5a- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>Vocabulary: Sort Words into categories</p> <p>Afford Price Purchase Save</p> <p>Writing: Process writing opinion</p> <p>Grammar: Understand and use question words</p>	
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Unit: 9 Week:3 Essential Question:Why do we make choices?		
Standard(s)	Domains	Instructional Strategies
<p>RL.K.9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories RL.K.9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories RL.K.3- With prompting and support, identify characters, settings, and major events in a story RF.K.1b- Recognize that spoken words are represented in written language by specific sequence of letters RF.K.1c- Understand that words are separated by spaces in print RF.K.3b- Order the letters of the alphabet RF.K.4- Read emergent-reader texts with purpose and understanding SL.K1a- Follow agreed-upon rules for discussions (e.g., listening</p>	<p>Phonics Primary Skill:long o Secondary Skill:contrast short and long vowel sounds Spiral Review:x,z,v,,q,y, long a</p> <p>High frequency: Of What</p>	<p>Additional Materials: -Decodable books. -Student workbooks -Take home readables that go with the unit.</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p>

to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b-Continue a conversation through multiple exchanges

L.K.1a- Print many upper- and lowercase letters

L.K.1d- Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).

L.K.5a- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent

L.K.5d- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings

L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts

Come
Here
Look
Me
my
to
happy

Comprehension:

- Identify and describe characters, setting and major events
- Describe the relationship between the illustrations and the text
- Compare and contrast the adventures and experiences of characters

Vocabulary:

Sort words and categories

Change
Customers
Business
orders

Writing:

Process writing opinion

Grammar:

Produce and expand complete sentences
Understand and use question words

Standards are highlighted

Unit: 10 Week: 1 Essential Question: _What makes things move?

Standard(s)	Domains	Instructional Strategies
<p>RL.K.1- With prompting and support, ask and answer questions about key details in a text</p> <p>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text</p> <p>RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.9- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p>RI.K.10- Actively engage in group reading activities with purpose and understanding</p> <p>RF.K.1b- Recognize that spoken words are represented in written language by specific sequence of letters</p> <p>RF.K.2a- Recognize and produce rhyming words</p> <p>RF.K.3b- Order the letters of the alphabet</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>W.K.7- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>SL.K1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b- Continue a conversation through multiple exchanges</p> <p>SL.K.2- Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>L.K.2b- Recognize and name end punctuation</p> <p>L.K.5b- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites)</p> <p>L.K.5d- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings</p> <p>L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>Phonics: Primary Skill: long i Secondary Skill: digraph wh Spiral Review: x, z, v, q, y, long a, o</p> <p>High Frequency words: put, want</p> <p>Comprehension: -Describe the relationship between illustrations and text -Identify similarities and differences between two texts on same topic</p> <p>Vocabulary: Relate words to their opposites</p> <p>Dogsled Relay Rise sink</p> <p>Writing: Process writing: Poetry</p> <p>Grammar: Produce and expand complete sentences</p>	<p>Additional Materials: -Decodable books -Student workbooks -Take home readables that go with the unit.</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>

Unit: 10 Week: 2 Essential Question: What makes things move?

Standard(s)	Domains	Instructional Strategies
<p>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text</p> <p>RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.9- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p>RI.K.10- Actively engage in group reading activities with purpose and understanding</p> <p>RF.K.1b- Recognize that spoken words are represented in written language by specific sequence of letters</p> <p>RF.K.2e- Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words</p> <p>RF.K.3b- Order the letters of the alphabet</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b- Continue a conversation through multiple exchanges</p> <p>SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>L.K.1d- Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).</p>	<p>Phonics Primary Skill: long u _ Secondary skill: (so, no, go) Introduce open syllables Spiral Review: x, z, long a, i, o High Frequency words: Saw this</p> <p>Comprehension: -Describe the relationship between illustrations and text -Identify similarities and differences between two texts on the same topic -Describe the connection between two individuals, events, ideas or pieces of information in a text -Identify the reasons an author gives to support points -Identify parts and features of a book</p> <p>Vocabulary: Identify real life connections between words and their use</p> <p>Friction Gravity Machines Opposite</p> <p>Writing:</p>	<p>Additional Materials: Decodable books. -Student workbooks -Take home readables that go with the unit.</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>

<p>L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>Process writing poetry</p> <p>Grammar: Use prepositions</p>	
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Unit: 10 Week:3 Essential Question:What makes things move?

Standard(s)	Domains	Instructional Strategies
<p>RI.K.4- With prompting and support, ask and answer questions about unknown words in a text</p> <p>RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.9- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding</p> <p>SL.K.1a- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1b-Continue a conversation through multiple exchanges</p> <p>SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood</p> <p>L.K.1a- Print many upper- and lowercase letters</p> <p>L.K.1d- Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).</p>	<p>Phonics Primary Skill:long e Secondary skill: _e (be,me,he, we, she) Review open syllables Spiral Review:long a,i,o,u</p> <p>High Frequency words: Saw my This Of Put This To Want What How over</p> <p>Comprehension:</p>	<p>Additional Materials: -Decodable books. -Student workbooks -Take home readables that go with the unit.</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit) Standards are highlighted</p>

- Describe the relationship between illustrations and text
- Identify similarities and differences between two texts on same topic
- Identify parts and features of a book

Vocabulary: Identify real life connections between words and their use

- Direction
- Path
- Position
- Speed

Writing:
Writing reflection

Grammar:
-Produce and expand complete sentences
-Use prepositions

First Grade

Unit: <u> 1 </u> Week: <u> 1 </u> Essential Question: <u>Why do living things change?</u>		
Standard(s)	Domains	Instructional Strategies
<p>RL.1.1 Ask and answer questions about key details in a text.*</p> <p>RL.1.2a Demonstrate understanding of the lesson.</p> <p>RL.1.2b Retell stories, including key details.</p> <p>RI.1.2a Identify the main topic.</p> <p>RI.1.2b Retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RF.1.2b Orally produce single-syllable words by blending phonemes, including consonant blends.</p> <p>RF.1.2d Segment spoken single-syllable words into their complete sequence of individual</p>	<p>Phonics- Primary Skill: short a Secondary Skill: s /z/, ck /k/; -at, -ad, -an Spiral Review: consonants</p> <p>High Frequency Words: the, see, go, she, and</p> <p>Comprehension: Identify the Main Topic and Retell Key Details</p> <p>Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information</p> <p>Retell Key Story Details</p> <p>Vocabulary: Identify Real-Life Connections Between Words and Their Use</p> <p>Writing: Write Personal Narratives ***Review Opinion writing</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage:Plant It!</p> <p>Spelling pages</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 1 Short a: Pals Help, We like to Bat</p> <p>Unit 1 Magazine</p> <p>Life Cycle Pictures (Science)</p> <p>Butterfly Life Cycle Book</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p>

phonemes.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Grammar:
Common and Proper Nouns

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).

L.1.1a Print all upper- and lowercase letters.

L.1.1b Use common, proper, and possessive nouns.

L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.2a Capitalize dates and names of people.

L.1.2b Use end punctuation for sentences.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

L.1.5c Identify real-life connections between

words and their use (e.g., note places at home that are cozy).

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

W.1.1 Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.*

Unit: 1 Week: 2 Essential Question: Why do living things change?

Standard(s)	Domains	Instructional Strategies
<p>RL.1.1 Ask and answer questions about key details in a text.*</p> <p>RL.1.2a Demonstrate understanding of the lesson. -----</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2a Identify the main topic.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a</p>	<p>Phonics- Primary Skill: short i Secondary Skill: plural nouns (-s); -in, -it, -ip Spiral Review: consonants; short a; s /z/, ck /k/</p> <p>High Frequency Words: play, little, you, with</p> <p>Comprehension: Identify the Main Topic and Retell Key Details Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information Identify Similarities in and Differences Between Two Texts on the Same Topic</p> <p>Vocabulary: Identify Real-Life Connections Between Words and Their Use</p> <p>Writing: Write Personal Narratives ***Review Opinion writing</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: Rick the Stick Bug</p> <p>Spelling pages</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 1 Short i: Get a Big Pot, A Cub is Fun</p> <p>Unit 1 Magazine</p> <p>Life Cycle Pictures (Science)</p> <p>Butterfly Life Cycle Book</p>

sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2b Orally produce single-syllable words by blending phonemes, including consonant blends.

RF.1.2c Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.

RF.1.2d Segment spoken single-syllable words into their complete sequence of individual phonemes.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.1 Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide

Grammar:

Verbs to Convey a Sense of Past, Present, and Future

Assessed Skills (look at the FH Benchmark Standards Audit for Unit)

some sense of closure.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

L.1.1a Print all upper- and lowercase letters.

L.1.1b Use common, proper, and possessive nouns.

L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.2b Use end punctuation for sentences.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.5c Identify real-life connections between

<p>words and their use (e.g., note places at home that are cozy).</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>		
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Unit: __1__ Week: __3__ Essential Question: Why do living things change?

Standard(s)	Domains	Instructional Strategies
<p>RL.1.1 Ask and answer questions about key details in a text.*</p> <p>RL.1.2a Demonstrate understanding of the lesson.*</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in Stories.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RF.1.2b Orally produce single-syllable words by blending phonemes, including consonant blends.</p> <p>RF.1.2d Segment spoken single-syllable words</p>	<p>Phonics- Primary Skill:short o</p> <p>Secondary Skill: double final consonants; -op, -og, -ot</p> <p>Spiral Review: short a, i; plural nouns (-s)</p> <p>High Frequency Words: for, no, jump, one, have</p> <p>Comprehension: Describe Major Story Events Using Key Details Compare and Contrast the Adventures and Experiences of Characters</p> <p>Vocabulary: Sort Words into Categories to Demonstrate Understanding</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: The Frog</p> <p>Spelling pages</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 1 Short o: Crops for Us, A Frog Can Jump</p> <p>Unit 1 Magazine</p> <p>Life Cycle Pictures (Science)</p>

into their complete sequence of individual phonemes.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.1.1 Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).

L.1.1a Print all upper- and lowercase letters.

L.1.1b Use common, proper, and possessive nouns.

Writing:
Write Personal Narratives

Grammar:
Common and Proper Nouns Verbs to Convey a Sense of Past, Present, and Future

Butterfly Life Cycle Book

Assessed Skills (look at the FH Benchmark Standards Audit for Unit)

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.2b Use end punctuation for sentences.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit: 2 Week: 1 Essential Question: How do we learn about characters?

Standard(s)	Domains	Instructional Strategies
<p>RL.1.1 Ask and answer questions about key details in a text.*</p> <p>RL.1.2a Demonstrate understanding of the lesson.*</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>Phonics- Primary Skill: short e</p> <p>Secondary Skill: inflectional ending (-s); -ug, -up, -un</p> <p>Spiral Review: short a, i, o, e; double final consonants</p> <p>High Frequency Words: are, said, two, look, my</p> <p>Comprehension: Describe Characters, Settings, and Major Events in a Story</p> <p>Use Illustrations and Details to Describe Characters, Setting, or Events</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: The Web</p> <p>Spelling pages</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 2 : When Red Hen Fell, Red at the Vet</p> <p>Unit 2 Magazine</p>

RF.1.2b Orally produce single-syllable words by blending phonemes, including consonant blends.

RF.1.2d Segment spoken single-syllable words into their complete sequence of individual phonemes.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.1.1 Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.3 Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care,

Vocabulary:
Distinguish Shades of Meaning Among Verbs

Writing:
Write Narrative Text

Grammar:
Singular and Plural Nouns with Matching Verbs in Basic Sentences

Story Elements Anchor Chart

Assessed Skills (look at the FH Benchmark Standards Audit for Unit)

speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

L.1.1a Print all upper- and lowercase letters.

L.1.1b Use common, proper, and possessive nouns.

L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look,

<p>peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>		
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Unit: <u> 2 </u> Week: <u> 2 </u> Essential Question: How do we learn about characters?		
Standard(s)	Domains	Instructional Strategies
<p>RL.1.1 Ask and answer questions about key details in a text.*</p> <p>RL.1.2a Demonstrate understanding of the lesson.*</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>Phonics- Primary Skill: short u</p> <p>Secondary Skill: inflectional ending (-s); -ug, -up, -un</p> <p>Spiral Review: short a, i, o, e; double final consonants</p> <p>High Frequency Words: come, here, to, of</p> <p>Comprehension:</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: Bud and Pug</p> <p>Spelling pages</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 2 : When Red Hen Fell,</p>

<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RF.1.2b Orally produce single-syllable words by blending phonemes, including consonant blends.</p> <p>RF.1.2d Segment spoken single-syllable words into their complete sequence of individual phonemes.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.3f Read words with inflectional endings.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4a Read grade-level text with purpose and understanding.</p> <p>RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>W.1.1 Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>Describe Characters, Settings, and Major Events in a Story.</p> <p>Use Illustrations and Details to Describe Characters, Setting, or Events.</p> <p>Compare and Contrast the Adventures and Experiences of Characters.</p> <p>Vocabulary: Distinguish Shades of Meaning Among Verbs</p> <p>Writing: Write Narrative Text</p> <p>Grammar: Articles Demonstratives</p>	<p>Red at the Vet</p> <p>Unit 2 Magazine</p> <p>Story Elements Anchor Chart</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p>
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W.1.3 Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

L.1.1a Print all upper- and lowercase letters.

L.1.1b Use common, proper, and possessive nouns.

L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1h Use determiners (e.g., articles, demonstratives).

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit: 2 Week: 3 Essential Question: How do we learn about characters?

Standard(s)	Domains	Instructional Strategies
<p>RL.1.1 Ask and answer questions about key details in a text.*</p> <p>RL.1.2a Demonstrate understanding of the lesson.*</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p>	<p>Phonics- Primary Skill: l-blends</p> <p>Secondary Skill: -ob, -ot, -ock</p> <p>Spiral Review: medial short vowels; inflectional ending (-s); double final</p> <p>High Frequency Words: what, put, want, this, saw</p> <p>Comprehension: Describe Characters, Settings, and Major Events in a Story.</p> <p>Compare and Contrast the Adventures and Experiences of Characters.</p> <p>Vocabulary: Distinguish Shades of Meaning Among Verbs</p> <p>Writing:</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: My Pup Cliff</p> <p>Spelling pages</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 2 : Let's Sled, Glenn the Robot</p> <p>Unit 2 Magazine</p> <p>Story Elements Anchor Chart</p>

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.1.1 Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.3 Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

Write Narrative Text

Grammar:

Singular and Plural Nouns with Matching Verbs in Basic Sentences

Articles

Demonstratives

Assessed Skills (look at the FH Benchmark Standards Audit for Unit)

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).

L.1.1a Print all upper- and lowercase letters.

L.1.1b Use common, proper, and possessive nouns.

L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1h Use determiners (e.g., articles, demonstratives).

L.1.2a Capitalize dates and names of people.

L.1.2b Use end punctuation for sentences.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look,

peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit: 3 Week: 1 Essential Question: Why do people get involved in their communities?

Standard(s)	Domains	Instructional Strategies
<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>**RI.1.2a Identify the main topic.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print by</p>	<p>Phonics- Primary Skill: r-blends</p> <p>Secondary Skill: -im, -ill, -ick</p> <p>Spiral Review: l-blends; medial short vowels</p> <p>High Frequency Words: now, do, which, went</p> <p>Comprehension: Answer Questions About Relevant Details Using Photographs</p> <p>Find Text Evidence: Identify Relevant Details</p> <p>Vocabulary: Identify and Use Context Clues</p> <p>Writing: Informative Process Writing</p> <p>Grammar: Noun-Verb Agreement with Singular and Plural Nouns/ Pronouns</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: The Crab</p> <p>Spelling pages</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 3 :Mr. Drake’s Plan, Make It Safe</p> <p>Unit 3 Magazine</p> <p>Assessed Skills (look at the FH Benchmark</p>

recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2b Orally produce single-syllable words by blending phonemes, including consonant blends.

RF.1.2c Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.2 Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Standards Audit for Unit)

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).

L.1.1a Print all upper- and lowercase letters.

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

L.1.2d Use conventional spelling for words with common spelling patterns and for

<p>frequently occurring irregular words.</p> <p>L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>		
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Unit: <u> 3 </u> Week: <u> 2 </u> Essential Question: Why do people get involved in their communities?		
Standard(s)	Domains	Instructional Strategies
<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>**RI.1.2a Identify the main topic</p> <p>RI.1.3 Describe the connection between two</p>	<p>Phonics- Primary Skill: s-blends</p> <p>Secondary Skill: contractions ('s); -ap, -am, -ag</p> <p>Spiral Review: l-, r-blends; short vowels</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: Stan Sleds</p>

individuals, events, ideas, or pieces of information in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RI.1.8 Identify the reasons an author gives to support points in a text.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RF.1.1 Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2b Orally produce single-syllable words by blending phonemes, including consonant blends.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3g Recognize and read grade-appropriate

High Frequency Words: was, there, then, out

Comprehension:

Use Text Features to Locate Key Facts or Information: Table of Contents

Identify the Reasons an Author Gives to Support Points

Answer Questions About Relevant Details Using Photographs

Find Text Evidence: Identify Relevant Details

Vocabulary:

Identify and Use Context Clues

Writing: Informative Process Writing

Grammar:

Personal and Possessive Pronouns

Spelling pages

Grammar pages

Handwriting pages

Decodable for Unit 3 :**Stop for Socks, Kids Can Fix It**

Unit 3 Magazine

Assessed Skills (look at the FH Benchmark Standards Audit for Unit)

irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.2 Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

L.1.1a Print all upper- and lowercase letters.

L.1.1d Use personal, possessive, and indefinite

pronouns (e.g., I, me, my; they, them, their; anyone, everything).

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Standard(s)	Domains	Instructional Strategies
<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>**RI.1.2a Identify the main topic</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts</p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>RF.1.2b Orally produce single-syllable words by blending phonemes, including consonant blends.</p> <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final phonemes in spoken</p>	<p>Phonics- Primary Skill: final consonant blends</p> <p>Secondary Skill: inflectional ending (-ed, no spelling change); -ent, -est</p> <p>Spiral Review: initial blends; short vowels</p> <p>High Frequency Words: who, good, by, them</p> <p>Comprehension: Identify the Reasons an Author Gives to Support Points</p> <p>Answer Questions About Relevant Details Using Photographs</p> <p>Find Text Evidence: Identify Relevant Details</p> <p>Vocabulary: Identify and Use Context Clues</p> <p>Writing: Informative Process Writing</p> <p>Grammar: Indefinite Pronouns</p> <p>Noun-Verb Agreement with Singular and Plural Nouns/ Pronouns</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: The Ant Nest</p> <p>Spelling pages</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 3 : Grant’s Coat, Let’s Clean Up</p> <p>Unit 3 Magazine</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p>

single-syllable words.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.2 Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and

texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

L.1.1a Print all upper- and lowercase letters.

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

L.1.2b Use end punctuation for sentences.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

<p>L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>		
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Unit: 4 Week: 1 Essential Question: How do people create stories?

Standard(s)	Domains	Instructional Strategies
<p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.6 Identify who is telling the story at</p>	<p>Phonics- Primary Skill: consonant digraphs th, sh, -ng</p> <p>Secondary Skill: inflectional ending (-ing, no spelling change); -ung, -ing, -ink</p> <p>Spiral Review: initial/final consonant blends; inflectional ending (-ed)</p> <p>High Frequency Words: were, our, could, these</p> <p>Comprehension: Identify Who Is Telling the Story</p> <p>Describe Characters, Settings, and Major Events</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: The Big Fish</p> <p>Spelling pages</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 4 : I Wish, I Wish, Trish’s Birthday</p>

<p>various points in a text.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RF.1.2b Orally produce single-syllable words by blending phonemes, including consonant blends.</p> <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.</p> <p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.3f Read words with inflectional endings.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4a Read grade-level text with purpose and understanding.</p> <p>RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.1.1 Write opinion pieces that introduce a</p>	<p>Using Key Details</p> <p>Identify Words and Phrases That Appeal to the Senses</p> <p>Vocabulary: Identify Root Words and Their Inflectional Forms</p> <p>Writing: Write Opinion Texts</p> <p>Grammar: Adjectives</p>	<p>Unit 4 Magazine</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p>
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topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

L.1.1a Print all upper- and lowercase letters.

L.1.1f Use frequently occurring adjectives.

<p>L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>		
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Unit: <u> 4 </u> Week: <u> 2 </u> Essential Question: How do people create stories?		
Standard(s)	Domains	Instructional Strategies
<p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>Phonics-</p> <p>Primary Skill: consonant digraphs ch, -tch, wh</p> <p>Secondary Skill: closed syllables (rab/bit, kit/ten); -unk, -ump, -uck</p> <p>Spiral Review: consonant digraphs th, sh, -ng;</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: The Chess Match</p> <p>Spelling pages</p>

<p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RF.1.2b Orally produce single-syllable words by blending phonemes, including consonant blends.</p> <p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4a Read grade-level text with purpose and understanding.</p> <p>RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>inflectional endings (-ed, -ing)</p> <p>High Frequency Words: once, upon, hurt, that</p> <p>Comprehension: Identify Who Is Telling the Story</p> <p>Ask and Answer Questions About Key Details</p> <p>Describe Characters, Settings, and Major Events Using Key Details</p> <p>Vocabulary: Define Words by Category and Key Attributes</p> <p>Writing: Write Opinion Texts</p> <p>Grammar: Use Commas in Dates and to Separate Words in a Series</p>	<p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 4 : Chad and Patch, A Picnic Lunch</p> <p>Unit 4 Magazine</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p>
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RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.1 Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

L.1.1a Print all upper- and lowercase letters.

L.1.2c Use commas in dates and to separate single words in a series.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships

(e.g., because).

Unit: 4 Week: 3 Essential Question: How do people create stories?

Standard(s)	Domains	Instructional Strategies
<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4a Read grade-level text with purpose and understanding.</p>	<p>Phonics-</p> <p>Primary Skill: three-letter blends (spl, spr, squ, str)</p> <p>Secondary Skill: plurals (-es); -ash, -ack</p> <p>Spiral Review: consonant digraphs; closed syllables</p> <p>High Frequency Words: because, from, their, when</p> <p>Comprehension: Ask and Answer Questions About Key Details Describe Characters, Settings, and Major Events Using Key Details Identify Words and Phrases That Appeal to the Senses</p> <p>Vocabulary: Use Context as a Clue to Word Meaning</p> <p>Writing: Write Opinion Texts</p> <p>Grammar:</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: Splash in the Bath</p> <p>Spelling pages</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 4 : Splat and Sprat, Splash in the Pond</p> <p>Unit 4 Magazine</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p>

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.1 Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

Adjectives

Use Commas in Dates and to Separate Words in a Series

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

L.1.1a Print all upper- and lowercase letters.

L.1.1f Use frequently occurring adjectives.

L.1.2b Use end punctuation for sentences.

L.1.2c Use commas in dates and to separate single words in a series.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships

(e.g., because).		
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Unit: <u> 5 </u> Week: <u> 1 </u> Essential Question: How can technology make a difference in our lives?		
Standard(s)	Domains	Instructional Strategies
<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>Phonics-</p> <p>Primary Skill: long a (final -e)</p> <p>Secondary Skill: -ame, -ake</p> <p>Spiral Review: three-letter blends; consonant digraphs; closed syllables; plural (-es)</p> <p>High Frequency Words: why, many, right, start</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: The Lake Trip</p> <p>Spelling pages</p> <p>Grammar pages</p>

<p>RI.1.2a Identify the main topic.</p> <p>RI.1.2b Retell key details of a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.</p> <p>***RF1.3- Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4a Read grade-level text with purpose and understanding.</p> <p>RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>W.1.2 Write informative/explanatory texts that</p>	<p>Comprehension: Use Illustrations and Details to Describe Key Ideas</p> <p>Describe Characters, Settings, and Major Events in a Story (Draw Inferences)</p> <p>Identify Main Topic and Retell Key Details</p> <p>Vocabulary: Sort Words into Categories</p> <p>Writing: Explanatory Process Writing</p> <p>Grammar: Sentence Types</p>	<p>Handwriting pages</p> <p>Decodable for Unit 5 : At the Lake, Blake and Shane Play</p> <p>Unit 5 Magazine</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p>
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name a topic, supply some facts about the topic, and provide some sense of closure.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

L.1.1a Print all upper- and lowercase letters.

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.6 Use words and phrases acquired through

<p>conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>		
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<p>Unit: <u> 5 </u> Week: <u> 2 </u> Essential Question: How can technology make a difference in our lives?</p>		
<p>Standard(s)</p>	<p>Domains</p>	<p>Instructional Strategies</p>
<p>RI.1.2a Identify the main topic.</p>	<p>Phonics-</p>	<p>Additional Materials:</p>

<p>RI.1.2b Retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.3e Decode two-syllable words following</p>	<p>Primary Skill: long o (final -e)</p> <p>Secondary Skill: -ope, -ape</p> <p>Spiral Review: long vowel a (final -e); short vowel a; consonant digraphs and blends</p> <p>High Frequency Words: find, how, over, under</p> <p>Comprehension: Know and Use Text Features to Locate Key Facts or Information</p> <p>Use Illustrations and Details to Describe Key Ideas Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information in a Text</p> <p>Identify Main Topic and Retell Key Details</p> <p>Vocabulary: Sort Words into Categories</p> <p>Writing: Explanatory Process Writing</p> <p>Grammar: Prepositions</p>	<p>Build Knowledge Word Chart</p> <p>Fluency Passage: Hope Digs a Hole</p> <p>Spelling pages:</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 5: Around the Globe, All Kinds of Holes</p> <p>Unit 5 Magazine</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p>
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basic patterns by breaking the words into syllables.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.1.2 Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

L.1.1a Print all upper- and lowercase letters.

L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Standard(s)	Domains	Instructional Strategies
<p>RI.1.2b Retell key details of a text.</p> <p>RI.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4a Read grade-level text with purpose and understanding.</p> <p>RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>W.1.2 Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults,</p>	<p>Phonics-</p> <p>Primary Skill: soft c, g</p> <p>Secondary Skill: contractions with “not”; -ace, -age</p> <p>Spiral Review: long vowels o, a (final -e); short vowels o, a</p> <p>High Frequency Words: try, give, far, too</p> <p>Comprehension: Describe Characters, Settings, and Major Events in a Story (Draw Inferences)</p> <p>Vocabulary: Distinguish Shades of Meaning Among Verbs</p> <p>Writing: Explanatory Process Writing</p> <p>Grammar: Sentence Types</p> <p>Prepositions</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: The Big Race</p> <p>Spelling pages:</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 5: Mole City, We Live in Space</p> <p>Unit 5 Magazine</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p>

focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

L.1.1a Print all upper- and lowercase letters.

L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2b Use end punctuation for sentences.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit: 6 Week: 1 Essential Question: What can we learn from a mistake?

Standard(s)	Domains	Instructional Strategies
<p>RL.1.2a Identify the main topic.</p> <p>RL.1.2a Demonstrate understanding of the lesson.</p> <p>RL.1.2b Retell stories, including key details.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RF.1.2a Distinguish long from short vowel</p>	<p>Phonics-</p> <p>Primary Skill: long i (final -e)</p> <p>Secondary Skill: VCe syllables; -ine, -ife, -ide</p> <p>Spiral Review: soft c and g; contractions with “not”; long vowels a, o (final -e)</p> <p>High Frequency Words: after, call, large, her</p> <p>Comprehension: Describe Characters, Settings, and Major Events</p> <p>Using Key Details to Understand the Central Message</p> <p>Compare and Contrast the Adventures and Experiences of Characters</p> <p>Vocabulary: Use Context as a Clue to Word Meaning</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: Mike Ice Skates</p> <p>Spelling pages:</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 6: Five Kittens, Fox Jumps</p> <p>Unit 6 Magazine</p>

sounds in spoken single-syllable words.

RF.1.2c Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.1 Write opinion pieces that introduce a

Writing:

Opinion Process Writing

Grammar:

Use Frequently Occurring Conjunctions

Assessed Skills (look at the FH Benchmark Standards Audit for Unit)

topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

L.1.1a Print all upper- and lowercase letters.

L.1.1g Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because).

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

****L.1.4** Use context clues to determine the meaning of unknown words.

L.1.6 Use words and phrases acquired through conversations, reading and being

<p>read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>		
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Unit: <u> 6 </u> Week: <u> 2 </u> Essential Question: What can we learn from a mistake?		
Standard(s)	Domains	Instructional Strategies
<p>RI.1.2a Identify the main topic.</p> <p>RI.1.2a Demonstrate understanding of the lesson.</p> <p>RI.1.2b Retell stories, including key details.</p> <p>RI.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending</p>	<p>Phonics-</p> <p>Primary Skill: long e (final -e), long , u (final -e)</p> <p>Secondary Skill: inflectional endings (-ed, -ing, dropping final -e); -ale, -ane, -une</p> <p>Spiral Review: soft c and g; long VCe syllables with a, i, o</p> <p>High Frequency Words: house, long, off, small</p> <p>Comprehension: Describe Characters, Settings, and Major Events Using Key Details</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: The Box</p> <p>Spelling pages:</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 6: A Hat for Pete, Zeke’s Garden</p> <p>Unit 6 Magazine</p>

punctuation).

RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2c Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3f Read words with inflectional endings.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.1 Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

Understand the Central Message

Compare and Contrast the Adventures and Experiences of Characters

Vocabulary:

Use Affixes as a Clue to Word Meaning

Writing:

Opinion Process Writing

Grammar:

Produce Simple and Compound Sentences

Use Frequently Occurring Conjunctions

Assessed Skills (look at the FH Benchmark Standards Audit for Unit)

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

L.1.1a Print all upper- and lowercase letters.

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.

<p>L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>		
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Unit: <u> 6 </u> Week: <u> 3 </u> Essential Question: What can we learn from a mistake?		
Standard(s)	Domains	Instructional Strategies
<p>RI.1.2a Identify the main topic.</p> <p>RI.1.2a Demonstrate understanding of the lesson.</p> <p>RI.1.2b Retell stories, including key details.</p> <p>RI.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>Phonics: Primary Skill: long a spellings (a, ai, ay)</p> <p>Secondary Skill: inflectional endings (-ed, -ing, double final consonant); -ail, -ain, -ay</p> <p>Spiral Review: long Vce syllables with a, i, o, e, and u; inflectional endings (drop -e)</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: A Day in the Den</p> <p>Spelling pages:</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 6: Painting in May, Gail and</p>

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2c Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3f Read words with inflectional endings.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.1 Write opinion pieces that introduce a topic or name the book being written about,

High Frequency Words: brown, work, year, live

Comprehension:

Describe Characters, Settings, and Major Events

Using Key Details Understand the Central Message

Vocabulary:

Use Affixes as a Clue to Word Meaning

Writing:

Opinion Process Writing

Grammar:

Produce Simple and Compound Sentences

Use Frequently Occurring Conjunctions

Gram

Unit 6 Magazine

Assessed Skills (look at the FH Benchmark Standards Audit for Unit)

express an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

L.1.1a Print all upper- and lowercase letters.

L.1.1g Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because).

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

****L.1.4** Use context clues to determine the meaning of unknown words

L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.

L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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Unit: 7 Week: 1 Essential Question: Why is the past important?

Standard(s)	Domains	Instructional Strategies
<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.1.2a Identify the main topic.</p> <p>RI.1.2b Retell key details of a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.3c Know final -e and common vowel</p>	<p>Phonics:</p> <p>Primary Skill: long o spellings (o, oa, ow, oe)</p> <p>Secondary Skill: ow, -oat, -old</p> <p>Spiral Review: long a vowel teams; long VCe syllables with a, i, o, e, and u</p> <p>High Frequency Words: found, your, know, always</p> <p>Comprehension:</p> <p>Identify Main Topic and Retell Key Details</p> <p>Use Text Features to Locate Information: Captions, Glossaries, Time Lines</p> <p>Vocabulary:</p> <p>Use Context Clues to Determine or Clarify the Meaning of Words and Phrases</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: The Boat Trip</p> <p>Spelling pages:</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 7: How We Go, Toad’s Big Boat</p> <p>Unit 7 Magazine</p> <p>Assessed Skills (look at the FH Benchmark</p>

team conventions for representing long vowel sounds.

RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any

Writing:
How-To Process Writing

Grammar:
Possessive Nouns

Standards Audit for Unit)

confusion about the topics and texts under discussion.

L.1.1a Print all upper- and lowercase letters.

L.1.1b Use common, proper, and possessive nouns.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit: 7 Week: 2 Essential Question: Why is the past important?

Standard(s)	Domains	Instructional Strategies
<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2a Identify the main topic.</p> <p>RI.1.2b Retell key details of a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.</p>	<p>Phonics-</p> <p>Primary Skill: long e spellings (e, ee, ea, ie) Secondary Skill: prefixes un-, re-, -eat, -eet, -eed</p> <p>Spiral Review: long o and a vowel teams</p> <p>High Frequency Words: all, people, where, draw</p> <p>Comprehension: Identify Main Topic and Retell Key Details Use Text</p> <p>Features to Locate Information: Captions, Glossaries, Time Lines</p> <p>Distinguish Between Information in Pictures and Text</p> <p>Vocabulary: Use Context Clues to Determine or Clarify the Meaning of Words and Phrases</p> <p>Writing: How-To Process Writing</p> <p>Grammar: Noun-Verb Agreement with Singular and Plural Nouns</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: We Clean Up!</p> <p>Spelling pages:</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 7: Bees, Bees, Bees! Lee, Dee, Zees</p> <p>Unit 7 Magazine</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p>

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

L.1.1a Print all upper- and lowercase letters.

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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Unit: __7__ Week: __3__ Essential Question: Why is the past important?

Standard(s)	Domains	Instructional Strategies
<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2b Retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>Phonics-</p> <p>Primary Skill: long i spellings (i, y, igh)</p> <p>Secondary Skill: open syllables; -ight, -ice, -ile</p> <p>Spiral Review: long o, a, and e vowel teams</p> <p>High Frequency Words: again, round, they, country</p> <p>Comprehension:</p> <p>Use Text Features to Locate Information: Captions, Glossaries, Time Lines</p> <p>Distinguish Between Information in Pictures and Text to Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information</p> <p>Vocabulary:</p> <p>Use Context Clues to Determine or Clarify the Meaning of Words and Phrases</p> <p>Writing:</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: The Night Light</p> <p>Spelling pages:</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 7: Way Up High, Bright Lights</p> <p>Unit 7 Magazine</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p>

RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care,

How-To Process Writing

Grammar:

Noun-Verb Agreement with Singular and Plural Nouns

speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

L.1.1a Print all upper- and lowercase letters.

L.1.1b Use common, proper, and possessive nouns.

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.1e Spell untaught words phonetically, drawing on phonemic awareness and spelling

<p>conventions.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>		
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Unit: 8 Week: 1 Essential Question: Why do the sun and moon capture our imagination?

Standard(s)	Domains	Instructional Strategies
<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2a Demonstrate understanding of the lesson.</p> <p>RL.1.2b Retell stories, including key details.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>Phonics: Primary Skill: /är/ (farm) Secondary Skill: compound words; -ar, -all</p> <p>Spiral Review: open syllables; long o, a, e, and i vowel teams</p> <p>High Frequency Words: four, great, boy, city</p> <p>Comprehension:</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: Stars in the Sky</p> <p>Spelling pages:</p> <p>Grammar pages</p>

RI.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

SL.1.1a Follow agreed-upon rules for

Describe Characters, Settings, and Major Events Using Key Details

Distinguish Between Information in Pictures and Text

Explain Differences Between Stories and Informational Text

Vocabulary: Use Context as a Clue to Word Meaning

Writing: Opinion Process Writing

Grammar: Pronouns

Handwriting pages

Decodable for Unit 8: **Mark and the Stars, Sparkling Stars**

Unit 8 Magazine

Assessed Skills (look at the FH Benchmark Standards Audit for Unit)

discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

L.1.1a Print all upper- and lowercase letters.

L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including

using frequently occurring conjunctions to signal simple relationships (e.g., because).		
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Unit: <u> 8 </u> Week: <u> 2 </u> Essential Question: Why do the sun and moon capture our imagination?		
Standard(s)	Domains	Instructional Strategies
<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2a Identify the main topic.</p> <p>RI.1.2b Retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Phonics: Primary Skill: /ôr/ (for, ore, oar) Secondary Skill: -orn, -ore, -oar Spiral Review: r-controlled words with /är/; long o, a, e, and i vowel teams High Frequency Words: laugh, move, change, away</p> <p>Comprehension: Distinguish Between Information in Pictures and Text Use Illustrations and Details to Describe Key Ideas Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information Identify Main Topic and Retell Key Details</p> <p>Vocabulary: Use Context as a Clue to Word Meaning</p> <p>Writing: Opinion Process Writing</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: A Day at the Store</p> <p>Spelling pages:</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 8: Search for Food, The Sun is Important</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p>

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

L.1.1a Print all upper- and lowercase letters.

Grammar:

Past-, Present-, and Future-Tense Verbs of Being

<p>L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>		
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Unit: <u> 8 </u> Week: <u> 3 </u> Essential Question: Why do the sun and moon capture our imagination?			
Standard(s)		Domains	Instructional Strategies
RI.1.3 Describe the connection between two individuals, events,		Phonics: Primary Skill: /ûr/ (girl, herb, spur)	Additional Materials:

<p>ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2a Demonstrate understanding of the lesson.</p> <p>RL.1.2b Retell stories, including key details.</p> <p>RI.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies</p>		<p>Secondary Skill: r-controlled syllables; -ern, -urn Spiral Review: long vowel teams; r-controlled words with /är/, /ôr/</p> <p>High Frequency Words: every, near, school, earth</p> <p>Comprehension: Describe Characters, Settings, and Major Events Using Key Details</p> <p>Explain Differences Between Stories and Informational Text</p> <p>Understand the Central Message</p> <p>Vocabulary: Distinguish Shades of Meaning Among Verbs</p> <p>Writing: Opinion Process Writing</p> <p>Grammar: Pronouns</p> <p>Past-, Present-, and Future-Tense Verbs of Being</p>	<p>Build Knowledge Word Chart</p> <p>Fluency Passage: Fern in the Sky</p> <p>Spelling pages:</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 8: The North Wind Blows, Soar to the Moon</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p>
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RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.1 Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

L.1.1a Print all upper- and lowercase letters.

L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home. Today I walk home. Tomorrow I will walk home)

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large,

<p>gigantic) by defining or choosing them or by acting out the meanings.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>			
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Unit: <u> 9 </u> Week: <u> 1 </u> Essential Question: Why do people trade with each other?		
Standard(s)	Domains	Instructional Strategies
<p>RI.1.2a Identify the main topic.</p> <p>RI.1.2b Retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.8 Identify the reasons an author gives to</p>	<p>Phonics: Primary Skill: /ou/ (house, clown) Secondary Skill: comparative inflectional endings -er, -est; -out, -ouse, -own Spiral Review: r-controlled syllables with /är/, /ôr/, /ûr/</p> <p>High Frequency Words: before, done, about, even</p> <p>Comprehension: Retell: Use Topic and Relevant Ideas</p> <p>Identify Stanzas and Line Breaks in Poems</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: We Paint the House</p> <p>Spelling pages:</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 9: Our Town, All Around Town</p>

support points in a text.

RF.1.3f Read words with inflectional endings.

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Identify Author's Opinion About the Topic

Vocabulary:

Identify and Use Context Clues to Determine Meaning

Writing: Write a Research Report

Grammar: Use Commas in a Series

Assessed Skills (look at the FH Benchmark Standards Audit for Unit)

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

L.1.1a Print all upper- and lowercase letters.

L.1.2c Use commas in dates and to separate single words in a series.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.

L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>		
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Unit: 9 Week: 2 Essential Question: Why do people trade with each other?

Standard(s)	Domains	Instructional Strategies
<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2a Identify the main topic.</p> <p>RI.1.2b Retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9 Identify basic similarities in and</p>	<p>Phonics: Primary Skill: /oi/ (join, boy) Secondary Skill: suffix -ly; -oil, -oin Spiral Review: r-controlled syllables with /är/, /ôr/, /ûr/; vowel teams with /ou/</p> <p>High Frequency Words: walk, buy, only, through</p> <p>Comprehension: Retell: Use Topic and Relevant Ideas</p> <p>Identify Stanzas and Line Breaks in Poems</p> <p>Identify Author’s Opinion About the Topic</p> <p>Compare and Contrast Two Texts on the Same Topic</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: The Toy Store</p> <p>Spelling pages:</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 9: Roy and Joy, Earthworm’s Soil</p>

differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

Vocabulary: Identify and Use Context Clues to Determine Meaning

Writing: Write a Research Report

Grammar: Form Plural Possessives

Assessed Skills (look at the FH Benchmark Standards Audit for Unit)

L.1.1a Print all upper- and lowercase letters.

L.1.1f Use frequently occurring adjectives.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).



Unit: 9 Week: 3 Essential Question: Why do people trade with each other?

Standard(s)	Domains	Instructional Strategies
<p>RI.1.2b Retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2a Demonstrate understanding of the lesson.</p> <p>RI.1.2b Retell stories, including key details.</p> <p>RI.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4a Read grade-level text with purpose</p>	<p>Phonics: Primary Skill: /oo/, /oo/ (broom, book) Secondary Skill: vowel team syllables; -oom, -ood Spiral Review: vowel teams with /ou/, /oi/; suffix -ly</p> <p>High Frequency Words: does, another, wash, some</p> <p>Comprehension: Identify and Describe Main Story Elements Identify Stanzas and Line Breaks in Poems Identify and Explain the Moral of a Story Retell: Use Main Story Elements</p> <p>Vocabulary: Identify and Use Base Words and Their Inflections</p> <p>Writing: Write a Research Report</p> <p>Grammar: Use Commas in a Series Form Plural Possessives</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: Cooking with Gram</p> <p>Spelling pages:</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 9: One Cool Day, Brooms Sweep</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p>

and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.1.2 Write informative/explanatory texts that name a topic, supply some facts

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

L.1.1a Print all upper- and lowercase letters.

L.1.1f Use frequently occurring adjectives.

L.1.2c Use commas in dates and to separate single words in a series.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies

L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.6 Use words and phrases acquired through

<p>conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.***</p>		
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Unit: __10__ Week: __1__ Essential Question: How would our lives be different without sound, light, and heat?

Standard(s)	Domains	Instructional Strategies
<p>RI.1.2b Retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>RL.1.1 Ask and answer questions about key</p>	<p>Phonics: Primary Skill: Silent Letters (wr, kn, gn) Secondary Skill and Word Families: -oon, -ool Spiral Review: Vowel Team Syllables with /ou/, /oi/, /oo/, /oo/; Suffix -ly</p> <p>High Frequency Words: better, carry, learn, very</p> <p>Comprehension: Draw Inferences to Identify Who is Telling the Story Identify Words and Phrases That Appeal to the Senses Use Illustrations and Details to Describe Key Ideas</p> <p>Vocabulary:</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: The Bird House</p> <p>Spelling pages:</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 10: All About Storms, Food Grows</p>

details in a text.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.6 Identify who is telling the story at various points in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RF.1.2d Segment spoken single-syllable words into their complete sequence of individual phonemes.

RF.1.3f Read words with inflectional endings.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Use Context as a Clue to the Meaning of Multiple-Meaning Words

Writing: Poetry Process Writing

Grammar: Irregular Plural Nouns

Assessed Skills (look at the FH Benchmark Standards Audit for Unit)

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

L.1.1a Print all upper- and lowercase letters.

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).***

L.1.2d Use conventional spelling for words with common spelling patterns and for

frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit: 10 Week: 2 Essential Question: How would our lives be different without sound, light, and heat?

Standard(s)	Domains	Instructional Strategies
<p>RI.1.2b Retell key details of a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>R.F. 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4a Read grade-level text with purpose and understanding.</p>	<p>Phonics: Primary Skill: /ô/ (aw, au, al, augh) Secondary Skill: suffixes -ful, -less; -aw, -awn Spiral Review: vowel team syllables; silent letters</p> <p>High Frequency Words: mother, father, never, below</p> <p>Comprehension: Draw Inferences to Describe Setting Compare and Contrast the Adventures and Experiences of Characters Identify Words and Phrases That Appeal to the Senses Use Illustrations and Details to Describe Characters</p> <p>Vocabulary: Identify Real-Life Connections Between Words and Their Use</p> <p>Writing:</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: One Fall Day</p> <p>Spelling pages:</p> <p>Grammar pages</p> <p>Handwriting pages</p> <p>Decodable for Unit 10: What Does Paul See? Crows Caw</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p>

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

L.1.1a Print all upper- and lowercase letters.

L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).***

L.1.2d Use conventional spelling for words

Poetry Process

Writing

Grammar: Irregularly Conjugated Verbs

<p>with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>		
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Unit: 10 Week: 3 Essential Question: How would our lives be different without sound, light, and heat?

Standard(s)	Domains	Instructional Strategies
<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.7 Use the illustrations and details in a text</p>	<p>Phonics: Primary Skill: long e (y, ey) Secondary Skill and Word Families: consonant -le syllables; -eep, -ey Spiral Review: vowel team syllables; silent letters; suffixes</p> <p>High Frequency Words: blue, answer, eight, any</p>	<p>Additional Materials:</p> <p>Build Knowledge Word Chart</p> <p>Fluency Passage: The Monkeys at the Zoo</p> <p>Spelling pages:</p>

to describe its key ideas.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2b Retell key details of a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.

RF.1.3c Know final -e and common vowel team conventions for representing long

RF.1.3g Recognize and read grade-appropriate

Comprehension:

Use Text Features to Locate Key Information

Use Illustrations and Details to Describe Key Ideas

Explain Differences Between Stories and Informational Texts

Vocabulary:

Identify Real-Life Connections Between Words and Their Use

Writing:

Writing Reflections: Narrative, Informative/ Explanatory, Opinion, Poetry

Grammar:

Irregular Plural Nouns

Irregularly Conjugated Verbs

Correct Noun- Verb Agreement

Grammar pages

Handwriting pages

Decodable for Unit 10: **The Hermit Crab, In the Woods**

Assessed Skills (look at the FH Benchmark Standards Audit for Unit)

irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).

L.1.1a Print all upper- and lowercase letters.

L.1.1a Print all upper- and lowercase letters.

L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.***

RI.1.2b Retell key details of a text.***

RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.***

RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.***

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.***

W.1.3 Write narratives to recount two or more appropriately sequenced events,

include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		
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Grade 2

Unit: 1 Week: 1 Essential Question: How do living things get what they need to survive?

Standard(s)	Domains	Instructional Strategies
<p>R.F 2.3a Distinguish long and short vowels when reading regularly spelled one syllable words</p> <p>R.F 2.4a read grade level text with purpose and understanding</p> <p>R.F 2.3f Recognize and read grade appropriate irregularly spelled words</p> <p>R.F 2.4b Read grade level texts orally with accuracy, appropriate rate and expression on successive readings</p> <p>R.F 2.4c Use context to confirm or self correct word recognition and understanding rereading as necessary</p> <p>RL 2.2a determine the lesson or moral</p> <p>RL 2.5 Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action</p> <p>R.I.2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>R.I. 2.2a Identify the main topic of a multiparagraph text</p> <p>R.I.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area</p> <p>R.I.2.7 Explain how specific images contribute to and clarifies a text</p> <p>W. 2.2 Write an informative/explanatory text that introduces a topic, use facts and definitions to develop points and provide a concluding statement or section.</p> <p>W2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>W 2.7 Participate in shared research and writing projects</p> <p>S.L.2.1a Follow agreed upon rules for discussion</p> <p>S.L 2.1b Build on others talk in conversations by linking their comments to remarks of others. S.L 2.1c Ask for clarification and further explanation, as needed, about the topics and texts under discussion S.L 2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats. S.L 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail for clarification.</p> <p>L. 2.2c Use an apostrophe to form contractions and</p>	<p>Phonics: short vowels, blends, consonant digraphs</p> <p>Comprehension: Identify main topic and key details , explain how images contribute and clarify a text, recount stories and determine their central, lesson, or moral, describe the overall structure of a story</p> <p>Vocabulary: Use context as a clue to determine word meaning</p> <p>Grammar: Produce complete simple sentence use an apostrophe to form contractions and possessives</p>	<p>Additional Materials: Unit 1 small books Comprehension Quick checks 40-43, 50-51(Determine the meaning of words), 58-59, 18-21(Describe Beginning, and Ending of stories). 22-23 Language Quick Checks 32-35 (Use apostrophes in Possessives) Readers theater Spelling pages Grammar pages Handwriting page for a, f, and s</p>

frequently occurring possessives. **L.2.2d** Generalize learned spelling patterns when writing words
L.2.4a Use sentence level context as a clue to the meaning of a words or phrase **L.2.4e** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases

Writing:
 Informative/explanatory essay
 TWR-expanding sentences

Unit: 1 **Week: 2** **Essential Question: How do living things get what the need to survive?**

Standard(s)	Domains	Instructional Strategies
<p>R.I.2.1 Ask and answer such questions as who , what, where, when, why and how to demonstrate understanding of key details in a text. R.I. 2.2a Identify the main topic of a multiparagraph text R.I.2.7 Explain how specific images contribute to and clarifies a text R.I.2.9 Compare and contrast the most important points presented by two texts on the same topic. RF 2.3 Distinguish long and short vowels when reading regularly spelled one-syllable words R.F 2.4a read grade level text with purpose and understanding R.F 2.4b Read grade level texts orally with accuracy, appropriate rate and expression on successive readings R.F 2.4c Use context to confirm or self correct word recognition and understanding rereading as necessary W. 2.2 Write an informative/explanatory text that introduces a topic, use facts and definitions to develop points and provide a concluding statement or section. W2.8 Recall information from experiences or gather information from provided sources to answer a question. S.L.2.1a Follow agreed upon rules for discussion S.L 2.1b Build on others talk in conversations by linking their comments to remarks of others. S.L 2.1c Ask for clarification and further explanation, as needed, about the topics and texts under discussion S.L 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail for clarification. L.2..2a Capitalize holidays, product names and geographic names. L 2.2d Generalize learned spelling patterns when writing</p>	<p>Phonics: Closed and open syllables</p> <p>Comprehension: Identify main topic and key details explain how images contribute and clarify a text Compare and contrast the most important points in two texts on the same topic</p> <p>Vocabulary: Use context as a clue to determine word meaning</p> <p>Grammar: Produce complete simple sentence (subject and predicate) Capitalize geographic names</p>	<p>Additional Materials:</p> <p>Unit 1 small books Comprehension Quick checks 36-39, 40-43(Identify Main topic of a Paragraph or Multiparagraph Text), 58-59, 62-63(Compare/Contrast Two Texts on Topic) Language Quick Checks 42-43(Use Context Clues), 28-29 (Capitalize Holidays, Products and Geographic Names) Readers theater Spelling pages Grammar pages Handwriting page for i, r, and y</p>

<p>words</p> <p>L.2.4a Use sentence level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>	<p>Writing: Informative/explanatory essay TWR- Types of sentences</p>	
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Unit: _1_ Week: _3_ Essential Question: _How do living things get what they need to survive?_

Standard(s)	Domains	Instructional Strategies
<p>RL.2.2a Determine the lesson or moral</p> <p>R.L.2.5 Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action</p> <p>RF 2.3a distinguish long and short vowels when reading regularly spelled one-syllable words</p> <p>R.F 2.3c Decode regularly spelled two syllable words with long vowels.</p> <p>RF 2.3 Distinguish long and short vowels when reading regularly spelled one-syllable words</p> <p>R.F 2.4a read grade level text with purpose and understanding</p> <p>R.F 2.4b Read grade level texts orally with accuracy, appropriate rate and expression on successive readings</p> <p>R.F 2.4c Use context to confirm or self correct word recognition and understanding rereading as necessary</p> <p>W. 2.2 Write an informative/explanatory text that introduces a topic, use facts and definitions to develop points and provide a concluding statement or section.</p> <p>W2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>S.L.2.1a Follow agreed upon rules for discussion</p> <p>S.L 2.1b Build on others talk in conversations by linking their comments to remarks of others.</p> <p>S.L 2.1c Ask for clarification and further explanation, as needed, about the topics and texts under discussion</p> <p>S.L 2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats.</p> <p>L. 2.1d Form and use the past tense of frequently occurring</p>	<p>Phonics: Long a: a, ai, ea, ay, a_e</p> <p>Comprehension: recount stories and determine their central, lesson, or moral Describe overall structure of the story Introduce poetry</p> <p>Vocabulary: Use context as a clue to determine word meaning</p> <p>Grammar: Form and use irregular past tense verbs</p>	<p>Additional Materials:</p> <p>Unit 1 small books Comprehension Quick checks 6-7 (Recount Stories), 20-21, Language Quick Checks 42-43 (context clues), 10-13, Readers theater Spelling pages Grammar pages Handwriting page for v, p, and l</p>

<p>irregular verbs.</p> <p>L. 2.1f Produce, expand and rearrange complete simple and compound sentences.</p> <p>L. 2.2d Generalize learned spelling patterns when writing words</p> <p>L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spelling</p>	<p>Writing:</p> <p>Informative/explanatory essay TWR- scrambled sentences</p>	
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Unit: 2 Week: 1 Essential Question: What can we learn when we face challenges?

Standard(s)	Domains	Instructional Strategies
<p>R.L.2.2a Determine the lesson or moral</p> <p>R.L. 2.2b Retell stories including fables, and folktales from diverse cultures. R.L.2.3 Describe how characters in a story respond to major Events and challenges</p> <p>R.L.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.</p> <p>R.I.2.8 Identify the main points an author uses in a text and with support explain how reasons connect to the main points</p> <p>R.F.2.3a Distinguish long and short vowels when reading regularly spelled one syllable words</p> <p>R.F.2.3c Decode regularly spelled two syllable words with long vowels. R.F.2.3f Recognize and read grade appropriate irregularly spelled words R.F.2. 4a Read grade level texts with purpose and understanding R.F.2.4b Read grade level texts orally with accuracy, appropriate rate and expression on successive readings</p> <p>W. 2.1 Write opinion pieces that introduce the topic or book being written about . Express an opinion, supply reasons that support the opinion use linking verbs to connect opinion and reasons and provide a concluding statement or section.</p> <p>W 2.7 Participate in shared research and writing projects</p> <p>S.L.2.1a Follow agreed upon rules for discussion S.L.2.1b Build on others talk in conversations by linking their comments to remarks of others. S.L.2.1c Ask for clarification and further explanation, as needed, about the topics and texts under discussion S.L.2.2 Retell or describe</p>	<p>Phonics:</p> <p>Long o: oa, o, oe, ow, o_e</p> <p>Comprehension:</p> <p>Recount stories and determine their central message , lesson, or moral</p> <p>Describe how characters respond to major events and challenges</p> <p>Use illustrations and words to demonstrate understanding of characters, setting, and plot</p> <p>Vocabulary:</p> <p>Distinguish shades of meaning among closely related verbs</p>	<p>Additional Materials:</p> <p>Unit 2 small books</p> <p>Comprehension Quick checks 6-7,8-9, 10-11(Describe how Characters Respond), 26-31 (understand Characters)</p> <p>Language Quick Checks 54-55 , 14-17, 4-5</p> <p>Readers theater</p> <p>Spelling pages</p> <p>Grammar pages</p> <p>Handwriting page for a, d, m</p>

<p>key ideas or details from a text read aloud or information presented in various media and other formats.</p> <p>L.2.1b Form and use frequently occurring irregular plural nouns</p> <p>L.2.2d Generalize learned spelling patterns when writing words</p> <p>L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>L.2.5 b Distinguish shades of meaning among closely related verbs and adjectives</p>	<p>Grammar: Form and use irregular plural nouns Adjectives and adverbs</p> <p>Writing: Opinion essay TWR–because, but ,so</p>	
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Unit: 2 Week: 2 Essential Question: What can we learn when we face challenges?

Standard(s)	Domains	Instructional Strategies
<p>R.L.2.2a Determine the lesson or moral</p> <p>R.L.2.3 Describe how characters in a story respond to major Events and challenges</p> <p>R.L.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot</p> <p>R.F.2.3a Distinguish long and short vowels when reading regularly spelled one syllable words</p> <p>R.F.2.3c Decode regularly spelled two syllable words with long vowels.</p> <p>R.F.2.3f Recognize and read grade appropriate irregularly spelled words</p> <p>R.F.2.4a Read grade level texts with purpose and understanding</p> <p>R.F.2.4b Read grade level texts orally with accuracy, appropriate rate and expression on successive readings</p> <p>W.2.1 Write opinion pieces that introduce the topic or book being written about . Express an opinion, supply reasons that support the opinion use linking verbs to connect opinion and reasons and provide a concluding statement or section</p> <p>S.L.2.1a Follow agreed upon rules for discussion</p> <p>S.L.2.1b Build on others talk in conversations by linking their comments to remarks of others.</p>	<p>Phonics: Long e: ee, ea, e, y, ey, ie, e_e</p> <p>Comprehension: Recount stories and determine their central message , lesson, or moral Describe how characters respond to major events and challenges Use illustrations and words to demonstrate understanding of characters, setting, and plot</p> <p>Vocabulary: Distinguish shades of meaning among closely</p>	<p>Additional Materials:</p> <p>Unit 2 small books Comprehension Quick checks 6-7, 24-25 (identify points of view), 26-31(Use details to Understand Characters and Setting, 8-9 Language Quick Checks 54-55, 4-7(Irregular plural nouns), 2-3 (collective nouns), Readers theater Spelling pages Grammar pages Handwriting page for v, f, and r Read Aloud Handbook 18-19</p>

<p>S.L. 2.1c Ask for clarification and further explanation, as needed, about the topics and texts under discussion</p> <p>L.2.1a Use collective nouns</p> <p>L.2.1b Form and use frequently occurring irregular plural nouns</p> <p>L.2.2d Generalize learned spelling patterns when writing words</p> <p>L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrase</p> <p>L.2.5 b Distinguish shades of meaning among closely related verbs and adjectives</p>	<p>related verbs</p> <p>Grammar: Use Collective nouns Irregular Plural nouns</p> <p>Writing: Opinion essay TWR- fragments</p>	
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Unit: 2 Week: 3 Essential Question: What can we learn when we face challenges?

Standard(s)	Domains	Instructional Strategies
<p>R.L. 2.2b Retell stories including fables, and folktales from diverse cultures.</p> <p>R.L.2.3 Describe how characters in a story respond to major Events and challenges</p> <p>R.L.2.9 Compare and Contrast two or more version of the same story by different authors or from different cultures</p> <p>R.F 2.3a Distinguish long and short vowels when reading regularly spelled one syllable words</p> <p>R.F 2.3c Decode regularly spelled two syllable words with long vowels.</p> <p>R.F 2.3f Recognize and read grade appropriate irregularly spelled words</p> <p>R.F 2. 4a Read grade level texts with purpose and understanding R.F 2.4b Read grade level texts orally with accuracy, appropriate rate and expression on successive readings R.F 2.4c Use context to confirm or self correct word recognition and understanding, rereading if necessary.</p> <p>W. 2.1 Write opinion pieces that introduce the topic or book being written about . Express an opinion, supply reasons that</p>	<p>Phonics: Long i: ie, i, y, igh, i_e</p> <p>Comprehension: Recount stories and determine their central message , lesson, or moral Describe how characters respond to major events and challenges Read a Poem: Understand Figurative Language</p> <p>Vocabulary: Distinguish shades of meaning among closely related verbs</p>	<p>Additional Materials:</p> <p>Unit 2 small books Comprehension Quick checks 8-9, Language Quick Checks 54-55, 8-9, Readers theater Spelling pages Grammar pages Handwriting page for g, x, and t</p>

<p>support the opinion use linking verbs to connect opinion and reasons and provide a concluding statement or section.</p> <p>W2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>S.L.2.1b Build on others talk in conversations by linking their comments to remarks of others. S.L.2.1c Ask for clarification and further explanation, as needed, about the topics and texts under discussion S.L.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats.</p> <p>L.2.1a Use collective nouns L.2.1b Form and use frequently occurring irregular plural nouns L.2.1c Use reflexive pronouns</p> <p>L.2.5 b Distinguish shades of meaning among closely related verbs and adjectives</p>	<p>Grammar: Use Reflective Pronouns</p> <p>Writing: Opinion essay</p>	
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Unit: <u> 3 </u> Week: <u> 1 </u> Essential Question: Why do we need a government? _____		
Standard(s)	Domains	Instructional Strategies
<p>R.L.2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story. R.L.2.7 Use information gained from the illustrations and words in a print or digital text to determine understanding of its characters, setting and plot.</p> <p>R.I.2.2a Identify the main topic of a multiparagraph text</p> <p>R.I.2.2b Identify the focus of specific paragraphs in the text</p> <p>R.I.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p> <p>R.I.2.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area R.F.2.3a Distinguish long and short vowels when reading regularly spelled one syllable words R.F.2.3c Decode regularly spelled two syllable words with long vowels</p> <p>R.F.2.3f Recognize and read grade appropriate irregularly spelled words R.F.2.4a Read grade level texts with purpose</p>	<p>Phonics: Long u: u, ew,ue, u_e</p> <p>Comprehension: Identify the main topic and key details Describe a Connection Between a Series of Events, Ideas, Concepts or Steps Use Illustrations and words to demonstrate</p>	<p>Additional Materials:</p> <p>Unit 3 small books Comprehension quick checks 40-43, 50-53, 44-49 (describe connections in a technical text), 26-31, 24-25 Readers theater Spelling pages Grammar pages Handwriting page for n, o, and t</p>

<p>and understanding R.F.2.4b Read grade level texts orally with accuracy, appropriate rate, and expression on successive readings R.F.2.4c Use context to confirm or self correct word recognition and understanding, rereading as necessary. W.2.2 Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.</p> <p>W.2.7 Participate in shared research and writing projects.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question</p> <p>S.L.2.1a Follow agreed upon rules for discussions</p> <p>S.L.2.1b Build on others talk in conversations by linking their comments to the remarks of others S.L.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion. S.L.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats.</p> <p>L.2.1d Form and use the past tense of frequently occurring irregular verbs L.2.2d Generalize learned spelling patterns when writing words</p> <p>L.2.4a Use sentence level context as a clue to the meaning of a word or phrase L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases</p>	<p>understanding of Characters, Setting and Plot Acknowledge Differences in the Points of View of Characters</p> <p>Vocabulary: Use context clues to determine the meaning of words and phrases</p> <p>Grammar: Form and Use the Past Tense of Irregular Verbs Use Collective Nouns</p> <p>Writing: Informative/Expository Essay TWR- Expanding sentences</p>	
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Unit: <u> 3 </u> Week: <u> 2 </u> Essential Question: <u> </u> Why do we need a government?		
Standard(s)	Domains	Instructional Strategies
<p>R.L. 2.7 Use information gained from the illustrations and words in a print or digital text to determine understanding of its characters, setting and plot.</p> <p>R.I. 2.2a Identify the main topic of a multiparagraph text R.I.2.2b Identify the focus of specific paragraphs in the text R.I.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. R.I.2.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area R.I.2.9 Compare and Contrast</p>	<p>Phonics: R-controlled : ar</p> <p>Comprehension: Identify the main topic and key details</p>	<p>Additional Materials:</p> <p>Unit 3 small books Comprehension quick checks 36-37, 40-43, 50-51, 44-49 Language quick check 2-3 Readers theater Spelling pages Grammar pages</p>

<p>the most important points presented by two texts on the same topic.</p> <p>R.F 2.3f Recognize and read grade appropriate irregularly spelled words R.F 2.4a Read grade level texts with purpose and understanding R.F.2.4b Read grade level texts orally with accuracy, appropriate rate, and expression on successive readings</p> <p>W.2.2 Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.</p> <p>S.L. 2.1a Follow agreed upon rules for discussions S.L.2.1b Build on others talk in conversations by linking their comments to the remarks of others S.L.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>L.2.1a Use collective nouns L.2.2d Generalize learned spelling patterns when writing words L.2.4a Use sentence level context as a clue to the meaning of a word or phrase L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases</p>	<p>Describe a Connection Between a Series of Events, Ideas, Concepts or Steps Compare and Contrast Key Points in Two Texts on the Same Topic to make Connections across Texts</p> <p>Vocabulary: Use context clues to determine the meaning of words and phrases</p> <p>Grammar: Form and Use the Past Tense of Irregular Verbs Use Collective Nouns</p> <p>Writing: Informative/Expository Essay TWR- types of sentences</p>	<p>Handwriting page for w, n, and l</p>
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Unit: 3 **Week: 3** **Essential Question: Why do we need a government?**

Standard(s)	Domains	Instructional Strategies
<p>R.L 2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story. R.L. 2.7 Use information gained from the illustrations and words in a print or digital text to determine understanding of its characters, setting and plot.</p> <p>R.F 2.3f Recognize and read grade appropriate</p>	<p>Phonics: R-controlled: er, ir, ur</p>	<p>Additional Materials:</p> <p>Unit 3 small books Comprehension quick checks 26-31, 50-51, 24-25 Language quick check 8-9, 28-29, 38-39 Readers theater</p>

<p>irregularly spelled words R.F.2.4a Read grade level texts with purpose and understanding R.F.2.4b Read grade level texts orally with accuracy, appropriate rate, and expression on successive readings R.F.2.4c Use context to confirm or self correct word recognition and understanding, rereading as necessary. W.2.2 Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points and provide a concluding statement or section. W.2.5 With guidance and support form adults and peers focus on a topic and strengthen writing as needed by revising and editing. W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. S.L.2.1a Follow agreed upon rules for discussions S.L.2.1b Build on others talk in conversations by linking their comments to the remarks of others S.L.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion. S.L.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats. S.L.2.5 Create audio recordings of stories or poems add drawings, or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings. L.2.1c Use reflexive pronouns L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings L.2.4a Use sentence level context as a clue to the meaning of a word or phrase</p>	<p>Comprehension: Use Illustrations and words to demonstrate understanding of Characters, Setting and Plot Acknowledge Differences in the Points of View of Characters Read a poem: Understand Imagery</p> <p>Vocabulary: Use context clues to determine the meaning of words and phrases</p> <p>Grammar: Use Reflexive Pronouns</p> <p>Writing: Informative/Expository Essay TWR- scrambled sentences</p>	<p>Spelling pages Grammar pages Handwriting page for x, w, and s</p>
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Unit: 4 Week: 1 Essential Question: How can a story change depending on who tells it?

Standard(s)	Domains	Instructional Strategies
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R.L. 2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text

R.L.2.2b Retell stories including fables and folktales from diverse cultures

R.L.2.3 Describe how characters in a story respond to major events and challenges

R.L.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem or song

R.L.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action

R.L.2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story

R.F.2.3f Recognize and read grade appropriate irregularly spelled words

R.F.2.4a Read grade level text with purpose and understanding

R.F.2.4b Read grade level texts orally with accuracy, appropriate rate and expression on successive readings

R.F.2.4c Use context to confirm or self correct word recognition and understanding, rereading as necessary

W.2.3 Write narratives to recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.

W.2.7 Participate in shared research and writing projects.

SL.2.1a Follow agreed upon rules for discussion

SL.2.1b Build on others talk in conversations by linking their comments to the remarks of others.

SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion

SL.2.2 Retell or describe key details or details from a text read aloud or information presented in various media and other formats

L.2.1c Use reflexive pronouns

L.2.1e Use adjectives and adverbs and choose between them depending on what is to be modified.

L.2.2d Generalize learned spelling patterns when writing words

L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases

Phonics:

R-controlled: or, oar, ore

Comprehension:

Determine the overall structure of a story
Acknowledge differences in Points of View of Characters

Describe how characters Respond to Major Events and Challenges

Recount Stories and Determine their central message, lesson or moral

Vocabulary:

Describe how words and phrases supply meaning in a story

Grammar:

Use Reflexive pronouns
Use adjectives and adverbs

Writing:

Fictional Diary entry
TWR–because, but, so

Additional Materials:

Unit 4 small books
Comprehension quick checks 2-5, 22-23, 16-17, 24-25, 10-11, 8-9
Language quick checks 8-9
Readers theater
Spelling pages
Grammar pages
Handwriting page for g, w, and s

Unit: 4 Week: 2 Essential Question: How can a story change depending on who tells it?

Standard(s)	Domains	Instructional Strategies
<p>R.L. 2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text</p> <p>R.L. 2.2a Determine the lesson or moral</p> <p>R.L.2.2b Retell stories including fables and folktales from diverse cultures</p> <p>R.L.2.3 Describe how characters in a story respond to major events and challenges</p> <p>R.L.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem or song</p> <p>R.L.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p> <p>R.L.2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story</p> <p>R.F.2.3f Recognize and read grade appropriate irregularly spelled words</p> <p>R.F.2.4a Read grade level text with purpose and understanding</p> <p>R.F.2.4b Read grade level texts orally with accuracy, appropriate rate and expression on successive readings</p> <p>W.2.3 Write narratives to recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.</p> <p>SL2.1a Follow agreed upon rules for discussion</p> <p>SL2.1b Build on others talk in conversations by linking their comments to the remarks of others.</p> <p>SL2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>SL2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue</p> <p>L2.1e Use adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>L.2.2d Generalize learned spelling patterns when writing words</p> <p>L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>	<p>Phonics: R-controlled: ear, ere, eer</p> <p>Comprehension: Determine the overall structure of a story Acknowledge differences in Points of View of Characters Describe how characters Respond to Major Events and Challenges Recount Stories and Determine their central message, lesson or moral</p> <p>Vocabulary: Describe how words and phrases supply meaning in a story</p> <p>Grammar: Use adjectives and adverbs</p> <p>Writing: Fictional Diary entry TWR-fragments</p>	<p>Additional Materials:</p> <p>Unit 4 small books Comprehension quick checks 2-3, 22-23, 16-17, 24-25, 10-11, 8-9 Language quick checks 18-19 Readers theater Spelling pages Grammar pages Handwriting page for h, u, and W</p>

Unit: 4 Week: 3 Essential Question: How can a story change depending on who tells it?

Standard(s)	Domains	Instructional Strategies
<p>R.L.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem or song R.L. 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action R.L. 2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story R.L. 2.9 Compare and Contrast two or more versions on the same story</p> <p>R.F 2. 3f Recognize and read grade appropriate irregularly spelled words R.F 2.4a Read grade level text with purpose and understanding</p> <p>W.2.3 Write narratives to recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>SL2.1a Follow agreed upon rules for discussion SL2.1b Build on others talk in conversations by linking their comments to the remarks of others. SL2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion SL2.2 Retell or describe key details or details from a text read aloud or information presented in various media and other formats</p> <p>L.2.1c Use reflexive pronouns L.2. 1d Form and use the past tense of frequently occurring irregular verbs L2.1e Use adjectives and adverbs and choose between them depending on what is to be modified. L.2.2d Generalize learned spelling patterns when writing words L2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spelling L2.4b Determine the meaning of the new word formed when a known prefix is added to a known word</p>	<p>Phonics: R-controlled: air, are, ear, ere</p> <p>Comprehension: Acknowledge differences in Points of View of Characters Compare Two Versions of the Same Story Read a Poem: Understand Imagery</p> <p>Vocabulary: Describe how words and phrases supply meaning in a story</p> <p>Grammar: Use reflexive pronouns Use irregular past-tense verbs</p> <p>Writing: Fictional Diary entry TWR-catch up on any skills</p>	<p>Additional Materials:</p> <p>Unit 4 small books Readers theater Spelling pages Grammar pages Handwriting page for u, e, and B</p>

Unit: 5 Week: 1 Essential Question: Where do ideas for inventions come from?

Standard(s)	Domains	Instructional Strategies
<p>R.I.2.2a Identify the main topic of a multiparagraph text R.I.2.2b Identify the focus of specific paragraphs within the text R.I.2.3 Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text R.I.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area R.I.2.6 Identify the main purpose of a text including what the author wants to answer, explain or describe R.I.2.7 Explain how specific images contribute to and clarify a text R.I. 2.8 Identify the main points an author uses in a text and with support explain how reasons connect to the main point R.F.2.3f Recognize and read grade appropriate irregularly spelled words R.F. 2.4a Read grade level texts with purpose and understanding R.F.2.4b Read grade level texts orally with accuracy, appropriate rate, and expression on successive readings. R.F. 2.4c Use context to confirm or self correct word recognition and understanding, rereading as necessary W.2.1 Write opinion pieces that introduce the topic or book being written about . Express and opinion and supply the reasons that support the opinion. Use linking verbs to connect opinion and reasons and provide a concluding statement or section. W.2.7 Participate in shared research and writing projects. S.L. 2.1 a Follow agreed upon rules for discussion S.L.2.1b Build on others talk in conversations by linking their comments to the remarks of others. S.L.2.1c Ask for clarification and further explanation about the topics and texts under discussion. S.L. 2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats. L.2.1d Form and use the past tense of frequently occurring irregular verbs. L.2.2c use an apostrophe to form contractions and frequently occurring possessives L.2.2d generalize learned spelling patterns when writing words L.2.4d use knowledge of the meaning of individual words to predict the meaning of compound words</p>	<p>Phonics: consonant-le</p> <p>Comprehension: Identify the topic and key details Identify Main Purpose of a text (Author’s purpose) Explain how images Contribute to and Clarify a Text Describe a Connection between a Series of Events, Ideas, Concepts or Steps Distinguish between Important and unimportant Information</p> <p>Vocabulary: Determine the meaning of Compound Words</p> <p>Grammar: Use apostrophes to form Possessives Use Irregular past-tense verbs</p> <p>Writing: Opinion essay TWR-expanding sentences</p>	<p>Additional Materials:</p> <p>Unit 5 small books Comprehension Quick checks 40-43,48-49 , 56-57 Language quick checks Readers theater Spelling pages Grammar pages Handwriting page for h, b, and r</p>

L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases

Unit: __5__ Week: __2__ Essential Question: __Where do ideas for inventions come from?__

Standard(s)	Domains	Instructional Strategies
<p>R.I.2.2a Identify the main topic of a multiparagraph text R.I.2.2b Identify the focus of specific paragraphs within the text R.I.2.3 Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text R.I.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area R.I.2.6 Identify the main purpose of a text including what the author wants to answer, explain or describe R.I.2.7 Explain how specific images contribute to and clarify a text R.I.2.8 Identify the main points an author uses in a text and with support explain how reasons connect to the main point R.F.2.3b Know spelling sound correspondence for additional common vowel teams R.F.2.3f Recognize and read grade appropriate irregularly spelled words R.F.2.4a Read grade level texts with purpose and understanding R.F.2.4b Read grade level texts orally with accuracy, appropriate rate, and expression on successive readings W.2.1 Write opinion pieces that introduce the topic or book being written about . Express an opinion and supply the reasons that support the opinion. Use linking verbs to connect opinion and reasons and provide a concluding statement or section. S.L.2.1a Follow agreed upon rules for discussion S.L.2.1b Build on others talk in conversations by linking their comments to the remarks of others. S.L.2.1c Ask for clarification and further explanation about the topics and texts under discussion. L.2.2a Capitalize holidays, product names and geographic names L.2.2d generalize learned spelling patterns when writing words L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and</p>	<p>Phonics: Vowel teams oi, oy</p> <p>Comprehension: Identify the topic and key details Identify Main Purpose of a text (Author’s purpose) Explain how images Contribute to and Clarify a Text Describe a Connection between a Series of Events, Ideas, Concepts or Steps</p> <p>Vocabulary: Determine the meaning of Compound Words</p> <p>Grammar: Capitalize Holiday, Product Names and Geographical Names Produce Complete Simple Sentences</p> <p>Writing:</p>	<p>Additional Materials:</p> <p>Unit 5 small books Comprehension Quick checks 40-43 Language quick checks 48-49, 28-29 Readers theater Spelling pages Grammar pages Handwriting page for p, n, and c</p>

phrases	Opinion essay TWR-Types of sentences	
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Unit: 5 Week: 3 Essential Question: Where do ideas for inventions come from?

Standard(s)	Domains	Instructional Strategies
<p>R.L.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem or song R.I.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area R.I.2.6 Identify the main purpose of a text including what the author wants to answer, explain or describe R.I. 2.8 Identify the main points an author uses in a text and with support explain how reasons connect to the main point R.I.2.9 Compare and contrast the most important points presented by two texts on the same topic. R.F.2.3b Know spelling sound correspondence for additional common vowel teams R.F.2.3e Identify words with inconsistent but common spelling sound correspondences R.F.2.3f Recognize and read grade appropriate irregularly spelled words R.F. 2.4a Read grade level texts with purpose and understanding R.F. 2.4c Use context to confirm or self correct word recognition and understanding, rereading as necessary W.2.1 Write opinion pieces that introduce the topic or book being written about . Express an opinion and supply the reasons that support the opinion. Use linking verbs to connect opinion and reasons and provide a concluding statement or section. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.6 With guidance and support from adults use a variety of digital tools to produce and publish writing, including in collaboration with peers. S.L. 2.1a Follow agreed upon rules for discussion S.L.2.1b Build on others talk in conversations by linking their comments to the remarks of others. S.L.2.1c Ask for clarification and further explanation about the topics and texts under discussion. S.L 2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats. S.L 2.5 Create audio recordings of stories or poems, add drawings or visual displays to stories, or recounts of experiences when</p>	<p>Phonics:</p> <p>Vowel teams ou, ow</p> <p>Comprehension:</p> <p>Identify Main Purpose of a text (Author’s purpose) Compare and Contrast the Most Important Points in Two texts on the same topic Read a Poem: Understand Rhyme and Regular Beat</p> <p>Vocabulary:</p> <p>Determine the Meaning of Unknown Words and Phrases in a Text</p> <p>Grammar:</p> <p>Use apostrophes to form Possessives Capitalize Holiday, Product Names and Geographical Names Produce Complete Simple Sentences</p>	<p>Additional Materials:</p> <p>Unit 5 small books Comprehension Quick checks 50-51 Readers theater Spelling pages Grammar pages Handwriting page for l, o, and J</p>

<p>appropriate to clarify ideas, thoughts and feelings L.2.1f Produce, expand and rearrange complete simple, and compound sentences L.2.2a Capitalize holidays, product names and geographic names L.2.2c use an apostrophe to form contractions and frequently occurring possessives L.2.2d generalize learned spelling patterns when writing words L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases L.2.4a use sentence level context as a clue to the meaning of a word or phrase</p>	<p>Writing: Opinion essay TWR-scrambled sentences</p>	
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Unit: 6 Week: 1 Essential Question: What can different cultures teach us?

Standard(s)	Domains	Instructional Strategies
<p>R.L. 2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. R.L. 2.2a Determine the lesson or moral R.L.2.2b Retell stories including fables and folktales from diverse cultures R.L.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action R.L.2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story R.L. 2.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot R.F.2.3b Know spelling sound correspondence for additional common vowel teams R.F.2.3e Identify words with inconsistent but common spelling sound correspondences R.F.2.3f Recognize and read grade appropriate irregularly spelled words R.F. 2.4a Read grade level texts with purpose and understanding R.F.2.4b Read grade level texts orally with accuracy, appropriate rate, and expression on successive readings. R.F. 2.4c Use context to confirm or self correct word recognition and understanding, rereading as necessary W.2.3 Write narratives to recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure. W.2.7 Participate in shared research and writing projects. S.L. 2.1a Follow agreed upon rules for discussion S.L.2.1b Build on others talk in conversations by linking their</p>	<p>Phonics: Vowel teams oo, ui, ew, ue, u</p> <p>Comprehension: Ask and Answer Questions to demonstrate Understanding of Key Details Recount stories to determine their central message, lesson or Moral Acknowledge Differences in the Points of View of Characters Use Illustrations and Words to Determine understanding of Characters, Setting and Plot</p> <p>Vocabulary: Identify Real-life connections between Words and their uses</p>	<p>Additional Materials: Unit 6 small books Comprehension Quick checks 6-7, 2-5, 26-31, 8-9, 24-25 Language quick check 24-25 Readers theater Spelling pages Grammar pages Handwriting page for v, h, and D</p>

<p>comments to the remarks of others. S.L.2.1c Ask for clarification and further explanation about the topics and texts under discussion. S.L.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats. S.L.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested details or clarification. L.2.2d Generalize learned spelling patterns when writing words L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases L.2.5a Identify real life connections between words and their use. L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>Grammar: Produce, Expand and Rearrange complete compound sentences</p> <p>Writing: Narrative Fiction TWR–because, but, so</p>	
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Unit: 6 Week: 2 Essential Question: What can different cultures teach us?

Standard(s)	Domains	Instructional Strategies
<p>R.L.2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. R.L.2.2a Determine the lesson or moral R.L.2.2b Retell stories including fables and folktales from diverse cultures R.L.2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story R.L.2.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot R.F.2.3b Know spelling sound correspondence for additional common vowel teams R.F.2.3e Identify words with inconsistent but common spelling sound correspondences R.F.2.3f Recognize and read grade appropriate irregularly spelled words R.F.2.4a Read grade level texts with purpose and understanding R.F.2.4b Read grade level texts orally with accuracy, appropriate rate, and expression on successive readings. W.2.3 Write narratives to recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure. S.L.2.1a Follow agreed upon rules for discussion S.L.2.1b Build on others talk in conversations by linking their comments to the remarks of others. S.L.2.1c Ask for clarification and further</p>	<p>Phonics: Vowel teams oo, u</p> <p>Comprehension: Ask and Answer Questions to demonstrate Understanding of Key Details Recount stories to determine their central message, lesson or Moral Acknowledge Differences in the Points of View of Characters Use Illustrations and Words to Determine understanding of Characters, Setting and Plot</p> <p>Vocabulary:</p>	<p>Additional Materials:</p> <p>Unit 6 small books Comprehension Quick checks 2-5, 26-27, 24-25, 8-9 Language quick checks 52-53, 18-19 Readers theater Spelling pages Grammar pages Handwriting page for g, l, and A</p>

<p>explanation about the topics and texts under discussion. S.L. 2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue. L.2.1e Use adjectives and adverbs and choose between them depending on what is to be modified. L.2.2d Generalize learned spelling patterns when writing words L.2.4 d Use knowledge of the meaning of individual words to predict the meaning of compound words. L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases L.2.5a Identify real life connections between words and their use. L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>Identify Real-life connections between Words and their uses</p> <p>Grammar: Choose between Adjectives and Adverbs</p> <p>Writing: Narrative Fiction TWR-fragments</p>	
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Unit: 6 Week: 3 Essential Question: What can different cultures teach us?

Standard(s)	Domains	Instructional Strategies
<p>R.L.2.2b Retell stories including fables and folktales from diverse cultures R.L. 2.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot R.F.2.3b Know spelling sound correspondence for additional common vowel teams R.F.2.3f Recognize and read grade appropriate irregularly spelled words R.F. 2.4a Read grade level texts with purpose and understanding R.F. 2.4c Use context to confirm or self correct word recognition and understanding, rereading as necessary. W.2.3 Write narratives to recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.6 With guidance and support from adults use a variety of digital tools to produce and publish writing, including in collaboration with peers. S.L. 2.1a Follow agreed upon rules for discussion S.L.2.1b Build on others talk in conversations by linking their comments to the remarks of others. S.L.2.1c Ask for clarification and further explanation about the topics and texts under discussion. S.L.2.2 Retell</p>	<p>Phonics: Vowel teams aw, au, al, (w)a</p> <p>Comprehension: Recount stories to determine their central message, lesson or Moral Use Illustrations and Words to Determine understanding of Characters, Setting and Plot</p> <p>Vocabulary: Identify Real-life connections between Words and</p>	<p>Additional Materials: Unit 6 small books Comprehension Quick checks 26-27, 8-9 Readers theater Spelling pages Grammar pages Handwriting page for m, s, and C</p>

<p>or describe key ideas or details from a text read aloud or information presented in various media and other formats.</p> <p>S.L. 2.5 Create audio recordings of stories or poems, add drawings or visual displays to stories, or recounts of experiences when appropriate to clarify ideas, thoughts and feelings</p> <p>S.L. 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested details or clarification.</p> <p>L.2.1e Use adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>L.2.1f Produce, expand and rearrange complete simple, and compound sentences</p> <p>L.2.2d Generalize learned spelling patterns when writing words</p> <p>L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spelling</p> <p>L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>L.2.5a Identify real life connections between words and their use.</p>	<p>their uses</p> <p>Grammar: Produce, Expand and Rearrange complete compound sentences Choose between Adjectives and Adverbs</p> <p>Writing: Narrative Fiction</p>	
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Unit: 7 **Week:** 1 **Essential Question:** How does understanding the past shape the future?

Standard(s)	Domains	Instructional Strategies
<p>R.L. 2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text</p> <p>R.I.2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>R.I.2.3 Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text</p> <p>R.I.2.5 Know and use various text features to locate key facts or information in a text effectively</p> <p>R.F.2.3f Recognize and read grade appropriate irregularly spelled words</p> <p>R.F. 2.4a Read grade level texts with purpose and understanding</p> <p>R.F. 2.4c Use context to confirm or self correct word recognition and understanding, rereading as necessary</p> <p>W.2.7 Participate in shared research and writing projects.</p> <p>S.L. 2.1a Follow agreed upon rules for discussion</p> <p>S.L.2.1b Build on others talk in conversations by</p>	<p>Phonics: Compound words and silent letters</p> <p>Comprehension: Identify main topic and key details Use text features to locate key facts or information Describe a connection between a series of events, ideas, concepts, or steps Explain how images contribute to and clarify a text</p> <p>Vocabulary:</p>	<p>Additional Materials: Unit 7 small books Comprehension Quick checks 40-43, 54-55, 58-59, 44-45 Language quick checks 54-55, 30-31 Readers theater Spelling pages Grammar pages Handwriting page for l, z, and W</p>

<p>linking their comments to the remarks of others. S.L.2.1c Ask for clarification and further explanation about the topics and texts under discussion. S.L.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats. . L.2.2d Generalize learned spelling patterns when writing words L.2.4 d Use knowledge of the meaning of individual words to predict the meaning of compound words. L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases L.2.5 b Distinguish shades of meaning among closely related verbs and adjectives L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>Distinguish shades of meaning among related adjectives</p> <p>Grammar: Use commas in greetings and closings of letters</p> <p>Writing: narrative/nonfiction letter TWR- expanding sentences</p>	
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Unit: 7 Week: 2 Essential Question: How does understanding the past shape the future?

Standard(s)	Domains	Instructional Strategies
<p>R.I.2.1 Ask and answer such questions as who , what, where, when, why and how to demonstrate understanding of key details in a text. R.I. 2.2a Identify the main topic of a multiparagraph text R.I.2.2b Identify the focus of specific paragraphs in the text R.I.2.5 Know and use various text features to locate key facts or information in a text effectively. R.I.2.7 Explain how specific images contribute to and clarify a text R.F.2.3f Recognize and read grade appropriate irregularly spelled words R.F. 2.4a Read grade level texts with purpose and understanding R.F.2.4b Read grade level texts orally with accuracy,</p>	<p>Phonics: Inflectional endings with spelling changes</p> <p>Comprehension: Identify main topic and key details Use text features to locate key facts or information Explain how images contribute to and clarify a text</p>	<p>Additional Materials: Unit 7 small books Comprehension Quick checks 40-43, 54-55, 58-59 Language quick checks 22-23 Readers theater Spelling pages Grammar pages Handwriting page for q, u, and T</p>

<p>appropriate rate, and expression on successive readings. S.L. 2.1a Follow agreed upon rules for discussion S.L.2.1b Build on others talk in conversations by linking their comments to the remarks of others. S.L.2.1c Ask for clarification and further explanation about the topics and texts under discussion. L.2.2b Use commas in greetings and closings of letters L.2.2d Generalize learned spelling patterns when writing words L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases L.2.5 b Distinguish shades of meaning among closely related verbs and adjectives L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>Vocabulary: Distinguish shades of meaning among related adjectives</p> <p>Grammar: Use an apostrophe to form contractions Produce complete simple sentences</p> <p>Writing: narrative/nonfiction letter TWR- types of sentences</p>	
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Unit: 7 Week: 3 Essential Question: How does understanding the past shape the future?		
Standard(s)	Domains	Instructional Strategies
<p>R.I.2.1 Ask and answer such questions as who , what, where, when, why and how to demonstrate understanding of key details in a text. R.I.2.3 Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text R.I.2.7 Explain how specific images contribute to and clarifies a text R.F.2.3f Recognize and read grade appropriate irregularly spelled words R.F. 2.4a Read grade level texts with purpose and understanding W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>Phonics: Related root words</p> <p>Comprehension: Describe a connection between a series of events, ideas, concepts, or steps</p>	<p>Additional Materials:</p> <p>Unit 7 small books Comprehension Quick checks 58-59, 44-45 Language quick checks 40-41, 54-55 Readers theater Spelling pages Grammar pages Handwriting page for h, q, and M</p>

<p>W.2.6 With guidance and support from adults use a variety of digital tools to produce and publish writing, including in collaboration with peers. S.L. 2.1a Follow agreed upon rules for discussion S.L.2.1b Build on others talk in conversations by linking their comments to the remarks of others. S.L.2.1c Ask for clarification and further explanation about the topics and texts under discussion. S.L.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats. S.L.2.5 Create audio recordings of stories or poems, add drawings or visual displays to stories, or recounts of experiences when appropriate to clarify ideas, thoughts and feelings L.2.2d Generalize learned spelling patterns when writing words L2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spelling L2.3a Recognize formal and informal use of English L2.3b Compare formal and informal use of English L2.4c Use a known root word as a clue to the meaning of an unknown word with the same root. L2.5 b Distinguish shades of meaning among closely related verbs and adjectives</p>	<p>Explain how images contribute to and clarify a text Read a poem Understand figurative language and imagery</p> <p>Vocabulary: Distinguish shades of meaning among related adjectives</p> <p>Grammar: Use an apostrophe to form contractions Compare formal and informal uses of English</p> <p>Writing: narrative/nonfiction letter TWR- scrambled sentences</p>	
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Unit: 8 _____ Week: 1 _____ Essential Question: _____ How do we react to changes in nature? _____		
Standard(s)	Domains	Instructional Strategies
<p>R.1.2.1 Ask and answer such questions as who , what, where, when, why and how to demonstrate understanding of key details in a text. R.1.2.3 Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text R.1.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area R.1.2.6 Identify the main purpose of a text including what the author wants to answer, explain or describe R.1.2.7 Explain how specific</p>	<p>Phonics: Irregular plural nouns</p>	<p>Additional Materials: Unit 8 small books Comprehension Quick checks 58-59, 50-51, 46-47, 56-57, 60-61 Language quick checks 2-3 Readers theater</p>

<p>images contribute to and clarify a text R.I. 2.8 Identify the main points an author uses in a text and with support explain how reasons connect to the main point R.F.2.3f Recognize and read grade appropriate irregularly spelled words R.F. 2.4a Read grade level texts with purpose and understanding R.F.2.4b Read grade level texts orally with accuracy, appropriate rate, and expression on successive readings. R.F. 2.4c Use context to confirm or self correct word recognition and understanding, rereading as necessary W.2.7 Participate in shared research and writing projects. W 2.8 Recall information from experiences or gather information from provided sources to answer a question. S.L. 2.1a Follow agreed upon rules for discussion S.L.2.1b Build on others talk in conversations by linking their comments to the remarks of others. S.L.2.1c Ask for clarification and further explanation about the topics and texts under discussion. S.L.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats. L.2.1a Use collective nouns L.2.1b Form and use frequently occurring irregular plural nouns L.2.2d Generalize learned spelling patterns when writing words L.2.4a Use sentence level context as a clue to the meaning of a word or phrase L.2.4 d Use knowledge of the meaning of individual words to predict the meaning of compound words. L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>	<p>Comprehension: Describe a connection between a series of events, ideas, concepts, or steps Explain how images contribute to and clarify a text Identify main purpose of a text Analyze how the authors reasons support specific points in a text</p> <p>Vocabulary: Use context clues to determine word meaning</p> <p>Grammar: Use collective nouns</p> <p>Writing: Research report TWR- because, but, so</p>	<p>Spelling pages Grammar pages Handwriting page for o, d, and K</p>
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Unit: 8 Week: 2 Essential Question: How do we react to changes in nature?		
Standard(s)	Domains	Instructional Strategies
<p>R.I.2.1 Ask and answer such questions as who , what, where, when, why and how to demonstrate understanding of key details in a text. R.I.2.3 Describe the connection between a series of historical</p>	<p>Phonics: Suffixes -er, -or</p>	<p>Additional Materials: Unit 8 small books Comprehension Quick checks 58-59,</p>

<p>events, scientific ideas or concepts or steps in technical procedures in a text R.I.2.7 Explain how specific images contribute to and clarify a text</p> <p>R.I.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>R.F. 2.3d Decode words with common prefixes and suffixes R.F.2.3e Identify words with inconsistent but common spelling sound correspondences</p> <p>R.F.2.3f Recognize and read grade appropriate irregularly spelled words R.F. 2.4a Read grade level texts with purpose and understanding R.F. 2.4c Use context to confirm or self correct word recognition and understanding, rereading as necessary W.2.7 Participate in shared research and writing projects.</p> <p>S.L. 2.1 a Follow agreed upon rules for discussion</p> <p>S.L.2.1b Build on others talk in conversations by linking their comments to the remarks of others.</p> <p>S.L.2.1c Ask for clarification and further explanation about the topics and texts under discussion. L.2.2d Generalize learned spelling patterns when writing words L.2.3a Recognize formal and informal use of English L.2.3b Compare formal and informal use of English L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>	<p>Comprehension: Describe a connection between a series of events, ideas, concepts, or steps Explain how images contribute to and clarify a text Identify main purpose of a text Compare and contrast the most important points in two texts on the same topic</p> <p>Vocabulary: Use dictionaries and glossaries to determine word meaning</p> <p>Grammar: Compare formal and informal uses of English Understand formal uses of English Capitalize geographic names</p> <p>Writing: Research report TWR-fragments</p>	<p>Language quick checks 50-51, 28-29, 40-41 Readers theater Spelling pages Grammar pages Handwriting page for i, o, and L</p>
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<p>Unit: 8 Week: 3 Essential Question: How do we react to changes in nature?</p>		
<p>Standard(s)</p>	<p>Domains</p>	<p>Instructional Strategies</p>
<p>R.I.2.1 Ask and answer such questions as who , what, where,</p>		<p>Additional Materials:</p>

when, why and how to demonstrate understanding of key details in a text. **R.I.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **R.I.2.6** Identify the main purpose of a text including what the author wants to answer, explain or describe. **R.I.2.8** Identify the main points an author uses in a text and with support explain how reasons connect to the main point. **R.F.2.3d** Decode words with common prefixes and suffixes. **R.F.2.3f** Recognize and read grade appropriate irregularly spelled words. **R.F.2.4a** Read grade level texts with purpose and understanding. **R.F.2.4c** Use context to confirm or self correct word recognition and understanding, rereading as necessary. **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. **W.2.6** With guidance and support from adults use a variety of digital tools to produce and publish writing, including in collaboration with peers. **W.2.7** Participate in shared research and writing projects. **S.L.2.1** a Follow agreed upon rules for discussion. **S.L.2.1b** Build on others talk in conversations by linking their comments to the remarks of others. **S.L.2.1c** Ask for clarification and further explanation about the topics and texts under discussion. **S.L.2.2** Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats. **S.L.2.5** Create audio recordings of stories or poems, add drawings or visual displays to stories, or recounts of experiences when appropriate to clarify ideas, thoughts and feelings. **L.2.2b** Use commas in greetings and closings of letters. **L.2.2d** Generalize learned spelling patterns when writing words. **L.2.2e** Consult reference materials, including beginning dictionaries, as needed to check and correct spelling. **L.2.3a** Recognize formal and informal use of English. **L.2.3b** Compare formal and informal use of English. **L.2.4a** Use sentence level context as a clue to the meaning of a word or phrase.

Phonics:

Suffixes -er, -est

Comprehension:

Identify main purpose of a text
Analyze how the authors reasons support specific points in a text

Vocabulary:

Use context clues to determine word meaning

Grammar:

Use commas in greetings and closing

Writing:

Research report

Unit 8 small books
Language quick checks 22-27, 30-31, 40-41
Readers theater
Spelling pages
Grammar pages
Handwriting page for j, c, and Z

Unit: 9 Week: 1 Essential Question: How do the goods we make, buy and sell connect us?

Standard(s)	Domains	Instructional Strategies
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R.L. 2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. **R.L. 2.3** Describe how characters in a story respond to major events and challenges. **R.L. 2.7** Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot. **R.I. 2.1** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. **R.I. 2.3** Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text. **R.I. 2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **R.I. 2.7** Explain how specific images contribute to and clarify a text. **R.F. 2.3d** Decode words with common prefixes and suffixes. **R.F. 2.3f** Recognize and read grade appropriate irregularly spelled words. **R.F. 2.4a** Read grade level texts with purpose and understanding. **R.F. 2.4b** Read grade level texts orally with accuracy, appropriate rate, and expression on successive readings. **R.F. 2.4c** Use context to confirm or self correct word recognition and understanding, rereading as necessary. **W. 2.7** Participate in shared research and writing projects. **S.L. 2.1a** Follow agreed upon rules for discussion. **S.L. 2.1b** Build on others talk in conversations by linking their comments to the remarks of others. **S.L. 2.1c** Ask for clarification and further explanation about the topics and texts under discussion. **S.L. 2.2** Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats. **S.L. 2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **L. 2.1e** Use adjectives and adverbs and choose between them depending on what is to be modified. **L. 2.2d** Generalize learned spelling patterns when writing words. **L. 2.4 d** Use knowledge of the meaning of individual words to predict the meaning of compound words. **L. 2.4e** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases

Phonics:

Suffixes -y, -ly

Comprehension:

Describe a connection between a series of events, ideas, concepts, or steps
 Explain how images contribute to and clarify a text
 Use Illustrations and Words to Determine understanding of Characters, Setting and Plot
 Describe how characters Respond to Major Events and Challenges

Vocabulary:

Determine the meaning of compound words

Grammar:

Use adjectives and adverbs

Writing:

Multimedia presentation
 TWR-expanding sentences

Additional Materials:

Unit 9 small books
 Comprehension Quick checks 48-49, 58-59, 26-30, 10-11
 Language quick check 48-49, 18-19
 Readers theater
 Spelling pages
 Grammar pages
 Handwriting page for x, M, and K

Standard(s)	Domains	Instructional Strategies
<p>R.1.2.1 Ask and answer such questions as who , what, where, when, why and how to demonstrate understanding of key details in a text. R.1.2.3 Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text R.1.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area R.1.2.7 Explain how specific images contribute to and clarify a text R.1.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>R.F.2.3f Recognize and read grade appropriate irregularly spelled words R.F. 2.4a Read grade level texts with purpose and understanding R.F.2.4b Read grade level texts orally with accuracy, appropriate rate, and expression on successive readings. S.L. 2.1a Follow agreed upon rules for discussion S.L.2.1b Build on others talk in conversations by linking their comments to the remarks of others. S.L.2.1c Ask for clarification and further explanation about the topics and texts under discussion. S.L.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.S.L 2.5 Create audio recordings of stories or poems, add drawings or visual displays to stories, or recounts of experiences when appropriate to clarify ideas, thoughts and feelings</p> <p>L2.1d Form and use the past tense of frequently occurring irregular verbs L.2.2d Generalize learned spelling patterns when writing words L2.3a Recognize formal and informal use of English L2.3b Compare formal and informal use of English L.2.4a Use sentence level context as a clue to the meaning of a word or phrase L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>	<p>Phonics:</p> <p>Schwa</p> <p>Comprehension:</p> <p>Describe a connection between a series of events, ideas, concepts, or steps Explain how images contribute to and clarify a text Compare and contrast the most important points in two texts on the same topic</p> <p>Vocabulary:</p> <p>Determine the meanings of words and prefixes</p> <p>Grammar:</p> <p>Use irregular past tense verbs</p> <p>Writing:</p> <p>Multimedia presentation TWR-types of sentences</p>	<p>Additional Materials:</p> <p>Unit 9 small books Comprehension Quick checks 48-49, 58-59, 62-63 Language quick check 44-45, 12-12 Readers theater Spelling pages Grammar pages Handwriting page for c, l, and P</p>

Unit: 10 Week: 1 Essential Question: How can matter change?

Standard(s)	Domains	Instructional Strategies
<p>R.I.2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. R.I.2.3 Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text. R.I.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. R.I.2.5 Know and use various text features to locate key facts or information in a text effectively. R.I.2.7 Explain how specific images contribute to and clarify a text. R.F.2.3f Recognize and read grade appropriate irregularly spelled words. R.F.2.4a Read grade level texts with purpose and understanding. R.F.2.4c Use context to confirm or self correct word recognition and understanding, rereading as necessary. W.2.7 Participate in shared research and writing projects. S.L.2.1a Follow agreed upon rules for discussion. S.L.2.1b Build on others talk in conversations by linking their comments to the remarks of others. S.L.2.1c Ask for clarification and further explanation about the topics and texts under discussion. S.L.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats. L.2.2d Generalize learned spelling patterns when writing words. L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word. L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root. L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. L.2.5a Identify real life connections between words and their use.</p>	<p>Phonics:</p> <p>Possessives</p> <p>Comprehension:</p> <p>Describe a connection between a series of events, ideas, concepts or steps</p> <p>Explain how images contribute to and clarify a text</p> <p>Ask and answer questions to demonstrate understanding of key details</p> <p>Use text to locate key facts or information</p> <p>Vocabulary:</p> <p>Use a known root word as a clue to the meaning if an unknown word</p> <p>Grammar:</p> <p>Produce complete simple sentences</p> <p>Writing:</p> <p>Acrostic poems</p> <p>TWR- because, but, so</p>	<p>Additional Materials:</p> <p>Unit 9 small books</p> <p>Comprehension quick check 58-59, 36-39</p> <p>Language Quick checks 46-47, 20-21</p> <p>Readers theater</p> <p>Spelling pages</p> <p>Grammar pages</p> <p>Handwriting page for k, n, and W</p>

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Unit: 10 Week: 2 Essential Question: How can matter change?

Standard(s)	Domains	Instructional Strategies
<p>R.I.2.1 Ask and answer such questions as who , what, where, when, why and how to demonstrate understanding of key details in a text. R.I.2.3 Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text R.I.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area R.I.2.5 Know and use various text features to locate key facts or information in a text effectively. R.I.2.7 Explain how specific images contribute to and clarify a text R.F. 2.3d Decode words with common prefixes and suffixes R.F.2.3f Recognize and read grade appropriate irregularly spelled words R.F. 2.4a Read grade level texts with purpose and understanding R.F.2.4b Read grade level texts orally with accuracy, appropriate rate, and expression on successive readings. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. S.L. 2.1a Follow agreed upon rules for discussion S.L2.1b Build on others talk in conversations by linking their comments to the remarks of others. S.L.2.1c Ask for clarification and further explanation about the topics and texts under discussion. S.L 2.5 Create audio recordings of stories or poems, add drawings or visual displays to stories, or recounts of experiences when appropriate to clarify ideas, thoughts and feelings L 2.2d Generalize learned spelling patterns when writing words L2.4b</p>	<p>Phonics: Prefixes un-, re-, dis-</p> <p>Comprehension: Describe a connection between a series of events, ideas, concepts or steps Explain how images contribute to and clarify a text Ask and answer questions to demonstrate understanding of key details Use text to locate key facts or information</p> <p>Vocabulary: Use a known root word as a clue to the meaning if an unknown word</p> <p>Grammar: Produce complete simple sentences</p> <p>Writing:</p>	<p>Additional Materials:</p> <p>Unit 10 small books Comprehension Quick checks 54-55, 58-59, 36-39 , 46-47 Language quick checks 46-47, 26-27 Readers theater Spelling pages Grammar pages Handwriting page for q, e, and D</p>

<p>Determine the meaning of the new word formed when a known prefix is added to a known word L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root. L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>	<p>Acrostic poems TWR- fragments</p>	
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Unit: 10 Week: 3 Essential Question: How can matter change?

Standard(s)	Domains	Instructional Strategies
<p>R.I.2.1 Ask and answer such questions as who , what, where, when, why and how to demonstrate understanding of key details in a text R.I.2.5 Know and use various text features to locate key facts or information in a text effectively. R.F. 2.3d Decode words with common prefixes and suffixes R.F.2.3f Recognize and read grade appropriate irregularly spelled words R.F. 2.4a Read grade level texts with purpose and understanding R.F. 2.4c Use context to confirm or self correct word recognition and understanding, rereading as necessary S.L. 2.1 a Follow agreed upon rules for discussion S.L.2.1b Build on others talk in conversations by linking their comments to the remarks of others. S.L.2.1c Ask for clarification and further explanation about the topics and texts under discussion. S.L 2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other</p>	<p>Phonics: Suffixes -ful, -less</p> <p>Comprehension: Ask and answer questions to demonstrate understanding of key details Use text to locate key facts or information</p> <p>Vocabulary: Identify real life connections between words and their uses</p> <p>Grammar: Irregular plural nouns</p> <p>Writing: Reflect on writing</p>	<p>Additional Materials:</p> <p>Unit 10 small books Comprehension Quick checks 54-55, 36-37 Language quick checks 6-7, 52-53 Readers theater Spelling pages Grammar pages Handwriting page for e, y, and T</p>

formats. L.2.1b Form and use frequently occurring irregular plural nouns L.2.2d Generalize learned spelling patterns when writing words L.2.5a Identify real life connections between words and their use		
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Grade 3

Unit: 1 Week: 1 Essential Question: How do living things survive in their environment? (Animal Adaptations)

Standard(s)	Domains	Instructional Strategies
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2a Determine the main idea of a text</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RF.3.3c Decode multi-syllable words.</p> <p>RF.3.4e Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.3.2a Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.</p> <p>W.3.2b Develop the topic with facts, definitions, and details.</p> <p>W.3.2d Provide a concluding statement or section.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d Explain their own ideas and understanding in light of the discussion.</p> <p>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1b Form and use regular and irregular plural nouns.</p> <p>L.3.1c Use abstract nouns (e.g., childhood).</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4a Use sentence-level context as a clue to the meaning of a word or</p>	<p>Phonics: (Power Objective #3-RF.3)</p> <ul style="list-style-type: none"> ● Short Vowels <p>Comprehension:(Power Objective #2-RI.3)</p> <ul style="list-style-type: none"> ● Determine main idea and recount key details ● Describe compare and contrast relationships and connections in a text ● Compare and Contrast how two authors present information on the same topic <p>Vocabulary: (Power Objective #9-L.3.2,4-5 and Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Use context clues to determine the meaning of unknown words <p>Writing:(Power Objective #5-W.3.4-8,10/L3.3.6)</p> <ul style="list-style-type: none"> ● Write an Informative/Explanatory essay; read a mentor text <p>Grammar:(Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Form and use regular plural nouns ● Use abstract nouns 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR Sentence level strategies</p> <ul style="list-style-type: none"> ● Fragments <p>Unit Assessment Skills:</p> <ul style="list-style-type: none"> ● Determine Main Idea and Recount Key Details ● Describe Compare/Contrast Relationships and connections in a text ● Compare/Contrast the Most Important Points in Two Texts on the same topic ● Refer explicitly to the text to draw inferences ● Use context clues to determine the meaning of unknown words ● Write to a text-based prompt: Informative/explanatory essay ● Form and use regular plural nouns ● Use abstract nouns

<p>phrase.</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).</p>		<ul style="list-style-type: none"> ● Form and use regular present tense verbs ● Ensure subject/verb agreement ● Form Sentences
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Unit: 1 Week: 2 Essential Question: How do living things survive in their environment? (Animal Adaptations)

Standard(s)	Domains	Instructional Strategies
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2a Determine the main idea of a text.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.8 Describe the relationships between the evidence and points an author uses throughout a text.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>W.3.2a Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.</p> <p>W.3.2b Develop the topic with facts, definitions, and details.</p> <p>W.3.2d Provide a concluding statement or section.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d Explain their own ideas and understanding in light of the discussion.</p> <p>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1d Form and use regular and irregular verbs.</p> <p>L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied</p>	<p>Phonics: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Long a (a_e, ai, ay, a) <p>Comprehension: (Power Objective #2-RI.3.1-10)</p> <ul style="list-style-type: none"> ● Determine Main idea and recount Key Details ● Describe Compare and Contrast Relationships and connections in a text ● Compare and Contrast how two authors present information on the same topic ● Refer Explicitly to the text to draw inferences <p>Vocabulary: (Power Objective #9-L.3.2, 4-5))</p> <ul style="list-style-type: none"> ● Use Context Clues to determine the meaning of unknown words <p>Writing: (Power Objective #5-W.3,4-8,10)(L.3.3,6)</p> <ul style="list-style-type: none"> ● Write an Informative/Explanatory Essay ● Read a mentor text <p>Grammar: (Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Form and Use Regular Present Tense Verbs 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR Sentence level strategies</p> <ul style="list-style-type: none"> ● Fragments <p>Unit Assessment Skills:</p> <ul style="list-style-type: none"> ● Determine Main Idea and Recount Key Details ● Describe Compare/Contrast Relationships and connections in a text ● Compare/Contrast the Most Important Points in Two Texts on the same topic ● Refer explicitly to the text to draw inferences ● Use context clues to determine the meaning of unknown words ● Write to a text-based prompt: Informative/explanatory essay

<p>words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>		<ul style="list-style-type: none"> ● Form and use regular plural nouns ● Use abstract nouns ● Form and use regular present tense verbs ● Ensure subject/verb agreement ● Form Sentences
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Unit: 1 Week: 3 Essential Question: How do living things survive in their environment? (Animal Adaptations)

Standard(s)	Domains	Instructional Strategies
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2a Determine the main idea of a text.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.8 Describe the relationships between the evidence and points an author uses throughout a text.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RF.3.3c Decode multi-syllable words.</p> <p>RF.3.3d Read grade-appropriate irregularly spelled words.</p> <p>RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.3.2a Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.</p> <p>W.3.2b Develop the topic with facts, definitions, and details.</p> <p>W.3.2d Provide a concluding statement or section</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays</p>	<p>Phonics: (Power Objective #3-RF 3.3-4)</p> <ul style="list-style-type: none"> ● Long o (o_e, oa, ow, o) ● Long u (u_e, ue, ew, u) <p>Comprehension: (Power Objective #2-RI.3.1-10 and Power Objective #1-RL3.1-10)</p> <ul style="list-style-type: none"> ● Determine main idea and recount key details ● Compare and Contrast how two authors present information on the same topic ● Refer Explicitly to the text to draw inferences ● Understand features of Poetry <p>Vocabulary:(Power Objective #9-L.3.2,4-5 and Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Use context clues to determine the meaning of unknown words <p>Writing: (Power Objective #5-W.3.4-8,10 and L.3.3,6)</p>	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR Sentence level strategies</p> <ul style="list-style-type: none"> ● Fragments ● Develop and write questions <p>Unit Assessment Skills:</p> <ul style="list-style-type: none"> ● Determine Main Idea and Recount Key Details ● Describe Compare/Contrast Relationships and connections in a text ● Compare/Contrast the Most Important Points in Two Texts on the same topic ● Refer explicitly to the text to draw inferences

<p>when appropriate to emphasize or enhance certain facts or details.</p> <p>L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.2a Capitalize appropriate words in titles.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<ul style="list-style-type: none"> ● Write an Informative/Explanatory Essay ● Read a mentor text <p>Grammar: (Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Ensure subject/verb agreement ● Form Simple sentences 	<ul style="list-style-type: none"> ● Use context clues to determine the meaning of unknown words ● Write to a text-based prompt: Informative/explanatory essay ● Form and use regular plural nouns ● Use abstract nouns ● Form and use regular present tense verbs ● Ensure subject/verb agreement ● Form Sentences
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Unit: <u> 2 </u> Week: <u> 1 </u> Essential Question: <u> </u> How do our actions influence our lives? (Ways Characters Shape Stories)		
Standard(s)	Domains	Instructional Strategies
<p>RL.3.2a Determine a theme and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1b Provide reasons that support the opinion.</p> <p>W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.1d Provide a concluding statement or section.</p>	<p>Phonics:(Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Long e (e_e, ea, ee, ey, y, ie,e) <p>Comprehension:(Power Objective #1-RL.3.1-10)</p> <ul style="list-style-type: none"> ● Recount story details ● Refer to parts of a story ● Describe characters and explain how their actions contribute to events ● Compare and Contrast the Plots of Stories <p>Vocabulary: (Power Objective #9-L.3.2,4-5)</p> <ul style="list-style-type: none"> ● Distinguish literal from nonliteral language-similes ● Use Context Clues to determine the meaning of words and phrases <p>Writing: Power Objective #4-W.3.4-8, 10 and</p>	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Develop and write questions ● Kernel sentences <p>Unit Assessment Skills</p> <ul style="list-style-type: none"> ● Recount story details ● Refer to parts of stories ● Describe characters and explain how their actions contribute to events

<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>L.3.3,6)</p> <ul style="list-style-type: none"> ● Writing to a text based prompt-Opinion Essay <p>Grammar:(Power Objective #8 L.3.1-2)</p> <ul style="list-style-type: none"> ● Use adjectives and adverbs correctly 	<ul style="list-style-type: none"> ● Compare and Contrast the plots of stories ● Explain how illustrations contribute to a story ● Distinguish literal from nonliteral language ● Use context clues to determine the meaning of words and phrases ● Write to a text-based prompt: Opinion Essay ● Use of adjectives and adverbs correctly ● Form and use irregular past tense verbs ● Form and use regular future tense verbs
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Unit: 2 Week: 2 Essential Question: How do our actions influence our lives? (Ways Characters Shape Stories)

Standard(s)	Domains	Instructional Strategies
<p>RL.3.2a Determine a theme and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1b Provide reasons that support the opinion.</p> <p>W.3.1d Provide a concluding statement or section.</p>	<p>Phonics:(Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Long i (i-e, igh, y, ie, i) <p>Comprehension:(Power Objective #1-RL.3.1-10)</p> <ul style="list-style-type: none"> ● Recount story details ● Refer to parts of a story ● Describe characters and explain how their actions contribute to events ● Compare and Contrast the Plots of Stories ● Explain how illustrations contribute to a story <p>Vocabulary: (Power Objective #9-L.3.2,4-5)</p> <ul style="list-style-type: none"> ● Distinguish literal from nonliteral 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Develop and write questions ● Kernel sentences <p>Assessed Skills</p>

<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>language-similes</p> <ul style="list-style-type: none"> ● Use Context Clues to determine the meaning of words and phrases <p>Writing: Power Objective #4-W.3.4-8, 10 and L.3.3,6)</p> <ul style="list-style-type: none"> ● Writing to a text based prompt-Opinion Essay <p>Grammar:(Power Objective #8 L.3.1-2)</p> <ul style="list-style-type: none"> ● Form and use Irregular Past Tense Verbs 	<ul style="list-style-type: none"> ● Recount story details ● Refer to parts of stories ● Describe characters and explain how their actions contribute to events ● Compare and Contrast the plots of stories ● Explain how illustrations contribute to a story ● Distinguish literal from nonliteral language ● Use context clues to determine the meaning of words and phrases ● Write to a text-based prompt: Opinion Essay ● Use of adjectives and adverbs correctly ● Form and use irregular past tense verbs ● Form and use regular future tense verbs
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Unit: 2 Week: 3 Essential Question: How do our actions influence our lives? (Ways characters shape stories)

Standard(s)	Domains	Instructional Strategies
<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1b Provide reasons that support the opinion.</p>	<p>Phonics:(Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Compound Words <p>Comprehension:(Power Objective #1-RL.3.1-10)</p> <ul style="list-style-type: none"> ● Describe characters and explain how their actions contribute to events ● Compare and Contrast the plots of stories ● Explain how illustrations contribute to a story 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR sentence level strategies</p>

<p>W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p>	<ul style="list-style-type: none"> ● Analyze poetic structure and nonliteral language <p>Vocabulary: (Power Objective #9-L.3.2,4-5)</p> <ul style="list-style-type: none"> ● Distinguish literal from nonliteral language-similes ● Use Context Clues to determine the meaning of words and phrases <p>Writing: Power Objective #4-W.3.4-8, 10 and L.3.3,6)</p> <ul style="list-style-type: none"> ● Writing to a text based prompt-Opinion Essay <p>Grammar:(Power Objective #8 L.3.1-2)</p> <ul style="list-style-type: none"> ● Form and use regular future tense verbs 	<ul style="list-style-type: none"> ● Develop and write questions ● Kernel sentences <p>Assessed Skills</p> <ul style="list-style-type: none"> ● Recount story details ● Refer to parts of stories ● Describe characters and explain how their actions contribute to events ● Compare and Contrast the plots of stories ● Explain how illustrations contribute to a story ● Distinguish literal from nonliteral language ● Use context clues to determine the meaning of words and phrases ● Write to a text-based prompt: Opinion Essay ● Use of adjectives and adverbs correctly ● Form and use irregular past tense verbs ● Form and use regular future tense verbs
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Unit: __3__ Week: __1__ Essential Question: __Why do people participate in government? (Government for the People)

Standard(s)	Domains	Instructional Strategies
<p>RI.3.2b Retell the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.8 Describe the relationships between the evidence and points an author uses throughout a text.</p> <p>RF.3.4a Read grade-level text with purpose and understanding.</p> <p>W.3.2a Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.</p>	<p>Phonics:(Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● R-controlled vowels (ar/or) <p>Comprehension:(Power Objective #2-RI.3.1-10)</p> <ul style="list-style-type: none"> ● Describe Cause/Effect relationships and connections in a text ● Use information gained from graphic features and text 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers

<p>W.3.2b Develop the topic with facts, definitions, and details.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).</p>	<ul style="list-style-type: none"> ● Describe sequential relationships and connections in a text <p>Vocabulary:(Power Objective #9-L.3.2,4-5)</p> <ul style="list-style-type: none"> ● Use Context Clues to determine the meaning of words and phrases <p>Writing: (Power Objective #5-W.3.4-8,10 and L.3.3,6)</p> <ul style="list-style-type: none"> ● Process Writing Informative/Explanatory Essay <p>Grammar: (Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Form and Use Irregular Past-Tense Verbs 	<p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Caption writing <p>Assessed Skills</p> <ul style="list-style-type: none"> ● Describe Cause/Effect relationships and connections in a text ● Use information gained from graphic features in a text ● Describe Sequential Relationship and Connections in a text ● Determine main idea and recount key details ● Use text evidence to draw inferences ● Compare and Contrast the most important points in two texts on the same topic ● Use Context Clues to determine the meaning of words and phrases ● Process Writing:Informative/Explanatory Essay ● Form and Use Irregular Past-Tense Verbs ● Form and Use Regular Past-Tense Verbs ● Ensure Pronoun-Antecedent Agreement
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Unit: 3 Week: 2 Essential Question: Why do people participate in the government? (Government for the People)

Standard(s)	Domains	Instructional Strategies
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2a Determine the main idea of a text.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>Phonics:(Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● R-controlled vowels (er/ir/ur) <p>Comprehension:(Power Objective #2-RI.3.1-10)</p>	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book

<p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RF.3.4a Read grade-level text with purpose and understanding</p> <p>RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>W.3.2a Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.</p> <p>W.3.2b Develop the topic with facts, definitions, and details.</p> <p>W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.2d Provide a concluding statement or section.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</p> <p>SL.3.1d Explain their own ideas and understanding in light of the discussion.</p> <p>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1d Form and use regular and irregular verbs.</p> <p>L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p>	<ul style="list-style-type: none"> ● Describe Cause/Effect relationships and connections in a text ● Use information gained from graphic features and text ● Determine main idea and recount key details ● Use text evidence to draw inferences ● Compare and Contrast the most important points in two texts on the same topic <p>Vocabulary:(Power Objective #9-L.3.2,4-5)</p> <ul style="list-style-type: none"> ● Use Context Clues to determine the meaning of words and phrases <p>Writing: (Power Objective #5-W.3.4-8,10 and L.3.3,6)</p> <ul style="list-style-type: none"> ● Process Writing Informative/Explanatory Essay <p>Grammar: (Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Form and Use Regular Past-Tense Verbs 	<ul style="list-style-type: none"> ● Intervention resources ● Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Caption writing <p>Assessed Skills</p> <ul style="list-style-type: none"> ● Describe Cause/Effect relationships and connections in a text ● Use information gained from graphic features in a text ● Describe Sequential Relationship and Connections in a text ● Determine main idea and recount key details ● Use text evidence to draw inferences ● Compare and Contrast the most important points in two texts on the same topic ● Use Context Clues to determine the meaning of words and phrases ● Process Writing:Informative/Explanatory Essay ● Form and Use Irregular Past-Tense Verbs ● Form and Use Regular Past-Tense Verbs ● Ensure Pronoun-Antecedent Agreement
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<p>Unit: <u> 3 </u> Week: <u> 3 </u> Essential Question: <u> </u> Why do people participate in government? (Government for the People)</p>		
<p>Standard(s)</p>	<p>Domains</p>	<p>Instructional Strategies</p>
<p>RI.3.2b Retell the key details and explain how they support the main idea.</p>	<p>Phonics:(Power Objective #3-RF.3.3-4)</p>	<p>Additional Materials:</p>

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the relationships between the evidence and points an author uses throughout a text.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RF.3.4a Read grade-level text with purpose and understanding.

W.3.2a Introduce a topic and group related information together; include illustrations to aid comprehension, if needed

W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1f Ensure subject-verb and pronoun-antecedent agreement.

L.3.2a Capitalize appropriate words in titles.

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships

- Closed syllables

Comprehension:(Power Objective #2-RI.3.1-10)

- Use information gained from graphic features and text
- Describe sequential relationships and connections in a text
- Compare and Contrast the most important points in two texts on the same topic
- Analyze nonliteral language in a poem

Vocabulary:(Power Objective #9-L.3.2,4-5)

- Use Context Clues to determine the meaning of words and phrases

Writing: (Power Objective #5-W.3.4-8,10 and L.3.3,6)

- Process Writing Informative/Explanatory Essay

Grammar: (Power Objective #8-L.3.1-2)

- Ensure pronoun-antecedent agreement

- Small tradebooks
- Word Study Resource Book
- Read Aloud Handbook
- Grammar and Spelling Activity Book
- Intervention resources
- Graphic Organizers

TWR sentence level strategies

- Caption writing

Assessed Skills

- Describe Cause/Effect relationships and connections in a text
- Use information gained from graphic features in a text
- Describe Sequential Relationship and Connections in a text
- Determine main idea and recount key details
- Use text evidence to draw inferences
- Compare and Contrast the most important points in two texts on the same topic
- Use Context Clues to determine the meaning of words and phrases
- Process Writing:Informative/Explanatory Essay
- Form and Use Irregular Past-Tense Verbs
- Form and Use Regular Par-Tense Verbs
- Ensure Pronoun-Antecedent Agreement

Unit: 4 Week: 1 Essential Question: What makes people view the same experience differently?(Comparing Points of View)

Standard(s)	Domains	Instructional Strategies
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6 Describe the difference between points of view in texts, particularly first- and third-person narration.</p> <p>RF.3.3c Decode multi-syllable words.</p> <p>RF.3.3d Read grade-appropriate irregularly spelled words.</p> <p>RF.3.4a Read grade-level text with purpose and understanding.</p> <p>RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>Phonics: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> • Open Syllables <p>Comprehension: (Power Objective #1-RL.3.1-10)</p> <ul style="list-style-type: none"> • Distinguish Reader’s Point of View from that of the Narrator or Characters • Describe how each part of a drama builds on the previous parts <p>Vocabulary: (Power Objective #9-L.3.2,4-5)</p> <ul style="list-style-type: none"> • Use context clues to determine the meaning of words and phrases • Distinguish literal from nonliteral language <p>Writing: (Power Objective #6-W.3.4-8,10 and L.3.3,6)</p> <ul style="list-style-type: none"> • Write a text based prompt/Narrative <p>Grammar: (Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> • Form and use comparative and superlative adjectives 	<p>Additional Materials:</p> <ul style="list-style-type: none"> • Small tradebooks • Word Study Resource Book • Read Aloud Handbook • Grammar and Spelling Activity Book • Intervention resources • Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> • Using fragments <p>Assessed Skills</p> <ul style="list-style-type: none"> • Distinguish Reader’s Point of View from that of the narrator or the characters • Describe how each part of a drama builds on the previous parts • Explain how illustrations contribute to a story • Compare and Contrast stories with similar characters • Use Context Clues to determine the meaning of words and phrases • Distinguish literal from nonliteral language • Write to a text-based prompt/Narrative • Form and Use Comparative and Superlative adjectives • Form and Use Comparative and Superlative adverbs • Use Commas and Quotation Marks in Dialogue

Unit: 4 Week: 2 Essential Question: What makes people view the same experience differently? (Comparing Points of View)

Standard(s)	Domains	Instructional Strategies
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2a Determine a theme and explain how it is conveyed through key details in the text.</p> <p>RL.3.6 Describe the difference between points of view in texts, particularly first- and third-person narration.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RF.3.3c Decode multi-syllable words.</p> <p>RF.3.3d Read grade-appropriate irregularly spelled words.</p> <p>RF.3.4a Read grade-level text with purpose and understanding.</p> <p>RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d Explain their own ideas and understanding in light of the discussion.</p> <p>L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.2b Use commas in addresses.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to</p>	<p>Phonics: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Consonant -le syllable <p>Comprehension: (Power Objective #1-RL.3.1-10)</p> <ul style="list-style-type: none"> ● Distinguish Reader’s Point of View from that of the Narrator or Characters ● Explain how illustrations contribute to a story ● Compare and Contrast stories with similar characters ● Recount story details <p>Vocabulary: (Power Objective #9-L.3.2,4-5)</p> <ul style="list-style-type: none"> ● Use context clues to determine the meaning of words and phrases <p>Writing: (Power Objective #6-W.3.4-8,10 and L.3.3,6)</p> <ul style="list-style-type: none"> ● Write a text based prompt/Narrative <p>Grammar: (Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Form and use comparative and superlative adverbs 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Using fragments <p>Assessed Skills</p> <ul style="list-style-type: none"> ● Distinguish Reader’s Point of View from that of the narrator or the characters ● Describe how each part of a drama builds on the previous parts ● Explain how illustrations contribute to a story ● Compare and Contrast stories with similar characters ● Use Context Clues to determine the meaning of words and phrases ● Distinguish literal from nonliteral language ● Write to a text-based prompt/Narrative ● Form and Use Comparative and Superlative adjectives ● Form and Use Comparative and Superlative adverbs ● Use Commas and Quotation Marks in Dialogue

determine or clarify the precise meaning of key words and phrases.		
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Unit: 4 Week: 3 Essential Question: What makes people view the same experience differently? (Comparing Points of View)

Standard(s)	Domains	Instructional Strategies
<p>RL.3.4 Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RF.3.3c Decode multi-syllable words.</p> <p>RF.3.3d Read grade-appropriate irregularly spelled words.</p> <p>RF.3.4a Read grade-level text with purpose and understanding.</p> <p>RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.3c Use temporal words and phrases to signal event order.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>L.3.1g Form and use comparative and superlative adjectives and adverbs.</p>	<p>Phonics: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> • Vowel team syllables <p>Comprehension: (Power Objective #1-RL.3.1-10)</p> <ul style="list-style-type: none"> • Describe how each part of a drama builds on the previous parts • Compare and Contrast stories with similar characters • Analyze point of view in a poem <p>Vocabulary: (Power Objective #9-L.3.2,4-5)</p> <ul style="list-style-type: none"> • Use context clues to determine the meaning of words and phrases • Distinguish literal from nonliteral language <p>Writing: (Power Objective #6-W.3.4-8,10 and L.3.3,6)</p> <ul style="list-style-type: none"> • Write a text based prompt/Narrative <p>Grammar: (Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> • Form and use comparative and superlative adjectives • Use commas and quotation marks in dialogue 	<p>Additional Materials:</p> <ul style="list-style-type: none"> • Small tradebooks • Word Study Resource Book • Read Aloud Handbook • Grammar and Spelling Activity Book • Intervention resources • Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> • Using fragments <p>Assessed Skills</p> <ul style="list-style-type: none"> • Distinguish Reader’s Point of View from that of the narrator or the characters • Describe how each part of a drama builds on the previous parts • Explain how illustrations contribute to a story • Compare and Contrast stories with similar characters • Use Context Clues to determine the meaning of words and phrases • Distinguish literal from nonliteral language • Write to a text-based prompt/Narrative • Form and Use Comparative and Superlative adjectives

<p>and choose between them depending on what is to be modified. L.3.2c Use commas and quotation marks in dialogue. L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<ul style="list-style-type: none"> ● Form and Use Comparative and Superlative adverbs ● Use Commas and Quotation Marks in Dialogue
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Unit: 5 Week: 1 Essential Question: What is the value of innovation? (Advancements in Technology)

Standard(s)	Domains	Instructional Strategies
<p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.6 Distinguish their own perspective from that of the author of a text. RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.3.8 Describe the relationships between the evidence and points an author uses throughout a text. RF.3.3c Decode multi-syllable words. RF.3.4a Read grade-level text with purpose and understanding. RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1d Provide a concluding statement or section. W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1d Explain their own ideas and understanding in light of the</p>	<p>Phonics: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● VCe syllables <p>Comprehension: (Power Objective #2-RI.3.1-10)</p> <ul style="list-style-type: none"> ● Describe Cause/Effect Relationships and connection in a text ● Distinguish Reader’s Point of View from that of the author ● Use information gained from illustrations and words (photographs) <p>Vocabulary: (Power Objective #9-L.3.2,4-5)</p> <ul style="list-style-type: none"> ● Distinguish shades of meaning among related words (state of mind) ● Use context clues to determine the meaning of words and phrases <p>Writing: (Power Objective #4-W.3.4-8,10 and L.3.3,6)</p> <ul style="list-style-type: none"> ● Process writing/Opinion Essay <p>Grammar: (Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Use coordinating conjunctions/produce 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Conjunctions <p>Assessed Skills</p> <ul style="list-style-type: none"> ● Describe Cause/Effect Relationships and Connections in a Text ● Distinguish Reader’s Point of View from That of the Author ● Use text features to locate information ● Use information gained from illustrations and words (photographs) ● Compare and Contrast the Important Points in Two Texts on the same topic ● Explain how reasons support specific points an author makes in a text ● Use Context Clues to determine the meaning of words and phrases ● Process Writing: Opinion Essay

<p>discussion.</p> <p>L.3.1h Use coordinating and subordinating conjunctions.</p> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>compound sentences</p>	<ul style="list-style-type: none"> ● Using Coordinating and Subordinating Conjunctions/Produce Compound sentences ● Using Coordinating and Subordinating Conjunctions to Produce Complex Sentences ● Produce Simple, Compound and Complex sentences
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<p>Unit: ___5___ Week: ___2___ Essential Question: ___What is the value of innovation? (Advancements in Technology)</p>		
<p>Standard(s)</p>	<p>Domains</p>	<p>Instructional Strategies</p>
<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6 Distinguish their own perspective from that of the author of a text.</p> <p>RI.3.8 Describe the relationships between the evidence and points an author uses throughout a text.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RF.3.3c Decode multi-syllable words.</p> <p>RF.3.4a Read grade-level text with purpose and understanding.</p> <p>RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1b Provide reasons that support the opinion.</p> <p>W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.1d Provide a concluding statement or section.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor</p>	<p>Phonics: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Vowel r syllables <p>Comprehension: (Power Objective #2-RI.3.1-10)</p> <ul style="list-style-type: none"> ● Describe Cause/Effect Relationships and connection in a text ● Distinguish Reader’s Point of View from that of the author ● Use text features to locate information ● Compare and Contrast the important points in two texts on the same topic <p>Vocabulary: (Power Objective #9-L.3.2,4-5)</p> <ul style="list-style-type: none"> ● Distinguish shades of meaning among related words (state of mind) ● Use context clues to determine the meaning of words and phrases <p>Writing: (Power Objective #4-W.3.4-8,10 and L.3.3,6)</p>	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Conjunctions <p>Assessed Skills</p> <ul style="list-style-type: none"> ● Describe Cause/Effect Relationships and Connections in a Text ● Distinguish Reader’s Point of View from That of the Author ● Use text features to locate information ● Use information gained from illustrations and words (photographs) ● Compare and Contrast the Important Points in Two Texts on the same topic

<p>in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d Explain their own ideas and understanding in light of the discussion.</p> <p>L.3.1h Use coordinating and subordinating conjunctions.</p> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<ul style="list-style-type: none"> ● Process writing/Opinion Essay <p>Grammar: (Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Use subordinating conjunctions/produce complex sentences 	<ul style="list-style-type: none"> ● Explain how reasons support specific points an author makes in a text ● Use Context Clues to determine the meaning of words and phrases ● Process Writing: Opinion Essay ● Using Coordinating and Subordinating Conjunctions/Produce Compound sentences ● Using Coordinating and Subordinating Conjunctions to Produce Complex Sentences ● Produce Simple, Compound and Complex sentences
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Unit: <u> 5 </u> Week: <u> 3 </u> Essential Question: <u> </u> What is the value of innovation? (Advancements in Technology)		
Standard(s)	Domains	Instructional Strategies
<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.8 Describe the relationships between the evidence and points an author uses throughout a text.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RF.3.3c Decode multi-syllable words.</p> <p>RF.3.4a Read grade-level text with purpose and understanding.</p> <p>RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.</p> <p>W.3.10 Write routinely over extended time frames (time for research,</p>	<p>Phonics: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Inflectional endings -ed, -ing <p>Comprehension: (Power Objective #2-RI.3.1-10)</p> <ul style="list-style-type: none"> ● Describe Cause/Effect Relationships and connection in a text ● Use information gained from illustrations and words (photographs) ● Compare and Contrast the important points in two texts on the same topic ● Analyze poetic structure <p>Vocabulary: (Power Objective #9-L.3.2,4-5)</p> <ul style="list-style-type: none"> ● Use context clues to determine the meaning of words and phrases <p>Writing: (Power Objective #4-W.3.4-8,10 and</p>	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Conjunctions <p>Assessed Skills</p> <ul style="list-style-type: none"> ● Describe Cause/Effect Relationships and Connections in a Text ● Distinguish Reader’s Point of View from That of the Author ● Use text features to locate information

<p>reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>L.3.1h Use coordinating and subordinating conjunctions.</p> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.3.2a Capitalize appropriate words in titles.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	<p>L.3.3,6)</p> <ul style="list-style-type: none"> ● Process writing/Opinion Essay <p>Grammar: (Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Produce simple, compound and complex sentences <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<ul style="list-style-type: none"> ● Use information gained from illustrations and words (photographs) ● Compare and Contrast the Important Points in Two Texts on the same topic ● Explain how reasons support specific points an author makes in a text ● Use Context Clues to determine the meaning of words and phrases ● Process Writing: Opinion Essay ● Using Coordinating and Subordinating Conjunctions/Produce Compound sentences ● Using Coordinating and Subordinating Conjunctions to Produce Complex Sentences ● Produce Simple, Compound and Complex sentences
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Unit: 6 Week: 1 Essential Question: What helps us solve problems? (Making Decisions)

Standard(s)	Domains	Instructional Strategies
<p>RL.3.2a Determine a theme and explain how it is conveyed through key details in the text.</p> <p>RL.3.2b Retell stories, including fables, folktales, and myths from diverse cultures.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RF.3.4a Read grade-level text with purpose and understanding.</p> <p>RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c Ask questions to check understanding of information presented,</p>	<p>Phonics: (Power Objective #8 -L.3.1-2)</p> <ul style="list-style-type: none"> ● Irregular plurals <p>Comprehension: (Power Objective #1-RL 3.1-10)</p> <ul style="list-style-type: none"> ● Explain how a character’s actions influence story events ● Determine the central message or lesson of a story ● Compare and Contrast Themes in stories by the same author ● Use dictionaries to determine or clarify the precise meaning of key words and phrases 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Conjunctions <p>Assessed Skills (look at the FH Benchmark</p>

<p>stay on topic, and link their comments to the remarks of others. SL.3.1d Explain their own ideas and understanding in light of the discussion. L.3.1b Form and use regular and irregular plural nouns. L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). L.3.3b Recognize and observe differences between the conventions of spoken and written standard English. L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).</p>	<p>Vocabulary: (Power Objective #9-L3.2,4-5)</p> <ul style="list-style-type: none"> • Use context clues to determine the meaning of words and phrases <p>Writing: (Power Objective #6 (W.3.4-8,10 and L3.3,6))</p> <ul style="list-style-type: none"> • Write a Narrative Response to a text based prompt <p>Grammar: (Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> • Form and use irregular plural nouns • Recognize the difference between written and spoken English 	<p>Standards Audit for Unit)</p> <ul style="list-style-type: none"> • Explain how a characters' actions influence story events • Determine the Central Message or Lesson in a Story • Compare and Contrast themes in Stories by the same author • Use dictionaries to determine or clarify the precise meaning of key words and phrases • Write an Opinion to a Text-Based Prompt • Form and use irregular and plural nouns • Choose between regular, comparative and superlative adjectives or adverbs depending on what is to be modified

Unit: 6 Week: 2 Essential Question: What helps us solve problems? (Making Decisions)

Standard(s)	Domains	Instructional Strategies
<p>RL.3.2a Determine a theme and explain how it is conveyed through key details in the text. RL.3.2b Retell stories, including fables, folktales, and myths from diverse cultures. RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.3.6 Describe the difference between points of view in texts, particularly first- and third person narration. RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). RF.3.4a Read grade-level text with purpose and understanding. RF.3.4b Read grade-level prose and poetry orally with accuracy.</p>	<p>Phonics: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> • Long oo, Short oo <p>Comprehension: (Power Objective #1-RL.3.1-10)</p> <ul style="list-style-type: none"> • Explain how characters actions influence story events • Determine the Central Message of lesson in a story • Compare and Contrast themes in stories by the same author • Use dictionaries to determine or clarify the 	<p>Additional Materials:</p> <ul style="list-style-type: none"> • Small tradebooks • Word Study Resource Book • Read Aloud Handbook • Grammar and Spelling Activity Book • Intervention resources • Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> • Conjunctions

<p>appropriate rate, and expression on successive readings</p> <p>W.3.2a Introduce a topic and group related information together; include illustrations to aid comprehension, if needed</p> <p>W.3.2b Develop the topic with facts, definitions, and details.</p> <p>W.3.2d Provide a concluding statement or section.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d Explain their own ideas and understanding in light of the discussion</p> <p>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	<p>precise meaning of key words and phrases</p> <ul style="list-style-type: none"> ● Recount key story events ● Distinguish reader’s point of view from that of a character <p>Vocabulary: (Power Objective #9-L3.2,4-5)</p> <ul style="list-style-type: none"> ● Use Context clues to determine the meaning of words and phrases <p>Writing: (Power Objective #5 W.3.4-8,10 and L3.3,6)</p> <ul style="list-style-type: none"> ● Write an Information/Explanatory Response to a text-based prompt <p>Grammar: (Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Choose between regular, comparative and superlative adjectives or adverbs depending on what is to be modified 	<p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <ul style="list-style-type: none"> ● Explain how a characters’ actions influence story events ● Determine the Central Message or Lesson in a Story ● Compare and Contrast themes in Stories by the same author ● Use dictionaries to determine or clarify the precise meaning of key words and phrases ● Write an Opinion to a Text-Based Prompt ● Form and use irregular and plural nouns ● Choose between regular, comparative and superlative adjectives or adverbs depending on what is to be modified
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Unit: <u> 6 </u> Week: <u> 3 </u> Essential Question: <u> </u> What helps us solve problems? (Making Decisions)		
Standard(s)	Domains	Instructional Strategies
<p>RL.3.2a Determine a theme and explain how it is conveyed through key details in the text.</p> <p>RL.3.2b Retell stories, including fables, folktales, and myths from diverse cultures.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RF.3.4a Read grade-level text with purpose and understanding.</p>	<p>Phonics: (Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Diphthongs /ou/, (ou, ow) <p>Comprehension: (Power Objective #1-RL.3.1-10)</p> <ul style="list-style-type: none"> ● Explain how a characters’ actions influence story events ● Determine the Central Message or lesson 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers

<p>W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1b Provide reasons that support the opinion.</p> <p>W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.1d Provide a concluding statement or section.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).</p>	<p>in the story</p> <ul style="list-style-type: none"> ● Compare and Contrast themes in stories written by the same author ● Use dictionaries to determine or clarify the precise meaning of key words and phrases ● Explain author's purpose and message in a poem <p>Vocabulary: (Power Objective #9-L3.2,4-5)</p> <ul style="list-style-type: none"> ● Use context clues to determine the meaning of words and phrases <p>Writing: (Power Objective #4-W.3.4-8,10 and L.3.3,6)</p> <ul style="list-style-type: none"> ● Write an Opinion response to a text based prompt <p>Grammar: (Power Objective #7-SL.3.1-6 and L.3)</p> <ul style="list-style-type: none"> ● Recognize the difference between written and spoken English 	<p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Conjunctions <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <ul style="list-style-type: none"> ● Explain how a characters' actions influence story events ● Determine the Central Message or Lesson in a Story ● Compare and Contrast themes in Stories by the same author ● Use dictionaries to determine or clarify the precise meaning of key words and phrases ● Write an Opinion to a Text-Based Prompt ● Form and use irregular and plural nouns ● Choose between regular, comparative and superlative adjectives or adverbs depending on what is to be modified
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<p>Unit: <u> 7 </u> Week: <u> 1 </u> Essential Question: <u> </u> What is a community? (Communities: Then and Now)</p>		
Standard(s)	Domains	Instructional Strategies
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific</p>	<p>Phonics: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Suffixes -er, -or <p>Comprehension: Power Objective #2-RI.3.1-10)</p>	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook

<p>words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.6 Distinguish their own perspective from that of the author of a text. RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3b Decode words with common Latin suffixes. RF.3.4a Read grade-level text with purpose and understanding. W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1d Explain their own ideas and understanding in light of the discussion. L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	<ul style="list-style-type: none"> ● Distinguish reader’s point of view from that of the author ● Explain how characters actions contribute to events ● Explain how a text’s illustration contribute to the story ● Explain how reasons support specific points an author makes in text <p>Vocabulary: (Power Objective #9-L.3.2, 4-5)</p> <ul style="list-style-type: none"> ● Use Context Clues to determine the meaning of words and phrases ● Identify real-life connections between words and their uses <p>Writing:(Power Objective #6-W.3.4-8,10 and L.3.3,6)</p> <ul style="list-style-type: none"> ● Process Writing: Narrative <p>Grammar (Power Objective #8-L.3.2.1-2)</p> <ul style="list-style-type: none"> ● Review verb tenses (simple, past, present, future) 	<ul style="list-style-type: none"> ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Appositives <p>Assessed Skills</p> <ul style="list-style-type: none"> ● Distinguish reader’s point of view from that of author ● Explain how characters’ actions contribute to events ● Explain how a text’s illustrations contribute to the story ● Use Text features to locate information ● Compare and Contrast key points in two texts on the same topic ● Use Context Clues to determine the meaning or words and phrases ● Identify real-life connections between words and their uses ● Process writing: Narrative ● Form and use possessives ● Use commas and question marks in dialogue ● Choose words and phrases for effect ● Recognize and observe the differences between the conventions of spoken and written standard English
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<p>Unit: 7 Week: 2 Essential Question: What is a community? (Communities: Then and Now)</p>		
<p>Standard(s)</p>	<p>Domains</p>	<p>Instructional Strategies</p>
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.4 Determine the meaning of general academic and domain-specific</p>	<p>Phonics:: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Homophones 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks

<p>words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6 Distinguish their own perspective from that of the author of a text.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RF.3.3d Read grade-appropriate irregularly spelled words.</p> <p>RF.3.4a Read grade-level text with purpose and understanding.</p> <p>RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d Explain their own ideas and understanding in light of the discussion.</p> <p>L.3.2d Form and use possessives.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</p> <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	<p>Comprehension: (Power Objective #2-RI.3.1-10)</p> <ul style="list-style-type: none"> ● Distinguish reader’s point of view from that of the author ● Explain how a text’s illustrations contribute to the story ● Use text features to locate information ● Explain how reasons support specific points an author makes in a text ● Compare and Contrast key points in two texts on the same topic <p>Vocabulary: (Power Objective #9-(L.3.2, 4-5)</p> <ul style="list-style-type: none"> ● Use Context Clues to determine the meaning of words and phrases ● Identify real-life connections between words and their uses <p>Writing: :(Power Objective #6-W.3.4-8,10 and L.3.3,6)</p> <ul style="list-style-type: none"> ● Process Writing/Narrative <p>Grammar: (Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Form and use possessives ● Use commas and question marks in dialogue 	<ul style="list-style-type: none"> ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Appositives <p>Assessed Skills</p> <ul style="list-style-type: none"> ● Distinguish reader’s point of view from that of author ● Explain how characters’ actions contribute to events ● Explain how a text’s illustrations contribute to the story ● Use Text features to locate information ● Compare and Contrast key points in two texts on the same topic ● Use Context Clues to determine the meaning or words and phrases ● Identify real-life connections between words and their uses ● Process writing: Narrative ● Form and use possessives ● Use commas and question marks in dialogue ● Choose words and phrases for effect ● Recognize and observe the differences between the conventions of spoken and written standard English
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Unit: 7 Week: 3 Essential Question: What is a community? (Communities: Then and Now)

Standard(s)	Domains	Instructional Strategies
<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RF.3.3d Read grade-appropriate irregularly spelled words.</p> <p>RF.3.4a Read grade-level text with purpose and understanding.</p> <p>W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.</p> <p>SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>L.3.2c Use commas and quotation marks in dialogue.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</p> <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).</p>	<p>Phonics: : (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Variant Vowel O <p>Comprehension: (Power Objective #2-RI.3.1-10)</p> <ul style="list-style-type: none"> ● Explain how characters’ actions contribute to events ● Explain how a text’s illustrations contribute to the story ● Compare and Contrast key points in two texts on the same topic ● Understand nonliteral language-metaphors <p>Vocabulary: (Power Objective #9-(L.3.2, 4-5)</p> <ul style="list-style-type: none"> ● Use context clues to determine meaning of words and phrases <p>Writing: (Power Objective #6-W.3.4-8,10 and L.3.3,6)</p> <ul style="list-style-type: none"> ● Process writing/Narrative <p>Grammar: (Power Objective #8-L.3.1-2 and Power Objective #7-SL.3.1-6 and L.3)</p> <ul style="list-style-type: none"> ● Use commas and question marks in dialogue ● Choose words and phrases for effect ● Recognize and observe the differences between the conventions of spoken and written English 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Appositives <p>Assessed Skills</p> <ul style="list-style-type: none"> ● Distinguish reader’s point of view from that of author ● Explain how characters’ actions contribute to events ● Explain how a text’s illustrations contribute to the story ● Use Text features to locate information ● Compare and Contrast key points in two texts on the same topic ● Use Context Clues to determine the meaning or words and phrases ● Identify real-life connections between words and their uses ● Process writing: Narrative ● Form and use possessives ● Use commas and question marks in dialogue ● Choose words and phrases for effect ● Recognize and observe the differences between the conventions of spoken and written standard English

Unit: 8 Week: 1 Essential Question: How do we understand change? (Weather and Climate)

Standard(s)	Domains	Instructional Strategies
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2a Determine a theme and explain how it is conveyed through key details in the text.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RF.3.3c Decode multi-syllable words.</p> <p>RF.3.4a Read grade-level text with purpose and understanding.</p> <p>RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d Explain their own ideas and understanding in light of the discussion.</p> <p>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to</p>	<p>Phonics: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Hard and Soft c <p>Comprehension: (Power Objective #2-RI.3.1-10)</p> <ul style="list-style-type: none"> ● Determine the Central Message ● Use information gained from illustrations and words ● Describe cause/effect relationship and connections in a text <p>Vocabulary: :(Power Objective #9-L.3.2, 4-5)</p> <ul style="list-style-type: none"> ● Use context clues to determine the meaning of words and phrases ● Distinguish literal and nonliteral language: metaphors ● <p>Writing: (Power Objective #5-W.3.4-8 and L.3.3,6)</p> <ul style="list-style-type: none"> ● Process Writing-Research Project <p>Grammar: Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Use adjectives correctly 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Appositives <p>Assessed Skills</p> <ul style="list-style-type: none"> ● Determine the central message ● Recount story details ● Use information gained from illustrations and words ● Compare and Contrast key points in two texts on the same topic ● Describe cause/effect relationships and connections in a text ● Use Context clues to determine the meaning of words and phrases ● Distinguish literal and nonliteral language: metaphors ● Process writing: Research Project ● Use adjectives correctly ● Ensure Pronoun-Antecedent agreement ● Ensure Subject-Verb agreement

determine or clarify the precise meaning of key words and phrases.

Unit: 8 Week: 2 Essential Question: How do we understand change? (Weather and Climate)

Standard(s)	Domains	Instructional Strategies
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2a Determine a theme and explain how it is conveyed through key details in the text.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6 Describe the difference between points of view in texts, particularly first- and third person narration.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RF.3.3c Decode multi-syllable words.</p> <p>RF.3.4a Read grade-level text with purpose and understanding.</p> <p>W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.2d Provide a concluding statement or section.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d Explain their own ideas and understanding in light of the discussion.</p> <p>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to</p>	<p>Phonics: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none">● Hard and Soft g <p>Comprehension: (Power Objective #1 RL.3.1-10)</p> <ul style="list-style-type: none">● Determine the central message● Recount story details● Distinguish reader’s point of view from that of the narrator and characters● Compare and Contrast key points in two texts on the same topic <p>Vocabulary:(Power Objective #9-L.3.2, 4-5)</p> <ul style="list-style-type: none">● Use context clues to determine the meaning of words and phrases● Distinguish literal and nonliteral language -metaphors <p>Writing: (Power Objective #5-W.3.4-8 and L.3.3,6)</p> <ul style="list-style-type: none">● Process Writing/Research Project <p>Grammar: Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none">● Ensure pronoun/antecedent agreement	<p>Additional Materials:</p> <ul style="list-style-type: none">● Small tradebooks● Word Study Resource Book● Read Aloud Handbook● Grammar and Spelling Activity Book● Intervention resources● Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none">● Appositives <p>Assessed Skills</p> <ul style="list-style-type: none">● Determine the central message● Recount story details● Use information gained from illustrations and words● Compare and Contrast key points in two texts on the same topic● Describe cause/effect relationships and connections in a text● Use Context clues to determine the meaning of words and phrases● Distinguish literal and nonliteral language: metaphors● Process writing: Research Project● Use adjectives correctly● Ensure Pronoun-Antecedent agreement● Ensure Subject-Verb agreement

determine or clarify the precise meaning of key words and phrases.

Unit: 8 Week: 3 Essential Question: how do we understand change? (Weather and Climate)

Standard(s)	Domains	Instructional Strategies
<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RF.3.3c Decode multi-syllable words.</p> <p>RF.3.3d Read grade-appropriate irregularly spelled words.</p> <p>RF.3.4a Read grade-level text with purpose and understanding.</p> <p>RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including</p>	<p>Phonics: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Diphthong oi and ou <p>Comprehension: (Power Objective #2-RI.3.1-10)</p> <ul style="list-style-type: none"> ● Use information gained from illustrations and words ● Compare and Contrast key points in two texts on the same topic ● Describe cause/effect relationships and connections in a text ● Analyze personification and imagery in a poem <p>Vocabulary: :(Power Objective #9-L.3.2, 4-5)</p> <ul style="list-style-type: none"> ● Use context clues to determine the meaning of words and phrases <p>Writing: (Power Objective #5-W.3.4-8 and L.3.3,6)</p> <ul style="list-style-type: none"> ● Process Writing/Research Project <p>Grammar: (Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Ensure subject/verb agreement 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Appositives <p>Assessed Skills</p> <ul style="list-style-type: none"> ● Determine the central message ● Recount story details ● Use information gained from illustrations and words ● Compare and Contrast key points in two texts on the same topic ● Describe cause/effect relationships and connections in a text ● Use Context clues to determine the meaning of words and phrases ● Distinguish literal and nonliteral language: metaphors ● Process writing: Research Project ● Use adjectives correctly ● Ensure Pronoun-Antecedent agreement

<p>visually, quantitatively, and orally.</p> <p>L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable,</p>	<p>comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).</p>	<ul style="list-style-type: none"> ● Ensure Subject-Verb agreement
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Unit: 9 Week: 1 Essential Question: What do our economic choices tell us about ourselves?(Spending Time and Money)

Standard(s)	Domains	Instructional Strategies
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2b Retell stories, including fables, folktales, and myths from diverse cultures.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3b Decode words with common Latin suffixes.</p> <p>RF.3.3c Decode multi-syllable words.</p> <p>RF.3.4a Read grade-level text with purpose and understanding.</p> <p>RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an</p>	<p>Phonics: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Suffixes -able, -ful, -less <p>Comprehension: (Power Objective #2-RI.3.1-10)</p> <ul style="list-style-type: none"> ● Describe procedural relationships and connections in a text ● Compare and Contrast key details in two texts on the same topic ● Determine the central message or lesson in a story <p>Vocabulary: (Power Objective #9-L.3.2, 4-5)</p> <ul style="list-style-type: none"> ● Distinguish literal from nonliteral language ● Use context clues to determine the meaning of words and phrases <p>Writing: (Power Objective #5-W.3.4-8,10 and L.3.3,6)</p> <ul style="list-style-type: none"> ● Multimedia Presentation <p>Grammar:(Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Use coordinating and subordinating 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Sentence Combining <p>Assessed Skills</p> <ul style="list-style-type: none"> ● Describe Procedural Relationships and Connections in a text ● Compare and Contrast Key Details in two texts on the same topic ● Recount Story Details ● Explain how illustrations convey character ● Determine the Central Message or Lesson in a story ● Distinguish literal from nonliteral language

<p>understandable pace. L.3.1i Produce simple, compound, and complex sentences. L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>conjunctions to produce compound and complex sentences</p>	<ul style="list-style-type: none"> ● Use context clues to determine the meaning of words and phrases ● Multimedia presentation ● Use Coordinating and Subordinating Conjunctions to form compound and complex sentences ● Form and use regular and irregular verbs ● WS Suffixes: -able, -ful, -less ● WS Prefixes: -dis, -un ● WS Prefixes: -pre, -re
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Unit: 9 Week: 2 Essential Question: What do our economic choices tell us about ourselves? (Spending Time and Money)

Standard(s)	Domains	Instructional Strategies
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2a Determine a theme and explain how it is conveyed through key details in the text. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting). RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3c Decode multi-syllable words. RF.3.4a Read grade-level text with purpose and understanding. RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an</p>	<p>Phonics: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Prefixes -dis, -un <p>Comprehension: (Power Objective #1-RL.3.1-10)</p> <ul style="list-style-type: none"> ● Recount story details ● Explain how illustrations convey character ● Determine the central message or lesson in a story <p>Vocabulary: (Power Objective #9-L.3.2, 4-5)</p> <ul style="list-style-type: none"> ● Distinguish literal from nonliteral language ● Use context clues to determine the meaning of words and phrases <p>Writing: (Power Objective #5-W.3.4-8,10 and L.3.3,6)</p> <ul style="list-style-type: none"> ● Multimedia Presentation 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Sentence Combining <p>Assessed Skills</p> <ul style="list-style-type: none"> ● Describe Procedural Relationships and Connections in a text ● Compare and Contrast Key Details in two texts on the same topic ● Recount Story Details ● Explain how illustrations convey character

<p>understandable pace. SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. L.3.1d Form and use regular and irregular verbs. L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>Grammar: :(Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Form and use regular and irregular verbs 	<ul style="list-style-type: none"> ● Determine the Central Message or Lesson in a story ● Distinguish literal from nonliteral language ● Use context clues to determine the meaning of words and phrases ● Multimedia presentation ● Use Coordinating and Subordinating Conjunctions to form compound and complex sentences ● Form and use regular and irregular verbs ● WS Suffixes: -able, -ful, -less ● WS Prefixes: -dis, -un ● WS Prefixes: -pre, -re
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Unit: ___ 9 ___ Week: ___ 3 ___ Essential Question: ___ What do our economic choices tell us about ourselves? (Spending Time and Money)

Standard(s)	Domains	Instructional Strategies
<p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3c Decode multi-syllable words. RF.3.4a Read grade-level text with purpose and understanding. RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.3.10 Write routinely over extended time frames (time for research,</p>	<p>Phonics: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Prefixes -pre, -re <p>Comprehension: (Power Objective #2-RI.3.1-10)</p> <ul style="list-style-type: none"> ● Describe procedural relationships and connections in a text ● Compare and contrast key details in two texts on the same topic ● Use text features to locate information relevant to a topic ● Analyze how stanzas build on earlier sections <p>Vocabulary: (Power Objective #9-L.3.2, 4-5)</p> <ul style="list-style-type: none"> ● Use context clues to determine the meaning 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Sentence Combining <p>Assessed Skills</p> <ul style="list-style-type: none"> ● Describe Procedural Relationships and Connections in a text ● Compare and Contrast Key Details in two

<p>reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.1h Use coordinating and subordinating conjunctions.</p> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>	<p style="text-align: center;">of words and phrases</p> <p>Writing: (Power Objective #5-W.3.4-8,10 and L.3.3,6)</p> <ul style="list-style-type: none"> ● Multimedia Presentation <p>Grammar::(Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Use coordinating and subordinating conjunctions to produce compound and complex sentences 	<p style="text-align: center;">texts on the same topic</p> <ul style="list-style-type: none"> ● Recount Story Details ● Explain how illustrations convey character ● Determine the Central Message or Lesson in a story ● Distinguish literal from nonliteral language ● Use context clues to determine the meaning of words and phrases ● Multimedia presentation ● Use Coordinating and Subordinating Conjunctions to form compound and complex sentences ● Form and use regular and irregular verbs ● WS Suffixes: -able, -ful, -less ● WS Prefixes: -dis, -un ● WS Prefixes: -pre, -re
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Unit: 10 Week: 1 Essential Question: _____ How does understanding science help us achieve our goals?(Forces and Interactions)

Standard(s)	Domains	Instructional Strategies
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RI.3.6 Describe the difference between points of view in texts, particularly first- and thirdperson narration.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RF.3.3d Read grade-appropriate irregularly spelled words.</p> <p>RF.3.4a Read grade-level text with purpose and understanding.</p> <p>RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>Phonics: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Unaccented final syllable -en, -on, ain, -in <p>Comprehension:(Power Objective #2-RI.3.1-10)</p> <ul style="list-style-type: none"> ● Distinguish reader's point of view from that of narrator ● Describe procedural relationships and the connections in a text <p>Vocabulary:(Power Objective #9-(L.3.1-2)</p> <ul style="list-style-type: none"> ● Use context clues to determine the meanings of words and phrases 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers <p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Sentence Combining <p>Assessed Skills</p>

<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).</p>	<ul style="list-style-type: none"> ● Distinguish literal from nonliteral language <p>Writing:</p> <ul style="list-style-type: none"> ● Process Writing/Poetry <p>Grammar: (Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Use subordinating conjunctions to form complex sentences 	<ul style="list-style-type: none"> ● Distinguish Reader's Point of View from that of the Narrator ● Describe Procedural Relationships and Connections in a Text ● Recount Story Details ● Compare and Contrast Two Texts on the Same Topic ● Use Context Clues to Determine the Meaning of Words and Phrases ● Distinguish literal from nonliteral language ● Process Writing: Poetry ● Use subordinating conjunctions to form complex sentences ● Form and Use irregular verbs ● Form and Use possessives
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Unit: <u> 10 </u> Week: <u> 2 </u> Essential Question: _____ How does understanding science help us achieve our goals? (Forces and Interactions)		
Standard(s)	Domains	Instructional Strategies
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2a Determine a theme and explain how it is conveyed through key details in the text.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.6 Describe the difference between points of view in texts, particularly first- and thirdperson narration.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Phonics: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Suffixes -ing, -ment, -ness <p>Comprehension: (Power Objective RL.3.1-10)</p> <ul style="list-style-type: none"> ● Distinguish readers point of view from that of the narrator ● Recount key story details 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book ● Read Aloud Handbook ● Grammar and Spelling Activity Book ● Intervention resources ● Graphic Organizers

<p>RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3b Decode words with common Latin suffixes.</p> <p>RF.3.4a Read grade-level text with purpose and understanding.</p> <p>RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.3.1d Form and use regular and irregular verbs.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p> <p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<ul style="list-style-type: none"> ● Compare and Contrast Two Texts on the Same Topic <p>Vocabulary: (Power Objective #9-(L.3.1-2)</p> <ul style="list-style-type: none"> ● Use context clues to determine the meanings of words and phrases ● Distinguish literal from nonliteral language <p>Writing:</p> <ul style="list-style-type: none"> ● Process Writing/Poetry <p>Grammar: (Power Objective #8-L.3.1-2)</p> <ul style="list-style-type: none"> ● Form and use irregular verbs 	<p>TWR sentence level strategies</p> <ul style="list-style-type: none"> ● Sentence Combining <p>Assessed Skills</p> <ul style="list-style-type: none"> ● Distinguish Reader’s Point of View from that of the Narrator ● Describe Procedural Relationships and Connections in a Text ● Recount Story Details ● Compare and Contrast Two Texts on the Same Topic ● Use Context Clues to Determine the Meaning of Words and Phrases ● Distinguish literal from nonliteral language ● Process Writing: Poetry ● Use subordinating conjunctions to form complex sentences ● Form and Use irregular verbs ● Form and Use possessives
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Unit: 10 Week: 3 Essential Question: How does understanding science help us achieve our goals?(Forces and Interactions)

Standard(s)	Domains	Instructional Strategies
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>Phonics: (Power Objective #3-RF.3.3-4)</p> <ul style="list-style-type: none"> ● Introduce related words 	<p>Additional Materials:</p> <ul style="list-style-type: none"> ● Small tradebooks ● Word Study Resource Book

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4a Read grade-level text with purpose and understanding.

RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.2d Form and use possessives.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Comprehension: (Power Objective #2-RI.3.1-10)

- Describe procedural relationships and connections in a text
- Draw inferences
- Compare and Contrast two texts on the same topic

Vocabulary: (Power Objective #9-(L.3.1-2)

- Use context clues to determine the meanings of words and phrases
- Distinguish literal from nonliteral language

Writing:

- Reflect on writing

Grammar: (Power Objective #8-L.3.1-2)

- Form and use possessives

- Read Aloud Handbook
- Grammar and Spelling Activity Book
- Intervention resources
- Graphic Organizers

TWR sentence level strategies

- Sentence Combining

Assessed Skills

- Distinguish Reader’s Point of View from that of the Narrator
- Describe Procedural Relationships and Connections in a Text
- Recount Story Details
- Compare and Contrast Two Texts on the Same Topic
- Use Context Clues to Determine the Meaning of Words and Phrases
- Distinguish literal from nonliteral language
- Process Writing: Poetry
- Use subordinating conjunctions to form complex sentences
- Form and Use irregular verbs
- Form and Use possessives

Unit: 1 Week: 1 Essential Question: How do we respond to nature?		
Standard(s)	Domains	Instructional Strategies
<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Analyze literary text development.</p> <p>a. Determine a theme of a story, drama, or poem from details in the text.</p> <p>b. Summarize the text, incorporating a theme determined from details in the text.</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Analyze informational text development.</p> <p>a. Determine the main idea of a text and explain how it is supported by key details.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Phonics: Spelling patterns; long a (a-e, ai, ay, ei, ea), short a</p> <p>Comprehension: Identify key details to determine the main idea. Compare / contrast narrative points of view.</p> <p>Vocabulary: Recognize & explain idioms, similes, & metaphors. Use context clues to determine the meaning of words and phrases.</p> <p>Writing: Write an informative / explanatory essay</p> <p>Grammar / Language: Prepositional Phrases Order Adjectives within Phrases</p>	<p>Additional Materials: Vocabulary pages Field guide format Inform / explain planning page</p> <p>Unit 1 Power Objectives: (Report Card Language)</p> <p><i>#1 Read and comprehend literary texts independently and proficiently</i></p> <p><i>#2 Read and comprehend complex information texts independently and proficiently</i></p> <p><i>#5 Write informative/explanatory texts</i></p> <p><i>#8 Demonstrate command of the conventions of standard English when writing or speaking</i></p>

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

W4.2 Write informative / explanatory texts to examine a topic and convey ideas and information clearly.

W4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

W4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL4.1a Come to discussions prepared, having read or studied required material; explicitly

draw on that preparation and other information known about the topic to explore ideas under discussion.

SL4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats including visually, quantitatively, and orally.

SL4.3 Identify the reasons and evidence a speaker provides to support particular points.

L4.1 Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.

L4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

L4.1e Form and use prepositional phrases

L4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L4.2d Spell grade appropriate words correctly, consulting references as needed.

L4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L4.5a Explain the meaning of simple similes and metaphors in context.

L4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

Unit: 1 Week: 2 Essential Question: How do we respond to nature?

Standard(s)	Domains	Instructional Strategies
<p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RI.4.2 Analyze informational text development.</p> <p>a. Determine the main idea of a text and explain how it is supported by key details.</p> <p>b. Provide a summary of the text that includes the main idea and key details as well as other important information.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4a Read grade-level text with purpose and understanding.</p> <p>RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W4.2 Write informative / explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Phonics: Long e (e-e, ea, ee, ey, y, ie, e), short e</p> <p>Comprehension: Identify key details to determine the main idea. Summarize the text. Analyze 1st person point of view. Integrate information from multiple text to demonstrate knowledge.</p> <p>Vocabulary: Explain meaning of similes and metaphors. Use context clues to determine meaning of words and phrases.</p> <p>Writing: Write an informative / explanatory essay</p> <p>W4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W4.9a Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p>	<p>Additional Materials: Vocabulary pages Field guide format Inform / explain planning page</p> <p>Unit 1 Power Objectives: (Report Card Language)</p> <p><i>#1 Read and comprehend literary texts independently and proficiently</i></p> <p><i>#2 Read and comprehend complex information texts independently and proficiently</i></p> <p><i>#5 Write informative/explanatory texts</i></p> <p><i>#8 Demonstrate command of the conventions of standard English when writing or speaking</i></p>

W4.2a Introduce a topic clearly and group related information in paragraphs and sections;

W4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

W4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

W4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grammar / Language:

Recognize and correct sentence fragments.

<p>SL4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats including visually, quantitatively, and orally.</p> <p>SL4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L4.1 Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L4.2d Spell grade appropriate words correctly, consulting references as needed.</p> <p>L4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L4.5a Explain the meaning of simple similes and metaphors in context.</p>		
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Unit: 1 Week:3 Essential Question: How do we respond to nature?

Standard(s)	Domains	Instructional Strategies
<p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL4.5 Explain major differences between poems, drama, and prose, and refer to the</p>	<p>Phonics: Long o (o-c, oa, ow, oe, o), short o</p> <p>Comprehension: Compare and contrast narrative points of view Integrate information from multiple texts to demonstrate</p>	<p>Additional Materials: Vocabulary pages Field guide format Inform / explain planning page</p>

structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives

RL4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W4.2 Write informative / explanatory texts to examine a topic and convey ideas and information clearly.

W4.2a Introduce a topic clearly and group related information in paragraphs and sections;

W4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W4.2e Provide a concluding statement or section related to the information or explanation presented.

knowledge.

Compare and contrast themes in literature

Explain differences between poetry and prose.

Vocabulary:

Explain the meaning of similes and metaphors.

Writing:

Write an informative / explanatory essay.

Grammar / Language:

Prepositional phrases.

Recognize incorrect fragments.

Order adjectives within phrases.

Unit 1 Power Objectives: (Report Card Language)

#1 Read and comprehend literary texts independently and proficiently

#2 Read and comprehend complex information texts independently and proficiently

#5 Write informative/explanatory texts

#8 Demonstrate command of the conventions of standard English when writing or speaking

W4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

W4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats including visually, quantitatively, and orally.

<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>L4.1 Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>L4.1e Form and use prepositional phrases.</p> <p>L4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L4.2d Spell grade appropriate words correctly, consulting references as needed.</p> <p>L4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L4.5a Explain the meaning of simple similes and metaphors in context.</p>		
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Unit: 2 Week:1 Essential Question: How do we reveal ourselves to others?

Standard(s)	Domains	Instructional Strategies
<p>RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly</p>	<p>Phonics:</p>	<p>Additional Materials: Vocabulary pages</p>

and when drawing inferences from the text.

RL.4.2 Analyze literary text development.

a. Determine a theme of a story, drama, or poem from details in the text.

b. Summarize the text, incorporating a theme determined from details in the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Long i (i-e, igh, y, ie, i), short i

Comprehension:

Summarize the text.

Describe a character in depth.

Make connections between a story and an oral presentation of the text.

Vocabulary:

Understand and use words that signal actions, emotions, and state of being.

Use context clues to determine meaning of words and phrases.

Writing:

Write a text based prompt: opinion essay.

Grammar / Language:

Use words and phrases for effect.

Correct comma usage.

Planning sheet for opinion writing

Unit 2 Power Objectives: (report card language)

#1 Read and comprehend literary texts independently and proficiently

#3 Know and apply foundational reading skills to support comprehension

#4 Write opinion pieces

#7 Engage effectively in a range of collaborative discussions

#8 Demonstrate command of the conventions of standard English when writing or speaking

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.4.1a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.

W.4.1b Provide reasons that are supported by facts and details.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9a Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

<p>SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2c Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.2d Spell grade appropriate words correctly, consulting references as needed.</p> <p>L.4.3 Use knowledge of language and its conventions when reading, writing, speaking, or listening.</p> <p>L.4.3a Choose words and phrases to convey ideas precisely.</p>		
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Unit: 2 Week:2 Essential Question: How do we reveal ourselves to others?

Standard(s)	Domains	Instructional Strategies
<p>RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly</p>	<p>Phonics: Long u (u-e, ue, ew, u), short u</p>	<p>Additional Materials: Vocabulary pages</p>

and when drawing inferences from the text.

RL.4.2 Analyze literary text development.

a. Determine a theme of a story, drama, or poem from details in the text.

b. Summarize the text, incorporating a theme determined from details in the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Comprehension:

Summarize the text.

Describe a character in depth.

Make connections between a story and an oral presentation of the text.

Compare and contrast similar themes in stories.

Vocabulary:

Understand and use words that signal actions, emotions, and state of being.

Use context clues to determine meaning of words and phrases.

Writing:

Write a text based prompt: opinion essay.

Grammar / Language:

Use modal auxiliaries.

Planning sheet for opinion writing

Unit 2 Power Objectives: (report card language)

#1 Read and comprehend literary texts independently and proficiently

#3 Know and apply foundational reading skills to support comprehension

#4 Write opinion pieces

#7 Engage effectively in a range of collaborative discussions

#8 Demonstrate command of the conventions of standard English when writing or speaking

RF.4.4b Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.1a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.

W.4.1b Provide reasons that are supported by facts and details.

W.4.1d Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.

W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

<p>SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2d Spell grade appropriate words correctly, consulting references as needed.</p>		
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Unit: 2 Week:3 Essential Question: How do we reveal ourselves to others?

Standard(s)	Domains	Instructional Strategies
<p>RL.4.2 Analyze literary text development.</p> <p>a. Determine a theme of a story, drama, or poem from details in the text.</p> <p>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>RL4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>Phonics: Closed syllables.</p> <p>Comprehension: Summarize text. Make connections between a story and an oral presentation of the text. Analyze author’s use of descriptive language in a poem. Compare and contrast similar themes in stories.</p> <p>Vocabulary: Use context clues to determine meaning of words and</p>	<p>Additional Materials: Vocabulary pages Planning sheet for opinion writing</p> <p>Unit 2 Power Objectives: (report card language) #1 Read and comprehend literary texts independently and proficiently</p>

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.1a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.

W.4.1b Provide reasons that are supported by facts and details.

W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1d Provide a concluding statement or section related to the opinion presented.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

phrases.

Writing:
Write a text based prompt: opinion essay.

Grammar / Language:
Use words and phrases for effect.
Subject / verb agreement
Pronoun / antecedent agreement

#3 Know and apply foundational reading skills to support comprehension

#4 Write opinion pieces

#7 Engage effectively in a range of collaborative discussions

#8 Demonstrate command of the conventions of standard English when writing or speaking

W.4.5 *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.*

W.4.9 *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

W.4.9a *Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").*

W.4.10 *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

SL.4.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.*

SL.4.1a *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*

SL.4.1b *Follow agreed-upon rules for discussions and carry out assigned roles.*

SL.4.1c *Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.*

SL.4.1d *Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.*

SL.4.2 *Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*

<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2d Spell grade appropriate words correctly, consulting references as needed.</p> <p>L.4.3 Use knowledge of language and its conventions when reading, writing, speaking, or listening.</p> <p>L.4.3a Choose words and phrases to convey ideas precisely.</p>		
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Unit: 3 Week: 1 Essential Question: How can government influence the way we live?		
Standard(s)	Domains	Instructional Strategies
<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>Phonics: Open syllables.</p> <p>Comprehension: Describe the structure of a text (problem / solution). Explain events or ideas in a text (problem / solution). Interpret information presented visually: sidebars, charts,</p>	<p>Additional Materials: Vocabulary pages Planning sheet for informational writing Variety of material for sources</p> <p>Unit 3 Power Objectives: (report card language)</p>

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., charts, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.2 Write informative / explanatory texts to examine a topic and convey ideas and information clearly.

W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include

and photos.
Draw inferences.

Vocabulary:

Use context clues to determine meaning of words and phrases.

Writing:

Process Writing: Informative / Explanatory Essay

Grammar / Language:

Use Modal Auxiliary to express possibilities.

#1 Read and comprehend literary texts independently and proficiently

#2 Read and comprehend complex information texts independently and proficiently

#3 Know and apply foundational reading skills to support comprehension

#5 Write informative/explanatory texts

#8 Demonstrate command of the conventions of standard English when writing or speaking

#9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study

formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W4.4 *Produce clear and coherent writing in which the development and organization are*

W4.5 *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.*

W4.8 *Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.*

W4.9 *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

W4.9b *Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").*

W4.10 *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

SL4.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.*

SL4.1a *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*

SL4.1b *Follow agreed-upon rules for discussions and carry out assigned roles.*

SL4.1c *Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.*

<p>SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2d Spell grade appropriate words correctly, consulting references as needed.</p>		
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Unit: 3 Week: 2 Essential Question: How can government influence the way we live?

Standard(s)	Domains	Instructional Strategies
<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Analyze informational text development.</p> <p>a. Determine the main idea of a text and explain how it is supported by key details.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>Phonics: Vowel team syllables.</p> <p>Comprehension: Describe the structure of a text (problem / solution). Explain events or ideas in a text (problem / solution). Interpret information presented visually: sidebars, charts, and photos. Integrate information from 2 texts. Identify key details and determine the main idea.</p> <p>Vocabulary: Use context clues to determine meaning of words and</p>	<p>Additional Materials: Vocabulary pages Planning sheet for informational writing Variety of material for sources</p> <p>Unit 3 Power Objectives: (report card language) #1 Read and comprehend literary texts independently and proficiently #2 Read and comprehend complex information texts independently and proficiently #3 Know and apply foundational reading skills to support comprehension</p>

RI.4.5 Describe the overall structure (chronologically, comparison, cause / effect, problem / solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade level text with purpose and understanding.

W.4.2 Write informative / explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraph and sections; include formatting, (e.g., headings) illustrations, and multimedia when useful to aid comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

phrases.

Writing:

Process Writing: Informative / Explanatory Essay

Grammar / Language:

Form and use the present progressive text.

#5 Write informative/explanatory texts

#8 Demonstrate command of the conventions of standard English when writing or speaking

#9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study

- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).*
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.*
- e. Provide a concluding statement or section related to the information or explanation presented*

W.4.4 *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*

W.4.9 *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

W.4.9a *Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").*

W.4.10 *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

SL.4.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.*

SL.4.1a *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*

SL.4.1b *Follow agreed-upon rules for discussions and carry out assigned roles.*

SL.4.1c *Pose and respond to specific questions to clarify or follow up on information, and make*

comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

L.4.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.

L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

Unit: 3 Week: 3 Essential Question: How can government influence the way we live?

Standard(s)	Domains	Instructional Strategies
<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Analyze literary text development.</p> <p>a. Determine a theme of a story, drama, or poem from details in the text.</p> <p>b. Summarize the text, incorporating a theme determined from details in the text.</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context).</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade level text with purpose and understanding.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Phonics: Vowel-r syllables</p> <p>Comprehension: Draw inferences. Integrate information from 2 texts. Identify a poem's rhyme and scheme.</p> <p>Vocabulary: Use context clues to determine meaning of words and phrases.</p> <p>Writing: Process Writing: Informative / Explanatory Essay</p> <p>Grammar / Language: Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p>Additional Materials: Vocabulary pages Planning sheet for informational writing Variety of material for sources</p> <p>Unit 3 Power Objectives: (report card language) #1 Read and comprehend literary texts independently and proficiently #2 Read and comprehend complex information texts independently and proficiently #3 Know and apply foundational reading skills to support comprehension #5 Write informative/explanatory texts #8 Demonstrate command of the conventions of standard English when writing or speaking #9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study</p>

W. 4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W. 4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2c Use a comma before a coordinating conjunction in a compound sentence.

L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).



Unit: 4 Week: 1 Essential Question: What do we learn when we look at the world through the eyes of others?

Standard(s)	Domains	Instructional Strategies
<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4a Read grade-level text with purpose and understanding.</p> <p>RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.9 Draw evidence from literary or informational</p>	<p>Phonics: Compound words</p> <p>Comprehension: Draw inferences (focus on characters). Analyze 3rd person point of view. Analyze 1st person point of view.</p> <p>Vocabulary: Use context clues to determine meaning of words and phrases.</p> <p>Writing: Write a text based prompt: narrative text.</p> <p>Grammar / Language: Form and use the past-progressive tense. Form and use the present-progressive tense.</p>	<p>Additional Materials: Vocabulary pages Planning sheet for narrative writing</p> <p>Unit 4 Power Objectives: (report card language) #1 Read and comprehend literary texts independently and proficiently #3 Know and apply foundational reading skills to support comprehension #6 Write narratives #8 Demonstrate command of the conventions of standard English when writing or speaking</p>

texts to support analysis, reflection, and research.

W.4.9a *Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").*

W.4.10 *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

SL.4.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.*

SL.4.1a *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*

SL.4.1b *Follow agreed-upon rules for discussions and carry out assigned roles.*

SL.4.1c *Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.*

SL.4.1d *Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.*

SL.4.3 *Identify the reasons and evidence a speaker provides to support particular points.*

SL.4.4 *Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.*

<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p>		
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Unit: 4 Week: 2 Essential Question: What do we learn when we look at the world through the eyes of others?

Standard(s)	Domains	Instructional Strategies
<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Analyze literary text development.</p> <p>RL.4.2b Summarize the text, incorporating a theme determined from details in the text.</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters.</p> <p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good</p>	<p>Phonics: Vowel-consonant-e syllable (VCe)</p> <p>Comprehension: Draw inferences (focus on characters). Compare and contrast point of view. Summarize the text. Compare and contrast similar themes in stories.</p> <p>Vocabulary: Use context clues to determine meaning of words and phrases. Demonstrate understanding of figurative language: similes.</p>	<p>Additional Materials: Vocabulary pages Planning sheet for narrative writing</p> <p>Unit 4 Power Objectives: (report card language) #1 Read and comprehend literary texts independently and proficiently #3 Know and apply foundational reading skills to support comprehension #6 Write narratives</p>

and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9a Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on

Writing:

Write a text based prompt: narrative text.

Grammar / Language:

Correctly use frequently confused words.

#8 Demonstrate command of the conventions of standard English when writing or speaking

specific details in the text [e.g., a character's thoughts, words, or actions].").

W.4.10 *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

SL.4.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.*

SL.4.1a *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*

SL.4.1b *Follow agreed-upon rules for discussions and carry out assigned roles.*

SL.4.1c *Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.*

SL.4.1d *Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.*

SL.4.3 *Identify the reasons and evidence a speaker provides to support particular points.*

SL.4.4 *Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.*

L.4.1 *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*

L.4.1e *Form and use prepositional phrases.*

<p>L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>		
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Unit: 4 Week: 3 Essential Question What do we learn when we look at the world through the eyes of others?

Standard(s)	Domains	Instructional Strategies
<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.6 Explain the differences in the point(s) of view</p>	<p>Phonics: Consonant -le syllables.</p> <p>Comprehension: Draw inferences (focus on characters). Analyze a free verse poem. Compare and contrast point of view. Compare and contrast similar themes in stories.</p> <p>Vocabulary: Use context clues to determine meaning of words and phrases.</p>	<p>Additional Materials: Vocabulary pages Planning sheet for narrative writing</p> <p>Unit 4 Power Objectives: (report card language) #1 Read and comprehend literary texts independently and proficiently #3 Know and apply foundational reading skills to support comprehension #6 Write narratives #8 Demonstrate command of the conventions of standard English when writing or speaking</p>

in a text and different perspectives of the characters.

RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9a Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character,

Writing:

Write a text based prompt: narrative text.

Grammar / Language:

Correctly use frequently confused words.

Form and use prepositional phrases.

setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2d Use commas and quotation marks to mark direct speech and quotations from a text..</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.3a Choose words and phrases to convey ideas precisely.</p> <p>L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>		
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Unit: 5 Week: 1 Essential Question: How do we make decisions about developing new technology?		
Standard(s)	Domains	Instructional Strategies
<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5 Describe the overall structure (e.g.,</p>	<p>Phonics: Hard and soft c , g</p> <p>Comprehension: Explain how an author uses reasons and evidence to support points in a text.</p>	<p>Additional Materials: Vocabulary pages Planning sheet for opinion writing</p> <p>Unit 5 Power Objectives: (report card language)</p>

chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.8 Explain how an author uses evidence to support particular points in a text.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.4.1a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.

W.4.1b Provide reasons that are supported by facts and details.

W.4.1d Provide a concluding statement or section related to the opinion presented.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and

Describe the structure of a text (cause / effect).
Explain events or ideas in a text (cause / effect).

Vocabulary:

Use context clues to determine meaning of words and phrases.

Writing:

Process writing: opinion essay.

Grammar / Language:

Form and use the progressive verb tenses.

#2 Read and comprehend complex information texts independently and proficiently

#3 Know and apply foundational reading skills to support comprehension

#4 Write opinion pieces

#9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study

adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

W.4.9a Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

W.4.10 Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.d Spell grade-appropriate words correctly, consulting references as needed.

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Unit: 5 Week: 2 Essential Question: How do we make decisions about developing new technology?

Standard(s)	Domains	Instructional Strategies
<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.8 Explain how an author uses evidence to support particular points in a text.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4a Read grade-level text with purpose and understanding.</p> <p>RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>W.4.1a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and</p>	<p>Phonics: R-controlled vowels (ar, or, oar, ore)</p> <p>Comprehension: Explain how an author uses reasons and evidence to support points in a text. Describe the structure of a text (cause / effect). Explain events or ideas (cause / effect). Summarize the text. Integrate information from 2 texts on the same topic.</p> <p>Vocabulary: Use context clues to determine meaning of words and phrases.</p> <p>Writing: Process writing: opinion essay</p> <p>Grammar / Language: Use relative adverbs.</p>	<p>Additional Materials: Vocabulary pages Planning sheet for opinion writing</p> <p>Unit 5 Power Objectives: (report card language) #2 Read and comprehend complex information texts independently and proficiently #3 Know and apply foundational reading skills to support comprehension #4 Write opinion pieces #9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study</p>

multimedia to aid comprehension, if needed.

W.4.1b *Provide reasons that are supported by facts and details.*

W.4.1d *Provide a concluding statement or section related to the opinion presented.*

W.4.4 *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*

W.4.8 *Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources*

W.4.9 *Draw evidence from literary or informational texts to support analysis, reflection, and research*

W.4.9b *Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").*

W.4.10 *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

SL4.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.*

SL4.1a *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*

SL4.1b *Follow agreed-upon rules for discussions and carry out assigned roles.*

SL4.1c *Pose and respond to specific questions to clarify or follow up on information, and make*

comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1a Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.d Spell grade-appropriate words correctly, consulting references as needed.

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Unit: 5 Week: 3 Essential Question: How do we make decisions about developing new technology?

Standard(s)	Domains	Instructional Strategies
<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.8 Explain how an author uses evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4a Read grade-level text with purpose and understanding.</p> <p>RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.1b Provide reasons that are supported by facts and details.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate</p>	<p>Phonics: R-controlled vowels (er, ir, ur).</p> <p>Comprehension: Explain how an author uses reasons and evidence to support points in a text. Describe the structure of a text (problem / solution). Integrate information from 2 texts on the same topic.</p> <p>Vocabulary: Use context clues to determine meaning of words and phrases.</p> <p>Writing: Process writing: opinion essay</p> <p>Grammar / Language: Use relative pronouns.</p>	<p>Additional Materials: Vocabulary pages Planning sheet for opinion writing</p> <p>Unit 5 Power Objectives: (report card language) #2 Read and comprehend complex information texts independently and proficiently #3 Know and apply foundational reading skills to support comprehension #4 Write opinion pieces #9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study</p>

to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tense.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.d Spell grade-appropriate words correctly, consulting references as needed.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Unit: 6 Week: 1 Essential Question: How do we overcome obstacles?

Standard(s)	Domains	Instructional Strategies
<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Analyze literary text development</p> <p>RL.4.2a Determine a theme of a story, drama, or poem from details in the text</p> <p>RL.4.2b Summarize the text, incorporating a theme determined from details in the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound</p>	<p>Phonics: Adverb suffixes (-ly, -ily, -ways, -wise).</p> <p>Comprehension: Describe the characters in a story. Infer and determine the theme of a story. Describe characters, settings, and events. Compare and contrast similar themes. Compare and contrast patterns of events. Summarize the text.</p> <p>Vocabulary: Use context clues to determine the meaning of words and phrases.</p> <p>Writing: Write to text based prompt: narrative.</p> <p>Grammar / Language: Use modal auxiliaries to convey various conditions. Choose punctuation for effect. Use suffixes.</p>	<p>Additional Materials: Vocabulary pages Planning sheet/graphic organizers for: Narrative writing response</p> <p>Unit 6 Power Objectives: (report card language) #1 Read and comprehend literary texts independently and proficiently #7 Engage effectively in a range of collaborative discussions #8 Demonstrate command of the conventions of standard English when writing or speaking #9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study</p>

correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 *Read with sufficient accuracy and fluency to support comprehension.*

RF.4.4a *Read grade-level text with purpose and understanding.*

RF.4.4b *Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.*

RF.4.4c *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*

W.4.3 *Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences*

W.4.3a *Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.*

W.4.3b *Use dialogue and description to develop experiences and events or show the responses of characters to situations.*

W.4.4 *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*

W.4.5 *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.*

W.4.9 *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

W.4.9b *Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author*

uses reasons and evidence to support particular points in a text").

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2c Use a comma before a coordinating conjunction in a compound sentence.

L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.3b Choose punctuation for effect.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs

L.4.5c Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).

Standard(s)	Domains	Instructional Strategies
<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Analyze literary text development</p> <p>RL.4.2a Determine a theme of a story, drama, or poem from details in the text</p> <p>RL.4.2b Summarize the text, incorporating a theme determined from details in the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4a Read grade-level text with purpose and</p>	<p>Phonics: Variant vowel (/oo/ - oo, ew, ue; /oo/ - ould, -ull)</p> <p>Comprehension: Describe the characters in a story. Infer and determine the theme of a story. Compare and contrast similar themes. Compare and contrast patterns of events. Summarize the text.</p> <p>Vocabulary: Use context clues to determine the meaning of words and phrases. Identify words with mythological allusions.</p> <p>Writing: Write to a text based prompt: informative / explanatory.</p> <p>Grammar / Language: Choose punctuation for effect.</p>	<p>Additional Materials: Vocabulary pages Planning sheet/graphic organizers for explanatory/informative writing</p> <p>Unit 6 Power Objectives: (report card language) #1 Read and comprehend literary texts independently and proficiently #7 Engage effectively in a range of collaborative discussions #8 Demonstrate command of the conventions of standard English when writing or speaking #9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study</p>

understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.

W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL.4.1a *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*

SL.4.1b *Follow agreed-upon rules for discussions and carry out assigned roles.*

SL.4.1c *Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.*

SL.4.1d *Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.*

SL.4.2 *Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*

SL.4.3 *Identify the reasons and evidence a speaker provides to support particular points.*

SL.4.4 *Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace*

L.4.2 *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing*

L.4.2a *Use correct capitalization*

L.4.2d *Spell grade-appropriate words correctly, consulting references as needed.*

Unit: 6 Week: 3 Essential Question: How do we overcome obstacles?

Standard(s)	Domains	Instructional Strategies
<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Analyze literary text development</p> <p>RL.4.2a Determine a theme of a story, drama, or poem from details in the text</p> <p>RL.4.2b Summarize the text, incorporating a theme determined from details in the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</p>	<p>Phonics: Adjective suffixes (-ful, -ous, -ible, -able, -some).</p> <p>Comprehension: Describe the characters in a story. Infer and determine the theme of a story. Compare and contrast similar themes. Analyze rhyme, meter, and theme in a poem.</p> <p>Vocabulary: Use context clues to determine the meaning of words and phrases.</p> <p>Writing: Write a text based prompt: opinion.</p> <p>Grammar / Language: Use relative adverbs (where, when, why). Use suffixes.</p>	<p>Additional Materials: Vocabulary pages Planning sheet/graphic organizers for opinion writing</p> <p>Unit 6 Power Objectives: (report card language) <i>#1 Read and comprehend literary texts independently and proficiently</i> <i>#7 Engage effectively in a range of collaborative discussions</i> <i>#8 Demonstrate command of the conventions of standard English when writing or speaking</i> <i>#9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study</i></p>

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.1a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.

W.4.1b Provide reasons that are supported by facts and details.

W.4.1d Provide a concluding statement or section related to the opinion presented.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.4.1a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>)</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p>		
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Unit: 7 Week: 1 Essential Question: How do communities evolve?

Standard(s)	Domains	Instructional Strategies
<p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI. 4.5 Describe the overall structure (e.g., <i>chronology, comparison, cause/effect, problem/solution</i>) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>Phonics: Diphthongs (/ou/, /oi/).</p> <p>Comprehension: Describe the overall structure of a text (chronological). Explain events or ideas in a text. Interpret information presented visually.</p>	<p>Additional Materials: Vocabulary pages Planning sheet/graphic organizers for narrative writing</p> <p>Unit 7 Power Objectives: (report card language)</p>

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses evidence to support particular points in a text.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9b Apply grade 4 Reading standards to

Explain how the author uses reasons and evidence to support points in a text.

Vocabulary:

Use context clues to determine meaning of words and phrases.

Writing:

Process writing: narrative.

Grammar / Language:

Use correct capitalization.

Use correct punctuation.

#2 Read and comprehend complex information texts independently and proficiently

#6 Write narratives

#8 Demonstrate command of the conventions of standard English when writing or speaking

#9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study

informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2a Use correct capitalization.

L.4.2d Spell grade-appropriate words correctly,

<p>consulting references as needed.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L.4.5c Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).</p>		
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Unit: 7 Week: 2 Essential Question: How do communities evolve?		
Standard(s)	Domains	Instructional Strategies
<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>Phonics: Prefixes (trans-, pro-, sub-, super-, inter-)</p> <p>Comprehension: Describe the overall structure of a text (chronological). Explain events or ideas in a text.</p>	<p>Additional Materials: Vocabulary pages Planning sheet/graphic organizers for narrative writing</p>

RI. 4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Describe the overall structure of a text (compare / contrast).
 Interpret information presented visually.
 Draw inferences.
 Integrate information from 2 texts to speak knowledgeable on a topic.

Vocabulary:
 Use context clues to determine meaning of words and phrases.

Writing:
 Process writing: narrative.

Grammar / Language:
 Use prepositional phrases.

Unit 7 Power Objectives: (report card language)
#2 Read and comprehend complex information texts independently and proficiently
#6 Write narratives
#8 Demonstrate command of the conventions of standard English when writing or speaking
#9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text")

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL4.3 Identify the reasons and evidence a speaker provides to support particular points.

<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1e Form and use prepositional phrases.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>		
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Unit: 7 Week: 3 Essential Question: How do communities evolve?		
Standard(s)	Domains	Instructional Strategies
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when	Phonics: Homophones	Additional Materials: Vocabulary pages

drawing inferences from the text.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.8 Explain how an author uses evidence to support particular points in a text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6 With some guidance and support from adults,

Comprehension:

Describe the overall structure of a text (chronological).

Explain events or ideas in a text.

Describe the overall structure of a text (compare / contrast).

Explain how the author uses reasons and evidence to support points in a text.

Integrate information from 2 texts to speak knowledgeably on a topic.

Vocabulary:

Use context clues to determine meaning of words and phrases.

Writing:

Process writing: narrative.

Grammar / Language:

Use commas before coordinating conjunctions in compound sentences.

Choose words and phrases to convey ideas precisely.

Planning sheet/graphic organizers for narrative writing

Unit 7 Power Objectives: (report card language)

#2 Read and comprehend complex information texts independently and proficiently

#6 Write narratives

#8 Demonstrate command of the conventions of standard English when writing or speaking

#9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study

use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

W.4.9 *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

W.4.9b *Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text")*

W.4.10 *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

SL.4.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.*

SL.4.1a *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*

SL.4.1b *Follow agreed-upon rules for discussions and carry out assigned roles.*

SL.4.1c *Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.*

SL.4.1d *Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.*

SL.4.2 *Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*

<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L.4.2c Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.3a Choose words and phrases to convey ideas precisely.</p>		
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Unit: 8 Week: 1 Essential Question: How do Earth's natural processes impact our lives?

Standard(s)	Domains	Instructional Strategies
<p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.6 Compare and contrast a first-hand and second-hand account of the same event or topic; describe the differences in perspective and the</p>	<p>Phonics: Negative prefixes (de-, un-, in-, im-, dis-)</p> <p>Comprehension: Describe the overall structure of events in a text (cause / effect). Interpret information presented visually.</p>	<p>Additional Materials: Vocabulary pages Planning sheet/graphic organizers for explanatory/informative writing</p>

information provided.

RI.4.10 *By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

RF.4.3 *Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.*

RF.4.4 *Read with sufficient accuracy and fluency to support comprehension.*

RF.4.4a *Read grade-level text with purpose and understanding*

RF.4.4b *Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.*

RF.4.4c *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*

W.4.2 *Write informative/explanatory texts to examine a topic and convey ideas and information clearly*

W.4.2a *Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.*

W.4.2b *Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*

W.4.2d *Use precise language and domain-specific vocabulary to inform about or explain the topic.*

W.4.5 *With guidance and support from peers and adults, develop and strengthen writing as needed*

Identify genre features: first hand accounts.
Compare and contrast a first hand and second hand account of the same topic.

Vocabulary:

Use context clues to determine meaning of words and phrases, including those with multiple meanings.

Writing:

Process writing: research project.

Grammar / Language:

Form and use prepositional phrases.

Unit 8 Power Objectives: (report card language)

#2 Read and comprehend complex information texts independently and proficiently

#5 Write informative/explanatory texts

#7 Engage effectively in a range of collaborative discussions

#8 Demonstrate command of the conventions of standard English when writing or speaking

#9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study

by planning, revising, and editing.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L.4.2d Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>		
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Unit: 8 Week: 2 Essential Question: How do Earth's natural processes impact our lives?

Standard(s)	Domains	Instructional Strategies
<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Analyze informational text development.</p> <p>RI.4.2a Determine the main idea of a text and explain how it is supported by key details.</p> <p>RI.4.2b Provide a summary of the text that includes</p>	<p>Phonics: Greek and Latin roots (geo-, archae-, -rupt)</p> <p>Comprehension: Describe the overall structure of events in a text (cause / effect). Summarize the text.</p>	<p>Additional Materials: Vocabulary pages Planning sheet/graphic organizers for explanatory/informative writing</p>

the main idea and key details, as well as other important information.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include

Integrate information from 2 texts to speak knowledgeably on a topic.

Refer to details and examples in texts to draw inferences.

Vocabulary:

Use context clues to determine meaning of words and phrases, including those with multiple meanings.

Writing:

Process writing: research project.

Grammar / Language:

Produce complete sentences, recognizing and correcting fragments and run-ons.

Unit 8 Power Objectives: (report card language)

#2 Read and comprehend complex information texts independently and proficiently

#5 Write informative/explanatory texts

#7 Engage effectively in a range of collaborative discussions

#8 Demonstrate command of the conventions of standard English when writing or speaking

#9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study

formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.

W.4.2b *Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*

W.4.2c *Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).*

W.4.2d *Use precise language and domain-specific vocabulary to inform about or explain the topic.*

W.4.2e *Provide a concluding statement or section related to the information or explanation presented*

W.4.4 *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*

W.4.6 *With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.*

W.4.7 *Conduct short research projects that build knowledge through investigation of different aspects of a topic.*

W.4.9 *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

W.4.9b *Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").*

W.4.10 *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

SL.4.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)*

with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-on

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies

L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

<p>L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>		
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Unit: 8 Week: 3 Essential Question: How do Earth's natural processes impact our lives?		
Standard(s)	Domains	Instructional Strategies
<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.6 Compare and contrast a first-hand and second-hand account of the same event or topic; describe the differences in perspective and the information provided.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies,</p>	<p>Phonics: Variant vowels (/o/ - au, al, aw)</p> <p>Comprehension: Interpret information presented visually. Refer to details and examples in texts to draw inferences. Analyze personification, repetition, and theme in a poem. Compare and contrast a first hand and second hand account of the same topic.</p> <p>Vocabulary: Use context clues to determine meaning of words and phrases, including those with multiple meanings.</p> <p>Writing: Process writing: research project.</p> <p>Grammar / Language:</p>	<p>Additional Materials: Vocabulary pages Planning sheet/graphic organizers for explanatory/informative writing</p> <p>Unit 8 Power Objectives: (report card language) #2 Read and comprehend complex information texts independently and proficiently #5 Write informative/explanatory texts #7 Engage effectively in a range of collaborative discussions</p>

science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.

W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Use a comma with a coordinating conjunction in a compound sentence.

#8 Demonstrate command of the conventions of standard English when writing or speaking

#9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study

W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English

<p>when appropriate to task and situation.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>		
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Unit: 9 Week: 1 Essential Question: How does access to resources influence people's lives?

Standard(s)	Domains	Instructional Strategies
<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.8 Explain how an author uses evidence to support particular points in a text.</p>	<p>Phonics: Noun suffixes (-dom, -ity, -tion, -ment, -ness)</p> <p>Comprehension: Describe the overall text structure of events in a text (cause / effect). Explain how an author uses reasons and evidence to support points in a text. Explain events or concepts in a social studies text. Determine the theme of a poem. Refer to structural elements of poems. Integrate information from 2 texts to speak knowledgeable on a topic.</p>	<p>Additional Materials: Vocabulary pages Planning sheet/graphic organizers for explanatory/informative writing</p> <p>Unit 9 Power Objectives: (report card language) #2 Read and comprehend complex information texts independently and proficiently #5 Write informative/explanatory texts</p>

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular

Vocabulary:

Use context clues to determine meanings of words and phrases, including domain specific vocabulary.

Writing:

Writing multi-media presentation.

Grammar / Language:

Use correct capitalization.

#8 Demonstrate command of the conventions of standard English when writing or speaking

#9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study

points in a text").

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

<p>L.4.2a Use correct capitalization.</p> <p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>		
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Unit: 9 Week: 2 Essential Question: How does access to resources influence people's lives?		
Standard(s)	Domains	Instructional Strategies
<p>RI.4.2 Analyze informational text development.</p> <p>RI.4.2a Determine the main idea of a text and explain how it is supported by key details.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.8 Explain how an author uses evidence to support particular points in a text.</p>	<p>Phonics: Latin roots (miss, agri, duc / duct, man)</p> <p>Comprehension: Describe the overall text structure of events in a text (cause / effect). Explain how an author uses reasons and evidence to support points in a text. Explain events or concepts in a social studies text. Integrate information from 2 texts to speak knowledgeable on a topic. Identify key ideas and determine the main idea.</p> <p>Vocabulary: Use context clues to determine meanings of words and phrases, including domain specific vocabulary.</p>	<p>Additional Materials: Vocabulary pages Planning sheet/graphic organizers for explanatory/informative writing</p> <p>Unit 9 Power Objectives: (report card language) #2 Read and comprehend complex information texts independently and proficiently</p>

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing:

Writing multi-media presentation.

Grammar / Language:

Choose words and phrases to convey ideas precisely.

#5 Write informative/explanatory texts

#8 Demonstrate command of the conventions of standard English when writing or speaking

#9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study

SL4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening

<p>L.4.3a Choose words and phrases to convey ideas precisely.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.5c Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).</p>		
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Unit: 9 Week: 3 Essential Question: How does access to resources influence people's lives?		
Standard(s)	Domains	Instructional Strategies
<p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and</p>	<p>Phonics: R-controlled vowel /ar/ - (air, are, ear)</p> <p>Comprehension: Integrate information from 2 texts to speak knowledgeable on a topic. Compare and contrast similar themes in 2 poems.</p>	<p>Additional Materials: Vocabulary pages Planning sheet/graphic organizers for explanatory/informative writing</p>

drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Determine the theme of a poem.
Refer to the structural elements of poems.

Vocabulary:

Use context clues to determine meanings of words and phrases, including domain specific vocabulary.
Understand figurative language in a poem.

Writing:

Writing multi-media presentation.

Grammar / Language:

Ensure subject / verb and pronoun / antecedent agreement.

Unit 9 Power Objectives: (report card language)

#2 Read and comprehend complex information texts independently and proficiently

#5 Write informative/explanatory texts

#8 Demonstrate command of the conventions of standard English when writing or speaking

#9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study

W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6 Differentiate between contexts that call for

<p>formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.3b Choose punctuation for effect.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>		
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Unit: 10 Week: 1 Essential Question: Where do scientific discoveries take us?

Standard(s)	Domains	Instructional Strategies
<p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.7 Interpret information presented visually,</p>	<p>Phonics: Adding endings with spelling changes.</p> <p>Comprehension: Explain how an author uses reasons and evidence to support points in a text. Explain events, ideas, or concepts in a scientific text. Interpret information presented visually.</p>	<p>Additional Materials: Vocabulary pages Graphic organizers</p> <p>Unit 10 Power Objectives: (report card language) #2 Read and comprehend complex information texts independently and proficiently</p>

orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses evidence to support particular points in a text

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.7 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.8 Recall relevant information from experiences or gather relevant information from print and

Vocabulary:

Use context clues to determine meanings of words and phrases, including domain specific vocabulary.

Writing:

Process writing: poetry.

Grammar / Language:

Form and use the progressive verb tenses.

#3 Know and apply foundational reading skills to support comprehension

#9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study

digital sources; take notes and categorize information and provide a list of sources.

W.4.9 *Draw evidence from literary or informational texts to support analysis, reflection, and research*

W.4.9a *Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").*

W.4.10 *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

SL.4.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.*

SL.4.1a *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*

SL.4.1b *Follow agreed-upon rules for discussions and carry out assigned roles.*

SL.4.1c *Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.*

SL.4.1d *Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.*

SL.4.3 *Identify the reasons and evidence a speaker provides to support particular points.*

SL.4.4 *Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive*

<p>details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p>		
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Unit: 10 Week: 2 Essential Question: Where do scientific discoveries take us?

Standard(s)	Domains	Instructional Strategies
<p>RI.4.2 Analyze informational text development.</p> <p>RI.4.2a Determine the main idea of a text and explain how it is supported by key details.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 Explain how an author uses evidence to</p>	<p>Phonics: Final /ə/ and /ən/</p> <p>Comprehension: Explain how an author uses reasons and evidence to support points in a text. Interpret information presented visually. Identify key details and determine main idea. Integrate information from 2 texts to speak knowledgeably on a topic.</p> <p>Vocabulary: Use context clues to determine meanings of words and</p>	<p>Additional Materials: Vocabulary pages Graphic organizers</p> <p>Unit 10 Power Objectives: (report card language) #2 Read and comprehend complex information texts independently and proficiently #3 Know and apply foundational reading skills to support comprehension #9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of</p>

support particular points in a text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize

phrases, including domain specific vocabulary.

Writing:

Process writing - poetry.

Grammar / Language:

Order adjectives within sentences according to conventional patterns.

figurative language, word relationships and meanings through word study

information and provide a list of sources.

W.4.9 *Draw evidence from literary or informational texts to support analysis, reflection, and research*

W.4.9b *Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").*

W.4.10 *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

SL.4.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.*

SL.4.1a *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*

SL.4.1b *Follow agreed-upon rules for discussions and carry out assigned roles.*

SL.4.1c *Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.*

SL.4.1d *Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.*

SL.4.3 *Identify the reasons and evidence a speaker provides to support particular points.*

SL.4.4 *Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.*

<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>		
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Unit: 10 Week: 3 Essential Question: Where do scientific discoveries take us?		
Standard(s)	Domains	Instructional Strategies
<p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including</p>	<p>Phonics: Latin and Greek roots - ven, migr, graph, mit/miss, aud</p> <p>Comprehension: Integrate information from 2 texts to speak knowledgeably on a topic. Explain how an author uses reasons and evidence to support points in a text.</p>	<p>Additional Materials: Vocabulary pages Graphic organizers</p> <p>Unit 10 Power Objectives: (report card language)</p>

what happened and why, based on specific information in the text.

RI.4.8 Explain how an author uses evidence to support particular points in a text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

W.4.9 Draw evidence from literary or informational

Explain events, ideas, or concepts in a scientific text. Analyze humor and rhyme in a poem.

Vocabulary:

Use context clues to determine meanings of words and phrases, including domain specific vocabulary.

Writing:

Reflect on writing.

Grammar / Language:

Choose words and phrases to convey ideas precisely.

#2 Read and comprehend complex information texts independently and proficiently

#3 Know and apply foundational reading skills to support comprehension

#9 Determine the meaning of unknown multiple-meaning words/phrases and demonstrate understanding of figurative language, word relationships and meanings through word study

texts to support analysis, reflection, and research
W.4.9b *Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").*

W.4.10 *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

SL.4.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressions.*

SL.4.1a *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*

SL.4.1b *Follow agreed-upon rules for discussions and carry out assigned roles.*

SL.4.1c *Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.*

SL.4.1d *Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.*

SL.4.2 *Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*

SL.4.3 *Identify the reasons and evidence a speaker provides to support particular points.*

SL.4.4 *Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive*

details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening

L.4.3a Choose words and phrases to convey ideas precisely.

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

Grade 5

Unit: <u> 1 </u> Week: <u> 1 </u> Essential Question: <u>Cultivating Natural Resources: How do we decide which resources we should develop?</u>		
Standard(s)	Domains	Instructional Strategies
<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.</p> <p>RI.5.7 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4a Read grade-level text with purpose and understanding.</p> <p>RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive</p>	<p>Phonics/Foundational Skills: Lesson 2 pp.22-23 (RF.5.4a & RF.5.4b) Lesson 5 pp.28-29 (RF.5.3) Lesson 10 pp.86-87 (RF.5.4a)</p> <p>Collaborative Discussions: Lesson 1 pp.20-21 (SL.5.1a, b, c, d & SL.5.2 & SL.5.6) Lesson 7 pp. (SL.5.1a,b,c,d) Lesson 12 pp. (SL.5.1a, b, c, d) Lesson 15 pp.48-49 (SL.5.1a, b, c, d & SL.5.6)</p> <p>Comprehension: Lesson 7 pp.32-33 (RI.5.3) Lesson 12 pp.42-43 (RI.5.7) Lesson 13 pp.44-45 (RI.5.1 & RI.5.6)</p> <p>Vocabulary: Lesson 5 pp.28-29 (L.5.4c) Lesson 10 pp.34-35 (RF.5.4c)</p> <p>Writing: Lesson 6 pp.30-31 (W.5.2b & W.5.8) Lesson 9 pp.36-37 (W.5.8) Lesson 11 pp.40-41 (W.5.2a)</p> <p>Conventions: Lesson 8 pp.34-35 (L.5.1c)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Cultivating Natural Resources</i> Benchmark Advance Teacher’s Resource System Unit 1 Trade/Science/Social Studies book/text about Life Science/Natural Resource standards Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Week 1: Ohio State’s Benchmark Readiness Assessment Full practice test for all standards</p>

readings.

RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.

W.5.2b Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

W.5.9b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter

Lesson 14 pp.46-47 (L.5.1a)

time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1c Use verb tense to convey various times, sequences, states, and conditions.

<p>L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>		
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Unit: 1 Week: 2 Essential Question: Cultivating Natural Resources: How do we decide which resources we should develop?

Standard(s)	Domains	Instructional Strategies
<p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.</p> <p>RI.5.7 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4a Read grade-level text with purpose and understanding.</p>	<p>Phonics/Foundational Skills: Lesson 1 pp.54-55 (RF.5.4a) Lesson 2 pp.56-57 (RF.5.3)</p> <p>Collaborative Discussions: Lesson 10 pp. (SL.5.1a, b, c, d) Lesson 14 pp. 80-81 (SL.5.1a, b, c, d & SL.5.6)</p> <p>Comprehension: Lesson 5 pp.62-63 (RI.5.4) Lesson 10 pp.72-73 (RI.5.3 & RI.5.7) Lesson 12 pp.76-77 (RI.5.6 & RI.5.9)</p> <p>Vocabulary: Lesson 1 pp.54-55 (RF.5.4c) Lesson 2 pp.56-57 (L.5.4c) Lesson 5 pp. 62-63 (L.5.4a)</p> <p>Writing: Lesson 6 pp.64-65 (W.5.8) Lesson 9 pp.70-71 (W.5.2b & W.5.8) Lesson 11 pp.74-75 (W.5.2a, b & W.5.5)</p> <p>Conventions: Lesson 7 pp.66-67 (L.5.1a) Lesson 13 pp.78-79 (L.5.3a)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Cultivating Natural Resources</i> Benchmark Advance Teacher’s Resource System Unit 1 Trade/Science/Social Studies book/text about Life Science/Natural Resource standards Word Study Resources The Writing Revolution Multi-Paragraph Transition Outlines</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 1 Week 2 Assessment:</p> <p>RI.5.2a–#1, 6 RI.5.3–#2, 7 RI.5.4–#5, 9 RI.5.6–#3, 8 RI.5.7–#4 RI.5.9–#10,11</p>

RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.

W.5.2b Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

W.5.9b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Unit: 1 Week: 3 Essential Question: Cultivating Natural Resources: How do we decide which resources we should develop?

Standard(s)	Domains	Instructional Strategies
<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.</p> <p>RI.5.7 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4a Read grade-level text with purpose and understanding.</p> <p>RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid</p>	<p>Phonics/Foundational Skills: Lesson 1 pp.86-87 (RF.5.4a) Lesson 2 pp.88-89 (RF.5.3)</p> <p>Collaborative Discussions: Lesson 7 pp. (SL.5.1a, b, c, d) Lesson 10 pp.104-105 (SL.5.1a, b, c, d & SL.5.6) Lesson 12 pp.108-109 (SL.5.2) Lesson 14 pp.112-113 (SL.5.1a, b, c, d & SL.5.6)</p> <p>Comprehension: Lesson 4 pp.92-93 (RI.5.7) Lesson 7 pp.98-99 (RI.5.6) Lesson 9 pp.102-103 (RI.5.6 & RI.5.9)</p> <p>Vocabulary: Lesson 1 pp.86-87 (RF.5.4c) Lesson 2 pp.88-89 (L.5.4c) Lesson 14 pp.112-113 (L.5.6)</p> <p>Writing: Lesson 3 pp.90-91 (W.5.2a) Lesson 6 pp.96-97 (W.5.2b, e) Lesson 8 pp.100-101 (W.5.2c) Lesson 11 pp.106-107 (W.5.5)</p> <p>Conventions: Lesson 11 pp. 106-107 (L.5.3a)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Cultivating Natural Resources</i> Benchmark Advance Teacher’s Resource System Unit 1 Trade/Science/Social Studies book/text about Life Science/Natural Resource standards Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 1 Unit Assessment:</p> <p>RI.5.2a–#1, 11 RI.5.3–#5, 12 RI.5.4–#2, 6, 8 RI.5.6–#7, 9, 10, 13 RI.5.7–#3, 4 RI.5.9–#13, 14 L.5.1e–#19 L.5.3a–#15, 16, 17, 18 W.5.2–Writing Task</p>

comprehension, if needed.

W.5.2b Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.

W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2e Provide a concluding statement or section related to the information or explanation presented

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.9b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.6 Acquire and use accurately grade-appropriate

general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		
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Unit: 2 Week: 1 Essential Question: *Developing Characters' Relationships: Why do we value certain qualities in people?*

Standard(s)	Domains	Instructional Strategies
<p>RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL 5.2b Summarize the text, incorporating a theme determined from details in the text.</p> <p>RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF 5.4a Read grade-level text with purpose and understanding.</p> <p>RF 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>RF 5.4c Use context to confirm or self-correct word</p>	<p>Phonics/Foundational Skills: Lessons 1 pp.134-135 (L 5.2e) Lesson 3 (L 5.2e) Lesson 5: pp. 142-143 (L 5.4c)</p> <p>Collaborative Discussions: Lesson 1: pp. 134-135 Lesson 15: pp. 162-163 Lesson 12 (SL 5.1 a, b, c, d) (SL 5.2), (SL 5.6)</p> <p>Comprehension: Lesson 2: pp. 136-137 (RL 5.1, RF.5.4a) Lesson 4: pp. 140-141 (RL 5.2b) Lesson 5: pp. 142-143 (RF 5.3) Lesson 7: pp. 146-147 (RL 5.3) Lesson 10: pp. 152-153 (RF 5.4a, b, c) Lesson 13: pp. 158-159 (RL 5.7)</p> <p>Vocabulary: Lesson 12: pp. 156-157 (L 5.3b)</p> <p>Writing: Lesson 4: pp. 140-141 Lesson 9: pp. 150-151(RF 5.1a, W.5.1b, W.5.8) Lesson 11: pp. 154-155 (W 5.1d)</p> <p>Conventions: Lessons 1 (L 5.2e) Lesson 3 (L 5.2e) Lesson 8: pp. 148-149 Lesson 14: pp. 160-161 (L 5.1b)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Developing Characters' Relationships</i> Benchmark Advance Teacher's Resource System Unit 2 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 2 Week 1 Assessment:</p> <p>RL.5.2a-#2, 6 RL.5.3-#3, 4 RL5.4-#1, 5 RL.5.7-#7</p>

recognition and understanding, rereading as necessary.

W 5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W 5.1b Provide logically ordered reasons that are supported by facts and details.

W 5.1d Provide a concluding statement or section related to the opinion presented.

W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

SL 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL 5.2 Summarize a written text read aloud or information presented in diverse media and

formats, including visually, quantitatively, and orally.

SL 5.3 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L 5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L 5.2e Spell grade-appropriate words correctly, consulting references as needed.

L 5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L 5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Unit: 2 Week: 2 Essential Question: Developing Characters' Relationships: Why do we value certain qualities in people?

Standard(s)	Domains	Instructional Strategies
<p>RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL 5.2a Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</p> <p>RL 5.2b Summarize the text, incorporating a theme determined from details in the text.</p> <p>RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF 5.4a Read grade-level text with purpose and understanding.</p>	<p>Phonics/Foundational Skills: Lesson 1: pp. 168-169 (RF 5.4 a, b) Lesson 2: pp. 170-171 (RF 5.3)</p> <p>Collaborative Discussions: Lesson 10 (SL 5.1a, b, c, d) Lesson 14: pp. 194-195 (SL 5.1a, b, c, d), (SL 5.6)</p> <p>Comprehension: Lesson 1: pp. 168-169 Lesson 4: pp. 174-175 (RL 5.2 a, b) Lesson 8: pp. 182-183 Lesson 10: pp. 186-187 (also RL 5.7) Lesson 12: pp. 190-191 (RL 5.1)</p> <p>Vocabulary: Lesson 2: pp. 170-171 (L 5.4c) Lesson 13: pp. 192-193 (L 5.6)</p> <p>Writing: Lesson 9: pp. 184-185 (W 5.1a) Lesson 11: pp. 188-189 (W 5.1 a, b), (W 5.5)</p> <p>Conventions: Lesson 1 (L 5.2) Lesson 3 (L 5.2) Lesson 5: pp. 176-177 (L 5.4a)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Developing Characters' Relationships</i></p> <p>Benchmark Advance Teacher's Resource System Unit 2</p> <p>Trade/Science/Social Studies books/texts</p> <p>Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 2 Week 2 Assessment:</p> <p>RL5.2a-#5, 11</p> <p>RL.5.3-#7, 10</p> <p>RL.5.4-#3, 4, 8</p> <p>RL.5.5-#2, 9</p> <p>RL.5.7-#1, 6</p>

RF 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

W 5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W 5.1b Provide logically ordered reasons that are supported by facts and details.

W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SL 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L 5.2e Spell grade-appropriate words correctly, consulting references as needed.

L 5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L 5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Unit: 2 Week: 3 Essential Question: **Developing Characters' Relationships: Why do we value certain qualities in people?**

Standard(s)	Domains	Instructional Strategies
<p>RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL 5.2a Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</p> <p>RL 5.2b Summarize the text, incorporating a theme determined from details in the text.</p> <p>RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.</p> <p>RL 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF 5.4a Read grade-level text with purpose and understanding.</p> <p>RF 5.4 c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Phonics/Foundational Skills: Lesson 2: pp. 202-203</p> <p>Collaborative Discussions: Lesson 10: pp. 228-229 (SL 5.1a, b, c, d), (SL 5.6) Lesson 12: pp. 222-223 (SL 5.2)</p> <p>Comprehension: Lesson 1: pp. 200-201 (RF 5.4a, c) Lesson 4: pp. 206-207 (RL 5.1, RL.5.2a, b) Lesson 9: pp. 216-217 (Novel) (RL 5.5) Lesson 12: pp. 222-223 (RL 5.4)</p> <p>Vocabulary: Lesson 2: pp. 202-203 (L 5.4c) Lesson 8: pp. 214-215 (L 5.6)</p> <p>Writing: Lesson 3: pp. 204-205 (W 5.1a) Lesson 6: pp. 210-211 (W 5.1b) Lesson 8: pp. 214-215 (W 5.1c), (W 5.5) Writing Lessons (W 5.4)</p> <p>Conventions: Lesson 1 (L 5.2e) Lesson 3 (L 5.2e) Lesson 5: pp. 208-209 (L 5.1c) Lesson 7: pp. 212-213 (L 5.3b) Lesson 11: pp. 220-221 (L 5.1d) Lesson 12: pp. 222-223 (L 5.5a)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Developing Characters' Relationships</i></p> <p>Benchmark Advance Teacher's Resource System Unit 2</p> <p>Trade/Science/Social Studies books/texts</p> <p>Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 2 Unit Assessment:</p> <p>RL.5.1-#14B</p> <p>RL.5.2a-#7, 15</p> <p>RL.5.3-#1, 2, 9</p> <p>RL.5.4-#3, 6, 8, 10</p> <p>RL.5.5-#11, 12, 14A,</p> <p>RL.5.7-#4, 5, 13, 16</p> <p>L.5.1b-#17, 18, 21</p> <p>L.5.1c-#20</p> <p>L.5.1d-#19</p> <p>W.5.1a-Writing Task</p>

W 5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W 5.1b Provide logically ordered reasons that are supported by facts and details.

W5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.1c Pose and respond to specific questions by making comments that contribute to the

discussion and elaborate on the remarks of others.

SL 5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L 5.1c Use verb tense to convey various times, sequences, states, and conditions.

L 5.1d Recognize and correct inappropriate shifts in verb tense.

L 5.2e Spell grade-appropriate words correctly, consulting references as needed.

L 5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L 5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L 5.5a Interpret figurative language, including similes and metaphors, in context.

L 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that

signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		
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Unit: 3 Week: 1 Essential Question: The US Constitution Then & Now: Why do laws continue to evolve?

Standard(s)	Domains	Instructional Strategies
<p>RI.5.2b Provide a summary of the text that includes the main ideas and key details, as well as other important information.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.8 Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Phonics/Foundational Skills: Lesson 2 pp.22-23 (RF.5.4a, b) Lesson 5 pp. 28-29 (RF.5.3) Lesson 10 pp.38-39 (RF.5.3 & RF.5.4c)</p> <p>Collaborative Discussions: Lesson 1 pp.20-21 (SL.5.1a, b, c, d & SL.5.2 & SL.5.6) Lesson 7 (SL.5.1a, b, c, d) Lesson 12 (SL.5.1a, b, c, d) Lesson 15 pp.48-49 (SL.5.1.a, b, c, d & SL.5.6)</p> <p>Comprehension: Lesson 4 pp.26-27 (RI.5.3) Lesson 10 pp.38-39 (RI.5.2b) Lesson 12 pp. 42-43 (RI.5.8) Lesson 13 pp.44-45 (RI.5.5)</p> <p>Vocabulary: Lesson 5 pp.28-29 (L.5.4c) Lesson 7 pp.32-33 (RI.5.4 & L.5.4a)</p> <p>Writing: Lesson 6 pp.30-31 (W.5.8) Lesson 9 pp.36-37 (W.5.8) Lesson 11 pp.40-41 (W.5.5)</p> <p>Conventions:</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>The U.S. Constitution: Then and Now</i></p> <p>Benchmark Advance Teacher’s Resource System Unit 3 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 3 Week 1 Assessment:</p> <p>RI.5.1–#5B RI.5.3–#1, 5A RI.5.5–#7 RI.5.8–#2, 7</p> <p>#3,4,6–Grade 4 standards? L.4.4a</p>

RF.5.4a Read grade-level text with purpose and understanding.

RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

W.5.9b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the

Lesson 8 pp.34-35 (L.5.1a)
Lesson 14 pp.46-47 (L.5.1c)

topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1c Use verb tense to convey various times, sequences, states, and conditions.

L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find

the pronunciation and determine or clarify the precise meaning of key words and phrases.		
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Unit: 3 Week: 2 Essential Question: The US Constitution Then & Now: Why do laws continue to evolve?

Standard(s)	Domains	Instructional Strategies
<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2a Determine the main ideas of a text and explain how they are supported by key details.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4a Read grade-level text with purpose and</p>	<p>Phonics/Foundational Skills: Lesson 1 pp.54-55 (RF.5.4a, b) Lesson 2 pp.56-57 (RF.5.3)</p> <p>Collaborative Discussions: Lesson 10 (SL.5.1a, b, c, d) Lesson 14 pp.80-81 (SL.5.1a, b, c, d & SL.5.6)</p> <p>Comprehension: Lesson 4 pp.60-61 (RI.5.2a) Lesson 8 pp.68-69 (RI.5.3) Lesson 12 pp.76-77 (RI.5.1 & RI.5.5)</p> <p>Vocabulary: Lesson 2 pp.56-57 (L.5.4c) Lesson 5 pp.62-63 (RI.5.4 & L.5.4a) Lesson 9 pp.70-71 (L.5.6)</p> <p>Writing: Lesson 3 pp.58-59 (W.5.2a) Lesson 6 pp.64-65 (W.5.2a, b) Lesson 9 pp.70-71 (W.5.2c) Lesson 11 pp.74-75 (W.5.2b, e)</p> <p>Conventions: Lesson 7 pp.66-67 (L.5.1a)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>The U.S. Constitution: Then and Now</i></p> <p>Benchmark Advance Teacher’s Resource System Unit 3 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 3 Week 2 Assessment:</p> <p>RI.5.2a–#1, 7 RI.5.3–#2, 9 RI.5.5–#11 RI.5.8–#4, 5, 10</p> <p>#3, 6, 8–Grade 4 standards? L.4.4a</p>

understanding.

RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.

W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2e Provide a concluding statement or section related to the information or explanation presented

W.5.9b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 13 pp.78-79 (L.5.2a & L.5.2b)

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.2a Use punctuation to separate items in a series.

L.5.2b Use a comma to separate an introductory element from the rest of the sentence.

L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4c Consult reference materials (e.g., dictionaries,

glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Unit: 3 Week: 3 Essential Question: The US Constitution Then & Now: Why do laws continue to evolve?

Standard(s)	Domains	Instructional Strategies
<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.</p> <p>RI.5.2b Provide a summary of the text that includes the main ideas and key details, as well as other important information.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.8 Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4a Read grade-level text with purpose and</p>	<p>Phonics/Foundational Skills: Lesson 1 pp.86-87 (RF.5.4a, c) Lesson 2 pp.88-89 (RF.5.3)</p> <p>Collaborative Discussions: Lesson 7 (SL.5.1a, b, c, d) Lesson 10 pp.104-105 (SL.5.1a, b, c, d & SL.5.6) Lesson 12 pp.108-109 (SL.5.2) Lesson 14 pp.112-113 (SL.5.1a, b, c, d & SL.5.6)</p> <p>Comprehension: Lesson 1 pp.86-87 (RI.5.2b) Lesson 4 pp.92-93 (RI.5.3) Lesson 7 pp.98-99 (RI.5.8) Lesson 9 pp.102-103 (RI.5.9) Lesson 12 pp.108-109 (L.5.5a)</p> <p>Vocabulary: Lesson 2 pp.88-89 (L.5.4c) Lesson 6 pp.96-97 (L.5.6) Lesson 12 pp.108-109 (RL.5.4)</p> <p>Writing: Lesson 3 pp.90-91 (W.5.5) Lesson 6 pp.96-97 (RF.5.2d) Lesson 8 pp.100-101 (W.5.5) Lesson 11 pp.106-107 (W.5.5) Lesson 13 pp.110-111 (W.5.6)</p> <p>Conventions:</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>The U.S. Constitution: Then and Now</i></p> <p>Benchmark Advance Teacher’s Resource System Unit 3 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 3 Unit Assessment:</p> <p>RI.5.1–#7B RI.5.2a–#2, 7A, RI.5.3–#1, 5, 10, 13 RI.5.4–#4, 8 RI.5.5–#11 RI.5.8–#3, 9 RI.5.9–#12 L.5.1a–#15 L.5.1c–#18 L.5.2a–#16 L.5.2b–#14, 17 W.5.2a–Writing Task</p>

<p>understanding.</p> <p>RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RF.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.</p> <p>W.5.9b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p> <p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Lesson 8 pp.100-101 (L.5.1a) Lesson 11 pp.106-107 (L.5.2a & L.5.2b)</p>	<p>#6–Grade 4 standards? L.4.4a</p>
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SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.2a Use punctuation to separate items in a series.

L.5.2b Use a comma to separate an introductory element from the rest of the sentence.

L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

<p>L.5.5a Interpret figurative language, including similes and metaphors, in context.</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>		
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Unit: 4 Week: 1 Essential Question: **Recognizing Authors' Point of View: How can other perspectives help us evaluate the world?**

Standard(s)	Domains	Instructional Strategies
<p>RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.</p> <p>RL 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL 5.6 Describe how a narrator's or speaker's point of view and perspective influence how events are described.</p> <p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Phonics/Foundational Skills: Lesson 2: pp. 136-137 (RF 5.4a, b) Lesson 5: pp. 142-143 (RF 5.3) Lesson 10: pp. 152-153 (RF 5.4c)</p> <p>Collaborative Discussions: Lesson 1: pp. 134-135 (SL 5.2), (SL 5.6) Lesson 12 (SL 5.1b) Lesson 15: pp. 162-163 (SL 5.1a, b, c, d) (SL 5.6)</p> <p>Comprehension: Lesson 4: pp. 140-141 (RL 5.4) Lesson 7: pp. 146-147 (RL 5.6) Lesson 12: pp. 156-157 (Story) (RL 5.5) Lesson 13: pp. 158-159</p> <p>Vocabulary: Lesson 5: pp. 142-143 (L 5.4c)</p> <p>Writing:</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Recognizing Author's Point of View</i></p> <p>Benchmark Advance Teacher's Resource System Unit 4 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 4 Week 1 Assessment:</p> <p>RL.5.1-#1B RL.5.4-#3, 4, 5</p>

<p>RF 5.4a Read grade-level text with purpose and understanding.</p> <p>RF 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W 5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W 5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>SL 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL 5.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL 5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL 5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats,</p>	<p>Lesson 3: pp. 138-139 Lesson 6: pp. 144-146 (W 5.3a) Lesson 9: pp. 150-151 Lesson 11: pp. 154-155 (W 5.3b)</p> <p>Conventions: Lesson 1 (L 5.2e) Lesson 3 (L 5.2e) Lesson 4: pp. 140-141 (L 5.4a, L.5.5c) Lesson 13: pp. 158-159 (L 5.5a) Lesson 14: pp. 160-161 (L 5.1b)</p>	<p>RL.5.5-#2, 6 RL.5.6-#1, 7</p>
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including visually, quantitatively, and orally.

SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L 5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L 5.2e Spell grade-appropriate words correctly, consulting references as needed.

L 5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L 5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L 5.5a Interpret figurative language, including similes and metaphors, in context.

L 5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Unit: 4 Week: 2 Essential Question: Recognizing Authors' Point of View: How can other perspectives help us evaluate the world?

Standard(s)	Domains	Instructional Strategies
<p>RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL 5.2b Summarize the text, incorporating a theme determined from details in the text.</p> <p>RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.</p> <p>RL 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL 5.6 Describe how a narrator's or speaker's point of view and perspective influence how events are described.</p> <p>RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF 5.4a Read grade-level text with purpose and</p>	<p>Phonics/Foundational Skills: Lesson 1: pp. 168-169 (RF 5.4a) Lesson 2: pp. 170-171 (RF 5.3, RF.5.4b)</p> <p>Collaborative Discussions: Lesson 12 Lesson 14: pp. 194-195 (SL 5.1a, b, c, d), (SL 5.6)</p> <p>Comprehension: Lesson 4: pp. 174-175 (RL 5.2b) Lesson 5: pp. 176-177 (RL 5.4) Lesson 8: pp. 182-183 (Story) (RL 5.5) Lesson 10: pp. 186-187 (RL 5.6) Lesson 12: pp. 190-191 (RL 5.1), (RL 5.9)</p> <p>Vocabulary: Lesson 2: pp. 170-171 (L 5.4c) (L 5.5c)</p> <p>Writing: Lesson 6: pp. 178-179 (W 5.3a) Lesson 9: pp. 184-185 Lesson 11: pp. 188-189 (W 5.3b) Writing Lessons (W 5.4, W.5.10)</p> <p>Conventions: Lesson 1(L 5.2e) Lesson 3 (L 5.2e) Lesson 5: pp. 176-177 (L 5.5b)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Recognizing Author's Point of View</i></p> <p>Benchmark Advance Teacher's Resource System Unit 4 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 4 Week 2 Assessment:</p> <p>RL.5.1-#2B RL.5.2a-#1, 6 RL.5.4-#3, 5, 8, 10 RL.5.5-#7, 9B RL.5.6-#2, 9A RL.5.9-#11</p>

understanding.

RF 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

W 5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W 5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge

gained from the discussions.

SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L 5.2e Spell grade-appropriate words correctly, consulting references as needed.

L 5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L 5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

L 5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Unit: 4 Week: 3 Essential Question: Recognizing Authors' Point of View: How can other perspectives help us evaluate the world?

Standard(s)	Domains	Instructional Strategies
<p>RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.</p> <p>RL 5.6 Describe how a narrator's or speaker's point of view and perspective influence how events are described.</p> <p>RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF 5.4a Read grade-level text with purpose and understanding.</p> <p>RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W 5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters;</p>	<p>Phonics/Foundational Skills: Lesson 1: pp. 200-201 (RF 5.4 a, c) Lesson 2: pp. 202-203(RF 5.3)</p> <p>Collaborative Discussions: Lesson 10: pp. 228-229 Lesson 12: pp. 222-223 (SL 5.2) Lesson 14: pp. 226-227 (SL 5.1a, b, c, d) (SL 5.6)</p> <p>Comprehension: Lesson 4: pp. 206-207 (RL 5.6) Lesson 9: pp. 216-217 (RL.5.1, RL 5.9)</p> <p>Vocabulary: Lesson 7: pp. 212-213 (RL 5.4) Lesson 2: pp. 202-203 (L 5.4c)</p> <p>Writing: Lesson 3: pp. 204-205 (W 5.3a, b, c, d) Lesson 6: pp. 210-211 (W 5.3b, c) Lesson 8: pp. 214-215 (W 5.5) Lesson 11: pp. 220-221 (W 5.3c) (W 5.5) Writing Lessons (W 5.10)</p> <p>Conventions: Lesson 1 (5.4c) Lesson 3 Lesson 5: pp. 208-209 (L 5.1a) Lesson 7: pp. 212-213 (L 5.5b) Lesson 8: pp. 214-215 (L 5.2c)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Recognizing Author's Point of View</i></p> <p>Benchmark Advance Teacher's Resource System Unit 4 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 4 Unit Assessment:</p> <p>RL.5.1-#6B RL.5.4-#2, 3, 7, 9, 10 RL.5.5-#4, 6A RL.5.6-#1, 8, 11 R.L.5.9-#13, 14 L.5.1b-#15, 17 L.5.2b-#19 L.5.2c-#16, 18 W.5.3a,b-Writing Task</p> <p>#5, 12-Grade 4 standards? L.4.4a</p>

<p>organize an event sequence that unfolds naturally.</p> <p>W 5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W 5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W 5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL 5.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL 5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL 5.1 d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>Lesson 11: pp. 220-221 (L 5.1b) Lesson 12: pp. 222-223 (L 5.5a)</p>	
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SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L 5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L 5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L 5.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

L 5.2e Spell grade-appropriate words correctly, consulting references as needed.

L 5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L 5.5a Interpret figurative language, including similes and metaphors, in context.

L 5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

Unit: 5 Week: 1 Essential Question: **Technology’s Impact on Society: What value does technology bring to people’s lives?**

Standard(s)	Domains	Instructional Strategies
<p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4a Read grade-level text with purpose and</p>	<p>Phonics/Foundational Skills: Lesson 5: pp. 28-29 (RF.5.3) Lesson 2: pp. 22-23 (RF.5.4a) Lesson 10: pp. 38-39 (RF.5.4a & RF.5.4c)</p> <p>Collaborative Discussions: Lesson 1: pp. 20-21 (SL.5.1a, b, c, d & SL.5.2 & SL.5.6) Lesson 7 pp.32-33 (SL.5.1a, b, c, d) Lesson 12 pp.42-43 (SL.5.1a, b, c, d) Lesson 15: pp. 48-49 (SL.5.1a, b, c, d & SL.5.6)</p> <p>Comprehension: Lesson 2: pp. 22-23 (RI.5.1) Lesson 7: pp. 32-33 (RI.5.5) Lesson 12: pp. 42-43 (RI.5.1 & RI.5.3) Lesson 13: pp. 44-45 (RI.5.9)</p> <p>Vocabulary: Lesson 4: pp. 26-27 (RI.5.4) Lesson 4: pp. 25-27 (L.5.4a) Lesson 5: pp. 28-29 (L.5.4b, c)</p> <p>Writing: Lesson 3: pp. 24-25 (W.5.1a & W.5.5) Lesson 6: pp. 30-31 (W.5.8) Lesson 9: pp. 36-37 (W.5.1b & W.5.8) Lesson 11: pp. 40-41 (W.5.1a, b, d)</p> <p>Conventions: Lessons 1 pp.20-21 (L. 5.2e)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Technology’s Impact on Society</i> Benchmark Advance Teacher’s Resource System Unit 5 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 5 Week 1 Assessment:</p> <p>RI.5.3–#1, 3 RI.5.4–#2 RI.5.5–#4, 5, 7 RI.5.6–#6 RI.5.9–#6A</p>

understanding.

RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.5.1b Provide logically ordered reasons that are supported by facts and details.

W.5.1d Provide a concluding statement or section related to the opinion presented.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of

Lesson 3 pp.24-25 (L.5.2e)
Lesson 14: pp. 46-47 (L.5.2b)

discipline-specific tasks, purposes, and audiences.

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.2b Use a comma to separate an introductory element from the rest of the sentence.

L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word

or phrase.

L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Unit: 5 Week: 2 Essential Question: **Technology’s Impact on Society: What value does technology bring to people’s lives?**

Standard(s)	Domains	Instructional Strategies
<p>RL.5.2a Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</p> <p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4a Read grade-level text with purpose and understanding.</p> <p>RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive</p>	<p>Phonics/Foundational Skills: Lesson 1: pp. 54-55 (RF.5.4a) Lesson 2: pp. 56-57 (RF.5.3 & RF.5.4b)</p> <p>Collaborative Discussions: Lesson 10 pp.72-73 (SL.5.1a, b, c, d) Lesson 14: pp. 80-81 (SL.5.1a, b, c, d & SL.5.6)</p> <p>Comprehension: Lesson 1: pp. 54-55 (RI.5.1) Lesson 4: pp. 60-61 (RL.5.2a) Lesson 10: pp. 72-73 (RL.5.2a) Lesson 12: pp. 76-77 (RL.5.9)</p> <p>Vocabulary: Lesson 2: pp. 56-57 (L.5.4b, c) Lesson 5: pp. 62-63 (RI.5.4 & L.5.4a)</p> <p>Writing: Lesson 3: pp. 58-59 (W.5.1a, b) Lesson 6: pp. 64-65 (W.5.8) Lesson 9: pp. 70-71 (W.5.1b, c) Lesson 11: pp. 74-75 (W.5.1a, d)</p> <p>Conventions: Lessons 1 pp.54-55 (L5.2e) Lesson 3 pp.58-59 (L.5.2e)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Technology’s Impact on Society</i> Benchmark Advance Teacher’s Resource System Unit 5 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 5 Week 2 Assessment:</p> <p>RL.5.1–#3B, 7B RL.5.2a–#1, 3, 7 RL.5.4–#5, 6 RL.5.5–#4, 8, 9 RL.5.6–#2 RL.5.9–#10, 11</p>

readings.

W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.5.1b Provide logically ordered reasons that are supported by facts and details.

W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1d Provide a concluding statement or section related to the opinion presented.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Unit: 5 Week: 3 Essential Question: Technology's Impact on Society: What value does technology bring to people's lives?

Standard(s)	Domains	Instructional Strategies
<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4a Read grade-level text with purpose and understanding.</p> <p>RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Phonics/Foundational Skills: Lesson 1: pp. 86-87 (RF.5.4a, 4b, 4c) Lesson 2: pp. 88-89 (RF.5.3)</p> <p>Collaborative Discussions: Lesson 7 pp.98-99 (SL.5.1a, b, c, d) Lesson 10: pp. 104-105 (SL.5.1a, b, c, d & SL.5.6) Lesson 12 pp. 108-109 (SL.5.2) Lesson 14: pp. 112-113 (SL.5.1a, b, c, d & SL.5.6)</p> <p>Comprehension: Lesson 4: pp. 92-93 (RI.5.1 & RI.5.3) Lesson 9: pp. 102-103 (RI.5.9)</p> <p>Vocabulary: Lesson 2: pp. 88-89 (L.5.4c) Lesson 12: pp. 108-109 (RL.5.4 & L.5.5a)</p> <p>Writing: Lesson 3: pp. 90-91 (W.5.5) Lesson 6: pp. 96-97 (W.5.5) Lesson 8: pp. 100-101 (W.5.1a, b & W.5.5) Lesson 11: pp. 106-107 (W.5.1a & W.5.5) Lesson 13: pp. 110-111 (W.5.6)</p> <p>Conventions: Lessons 1 pp. 86-87 (L.5.2e) Lesson 3 pp.90-91 (L.5.2e)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Technology's Impact on Society</i> Benchmark Advance Teacher's Resource System Unit 5 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 5 Unit Assessment:</p> <p>RI.5.2a-#11 RI.5.3-#1, 3, 6, 7 RI.5.4-#4, 5, 9 RI.5.5-#10, 12 RI.5.6-#8, RI.5.7-#2 RI.5.9-#13, 14 L.5.a-#15, 16, 17, 18, 19 W.5.1-Writing Task</p>

W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.5.1b Provide logically ordered reasons that are supported by facts and details.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by

making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5a Interpret figurative language, including similes and metaphors, in context.

Unit: 6 Week: 1 Essential Question: Up Against the Wild: What compels us to survive?

Standard(s)	Domains	Instructional Strategies
<p>RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL 5.2a Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</p> <p>RL 5.2b Summarize the text, incorporating a theme determined from details in the text.</p> <p>RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.</p> <p>RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic</p>	<p>Phonics/Foundational Skills: Lesson 2: pp. 136-137 (RF 5.4a, b) Lesson 5: pp. 142-143 (RF 5.3) Lesson 10: pp. 152-153 (RF 5.4c)</p> <p>Collaborative Discussions: Lesson 1: pp. 134-135 (SL 5.2) Lesson 7 Lesson 12 Lesson 15: pp. 162-163 (SL 5.1a, b, c, d) (SL 5.6)</p> <p>Comprehension: Lesson 4: pp. 140-141 (RL 5.4) Lesson 7: pp. 146-147 (RL 5.3) Lesson 12: pp. 156-157 (RL 5.1, story) Lesson 10: pp. 152-153 (RL 5.2 a, b) Lesson 13: pp. 158-159 (RL 5.9)</p> <p>Vocabulary: Lesson 4: pp. 140-141 (L 5.4a) Lesson 5: pp. 142-143 (L 5.4c)</p> <p>Writing: Lesson 9: pp. 150-151 Lesson 6: pp. 144-145 (W 5.3c, d) Lesson 11: pp. 154-155 (W 5.3a, d) Lesson 14: pp. 160-161 (W 5.5) Writing Lessons (W 5.4, W.5.10)</p> <p>Conventions:</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Up Against the Wild</i> Benchmark Advance Teacher’s Resource System Unit 6 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 6 Week 1 Assessment:</p> <p>RL.5.1–#2B RL.5.3–#1, 4 RL.5.2a–#2, 6 RL.5.4–#3 RL.5.5–#5</p>

<p>words in context and out of context.</p> <p>RF 5.4a Read grade-level text with purpose and understanding.</p> <p>RF 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W 5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W 5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W 5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range</p>	<p>Lesson 1 (L 5.2e) Lesson 3 (L 5.2e) Lesson 8: pp. 148-149 (L 5.3b)</p>	
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of discipline-specific tasks, purposes, and audiences.

SL 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L 5.2e Spell grade-appropriate words correctly, consulting references as needed.

L 5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L 5.4a Use context (e.g., cause/effect relationships and

comparisons in text) as a clue to the meaning of a word or phrase.

L 5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Unit: 6 Week: 2 Essential Question: Up Against the Wild: What compels us to survive?

Standard(s)	Domains	Instructional Strategies
<p>RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL 5.2a Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</p> <p>RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.</p> <p>RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences,</p>	<p>Phonics/Foundational Skills: Lesson 1: pp. 168-169 (RF 5.4 a, b) Lesson 2: pp. 170-171 (RF 5.3)</p> <p>Collaborative Discussions: Lesson 10 (SL 5.1a, b, c, c) Lesson 14: pp. 194-195 (SL 5.1a, b, c, d) (SL 5.6)</p> <p>Comprehension: Lesson 4: pp. 174-175 (RL 5.7) Lesson 5: pp. 176-177 (RL 5.4) Lesson 8: pp. 182-183 (RL.5.3) Lesson 10: pp. 186-187 (story) (RL 5.2a) Lesson 12: pp. 190-191 (RL 5.1) (RL 5.9)</p> <p>Vocabulary: Lesson 2: pp. 170-171 (L 5.4b, c) Lesson 5: pp. 176-177 (L 5.4a) (L 5.5c)</p> <p>Writing: Lesson 6: pp. 178-179 (W 5.3b) Lesson 9: pp. 184-185 (W 5.2a, b) (W 5.3b) (W 5.8) Lesson 11: pp. 188-189 (W 5.2a, b) Lesson 13: pp. 192-193 (W 5.5) Writing Lessons (W 5.4, W.5.10)</p> <p>Conventions: Lesson 1 (L 5.2e) Lesson 3 (L 5.2e)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Up Against the Wild</i> Benchmark Advance Teacher’s Resource System Unit 6 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 6 Week 2 Assessment:</p> <p>RL.5.1–#1B, 4B RL.5.2a–#1, 4 RL.5.3–#6, 8 RL.5.4–#2, 5 RL.5.7–#3 RL.5.9–#7</p>

syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF 5.4a Read grade-level text with purpose and understanding.

RF 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

W 5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.

W 5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W 5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Lesson 7: pp. 180-181 (L 5.1b)

Lesson 13: pp. 192-193 (L 5.2a)

W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L 5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L 5.2a Use punctuation to separate items in a series.

L 5.2e Spell grade-appropriate words correctly, consulting references as needed.

L 5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L 5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L 5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L 5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Unit: 6 Week: 3 Essential Question: Up Against the Wild: What compels us to survive?

Standard(s)	Domains	Instructional Strategies
<p>RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL 5.2a Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</p> <p>RL 5.2b Summarize the text, incorporating a theme determined from details in the text.</p> <p>RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic</p>	<p>Phonics/Foundational Skills: Lesson 1: pp. 200-201 (RF 5.4a, c) Lesson 2: pp. 202-203 (RF 5.3)</p> <p>Collaborative Discussions: Lesson 7 Lesson 10: pp. 228-229 Lesson 12: pp. 222-223 (SL 5.2) Lesson 14: pp. 226-227 (SL 5.1a, b, c, d) (SL 5.6)</p> <p>Comprehension: Lesson 1: pp. 200-201 (RL 5.2b) Lesson 4: pp. 206-207 (RL 5.3) Lesson 7: pp. 212-213 (RL 5.1, story and drama RL.5.2a) Lesson 9: pp. 216-217 (RL 5.9) Lesson 12: pp. 222-223 (RL 5.7)</p> <p>Vocabulary: Lesson 2: pp. 202-203 (L 5.4c)</p> <p>Writing: Lesson 3: pp. 204-205 (W 5.8) Lesson 13: pp. 224-225 (W 5.5) Writing Lessons (W 5.4, W 5.10)</p> <p>Conventions: Lesson 1 (L 5.2e) Lesson 3 (L 5.2e) Lesson 5: pp. 208-209 (L 5.1a)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Up Against the Wild</i> Benchmark Advance Teacher’s Resource System Unit 6 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 6 Unit Assessment:</p> <p>RL.5.1–#5 RL.5.2a–#5, 6, RL.5.4–#2, 3, 7, 9, 10 RL.5.7–#1, 8 RL.5.9–#11, 12 L.5.1a–#17 L.5.1b–#14 L.5.3a–#13, 15, 16 W.5.2a–Writing Task</p> <p>#4–Grade 4 standards? L.4.4a</p>

words in context and out of context.

RF 5.4a Read grade-level text with purpose and understanding.

RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L 5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L 5.2e Spell grade-appropriate words correctly, consulting references as needed.

L 5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Unit: 7 Week: 1 Essential Question: **Conflicts that shaped a nation: How does conflict shape a society?**

Standard(s)	Domains	Instructional Strategies
<p>RI.5.2a Determine the main ideas of a text and explain how they are supported by key details.</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4a Read grade-level text with purpose and understanding.</p> <p>RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>Phonics/Foundational Skills: Lesson 2: pp. 22-23 (RF.5.4a) Lesson 5: pp. 28-29 (RF.5.3) Lesson 10: pp. 38-39 (RF.5.4a)</p> <p>Collaborative Discussions: Lesson 1: pp. 20-21 (SL.5.1a, b, c, d & SL.5.2 & SL.5.6) Lesson 7 pp.32-33 (SL.5.1a, b, c, d) Lesson 12 pp.42-43 (SL.5.1a, b, c, d) Lesson 15: pp. 48-49 (SL.5.1a, b, c, d & SL.5.6)</p> <p>Comprehension: Lesson 7: pp. 32-33 (RI.5.2a) Lesson 13: pp. 44-45 (RI.5.5)</p> <p>Vocabulary: Lesson 2: pp. 22-23 (RF.5.4c) Lesson 4: pp. 26-27 (RI.5.4 & L.5.4a) Lesson 5: pp. 28-29 (L.5.4c) Lesson 10: pp. 34-35 (RF.5.4c)</p> <p>Writing: Lesson 6: pp. 30-31 (W.5.3b, d & W.5.5) Lesson 9: pp. 36-37 (W.5.5) Lesson 11: pp. 40-41 (5.3a, b)</p> <p>Conventions: Lessons 1 pp.20-21(L. 5.2c) Lesson 3 pp.24-25 (L. 5.2c)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Conflicts That Shaped a Nation</i> Benchmark Advance Teacher’s Resource System Unit 7 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 7 Week 1 Assessment:</p> <p>RI.5.1–#3, 5B RI.5.2a–#2, 5A RI.5.4–#1, 4 RI.5.5–#6</p>

W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Lesson 12: pp. 42-43 (L.5.3b)

Lesson 14: pp. 46-47 (L.5.3a)

L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Unit: 7 Week: 2 Essential Question: Conflicts that shaped a nation: How does conflict shape a society?

Standard(s)	Domains	Instructional Strategies
<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2a Determine the main ideas of a text and explain how they are supported by key details.</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.8 Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic</p>	<p>Phonics/Foundational Skills: Lesson 1: pp. 54-55 (RF.5.4a, b) Lesson 2: pp. 56-57 (RF.5.3)</p> <p>Collaborative Discussions: Lesson 10 pp. 72-73 (SL.5.1a, b, c, d) Lesson 14: pp. 80-81 (SL.5.1a, b, c, d & SL.5.6)</p> <p>Comprehension: Lesson 4: pp. 60-61 (RI.5.2a) Lesson 8: pp. 68-69 (RI.5.5) Lesson 10: pp. 72-73 (RI.5.1 & RI.5.8) Lesson 12: pp. 76-77 (RI.5.1 & RI.5.9)</p> <p>Vocabulary: Lesson 2: pp. 56-57 (L.5.4c) Lesson 5: pp. 62-63 (RI.5.4 & L.5.4a)</p> <p>Writing: Lesson 3: pp. 58-59 (W.5.3a) Lesson 6: pp. 64-65 (W.5.3b) Lesson 9: pp. 70-71 (W.5.3b) Lesson 11: pp. 74-75 (W.5.3e)</p> <p>Conventions: Lessons 1 pp.54-55 (L.5.2e) Lesson 3 pp.58-59 (L.5.2e) Lesson 7 pp. 66-67 (L.5.1e)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Conflicts That Shaped a Nation</i> Benchmark Advance Teacher’s Resource System Unit 7 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 7 Week 2 Assessment:</p> <p>RI.5.1–#3, 9B, 10B RI.5.2a–#1, 9A, 10A RI.5.4–#2, ,5, 6, 8 RI.5.5–#11 RI.5.7–#4, 7</p>

words in context and out of context.

RF.5.4a Read grade-level text with purpose and understanding.

RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3e Provide a conclusion that follows from the narrated experiences or events.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Lesson 13 pp. 78-79 (L.5.1e)

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1e Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Unit: 7 Week: 3 Essential Question: **Conflicts that shaped a nation: How does conflict shape a society?**

Standard(s)	Domains	Instructional Strategies
<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4a Read grade-level text with purpose and understanding.</p> <p>RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3d Use concrete words and phrases and sensory</p>	<p>Phonics/Foundational Skills: Lesson 1: pp. 86-87 (RF.5.4a) Lesson 2: pp. 88-89 (RF.5.3)</p> <p>Collaborative Discussions: Lesson 7 pp. 98-99 (SL.5.1a, b, c, d) Lesson 10: pp. 104-105 (SL.5.1a, b, c, d & SL.5.6) Lesson 12: pp. 108-109 (SL.5.2) Lesson 14: pp. 112-113 (SL.5.1a, b, c, d & SL.5.6)</p> <p>Comprehension: Lesson 9: pp. 102-103 (RI.5.9) Lesson 12: pp. 108-108 (L.5.5a)</p> <p>Vocabulary: Lesson 1: pp. 86-87 (RF.5.4c) Lesson 2: pp. 88-89 (L.5.4c) Lesson 12: pp. 108-109 (RL.5.4)</p> <p>Writing: Lesson 3: pp. 90-91 (W.5.3d) Lesson 6: pp. 96-97 (W.5.3c) Lesson 8:: pp. 100-101 (W.5.3b) Lesson 11: pp. 106-107 (W.5.5) Lesson 13: pp. 110-111 (W.5.6)</p> <p>Conventions: Lessons 1 pp.86-87 (L.5.2e) Lesson 3 pp.90-91 (L.5.2e) Lesson 4: pp. 92-93 (L.5.3b)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Conflicts That Shaped a Nation</i> Benchmark Advance Teacher’s Resource System Unit 7 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 7 Unit Assessment:</p> <p>RI.5.1–#2B, 10B RI.5.2a–#4, RI.5.3–#2A, 11 RI.5.4–#3, 5 RI.5.5–#12, 13 RI.5.6–#10A RI.5.8–#9 RI.5.9–#14 L.5.1–#15 L.5.1e–#17, 19 L.5.3a–#16, 18 L.5.3b–#1, 6 L.5.4b–#7, 8 W.5.3–Writing Task</p>

details to convey experiences and events precisely.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Lesson 8: pp. 100-101 (L.5.2c)
Lesson 11: pp. 106-107 (L.5.3a)

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5a Interpret figurative language, including similes and metaphors, in context.

RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W 5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.

W 5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

SL 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that

Lesson 9: pp. 150-151 (L 5.2d)

preparation and other information known about the topic to explore ideas under discussion.

SL 5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L 5.2d Use underlining, quotation marks, or italics to indicate titles of works.

L 5.2e Spell grade-appropriate words correctly, consulting references as needed.

L 5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L 5.5a Interpret figurative language, including similes and metaphors, in context.

Unit: 8 Week: 2 Essential Question: **Water: Fact and Fiction: What does water mean to people and the societies they live in?**

Standard(s)	Domains	Instructional Strategies
<p>RL 5.2b Summarize the text, incorporating a theme determined from details in the text.</p> <p>RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.</p> <p>RL 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF 5.4a Read grade-level text with purpose and understanding.</p>	<p>Phonics/Foundational Skills: Lesson 1: pp. 168-169 (RF 5.4a, c) Lesson 2: pp. 170-171 (RF 5.3)</p> <p>Collaborative Discussions: Lesson 10 Lesson 14: pp. 194-195 (SL 5.1a, b, c, d) (SL 5.6)</p> <p>Comprehension: Lesson 4: pp. 174-175 (RL 5.2b) Lesson 5: pp. 176-177 (Poem) (RL 5.5) Lesson 8: pp. 182-183 (RL 5.3) Lesson 10: pp. 186-187 (RL 5.4) Lesson 12: pp. 190-191 (RL 5.9)</p> <p>Vocabulary: Lesson 2: pp. 170-171 (L 5.4b, c)</p> <p>Writing: Lesson 3: pp. 172-173 (W 5.2a) Lesson 6: pp. 178-179 (W 5.2b) (W 5.7) Lesson 9: pp. 184-185 (W 5.2c) Lesson 11: pp. 188-189 (W 5.2e) (W 5.7) Writing Lessons (W 5.4, W 5.10)</p> <p>Conventions: Lesson 1 (L 5.2e) Lesson 3 (L 5.2e) Lesson 7: pp. 180-181</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Water: Fact and Fiction</i> Benchmark Advance Teacher’s Resource System Unit 8 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 8 Week 2 Assessment:</p> <p>RL.5.1–#9B RL.5.2a–#3, 7 RL.5.3–9A, 10 RL.5.4–#1, 4, 6, 8 RL.5.5–#2, 5</p>

RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W 5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.

W 5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W 5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W 5.2e Provide a concluding statement or section related to the information or explanation presented

W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that

Lesson 10: pp. 186-187 (L 5.5a)
Lesson 13: pp. 192-193 (L 5.1b, c)

preparation and other information known about the topic to explore ideas under discussion.

SL 5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L 5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L 5.1c Use verb tense to convey various times, sequences, states, and conditions.

L 5.2e Spell grade-appropriate words correctly, consulting references as needed.

L 5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L 5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5a Interpret figurative language, including similes and metaphors, in context.		
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Unit: 8 Week: 3 Essential Question: Water: Fact and Fiction: What does water mean to people and the societies they live in?

Standard(s)	Domains	Instructional Strategies
<p>RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI 5.8 Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.</p> <p>RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF 5.4a Read grade-level text with purpose and understanding.</p> <p>RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W 5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W 5.4 Produce clear and coherent writing in which the</p>	<p>Phonics/Foundational Skills: Lesson 1: pp. 200-201 (RF 5.4a, c) Lesson 2: pp. 202-203 (RF 5.3)</p> <p>Collaborative Discussions: Lesson 7 Lesson 10: pp. 228-229 Lesson 12: pp. 222-223 (SL 5.2) Lesson 14: pp. 226-227 (SL 5.1 a, b, c, d) (SL 5.6)</p> <p>Comprehension: Lesson 4: pp. 206-207 (RI 5.1, RI 5.8) Lesson 9: pp. 216-217 (RI 5.9)</p> <p>Vocabulary: Lesson 2: pp. 202-203 (L 5.4b, c)</p> <p>Writing: Lesson 3: pp. 204-205 (W 5.5) Lesson 6: pp. 210-211 Lesson 11: pp. 220-221 (W 5.2d) (W 5.5) Lesson 13: pp. 224-225 (W 5.6) (W 5.7) Writing Lessons (W 5.4, W 5.10)</p> <p>Conventions: Lesson 1 (L 5.2e) Lesson 3 (L 5.2e) Lesson 5: pp. 208-209 Lesson 8: pp. 214-215 (L 5.1b, d)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Water: Fact and Fiction</i> Benchmark Advance Teacher’s Resource System Unit 8 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 8 Unit Assessment:</p> <p>RL.5.2a–#7 RL.5.3–#8 RL.5.5–#13 RI.5.1–#1B RI.5.4–#2, 3, 4, 10, 11 RI.5.8–#1A, 5, 14 RI.5.9–#6 L.5.1b–#16, 19 L.5.1c–#17 L.5.2a–#15 L.5.2b–#18 L.5.4b–#9, 12 W.5.2–Writing Task</p>

development and organization are appropriate to task, purpose, and audience.

W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.

W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Lesson 11: pp. 220-221 (L 5.1c, d)

SL 5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L 5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L 5.1c Use verb tense to convey various times, sequences, states, and conditions.

L 5.1d Recognize and correct inappropriate shifts in verb tense.

L 5.2e Spell grade-appropriate words correctly, consulting references as needed.

L 5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L 5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Unit: 9 Week: 2 Essential Question: The Economic Development of Cities: How do economic changes impact society?

Standard(s)	Domains	Instructional Strategies
<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2a Determine the main ideas of a text and explain how they are supported by key details.</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4a Read grade-level text with purpose and understanding.</p> <p>RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>Phonics/Foundational Skills: Lesson 1: pp. 54-55 (RF.5.4) Lesson 2: pp. 56-57 (RF.5.3 & RF.5.4b)</p> <p>Collaborative Discussions: Lesson 3: pp. 58-59 (SL.5.4) Lesson 6: pp. 64-65 (SL.5.4) Lesson 9: pp. 70-71 (SL.5.4) Lesson 10 pp. 72-73 (SL.5.1a, b, c, d) Lesson 11: pp. 74-75 (SL.5.5) Lesson 13: pp. 78-79 (SL.5.5) Lesson 14: pp. 80-81 (SL.5.1a, b, c, d & SL.5.6))</p> <p>Comprehension: Lesson 4: pp. 60-61 (RI.5.2a) Lesson 8: pp. 68-69 (RI.5.1) Lesson 12: pp. 76-77 (RI.5.9)</p> <p>Vocabulary: Lesson 2: pp. 56-57 (L.5.4c) Lesson 5: pp. 62-63 (RI.5.4 & L.5.4a)</p> <p>Writing:</p> <p>Conventions: Lessons 1 pp.54-55 (L.5.2e) Lesson 3 pp.58-59(L.5.2e)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>The Economic Development of Cities</i></p> <p>Benchmark Advance Teacher’s Resource System Unit 9 Trade/Science/Social Studies books/texts</p> <p>Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 9 Week 2 Assessment:</p> <p>RI.5.1–#1B, 2 RI.5.2a–#1A, 2, 4 RI.5.4–#3, 5 RI..5.7–#7 RI.5.8–#6 RI.5.9–#8</p>

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Lesson 7: pp. 66-67 (L.5.1a)

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Unit: 9 Week: 3 Essential Question: The Economic Development of Cities: How do economic changes impact society?

Standard(s)	Domains	Instructional Strategies
<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8 Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4a Read grade-level text with purpose and understanding.</p> <p>RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Phonics/Foundational Skills: Lesson 1: pp. 86-87 (RF.5.4a, c) Lesson 2: pp. 88-89 (RF.5.3)</p> <p>Collaborative Discussions: Lesson 3: pp. 90-91 (SL.5.5) Lesson 6: pp. 96-97 (SL.5.5) Lesson 7 pp. 98-99 (SL.5.1a, b, c, d) Lesson 8: pp. 100-101 (SL.5.3, SL.5.4, & SL.5.5) Lesson 10: pp. 104-105 (SL.5.1a, b, c, d & SL.5.6) Lesson 11: pp. 106-107 (SL.5.3, SL.5.4, SL.5.5) Lesson 12: pp. 108-109 (SL.5.2) Lesson 14: pp. 112-113 (SL.5.1a, b, c, d & SL.5.6)</p> <p>Comprehension: Lesson 4: pp. 92-93 (RI.5.8) Lesson 7: pp. 98-99 (RI.5.7) Lesson 9: pp. 102-103 (RI.5.9) Lesson 12: pp. 108-109 (RL.5.4 & L.5.5a)</p> <p>Vocabulary: Lesson 2: pp. 88-89 (L.5.4b, c)</p> <p>Writing: Lesson 3: pp. 90-91 (W.5.5) Lesson 6: pp. 96-97 (W.5.5)</p> <p>Conventions: Lessons 1pp.86-87 (L.5.2e)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>The Economic Development of Cities</i> Benchmark Advance Teacher’s Resource System Unit 9 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 9 Unit Assessment:</p> <p>RI.5.1–#1B, 4, 13B RI.5.2a–#1, 6 RI.5.4–#8 RI.5.5–#2, 3 RI.5.7–#11 RI.5.8–#4, 10, 12, 13B, 14 RI.5.9–#13A L.5.1a–#16, 19 L.5.1b–#15, 17, 18 L.5.4a–#5, 7 L.5.4b–#9 W.5.2–Writing Task</p>

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson 3 pp.90-91 (L.5.2e)
Lesson 5: pp. 94-95 (L.5.1b)

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5a Interpret figurative language, including similes and metaphors, in context.		
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Unit: 10 Week: 1 Essential Question: Transforming Matter: Why do we measure and describe the world?

Standard(s)	Domains	Instructional Strategies
<p>RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF 5.4a Read grade-level text with purpose and understanding.</p> <p>RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by</p>	<p>Phonics/Foundational Skills: Lesson 2: pp. 136-137 Lesson 5: pp. 142-143 (RF 5.3) Lesson 10: pp. 152-153 (RF 5.4 a, c)</p> <p>Collaborative Discussions: Lesson 1: pp. 134-135 (SL 5.2) Lesson 7 Lesson 12 Lesson 15: pp. 162-163 (SL 5.1 a, b, c, d) (SL 5.6)</p> <p>Comprehension: Lesson 4: pp. 140-141 (RI 5.1) Lesson 7: pp. 146-147 (RI 5.7) Lesson 12: pp. 156-157 (RI 5.1) (RI 5.3)</p> <p>Vocabulary: Lesson 5: pp. 142-143 (L 5.4c)</p> <p>Writing: Lesson 9: pp. 150-151 Lesson 11: pp. 154-155 (W 5.5) Writing Lessons (W 5.10)</p> <p>Conventions: Lesson 1 (L 5.2e) Lesson 3 (L 5.2e) Lesson 8: pp. 148-149 (L 5.1c)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Transforming Matter</i> Benchmark Advance Teacher’s Resource System Unit 10 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 10 Week 1 Assessment:</p> <p>RI.5.1–#2B RI.5.3–#2, 3 RI.5.4–#1, 5 RI.5.9–#4, 6</p>

planning, revising, editing, rewriting, or trying a new approach.

W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L 5.1c Use verb tense to convey various times, sequences, states, and conditions.

L 5.2e Spell grade-appropriate words correctly, consulting references as needed.

L 5.4c Consult reference materials (e.g., dictionaries,

<p>glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>		
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Unit: 10 Week: 2 Essential Question: Transforming Matter: Why do we measure and describe the world?

Standard(s)	Domains	Instructional Strategies
<p>RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI 5.2a Determine the main ideas of a text and explain how they are supported by key details.</p> <p>RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF 5.4a Read grade-level text with purpose and</p>	<p>Phonics/Foundational Skills: Lesson 1: pp. 168-169 (RF 5.4 a, b) 2: pp. 170-171 (RF 5.3)</p> <p>Collaborative Discussions: Lesson 10 Lesson 14: pp. 194-195 (SL 5.1a, b, c, d) (SL 5.6)</p> <p>Comprehension: Lesson 4: pp. 174-175 (RI 5.2a) Lesson 5: pp. 176-177 (RI 5.4) Lesson 8: pp. 182-183 (RI 5.1) (RI 5.7) Lesson 10: pp. 186-187 (RI 5.1) (RI 5.3)</p> <p>Vocabulary: Lesson 5: pp. 176-177 (L 5.4a) Lesson 2: pp. 170-171(L 5.4a, b, c)</p> <p>Writing: Lesson 13: pp. 192-193 (W 5.6) Writing Lessons (W 5.10)</p> <p>Conventions: Lesson 1 (L 5.2e) Lesson 3 (L 5.2e) Lesson 7: pp. 180-181 (L 5.1e)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Transforming Matter</i> Benchmark Advance Teacher’s Resource System Unit 10 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 10 Week 2 Assessment:</p> <p>RI.5.1–#9 RI.5.2a–#2, 6 RI.5.4–#1, 5, 8, 10 RI.5.7–#4 RI.5.9–#3, 7</p>

understanding.

RF 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

W 5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.

W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL 5.6 Adapt speech to a variety of contexts and tasks,

using formal English when appropriate to task and situation.

L 5.1e Use correlative conjunctions (e.g., either/or, neither/nor).

L 5.2e Spell grade-appropriate words correctly, consulting references as needed.

L 5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L 5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L 5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Unit: 10 Week: 3 Essential Question: Transforming Matter: Why do we measure and describe the world?

Standard(s)	Domains	Instructional Strategies
<p>RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF 5.4a Read grade-level text with purpose and understanding.</p> <p>RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that</p>	<p>Phonics/Foundational Skills: Lesson 1: pp. 200-201 (RF 5.4a, c) Lesson 2: pp. 202-203 (RF 5.3)</p> <p>Collaborative Discussions: Lesson 7 Lesson 10: pp. 228-229 Lesson 12: pp. 222-223 (SL 5.2) Lesson 14: pp. 226-227 (SL 5.1a, b, c, d) (SL 5.6)</p> <p>Comprehension: Lesson 4: pp. 206-207 (RI 5.1) (RI 5.3)</p> <p>Vocabulary: Lesson 2: pp. 202-203 (L 5.4b, c)</p> <p>Writing: Writing Lessons (W 5.10)</p> <p>Conventions: Lesson 1 (L 5.2e) Lesson 3 (L 5.2e)</p>	<p>Additional Materials:</p> <p>Text for Close Reading: <i>Transforming Matter</i> Benchmark Advance Teacher’s Resource System Unit 10 Trade/Science/Social Studies books/texts Word Study Resources</p> <p>Assessed Skills (look at the FH Benchmark Standards Audit for Unit)</p> <p>Unit 10 Unit Assessment:</p> <p>RI.5.1–#2, 9, 13 RI.5.2a–#1, 8 RI.5.3–#4, 11 RI.5.4–#7, 10, 12 RI.5.7–#6 RI.5.9–#14, Writing Task L.5.1a–#15 L.5.1b–#17 L.5.1c–#16 L.5.1e–#18, 19 L.5.4a–#3, 5 W.5.4–Writing Task</p>

preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L 5.2e Spell grade-appropriate words correctly, consulting references as needed.

L 5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L 5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

