

Unit 1												
Big Idea: Friends and Family	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How do families and friends learn, grow, and help one another?												
											Unit 1: Narrative Friendly Letter; Personal Narrative	
<b>Week 1</b> <b>Weekly Concept:</b> Friends Help Friends <b>Essential Question:</b> How do friends depend on each other?	<b>Title:</b> "The New Kid" <b>Genre:</b> Fiction/Fantasy <b>Strategy:</b> Visualize	<b>Short Text:</b> <i>Little Flap Learns to Fly</i> <b>Lexile:</b> 390L <b>Genre:</b> Fiction/Fantasy <b>Strategy:</b> Visualize <b>Skill:</b> Key Details	<b>Strategy:</b> Visualize <b>Skill:</b> Key Details <b>Main Selection</b> <b>Title:</b> <i>Help! A Story of Friendship</i> <b>Genre:</b> Fiction/Fantasy <b>Lexile:</b> 410L <b>Paired Selection</b> <b>Title:</b> "Crayons" <b>Genre:</b> Poetry <b>Lexile:</b> NP	<b>Strategy:</b> Visualize <b>Skill:</b> Key Details <b>Main Selections</b> <b>Genre:</b> Fantasy <b>Titles:</b> <b>A:</b> <i>Cat and Dog</i> <b>O:</b> <i>The Quest</i> <b>E:</b> <i>The Quest</i> <b>B:</b> <i>Class Pets</i> <b>Paired Selections</b> <b>Genre:</b> Poem <b>Titles:</b> <b>A:</b> "Uncle Max and I" <b>O:</b> "Together" <b>E:</b> "It Takes a Friend" <b>B:</b> "What Friends Do" <b>Lexiles</b> <b>A:</b> 230L <b>O:</b> 340L <b>E:</b> 300L <b>B:</b> 500L	<b>Reading/Writing Workshop:</b> Genre <b>Literature Anthology:</b> Connection of Ideas; Genre; Specific Vocabulary	<b>Vocabulary Words:</b> <i>actions, afraid, depend, nervously, peered, perfectly, rescue, secret</i> <b>Additional Domain Words:</b> <i>hedgehog, prickles</i> <b>Additional Academic Words:</b> <i>characters, events, evidence,</i> <b>Vocabulary Strategy:</b> Inflectional Endings	<b>High-Frequency Words:</b> <i>ball, blue, both, even, for, help, put, there, why, yellow</i>	<b>Oral Vocabulary Words:</b> <i>awkward, outrageous, panic, relief, squawked</i>	<b>Phonemic Awareness:</b> Phoneme Blending; Phoneme Categorization; Phoneme Segmentation <b>Phonics/Spelling Skill:</b> short <i>a, i</i> <b>Structural Analysis:</b> Plural Nouns: -s, -es	<b>Fluency Skill:</b> Expression	<b>Writing Trait:</b> Ideas: Focus on an Event <b>Grammar Skill:</b> Statements and Questions <b>Grammar Mechanics:</b> Sentence Capitalization/Punctuation <b>Write About Reading:</b> Analyze Key Details	<b>Weekly:</b> Friends helping Friends Skit

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How do families and friends learn, grow, and help one another?												
											Unit 1: Narrative Friendly Letter; Personal Narrative	
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Families Around the World</p> <p><b>Essential Question:</b> How are families around the world the same and different?</p>	<p><b>Title:</b> "Dinner at Alejandro's"</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Maria Celebrates Brazil</i></p> <p><b>Lexile:</b> 460L</p> <p><b>Genre:</b> Fiction/Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Events</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selection</b> <b>Genre:</b> Fiction</p> <p><b>Title:</b> <i>Big Red Lollipop</i></p> <p><b>Lexile:</b> 410L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text</p> <p><b>Title:</b> "A Look at Families"</p> <p><b>Lexile:</b> 480L</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selections</b> <b>Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>Music in My Family</i> O: <i>Happy New Year!</i> E: <i>Happy New Year!</i> B: <i>I'm Down Under</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Fiction</p> <p><b>Titles:</b> A: "Making Music" O: "New Year's Eve" E: "New Year's Eve" B: "Families Around the World"</p> <p><b>Lexiles</b> A: 250L O: 350L E: 300L B: 560L</p>	<p><b>Reading/Writing Workshop:</b> Connections of Ideas</p> <p><b>Literature Anthology:</b> Lack of Prior Knowledge; Connections of Ideas; Purpose; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>aside, culture, fair, invited, language, plead, scurries, share</i></p> <p><b>Additional Domain Words:</b> <i>musical, triangle</i></p> <p><b>Additional Academic Words:</b> <i>compare, exclamation, setting,</i></p> <p><b>Vocabulary Strategy:</b> Root Words</p>	<p><b>High-Frequency Words:</b> <i>could, find, funny, green, how, little, one, or, see, sounds</i></p>	<p><b>Oral Vocabulary Words:</b> <i>colorful, confusing, noticed, overflowing, tasty</i></p>	<p><b>Phonemic Awareness:</b> Identify and Generate Rhymes; Phoneme Isolation; Phoneme Blending; Phoneme Segmentation</p> <p><b>Phonics/Spelling Skill:</b> Short e, o, u</p> <p><b>Structural Analysis:</b> Inflectional Endings: -s, -es</p>	<p><b>Fluency Skill:</b> Expression</p>	<p><b>Writing Trait:</b> Organization: Strong Openings</p> <p><b>Grammar Skill:</b> Commands and Exclamations</p> <p><b>Grammar Mechanics:</b> Sentence Capitalization/Punctuation</p> <p><b>Write About Reading:</b> Analyze Story Structure Using Text Evidence</p>	<p><b>Weekly:</b> Comparing and Contrasting Countries</p>

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Big Idea: Friends and Family	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How do families and friends learn, grow, and help one another?												
											Unit 1: Narrative Friendly Letter; Personal Narrative	
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Pets are Our Friends</p> <p><b>Essential Question:</b> How can a pet be an important friend?</p>	<p><b>Title:</b> "My Partner and Friend"</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>Finding Cal</i></p> <p><b>Lexile:</b> 410L</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Character, Setting, Events: Use Illustrations</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Character, Setting, Events: Use Illustrations</p> <p><b>Main Selection</b> <b>Genre:</b> Fiction</p> <p><b>Title:</b> <i>Not Norman</i></p> <p><b>Lexile:</b> 450L</p> <p><b>Paired Selection</b> <b>Genre:</b> Poetry</p> <p><b>Title:</b> "My Puppy"</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details: Use Illustrations</p> <p><b>Main Selections</b> <b>Genre:</b> Fiction</p> <p><b>Titles:</b>  <b>A:</b> <i>Too Many Pets?</i>  <b>O:</b> <i>A New Home For Henry</i>  <b>E:</b> <i>A New Home For Henry</i>  <b>B:</b> <i>Hello, Koko!</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Poetry</p> <p><b>Titles:</b>  <b>A:</b> "My Dog Loves Me"  <b>O:</b> "My Best Friend Forever"  <b>E:</b> "Hoppy"  <b>B:</b> "Who is My Best Friend?"</p> <p><b>Lexiles</b>  <b>A:</b> 240L  <b>O:</b> 450L  <b>E:</b> 350L  <b>B:</b> 510L</p>	<p><b>Reading/Writing Workshop:</b> Genre</p> <p><b>Literature Anthology:</b> Purpose; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>decide, different, friendship, glance, proper, relationship, stares, trade</i></p> <p><b>Additional Domain Words:</b> <i>goldfish</i></p> <p><b>Additional Academic Words:</b> <i>closing, greeting, rhyming</i></p> <p><b>Vocabulary Strategy:</b> Sentence Clues</p>	<p><b>High-Frequency Words:</b> <i>boy, by, girl, he, here, she, small, want, were, what</i></p>	<p><b>Oral Vocabulary Words:</b> <i>apologized, gazed, partner, rummaged, scent</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization; Phoneme Substitution; Phoneme Blending</p> <p><b>Phonics/Spelling Skill:</b> 2-letter blends (<i>r, s, t, l</i>)</p> <p><b>Structural Analysis:</b> Closed Syllables</p>	<p><b>Fluency Skill:</b> Intonation</p>	<p><b>Writing Trait:</b> Word Choice: Precise Language</p> <p><b>Grammar Skill:</b> Subjects</p> <p><b>Grammar Mechanics:</b> Letter Punctuation</p> <p><b>Write About Reading:</b> Analyze Story Structure</p>	<p><b>Weekly:</b> Different kinds of Pets</p>

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How do families and friends learn, grow, and help one another?												
											Unit 1: Narrative Friendly Letter; Personal Narrative	
<b>Week 4</b> <b>Weekly Concept:</b> Animals Need Our Care <b>Essential Question:</b> How do we care for animals?	<b>Title:</b> "All Kinds of Vets" <b>Genre:</b> Informational Text <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>Taking Care of Pepper</i> <b>Lexile:</b> 520L <b>Genre:</b> Informational Text/Nonfiction Narrative <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details: Use Photos <b>Text Features:</b> Photos, Captions	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details: Use Photos <b>Main Selection</b> <b>Genre:</b> Informational Text <b>Title:</b> <i>Lola and Tiva: An Unlikely Friendship</i> <b>Lexile:</b> 630L <b>Paired Selection</b> <b>Genre:</b> Informational Text: Interview <b>Title:</b> "Animal Needs" <b>Lexile:</b> 430L	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Key Details: Use Photos <b>Main Selections</b> <b>Genre:</b> Informational Text <b>Titles:</b> <b>A:</b> <i>People Helping Whales</i> <b>O:</b> <i>People Helping Whales</i> <b>E:</b> <i>People Helping Whales</i> <b>B:</b> <i>People Helping Whales</i> <b>Paired Selections</b> <b>Genre:</b> Informational Text <b>Titles:</b> <b>A:</b> "Working With Animals" <b>O:</b> "Working With Animals" <b>E:</b> "Working With Animals" <b>B:</b> "Working With Animals" <b>Lexiles</b> <b>A:</b> 240L <b>O:</b> 550L <b>E:</b> 360L <b>B:</b> 610L	<b>Reading/Writing Workshop:</b> Genre; Purpose <b>Literature Anthology:</b> Lack of Prior Knowledge; Specific Vocabulary	<b>Vocabulary Words:</b> <i>allowed, care, excited, needs, roam, safe, wandered, wild</i> <b>Additional Domain Words:</b> <i>conservancy, rhino</i> <b>Additional Academic Words:</b> <i>categorize, organization, sequence, subject</i> <b>Vocabulary Strategy:</b> Root Words	<b>High-Frequency Words:</b> <i>another, done, into, move, now, show, too, water, year, your</i>	<b>Oral Vocabulary Words:</b> <i>duty, equipment, profession, satisfaction, thorough</i>	<b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Categorization; Phoneme Blending <b>Phonics/ Spelling Skill:</b> short a , long a : a_e <b>Structural Analysis:</b> Inflectional Endings: -ed, -ing	<b>Fluency Skill:</b> Intonation	<b>Writing Trait:</b> Organization: Sequence <b>Grammar Skill:</b> Predicates <b>Grammar Mechanics:</b> Commas in a Sequence <b>Write About Reading:</b> Analyze Key Details	<b>Weekly:</b> Different kinds of jobs

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<p><b>Big Idea:</b> Friends and Family</p> <p>How do families and friends learn, grow, and help one another?</p>	<b>Read Aloud</b>	<b>Reading/Writing Workshop Comprehension</b>	<b>Literature Anthology Main Selection, Paired Selection</b>	<b>Leveled Reader Main Selection, Paired Selection</b>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>High-Frequency Words</b>	<b>Oral Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b>	<b>Research</b>
											<p><b>Unit 1:</b> Narrative</p> <p>Friendly Letter; Personal Narrative</p>	
<p><b>Week 5 Weekly Concept:</b> Families Working Together</p> <p><b>Essential Question:</b> What happens when families work together?</p>	<p><b>Title:</b> "Families Today"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>Families Work!</i></p> <p><b>Lexile:</b> 500L</p> <p><b>Genre:</b> Informational Text/<i>Time For Kids</i></p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Text Features:</b> Photos, Captions, Chart</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection</b></p> <p><b>Genre:</b> Informational Text/<i>Time For Kids</i></p> <p><b>Title:</b> <i>Families Working Together</i></p> <p><b>Lexile:</b> 560L</p> <p><b>Paired Selection</b></p> <p><b>Genre:</b> Informational Text</p> <p><b>Title:</b> "Why We Work"</p> <p><b>Lexile:</b> 510L</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selections</b></p> <p><b>Genre:</b> Informational Text</p> <p><b>Titles:</b></p> <p><b>A:</b> <i>Families at Work</i></p> <p><b>O:</b> <i>Families at Work</i></p> <p><b>E:</b> <i>Families at Work</i></p> <p><b>B:</b> <i>Families at Work</i></p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Informational Text</p> <p><b>Titles:</b></p> <p><b>A:</b> "A Family Sawmill"</p> <p><b>O:</b> "A Family Sawmill"</p> <p><b>E:</b> "A Family Sawmill"</p> <p><b>B:</b> "A Family Sawmill"</p> <p><b>Lexiles</b></p> <p><b>A:</b> 300L</p> <p><b>O:</b> 400L</p> <p><b>E:</b> 370L</p> <p><b>B:</b> 630L</p>	<p><b>Reading/Writing Workshop:</b> Purpose</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>checks, choose, chores, cost, customers, jobs, spend, tools</i></p> <p><b>Additional Academic Words:</b> <i>combine, comparison, expand,</i></p> <p><b>Vocabulary Strategy:</b> Inflectional Endings</p>	<p><b>High-Frequency Words:</b> <i>all, any, goes, new, number, other, right, says, understands, work</i></p>	<p><b>Oral Vocabulary Words:</b> <i>exchange, homework, lucky, members, treasure</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Isolation; Phoneme Categorization; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> short <i>i</i>, long <i>i</i>: <i>i_e</i></p> <p><b>Structural Analysis:</b> Possessives</p>	<p><b>Fluency Skill:</b> Phrasing</p>	<p><b>Writing Trait:</b> Sentence Fluency: Vary Sentence Type</p> <p><b>Grammar Skill:</b> Expanding and Combining Sentences</p> <p><b>Grammar Mechanics:</b> Quotation Marks with Dialogue</p> <p><b>Write About Reading:</b> Analyze Text Features That Inform and Explain a Topic</p>	<p><b>Weekly:</b> Families that work together</p> <p><b>Unit Level:</b> Research Skill: Recall Information Unit Project: Self-select and develop from options for unit research projects.</p>

Unit 2												
Big Idea: Animal Discoveries	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How do animals play a part in the world around us?												
											Unit 2: Informative/ Explanatory Text How-to Text; How-to Directions	
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Animals in Nature</p> <p><b>Essential Question:</b> How do animals survive?</p>	<p><b>Title:</b> "Swamp Life"</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p>	<p><b>Short Text:</b> <i>A Visit to the Desert</i></p> <p><b>Lexile:</b> 490L</p> <p><b>Genre:</b> Fiction/ Realistic Fiction</p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p> <p><b>Main Selection</b></p> <p><b>Genre:</b> Fiction/ Realistic Fiction</p> <p><b>Title:</b> <i>Sled Dogs Run</i></p> <p><b>Lexile:</b> 480L</p> <p><b>Paired Selection</b></p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "Cold Dog, Hot Fox"</p> <p><b>Lexile:</b> 510L</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p> <p><b>Main Selections</b></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Titles:</b></p> <p><b>A:</b> <i>Hippos at the Zoo</i></p> <p><b>O:</b> <i>Where Are They Going?</i></p> <p><b>E:</b> <i>Where Are They Going?</i></p> <p><b>B:</b> <i>An Arctic Life for Us</i></p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Informational Text</p> <p><b>Titles:</b></p> <p><b>A:</b> "Hippos"</p> <p><b>O:</b> "A Whale's Journey"</p> <p><b>E:</b> "A Whale's Journey"</p> <p><b>B:</b> "What is a Ptarmigan?"</p> <p><b>Lexiles</b></p> <p><b>A:</b> 220L</p> <p><b>O:</b> 440L</p> <p><b>E:</b> 380L</p> <p><b>B:</b> 600L</p>	<p><b>Reading/ Writing Workshop:</b> Purpose; Connections of Ideas</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Organization; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>adapt, climate, eager, freedom, fresh, sense, silence, shadows</i></p> <p><b>Additional Academic Words:</b> <i>opinion</i></p> <p><b>Vocabulary Strategy:</b> Prefixes</p>	<p><b>High-Frequency Words:</b> <i>because, cold, family, friends, have, know, off, picture, school, took</i></p>	<p><b>Oral Vocabulary Words:</b> <i>capture, chorus, croak, reason, visitor</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Addition; Phoneme Substitution; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> short o, long o: o_e</p> <p><b>Structural Analysis:</b> Doubling Final Consonants; Drop Final e: -ed, -ing</p>	<p><b>Fluency:</b> Phrasing</p>	<p><b>Writing Trait:</b> Ideas: Descriptive Details</p> <p><b>Grammar Skill:</b> Nouns</p> <p><b>Grammar Mechanics:</b> Commas in a Series</p> <p><b>Write About Reading:</b> Analyze Illustrations</p>	<p><b>Weekly:</b> Compare and Contrast Animals</p>

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How do animals play a part in the world around us?												
											Unit 2: Informative/ Explanatory Text How-to Text; How-to Directions	
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Animals in Stories</p> <p><b>Essential Question:</b> What can animals in stories teach us?</p>	<p><b>Title:</b> "The Fox and the Crane"</p> <p><b>Genre:</b> Fiction/ Fable</p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p>	<p><b>Short Text:</b> <i>The Boy Who Cried Wolf</i></p> <p><b>Lexile:</b> 460L</p> <p><b>Genre:</b> Fiction/ Fable</p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot: Problem and Solution</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot: Problem and Solution</p> <p><b>Main Selection</b> <b>Genre:</b> Fiction/ Fable</p> <p><b>Title:</b> <i>Wolf! Wolf!</i></p> <p><b>Lexile:</b> 580L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "Cinderella and Friends"</p> <p><b>Lexile:</b> 520L</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot: Problem and Solution</p> <p><b>Main Selections</b> <b>Genre:</b> Fable</p> <p><b>Titles:</b> A: <i>The Cat and the Mice</i> O: <i>The Dog and the Bone</i> E: <i>The Dog and the Bone</i> B: <i>The Spider and the Honey Tree</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Fable</p> <p><b>Titles:</b> A: "Beware of Tiger!" O: "The Dingo and His Shadow" E: "The Dingo and His Shadow" B: "The Girl and the Spider"</p> <p><b>Lexiles</b> A: 220L O: 440L E: 320L B: 590L</p>	<p><b>Reading/ Writing Workshop:</b> Specific Vocabulary; Organization</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Connections of Ideas; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>believe, delicious, feast, fond, lessons, remarkable, snatch, stories</i></p> <p><b>Additional Domain Words:</b> <i>morsel, scrumptious</i></p> <p><b>Additional Academic Words:</b> <i>fable, reflect, root words,</i></p> <p><b>Vocabulary Strategy:</b> Suffixes</p>	<p><b>High-Frequency Words:</b> <i>change, cheer, fall, five, look, open, should, their, won, yes</i></p>	<p><b>Oral Vocabulary Words:</b> <i>affection, crave, frustrated, nourishment, seek</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Deletion; Phoneme Segmentation; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> short <i>u</i>, long <i>u</i>: <i>u_e</i></p> <p><b>Structural Analysis:</b> CVCe Syllables</p>	<p><b>Fluency Skill:</b> Expression</p>	<p><b>Writing Trait:</b> Ideas: Supporting Details</p> <p><b>Grammar Skill:</b> Singular and Plural Nouns</p> <p><b>Grammar Mechanics:</b> Commas in a Series</p> <p><b>Write About Reading:</b> Analyze Themes</p>	<p><b>Weekly:</b> Research fables: Review of Two Fables</p>

Unit 2												
Big Idea: Animal Discoveries	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How do animals play a part in the world around us?												
											Unit 2: Informative/ Explanatory Text How-to Text; How-to Directions	
<b>Week 3</b> <b>Weekly Concept:</b> Animal Habitats <b>Essential Question:</b> What are features of different animal habitats?	<b>Title:</b> "Explore a Coral Reef" <b>Genre:</b> Informational Text <b>Strategy:</b> Make, Confirm, Revise Predictions	<b>Short Text:</b> <i>A Prairie Guard Dog</i> <b>Lexile:</b> 480L <b>Genre:</b> Informational Text/Nonfiction Narrative <b>Strategy:</b> Make, Confirm, Revise Predictions <b>Skill:</b> Main Topic and Key Details <b>Text Features:</b> Bold Print, Subheading, Chart, Labels	<b>Strategy:</b> Make, Confirm, Revise Predictions <b>Skill:</b> Main Topic and Key Details <b>Main Selection</b> <b>Genre:</b> Informational Text <b>Title:</b> <i>Turtle, Turtle, Watch Out!</i> <b>Lexile:</b> 520L <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository <b>Title:</b> "At Home in the River" <b>Lexile:</b> 500L	<b>Strategy:</b> Make, Confirm, Revise Predictions <b>Skill:</b> Main Topic and Key Details <b>Main Selections</b> <b>Genre:</b> Informational Text <b>Titles:</b> <b>A:</b> <i>A Tree Full of Life</i> <b>O:</b> <i>A Tree Full of Life</i> <b>E:</b> <i>A Tree Full of Life</i> <b>B:</b> <i>A Tree Full of Life</i> <b>Paired Selections</b> <b>Genre:</b> Informational Text <b>Titles:</b> <b>A:</b> "Life in a Termite Mound" <b>O:</b> "Life in a Termite Mound" <b>E:</b> "Life in a Termite Mound" <b>B:</b> "Life in a Termite Mound" <b>Lexiles</b> <b>A:</b> 310L <b>O:</b> 460L <b>E:</b> 410L <b>B:</b> 630L	<b>Reading/Writing Workshop:</b> Connections of Ideas; Genre <b>Literature Anthology:</b> What Makes This Text Complex?; Connections of Ideas; Specific Vocabulary	<b>Vocabulary Words:</b> <i>buried, escape, habitat, journey, nature, peeks, restless, spies</i> <b>Additional Domain Words:</b> <i>hatch, raccoons</i> <b>Additional Academic Words:</b> <i>abbreviation, collective noun, common noun,</i> <b>Vocabulary Strategy:</b> Suffixes	<b>High-Frequency Words:</b> <i>almost, buy, food, out, pull, saw, sky, straight, under, wash</i>	<b>Oral Vocabulary Words:</b> <i>defend, encounter, located, positive, react</i>	<b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Substitution; Phoneme Blending <b>Phonics/Spelling Skill:</b> Soft <i>c</i> and <i>g</i> <b>Structural Analysis:</b> Prefixes: <i>re-, un-, dis-</i>	<b>Fluency Skill:</b> Phrasing	<b>Writing Trait:</b> Organization: Sequence <b>Grammar Skill:</b> Kinds of Nouns <b>Grammar Mechanics:</b> Capital Letters <b>Write About Reading:</b> Analyze Key Details	<b>Weekly:</b> Animals and their Habitats

Unit 2												
Big Idea: Animal Discoveries	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How do animals play a part in the world around us?												
											Unit 2: Informative/ Explanatory Text How-to Text; How-to Directions	
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Baby Animals</p> <p><b>Essential Question:</b> How are offspring like their parents?</p>	<p><b>Title:</b> "Wild Animal Families"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Eagles and Eaglets</i></p> <p><b>Lexile:</b> 520L</p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Text Features:</b> Captions, Diagram, Labels</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selection</b></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Title:</b> <i>Baby Bears</i></p> <p><b>Lexile:</b> 590L</p> <p><b>Paired Selection</b></p> <p><b>Genre:</b> Informational Text</p> <p><b>Title:</b> "From Caterpillar to Butterfly"</p> <p><b>Lexile:</b> 560L</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selections</b></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Titles:</b></p> <p><b>A:</b> <i>Animal Families</i></p> <p><b>O:</b> <i>Animal Families</i></p> <p><b>E:</b> <i>Animal Families</i></p> <p><b>B:</b> <i>Animal Families</i></p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Nonfiction</p> <p><b>Titles:</b></p> <p><b>A:</b> "Tadpoles into Frogs"</p> <p><b>O:</b> "Tadpoles into Frogs"</p> <p><b>E:</b> "Tadpoles into Frogs"</p> <p><b>B:</b> "Tadpoles into Frogs"</p> <p><b>Lexiles</b></p> <p><b>A:</b> 320L</p> <p><b>O:</b> 490L</p> <p><b>E:</b> 390L</p> <p><b>B:</b> 600L</p>	<p><b>Reading/Writing Workshop:</b> Genre; Connections of Ideas</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?</p>	<p><b>Vocabulary Words:</b> <i>adult, alive, covered, fur, giant, groom, mammal, offspring</i></p> <p><b>Additional Academic Words:</b> <i>diagram,</i></p> <p><b>Vocabulary Strategy:</b> Multiple-Meaning Words</p>	<p><b>High-Frequency Words:</b> <i>baby, early, eight, isn't, learn, seven, start, these, try, walk</i></p>	<p><b>Oral Vocabulary Words:</b> <i>guide, leader, protect, provide, separate</i></p>	<p><b>Phonemic Awareness:</b> Identify and Generate Rhymes; Phoneme Segmentation; Phoneme Blending</p> <p><b>Phonics/Spelling Skill:</b> Consonant Digraphs: <i>ch, -tch, sh, ph, th, ng, wh</i></p> <p><b>Structural Analysis:</b> Suffixes: <i>-ful, -less</i></p>	<p><b>Fluency Skill:</b> Pronunciation</p>	<p><b>Writing Trait:</b> Word Choice: Linking Words</p> <p><b>Grammar Skill:</b> More Plural Nouns</p> <p><b>Grammar Mechanics:</b> Abbreviations</p> <p><b>Write About Reading:</b> Analyze Key Details</p>	<p><b>Weekly:</b> Life Cycles</p>

Unit 2												
Big Idea: Animal Discoveries	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How do animals play a part in the world around us?												
											Unit 2: Informative/ Explanatory Text How-to Text; How-to Directions	
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Animals in Poems</p> <p><b>Essential Question:</b> What do we love about animals?</p>	<p><b>Title:</b> "The Furry Alarm Clock"</p> <p><b>Genre:</b> Poetry</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> "Cats and Kittens," "Desert Camels," "A Bat is Not a Bird"</p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Poetry</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Key Details</p> <p><b>Literary Element:</b> Rhythm</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection</b></p> <p><b>Genre:</b> Poetry</p> <p><b>Title:</b> "Beetles," "The Little Turtle"</p> <p><b>Lexile:</b> NP</p> <p><b>Paired Selection</b></p> <p><b>Genre:</b> Poetry</p> <p><b>Title:</b> "Gray Goose"</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selections</b></p> <p><b>Genre:</b> Fiction</p> <p><b>Titles:</b></p> <p><b>A:</b> <i>Amira's Petting Zoo</i></p> <p><b>O:</b> <i>Alice's New Pet</i></p> <p><b>E:</b> <i>Alice's New Pet</i></p> <p><b>B:</b> <i>Ava's Animals</i></p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Poem</p> <p><b>Titles:</b></p> <p><b>A:</b> "Sheep Season"</p> <p><b>O:</b> "Baby Joey"</p> <p><b>E:</b> "Four Little Ducklings"</p> <p><b>B:</b> "Nanook"</p> <p><b>Lexiles</b></p> <p><b>A:</b> 250L</p> <p><b>O:</b> 470L</p> <p><b>E:</b> 350L</p> <p><b>B:</b> 570L</p>	<p><b>Reading/ Writing Workshop:</b> Organization; Sentence Structures; Genre</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Purpose of the Text; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>behave, express, feathers, flapping</i></p> <p><b>Vocabulary Strategy:</b> Multiple-Meaning Words</p>	<p><b>High-Frequency Words:</b> <i>bird, far, field, flower, grow, leaves, light, orange, ready, until</i></p>	<p><b>Oral Vocabulary Words:</b> <i>alarm, howling, knobby, munch, problem</i></p>	<p><b>Phonemic Awareness:</b> Identify and Generate Rhymes; Phoneme Substitution; Phoneme Blending</p> <p><b>Phonics/Spelling Skill:</b> 3-letter Blends: <i>scr, spr, str, thr, spl, shr</i></p> <p><b>Structural Analysis:</b> Compound Words</p>	<p><b>Fluency Skill:</b> Phrasing</p>	<p><b>Writing Trait:</b> Word Choice: Precise Language</p> <p><b>Grammar Skill:</b> Possessive Nouns</p> <p><b>Grammar Mechanics:</b> Apostrophes</p> <p><b>Write About Reading:</b> Analyze Word Choice</p>	<p><b>Weekly:</b> Animal Poems</p> <p><b>Unit Level:</b> Research Skill: Gather Information Unit Project: Self-select and develop from options for unit research projects.</p>

Unit 3												
Big Idea: Live and Learn	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
What have you learned about the world that surprises you?												
											Unit 3: Opinion Opinion Letter; Book Review	
<b>Week 1</b> <b>Weekly Concept:</b> The Earth's Forces  <b>Essential Question:</b> How do the Earth's forces affect us?	<b>Title:</b> "Apples and Gravity"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Magnets Work!</i>  <b>Lexile:</b> 560L  <b>Genre:</b> Informational Text/Expository  <b>Strategy:</b> Reread  <b>Skill:</b> Author's Purpose  <b>Text Features:</b> Diagram With Labels, Bold Print, Subheadings	<b>Strategy:</b> Reread  <b>Skill:</b> Author's Purpose  <b>Main Selection</b> <b>Genre:</b> Nonfiction  <b>Title:</b> <i>I Fall Down</i>  <b>Lexile:</b> 560L  <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "Move It!"  <b>Lexile:</b> 530L	<b>Strategy:</b> Reread  <b>Skill:</b> Author's Purpose  <b>Main Selections</b> <b>Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> <i>Forces at Work</i> <b>O:</b> <i>Forces at Work</i> <b>E:</b> <i>Forces at Work</i> <b>B:</b> <i>Forces at Work</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> "Machines to Push and Pull" <b>O:</b> "Machines to Push and Pull" <b>E:</b> "Machines to Push and Pull" <b>B:</b> "Machines to Push and Pull"  <b>Lexiles</b> <b>A:</b> 220L <b>O:</b> 460L <b>E:</b> 360L <b>B:</b> 600L	<b>Reading/Writing Workshop:</b> Genre; Sentence Structures  <b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary	<b>Vocabulary Words:</b> <i>amazing, force, measure, objects, proved, speed, true, weight</i>  <b>Additional Domain Words:</b> <i>gravity</i>  <b>Additional Academic Words:</b> <i>author's purpose, comparison, contractions,</i>  <b>Vocabulary Strategy:</b> Similes	<b>High-Frequency Words:</b> <i>about, around, good, great, idea, often, part, second, two, world</i>	<b>Oral Vocabulary Words:</b> <i>college, famous, path, planets, straight</i>	<b>Phonemic Awareness:</b> Identify and Generate Rhyme; Phoneme Categorization; Phoneme Blending  <b>Phonics/Spelling Skill:</b> Long <i>a</i> : <i>a, ai, ay, ea, ei, eigh, ey</i>  <b>Structural Analysis:</b> Contractions with 's, 're, 'll, 've	<b>Fluency Skill:</b> Intonation	<b>Writing Trait:</b> Organization: Order Ideas  <b>Grammar Skill:</b> Action Verbs  <b>Grammar Mechanics:</b> Abbreviations  <b>Write About Reading:</b> Analyze Author's Purpose	<b>Weekly:</b> Forces

Unit 3												
Big Idea: Live and Learn	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
What have you learned about the world that surprises you?												
											Unit 3: Opinion Opinion Letter; Book Review	
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Look At the Sky</p> <p><b>Essential Question:</b> What can we see in the sky?</p>	<p><b>Title:</b> "The Hidden Sun"</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Starry Night</i></p> <p><b>Lexile:</b> 540L</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Plot: Sequence</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Plot: Sequence</p> <p><b>Main Selection</b></p> <p><b>Genre:</b> Fiction</p> <p><b>Title:</b> <i>Mr. Putter &amp; Tabby See the Stars</i></p> <p><b>Lexile:</b> 580L</p> <p><b>Paired Selection</b></p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "Day to Night"</p> <p><b>Lexile:</b> 550L</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Plot: Sequence</p> <p><b>Main Selections</b></p> <p><b>Genre:</b> Fiction</p> <p><b>Titles:</b></p> <p><b>A:</b> <i>A Special Sunset</i></p> <p><b>O:</b> <i>A Different Set of Stars</i></p> <p><b>E:</b> <i>A Different Set of Stars</i></p> <p><b>B:</b> <i>Shadows in the Sky</i></p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Informational Text</p> <p><b>Titles:</b></p> <p><b>A:</b> "Shadows and Sun Dials"</p> <p><b>O:</b> "Stars"</p> <p><b>E:</b> "Stars"</p> <p><b>B:</b> "Eclipses"</p> <p><b>Lexiles</b></p> <p><b>A:</b> 200L</p> <p><b>O:</b> 390L</p> <p><b>E:</b> 330L</p> <p><b>B:</b> 540L</p>	<p><b>Reading/Writing Workshop:</b> Purpose</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Organization; Connections of Ideas; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>adventure, delighted, dreamed, enjoyed, grumbled, moonlight, neighbor, nighttime</i></p> <p><b>Additional Domain Words:</b> <i>jellyroll, Big Dipper, Milky Way</i></p> <p><b>Vocabulary Strategy:</b> Compound Words</p>	<p><b>High-Frequency Words:</b> <i>also, apart, begin, either, hundred, over, places, those, which, without</i></p>	<p><b>Oral Vocabulary Words:</b> <i>exactly, present, reports, telescopes, total</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Isolation; Phoneme Substitution; Phoneme Blending; Phoneme Categorization</p> <p><b>Phonics/Spelling Skill:</b> Long <i>i, y, igh, ie</i></p> <p><b>Structural Analysis:</b> Open Syllables</p>	<p><b>Fluency Skill:</b> Intonation</p>	<p><b>Writing Trait:</b> Word Choice: Linking Words</p> <p><b>Grammar Skill:</b> Present-Tense Verbs</p> <p><b>Grammar Mechanics:</b> Commas in a Series</p> <p><b>Write About Reading:</b> Analyze Story Structure</p>	<p><b>Weekly:</b> Phases of the Moon</p>

Unit 3												
Big Idea: Live and Learn	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
What have you learned about the world that surprises you?												
											Unit 3: Opinion Opinion Letter; Book Review	
<b>Week 3</b> <b>Weekly Concept:</b> Ways People Help <b>Essential Question:</b> How can people help out their community?	<b>Title:</b> "Color Your Community" <b>Genre:</b> Nonfiction Narrative <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> <i>Ways People Help</i> <b>Lexile:</b> 650L <b>Genre:</b> Informational Text/Nonfiction Narrative <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Author's Purpose <b>Text Feature:</b> Photos With Captions	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Author's Purpose <b>Main Selection</b> <b>Genre:</b> Narrative Nonfiction <b>Title:</b> <i>Biblioburro: A True Story from Colombia</i> <b>Lexile:</b> 700L <b>Paired Selection</b> <b>Genre:</b> Fiction/Folktale <b>Title:</b> "The Enormous Turnip" <b>Lexile:</b> 610L	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Author's Purpose <b>Main Selections</b> <b>Genre:</b> Narrative Nonfiction <b>Titles:</b> <b>A:</b> <i>City Communities</i> <b>O:</b> <i>City Communities</i> <b>E:</b> <i>City Communities</i> <b>B:</b> <i>City Communities</i> <b>Paired Selections</b> <b>Genre:</b> Folktale <b>Titles:</b> <b>A:</b> "Magic Anansi" <b>O:</b> "Magic Anansi" <b>E:</b> "Magic Anansi" <b>B:</b> "Magic Anansi" <b>Lexiles</b> <b>A:</b> 290L <b>O:</b> 470L <b>E:</b> 400L <b>B:</b> 620L	<b>Reading/Writing Workshop:</b> Connections of Ideas <b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary; Sentence Structure	<b>Vocabulary Words:</b> <i>across, borrow, countryside, ideas, insists, lonely, solution, villages</i> <b>Additional Domain Words:</b> <i>burro, Colombia</i> <b>Additional Academic Words:</b> <i>narrator</i> <b>Vocabulary Strategy:</b> Synonyms	<b>High-Frequency Words:</b> <i>better, group, long, more, only, our, started, three, who, won't</i>	<b>Oral Vocabulary Words:</b> <i>artist, celebration, commented, community, mural</i>	<b>Phonemic Awareness:</b> Phoneme Deletion; Phoneme Substitution; Phoneme Addition; Phoneme Blending <b>Phonics/Spelling Skill:</b> Long o: o, oa, ow, oe <b>Structural Analysis:</b> Contractions with <i>not</i>	<b>Fluency Skill:</b> Expression	<b>Writing Trait:</b> Voice: Opinions <b>Grammar Skill:</b> Past- and Future-Tense Verbs <b>Grammar Mechanics:</b> Letter Punctuation <b>Write About Reading:</b> Analyze Author's Purpose	<b>Weekly:</b> Community Helpers

Unit 3												
<p><b>Big Idea:</b> Live and Learn</p> <p>What have you learned about the world that surprises you?</p>	<b>Read Aloud</b>	<b>Reading/Writing Workshop Comprehension</b>	<b>Literature Anthology Main Selection, Paired Selection</b>	<b>Leveled Reader Main Selection, Paired Selection</b>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>High-Frequency Words</b>	<b>Oral Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b>	<b>Research</b>
											<p><b>Unit 3:</b> Opinion</p> <p>Opinion Letter; Book Review</p>	
<p><b>Week 4 Weekly Concept:</b> Weather Alert!</p> <p><b>Essential Question:</b> How does weather affect us?</p>	<p><b>Title:</b> "Clouds All Around"</p> <p><b>Genre:</b> Expository</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>Tornado!</i></p> <p><b>Lexile:</b> 660L</p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Text Features:</b> Photos With Captions, Bold Print, Subheadings, Sidebar With Directions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selection</b> <b>Genre:</b> Expository</p> <p><b>Title:</b> <i>Wild Weather</i></p> <p><b>Lexile:</b> 670L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "Can You Predict the Weather?"</p> <p><b>Lexile:</b> 610L</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Details</p> <p><b>Main Selections</b> <b>Genre:</b> Expository Text</p> <p><b>Titles:</b>  <b>A:</b> <i>Weather All Around</i>  <b>O:</b> <i>Weather All Around</i>  <b>E:</b> <i>Weather All Around</i>  <b>B:</b> <i>Weather All Around</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text</p> <p><b>Titles:</b>  <b>A:</b> "Colors in the Sky"  <b>O:</b> "Colors in the Sky"  <b>E:</b> "Colors in the Sky"  <b>B:</b> "Colors in the Sky"</p> <p><b>Lexiles</b>  <b>A:</b> 290L  <b>O:</b> 460L  <b>E:</b> 370L  <b>B:</b> 630L</p>	<p><b>Reading/Writing Workshop:</b> Purpose</p> <p><b>Literature Anthology:</b> Connections of Ideas; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b>  <i>damage, dangerous, destroy, event, harsh, prevent, warning, weather</i></p> <p><b>Additional Domain Words:</b>  <i>temperature</i></p> <p><b>Additional Academic Words:</b>  <i>pattern</i></p> <p><b>Vocabulary Strategy:</b> Antonyms</p>	<p><b>High-Frequency Words:</b>  <i>after, before, every, few, first, hear, hurt, old, special, would</i></p>	<p><b>Oral Vocabulary Words:</b>  <i>gloomy, pleasant, predict, reflect, rises</i></p>	<p><b>Phonemic Awareness:</b> Identify Syllables; Phoneme Categorization; Phoneme Blending</p> <p><b>Phonics/Spelling Skill:</b> Long e: e, ee, ea, ie, y, ey, e_e</p> <p><b>Structural Analysis:</b>                      -s, -es</p>	<p><b>Fluency Skill:</b> Phrasing</p>	<p><b>Writing Trait:</b> Organization: Strong Conclusions</p> <p><b>Grammar Skill:</b> The Verb <i>Have</i></p> <p><b>Grammar Mechanics:</b> Book Titles</p> <p><b>Write About Reading:</b> Analyze Text Features</p>	<p><b>Weekly:</b> Extreme Weather</p>



Unit 4												
Big Idea: Our Life/Our World	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How do different environments make the world an interesting place?												
											Unit 4: Narrative Text Fictional Narrative; Poem	
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Different Places</p> <p><b>Essential Question:</b> What makes different parts of the world different?</p>	<p><b>Title:</b> "Where Do You Live?"</p> <p><b>Genre:</b> Expository</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Alaska: A Special Place</i></p> <p><b>Lexile:</b> 560L</p> <p><b>Genre:</b> Expository</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within a Text: Compare and Contrast</p> <p><b>Text Features:</b> Map, Key, Labels, Subheadings</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within a Text: Compare and Contrast</p> <p><b>Main Selection</b></p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> <i>Rain Forests</i></p> <p><b>Lexile:</b> 580L</p> <p><b>Paired Selection</b></p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "African Savannas"</p> <p><b>Lexile:</b> 680L</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within a Text: Compare and Contrast</p> <p><b>Main Selections</b></p> <p><b>Genre:</b> Expository Text</p> <p><b>Titles:</b></p> <p><b>A:</b> <i>Rocky Mountain National Park</i></p> <p><b>O:</b> <i>Rocky Mountain National Park</i></p> <p><b>E:</b> <i>Rocky Mountain National Park</i></p> <p><b>B:</b> <i>Rocky Mountain National Park</i></p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Expository Text</p> <p><b>Titles:</b></p> <p><b>A:</b> "Yellowstone"</p> <p><b>O:</b> "Yellowstone"</p> <p><b>E:</b> "Yellowstone"</p> <p><b>B:</b> "Yellowstone"</p> <p><b>Lexiles</b></p> <p><b>A:</b> 320L</p> <p><b>O:</b> 540L</p> <p><b>E:</b> 430L</p> <p><b>B:</b> 630L</p>	<p><b>Reading/Writing Workshop:</b> Visual Display About a Region</p> <p><b>Literature Anthology:</b> Analyze Ideas Across Texts</p>	<p><b>Vocabulary Words:</b> <i>eerie, growth, layers, lively, location, region, seasons, temperate</i></p> <p><b>Additional Domain Words:</b> <i>Amazon, equator, tropical</i></p> <p><b>Vocabulary Strategy:</b> Compound Words</p>	<p><b>High-Frequency Words:</b> <i>below, colors, don't, down, eat, many, morning, sleep, through, very</i></p>	<p><b>Oral Vocabulary Words:</b> <i>factories, harbors, produce, timber, valleys</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Identity; Phoneme Categorization; Phoneme Blending</p> <p><b>Phonics/Spelling Skill:</b> Silent Letters <i>wr, kn, gn, mb, sc</i></p> <p><b>Structural Analysis:</b> Prefixes/Suffixes</p>	<p><b>Fluency Skill:</b> Pronunciation</p>	<p><b>Writing Trait:</b> Ideas: Focus on a Topic</p> <p><b>Grammar Skill:</b> Linking Verbs</p> <p><b>Grammar Mechanics:</b> Capitalization of Proper Nouns</p> <p><b>Write About Reading:</b> Analyze Ideas Across Texts</p>	<p><b>Weekly:</b> Travel</p>

Unit 4												
Big Idea: Our Life/Our World	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How do different environments make the world an interesting place?												
											Unit 4: Narrative Text Fictional Narrative; Poem	
<b>Week 2</b> <b>Weekly Concept:</b> Earth Changes <b>Essential Question:</b> How does the Earth change?	<b>Title:</b> "Earth Changes" <b>Genre:</b> Expository <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Into the Sea</i> <b>Lexile:</b> 650L <b>Genre:</b> Expository <b>Strategy:</b> Reread <b>Skill:</b> Connections Within a Text: Cause and Effect <b>Text Features:</b> Photos, Bold Print, Subheadings	<b>Strategy:</b> Reread <b>Skill:</b> Connections Within a Text: Cause and Effect <b>Main Selection</b> <b>Genre:</b> Informational Text/Expository <b>Title:</b> <i>Volcanoes</i> <b>Lexile:</b> 680L <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository <b>Title:</b> "To The Rescue" <b>Lexile:</b> 750L	<b>Strategy:</b> Reread <b>Skill:</b> Connections Within a Text: Cause and Effect <b>Main Selections</b> <b>Genre:</b> Expository Text <b>Titles:</b> <b>A:</b> <i>Earthquakes</i> <b>O:</b> <i>Earthquakes</i> <b>E:</b> <i>Earthquakes</i> <b>B:</b> <i>Earthquakes</i> <b>Paired Selections</b> <b>Genre:</b> Expository Text <b>Titles:</b> <b>A:</b> "Glaciers" <b>O:</b> "Glaciers" <b>E:</b> "Glaciers" <b>B:</b> "Glaciers" <b>Lexiles</b> <b>A:</b> 350L <b>O:</b> 530L <b>E:</b> 430L <b>B:</b> 630L	<b>Reading/Writing Workshop:</b> Prior Knowledge; Organization <b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary	<b>Vocabulary Words:</b> <i>active, Earth, explode, island, local, properties, solid, steep</i> <b>Additional Domain Words:</b> <i>erupt, lava</i> <b>Additional Academic Words:</b> <i>time-order words</i> <b>Vocabulary Strategy:</b> Sentence Clues	<b>High-Frequency Words:</b> <i>animal, away, building, found, from, Saturday, thought, today, toward, watch</i>	<b>Oral Vocabulary Words:</b> <i>carved, glide, sphere, suddenly, surface</i>	<b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Blending; Phoneme Substitution <b>Phonics/Spelling Skill:</b> <i>r</i> -controlled vowels /ûr/ <i>er, ir, ur, or</i> <b>Structural Analysis:</b> Inflectional Endings	<b>Fluency Skill:</b> Phrasing	<b>Writing Trait:</b> Word Choice: Time-Order Words <b>Grammar Skill:</b> Helping Verbs <b>Grammar Mechanics:</b> Quotation Marks <b>Write About Reading:</b> Analyze Author's Word Choice	<b>Weekly:</b> Earth's Natural Events

Unit 4												
Big Idea: Our Life/Our World	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How do different environments make the world an interesting place?												
											Unit 4: Narrative Text Fictional Narrative; Poem	
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Our Culture Makes Us Special</p> <p><b>Essential Question:</b> How are kids around the world different?</p>	<p><b>Title:</b> "My New School"</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Happy New Year!</i></p> <p><b>Lexile:</b> 590L</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Plot: Compare and Contrast</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Plot: Compare and Contrast</p> <p><b>Main Selection</b></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Title:</b> <i>Dear Primo: A Letter to My Cousin</i></p> <p><b>Lexile:</b> 610L</p> <p><b>Paired Selection</b></p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "Games Around the World"</p> <p><b>Lexile:</b> 600L</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting Plot: Compare and Contrast</p> <p><b>Main Selections</b></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Titles:</b></p> <p><b>A:</b> <i>Sharing Cultures</i></p> <p><b>O:</b> <i>A New Life in India</i></p> <p><b>E:</b> <i>A New Life in India</i></p> <p><b>B:</b> <i>Akita and Carlo</i></p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Informational Text</p> <p><b>Titles:</b></p> <p><b>A:</b> "Music Around the World"</p> <p><b>O:</b> "Dress Around the World"</p> <p><b>E:</b> "Dress Around the World"</p> <p><b>B:</b> "Food Around the World"</p> <p><b>Lexiles</b></p> <p><b>A:</b> 350L</p> <p><b>O:</b> 480L</p> <p><b>E:</b> 440L</p> <p><b>B:</b> 620L</p>	<p><b>Reading/Writing Workshop:</b> Prior Knowledge</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Organization; Sentence Structure; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>common, costume, customs, favorite, parade, surrounded, travels, wonder</i></p> <p><b>Additional Domain Words:</b> <i>cousin, primo</i></p> <p><b>Additional Academic Words:</b> <i>voice</i></p> <p><b>Vocabulary Strategy:</b> Similes</p>	<p><b>High-Frequency Words:</b> <i>ago, carry, certain, everyone, heavy, outside, people, problem, together, warm</i></p>	<p><b>Oral Vocabulary Words:</b> <i>accompanies, assigns, crowded, locker, usual</i></p>	<p><b>Phonemic Awareness:</b> Generate Rhyme; Initial Sound and Substitution; Phoneme Blending</p> <p><b>Phonics/Spelling Skill:</b> <i>r</i>-controlled vowels /<i>ôr/ or, ore, oar; /âr/ ar</i></p> <p><b>Structural Analysis:</b> Irregular Plurals</p>	<p><b>Fluency Skill:</b> Expression</p>	<p><b>Writing Trait:</b> Voice: Show Feelings</p> <p><b>Grammar Skill:</b> Irregular Verbs</p> <p><b>Grammar Mechanics:</b> Book Titles</p> <p><b>Write About Reading:</b> Analyze How an Author Compares Characters and Events</p>	<p><b>Weekly:</b> Celebrations Around the World</p>

Unit 4												
Big Idea: Our Life/Our World	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How do different environments make the world an interesting place?												
											Unit 4: Narrative Text Fictional Narrative; Poem	
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Folktales About Nature</p> <p><b>Essential Question:</b> How can we understand nature?</p>	<p><b>Title:</b> "How Thunder and Lightning Came to Be"</p> <p><b>Genre:</b> Folktale/Drama</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> "Why the Sun and the Moon Live in the Sky"</p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Play</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selection</b></p> <p><b>Genre:</b> Folktale/Drama</p> <p><b>Title:</b> <i>How the Beetle Got Her Colors</i></p> <p><b>Lexile:</b> NP</p> <p><b>Paired Selection</b></p> <p><b>Genre:</b> Fiction/Folktale</p> <p><b>Title:</b> "How the Finch Got Its Colors"</p> <p><b>Lexile:</b> 600L</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selections</b></p> <p><b>Genre:</b> Folktale</p> <p><b>Titles:</b></p> <p><b>A:</b> <i>Why Turtles Live in Water</i></p> <p><b>O:</b> <i>How Butterflies Came to Be</i></p> <p><b>E:</b> <i>How Butterflies Came to Be</i></p> <p><b>B:</b> <i>Why Spider Has 8 Thin Legs</i></p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Folktale</p> <p><b>Titles:</b></p> <p><b>A:</b> "Why Corn Has Silk"</p> <p><b>O:</b> "How the Rainbow Was Made"</p> <p><b>E:</b> "How the Rainbow Was Made"</p> <p><b>B:</b> "Why There Are Stars"</p> <p><b>Lexiles</b></p> <p><b>A:</b> 290L</p> <p><b>O:</b> 440L</p> <p><b>E:</b> 340L</p> <p><b>B:</b> 600L</p>	<p><b>Reading/Writing Workshop:</b> Genre; Purpose</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b></p> <p><i>ashamed, boast, dash, holler, plenty, similarities, victory, wisdom</i></p> <p><b>Vocabulary Strategy:</b> Root Words</p>	<p><b>High-Frequency Words:</b></p> <p><i>again, behind, eyes, gone, happened, house, inside, neither, stood, young</i></p>	<p><b>Oral Vocabulary Words:</b></p> <p><i>blustery, chilly, drenched, drizzle, task</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Blending; Identify Syllables</p> <p><b>Phonics/Spelling Skill:</b> <i>r</i>-controlled vowels /<i>ir/ eer, ere, ear</i></p> <p><b>Structural Analysis:</b> Abbreviations</p>	<p><b>Fluency Skill:</b> Expression</p>	<p><b>Writing Trait:</b> Ideas: Develop Character</p> <p><b>Grammar Skill:</b> Irregular Verbs</p> <p><b>Grammar Mechanics:</b> Letter Punctuation</p> <p><b>Write About Reading:</b> Analyze Theme</p>	<p><b>Weekly:</b> Folktales</p>

Unit 4												
Big Idea: Our Life/Our World	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How do different environments make the world an interesting place?												
											Unit 4: Narrative Text Fictional Narrative; Poem	
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Poems About Nature</p> <p><b>Essential Question:</b> What excites us about nature?</p>	<p><b>Title:</b> "Redwood National Forest," "The Amazing Meadow," "The Sahara Desert"</p> <p><b>Genre:</b> Poetry</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> "Snow Shape," "Nature Walk," "In the Sky"</p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Poetry</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p> <p><b>Literary Element:</b> Repetition</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selection</b> <b>Genre:</b> Poetry</p> <p><b>Title:</b> "April Rain Song," "Rain Poem"</p> <p><b>Lexile:</b> NP</p> <p><b>Paired Selection</b> <b>Genre:</b> Poetry</p> <p><b>Title:</b> "Helicopters," "Windy Tree"</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selections</b> <b>Genre:</b> Fiction</p> <p><b>Titles:</b> A: <i>A Hike in the Woods</i> O: <i>A Little World</i> E: <i>A Little World</i> B: <i>Star Party</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Poem</p> <p><b>Titles:</b> A: "The Woods" O: "See a Star" E: "By the Sea" B: "Moon"</p> <p><b>Lexiles</b> A: 340L O: 500L E: 400L B: 590L</p>	<p><b>Reading/Writing Workshop:</b> Purpose; Connections of Ideas</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>drops, excite, outdoors, pale</i></p> <p><b>Additional Academic Words:</b> <i>sensory words</i></p> <p><b>Vocabulary Strategy:</b> Similes</p>	<p><b>High-Frequency Words:</b> <i>among, bought, knew, never, once, soon, sorry, talk, touch, upon</i></p>	<p><b>Oral Vocabulary Words:</b> <i>broad, dunes, plump, swaying, twirling</i></p>	<p><b>Phonemic Awareness:</b> Identify Syllables; Phoneme Categorization; Phoneme Blending</p> <p><b>Phonics/Spelling Skill:</b> <i>r</i>-controlled vowels /<i>âr/ are, air, ear, ere</i></p> <p><b>Structural Analysis:</b> <i>r</i>-controlled Vowel Syllables</p>	<p><b>Fluency Skill:</b> Phrasing</p>	<p><b>Writing Trait:</b> Word Choice: Sensory Words</p> <p><b>Grammar Skill:</b> Contractions</p> <p><b>Grammar Mechanics:</b> Contractions/Apostrophes</p> <p><b>Write About Reading:</b> Analyze Word Choice and Provide Opinion</p>	<p><b>Weekly:</b> Nature Poems</p> <p><b>Unit Level:</b> Research Skill: Taking Notes Unit Project: Self-select and develop from options for unit research projects.</p>

Unit 5												
Big Idea: Let's Make a Difference	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How can people make a difference?												
											Unit 5: Informative/ Explanatory Text	
											Explanatory Writing; Compare/Contrast Writing	
<b>Week 1</b> <b>Weekly Concept:</b> Being a Good Citizen  <b>Essential Question:</b> What do good citizens do?	<b>Title:</b> "A Boy Named Martin"  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Summarize	<b>Short Text:</b> <i>A Difficult Decision</i>  <b>Lexile:</b> 510L  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Summarize  <b>Skill:</b> Point of View	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>Main Selection</b> <b>Genre:</b> Realistic Fiction  <b>Title:</b> <i>Grace for President</i>  <b>Lexile:</b> 580L  <b>Paired Selection</b> <b>Genre:</b> Informational Text/Nonfiction Narrative  <b>Title:</b> "Helping to Make Smiles"  <b>Lexile:</b> 520L	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>Main Selections</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> <b>A:</b> <i>Fixing the Playground</i> <b>O:</b> <i>The Food Crew</i> <b>E:</b> <i>The Food Crew</i> <b>B:</b> <i>How Many Greats?</i>  <b>Paired Selections</b> <b>Genre:</b> Narrative Nonfiction  <b>Titles:</b> <b>A:</b> "Hero" <b>O:</b> "A School Feeds Others" <b>E:</b> "A School Feeds Others" <b>B:</b> "Freedom Walk"  <b>Lexiles</b> <b>A:</b> 340L <b>O:</b> 480L <b>E:</b> 430L <b>B:</b> 620L	<b>Reading/ Writing Workshop:</b> Organization; Sentence Structure  <b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary; Prior Knowledge; Connections of Ideas	<b>Vocabulary Words:</b> <i>champion, determined, issues, promises, responsibility, rights, volunteered, votes</i>  <b>Additional Domain Words:</b> <i>electoral, constituents, candidate</i>  <b>Additional Academic Words:</b>  <i>quotation marks,</i>  <b>Vocabulary Strategy:</b> Suffixes	<b>High-Frequency Words:</b> <i>answer, been, body, build, head, heard, minutes, myself, pretty, pushed</i>	<b>Oral Vocabulary Words:</b> <i>calm, concern, exhausted, offered, treat</i>	<b>Phonemic Awareness:</b> Phoneme Reversal; Initial and Final Sound Substitution; Phoneme Blending  <b>Phonics/Spelling Skill:</b> Diphthongs <i>ou, ow</i>  <b>Structural Analysis:</b> Irregular Plurals	<b>Fluency Skill:</b> Intonation	<b>Writing Trait:</b> Ideas: Descriptive Details  <b>Grammar Skill:</b> Pronouns  <b>Grammar Mechanics:</b> Quotation Marks  <b>Write About Reading:</b> Analyze Point of View	<b>Weekly:</b> Citizenship

Unit 5												
Big Idea: Let's Make a Difference	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How can people make a difference?												
											Unit 5: Informative/ Explanatory Text	
											Explanatory Writing; Compare/Contrast Writing	
<b>Week 2</b> <b>Weekly Concept:</b> Cooperation Works!  <b>Essential Question:</b> How do people get along?	<b>Title:</b> "My First Day"  <b>Genre:</b> Summarize  <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Soccer Friends</i>  <b>Lexile:</b> 510L  <b>Genre:</b> Fiction  <b>Strategy:</b> Summarize  <b>Skill:</b> Point of View	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>Main Selection</b> <b>Genre:</b> Fiction  <b>Title:</b> <i>Once Upon a Baby Brother</i>  <b>Lexile:</b> 560L  <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "Bully-Free Zone"  <b>Lexile:</b> 640L	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>Main Selections</b> <b>Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> <i>Rainy Day</i> <b>O:</b> <i>Thirteen Is a Crowd</i> <b>E:</b> <i>Thirteen Is a Crowd</i> <b>B:</b> <i>Partners</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> "Boys and Girls Club" <b>O:</b> "Big Brothers Big Sisters" <b>E:</b> "Big Brothers Big Sisters" <b>B:</b> "4-H"  <b>Lexiles</b> <b>A:</b> 350L <b>O:</b> 500L <b>E:</b> 400L <b>B:</b> 660L	<b>Reading/Writing Workshop:</b> Genre  <b>Literature Anthology:</b> What Makes This Text Complex?; Connections of Ideas; Organization; Specific Vocabulary	<b>Vocabulary Words:</b> <i>amused, cooperate, describe, entertained, imagination, interact, patient, peaceful</i>  <b>Additional Domain Words:</b> <i>brainstormed</i>  <b>Vocabulary Strategy:</b> Idioms	<b>High-Frequency Words:</b> <i>brought, busy, else, happy, I'll, laugh, love, maybe, please, several</i>	<b>Oral Vocabulary Words:</b> <i>audience, decorate, instructions, pretended, shiver</i>	<b>Phonemic Awareness:</b> Phoneme Blending; Phoneme Substitution; Phoneme Segmentation; Phoneme Deletion  <b>Phonics/Spelling Skill:</b> Diphthongs <i>oy, oi</i>  <b>Structural Analysis:</b> Consonant + <i>le (el, al)</i> Syllables	<b>Fluency Skill:</b> Expression	<b>Writing Trait:</b> Sentence Fluency: Vary Sentence Length  <b>Grammar Skill:</b> Pronouns <i>I</i> and <i>Me</i> , <i>We</i> and <i>Us</i>  <b>Grammar Mechanics:</b> Capitalizing the Pronoun <i>I</i>  <b>Write About Reading:</b> Analyze Point of View	<b>Weekly:</b> Antibullying

Unit 5												
Big Idea: Let's Make a Difference	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How can people make a difference?												
											Unit 5: Informative/ Explanatory Text	
											Explanatory Writing; Compare/Contrast Writing	
<b>Week 3</b> <b>Weekly Concept:</b> Our Heroes  <b>Essential Question:</b> What do heroes do?	<b>Title:</b> "A Hero On and Off Skis"  <b>Genre:</b> Informational Text/Biography  <b>Strategy:</b> Summarize	<b>Short Text:</b> <i>César Chávez</i>  <b>Lexile:</b> 600L  <b>Genre:</b> Informational Text/Biography  <b>Strategy:</b> Summarize  <b>Skill:</b> Connections Within a Text: Sequence  <b>Text Features:</b> Bold Print, Subheadings, Timeline	<b>Strategy:</b> Summarize  <b>Skill:</b> Connections Within a Text: Sequence  <b>Main Selection</b> <b>Genre:</b> Informational Text/Biography  <b>Title:</b> <i>Brave Bessie</i>  <b>Lexile:</b> 650L  <b>Paired Selection</b> <b>Genre:</b> Fiction/ Legend  <b>Title:</b> "The Legend of Kate Shelley"  <b>Lexile:</b> 640L	<b>Strategy:</b> Summarize  <b>Skill:</b> Connections Within a Text: Sequence  <b>Main Selections</b> <b>Genre:</b> Biography  <b>Titles:</b> <b>A:</b> <i>Rudy Garcia-Tolson</i> <b>O:</b> <i>Rudy Garcia-Tolson</i> <b>E:</b> <i>Rudy Garcia-Tolson</i> <b>B:</b> <i>Rudy Garcia-Tolson</i>  <b>Paired Selections</b> <b>Genre:</b> Biography  <b>Titles:</b> <b>A:</b> "The Unsinkable Molly Brown" <b>O:</b> "The Unsinkable Molly Brown" <b>E:</b> "The Unsinkable Molly Brown" <b>B:</b> "The Unsinkable Molly Brown"  <b>Lexiles</b> <b>A:</b> 380L <b>O:</b> 550L <b>E:</b> 470L <b>B:</b> 640L	<b>Reading/Writing Workshop:</b> Genre  <b>Literature Anthology:</b> Specific Vocabulary	<b>Vocabulary Words:</b> <i>agree, challenging, discover, heroes, interest, perform, study, succeed</i>  <b>Vocabulary Strategy:</b> Synonyms	<b>High-Frequency Words:</b> <i>air, along, always, draw, during, ever, meant, nothing, story, won't</i>	<b>Oral Vocabulary Words:</b> <i>competing, inspired, limited, overcome, refused</i>	<b>Phonemic Awareness:</b> Identify Syllables; Phoneme Categorization; Phoneme Blending  <b>Phonics/Spelling Skill:</b> Variant Vowels: /ü/ oo, u, u_e, ew, ue, ui; /û/ oo, ou, u  <b>Structural Analysis:</b> Contractions with <i>not</i>	<b>Fluency Skill:</b> Phrasing	<b>Writing Trait:</b> Organization: Sequence  <b>Grammar Skill:</b> Possessive Pronouns  <b>Grammar Mechanics:</b> Capitalization of Proper Nouns  <b>Write About Reading:</b> Analyze Sequence	<b>Weekly:</b> Heroes

Unit 5												
Big Idea: Let's Make a Difference	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How can people make a difference?												
											Unit 5: Informative/ Explanatory Text Explanatory Writing; Compare/Contrast Writing	
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Preserving Our Earth</p> <p><b>Essential Question:</b> How can we protect the Earth?</p>	<p><b>Title:</b> "Clean Water"</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p>	<p><b>Short Text:</b> <i>The Art Project</i></p> <p><b>Lexile:</b> 660L</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot: Problem and Solution</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot: Problem and Solution</p> <p><b>Main Selection</b> <b>Genre:</b> Fiction</p> <p><b>Title:</b> <i>The Woodcutter's Gift</i></p> <p><b>Lexile:</b> 690L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "Earth's Resources"</p> <p><b>Lexile:</b> 600L</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot: Problem and Solution</p> <p><b>Main Selections</b> <b>Genre:</b> Fiction</p> <p><b>Titles:</b>  <b>A:</b> <i>Let's Carpool</i>  <b>O:</b> <i>Our Beautiful Tree</i>  <b>E:</b> <i>Our Beautiful Tree</i>  <b>B:</b> <i>Family Night Unplugged</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Informational Text</p> <p><b>Titles:</b>  <b>A:</b> "The Clean Air Campaign"  <b>O:</b> "Dirt!"  <b>E:</b> "Dirt!"  <b>B:</b> "Tips For Saving Power"</p> <p><b>Lexiles</b>  <b>A:</b> 350L  <b>O:</b> 550L  <b>E:</b> 470L  <b>B:</b> 640L</p>	<p><b>Reading/Writing Workshop:</b> Specific Vocabulary; Sentence Clues</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Connections of Ideas; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b>  <i>curious, distance, Earth resources, enormous, gently, proudly, rarely, supply</i></p> <p><b>Additional Academic Words:</b>  <i>cause and effect,</i></p> <p><b>Vocabulary Strategy:</b>                      Homophones</p>	<p><b>High-Frequency Words:</b>  <i>city, father, mother, o'clock, own, questions, read, searching, sure, though</i></p>	<p><b>Oral Vocabulary Words:</b>  <i>hesitated, memorable, pollution, reasons, suggest</i></p>	<p><b>Phonemic Awareness:</b> Identify Syllables; Phoneme Deletion; Phoneme Blending; Phoneme Addition</p> <p><b>Phonics/Spelling Skill:</b> Variant Vowels: <i>î/ a, aw, au, augh, al, ough</i></p> <p><b>Structural Analysis:</b>                      Vowel Team Syllables</p>	<p><b>Fluency Skill:</b>                      Intonation</p>	<p><b>Writing Trait:</b> Word Choice: Linking Words</p> <p><b>Grammar Skill:</b>                      Contractions</p> <p><b>Grammar Mechanics:</b>                      Contractions/ Possessive Pronouns</p> <p><b>Write About Reading:</b> Analyze Character, Setting, and Plot</p>	<p><b>Weekly:</b>                      Recycling</p>

Unit 5												
Big Idea: Let's Make a Difference	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
How can people make a difference?												
											Unit 5: Informative/ Explanatory Text	
											Explanatory Writing; Compare/Contrast Writing	
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Rights and Rules</p> <p><b>Essential Question:</b> Why are rules important?</p>	<p><b>Title:</b> "Town Rules"</p> <p><b>Genre:</b> <i>Time For Kids</i></p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p>	<p><b>Short Text:</b> <i>Visiting the Past</i></p> <p><b>Lexile:</b> 610L</p> <p><b>Genre:</b> <i>Time For Kids</i></p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Connections Within a Text: Cause and Effect</p> <p><b>Text Features:</b> Subheadings, Chart</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Connections Within a Text: Cause and Effect</p> <p><b>Main Selection</b></p> <p><b>Genre:</b> <i>Time For Kids</i></p> <p><b>Title:</b> <i>Setting the Rules</i></p> <p><b>Lexile:</b> 610L</p> <p><b>Paired Selection</b></p> <p><b>Genre:</b> <i>Time For Kids</i></p> <p><b>Title:</b> "American Symbols"</p> <p><b>Lexile:</b> 650L</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Connections With a Text: Cause and Effect</p> <p><b>Main Selections</b></p> <p><b>Genre:</b> Expository Text</p> <p><b>Titles:</b></p> <p><b>A:</b> <i>Government Rules</i></p> <p><b>O:</b> <i>Government Rules</i></p> <p><b>E:</b> <i>Government Rules</i></p> <p><b>B:</b> <i>Government Rules</i></p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Expository Text</p> <p><b>Titles:</b></p> <p><b>A:</b> "Pool Rules"</p> <p><b>O:</b> "Pool Rules"</p> <p><b>E:</b> "Pool Rules"</p> <p><b>B:</b> "Pool Rules"</p> <p><b>Lexiles</b></p> <p><b>A:</b> 460L</p> <p><b>O:</b> 540L</p> <p><b>E:</b> 490L</p> <p><b>B:</b> 670L</p>	<p><b>Reading/ Writing Workshop:</b> Specific Vocabulary; Purpose</p> <p><b>Literature Anthology:</b> Purpose of a Text; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>exclaimed, finally, form, history, public, rules, united, writers</i></p> <p><b>Additional Academic Words:</b> <i>alphabetical order,, symbols</i></p> <p><b>Vocabulary Strategy:</b> Multiple-Meaning Words</p>	<p><b>High-Frequency Words:</b> <i>anything, children, everybody, instead, paper, person, voice, whole, woman, words</i></p>	<p><b>Oral Vocabulary Words:</b> <i>elected, permission, recycle, services, transportation</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Deletion; Phoneme Segmentation; Phoneme Reversal; Phoneme Blending</p> <p><b>Phonics/Spelling Skill:</b> Short Vowel Digraphs: <i>/e/ ea; /u/ ou; /i/ y</i></p> <p><b>Structural Analysis:</b> Alphabetical Order (two letters)</p>	<p><b>Fluency Skill:</b> Pronunciation</p>	<p><b>Writing Trait:</b> Voice: Formal vs. Informal</p> <p><b>Grammar Skill:</b> Pronoun-Verb Agreement</p> <p><b>Grammar Mechanics:</b> Book Titles</p> <p><b>Write About Reading:</b> Analyze Cause and Effect</p>	<p><b>Weekly:</b> Historical Figures</p> <p><b>Unit Level:</b> Research Skill: Review Parts of the Library Unit Project: Self-select and develop from options for unit research projects.</p>

Unit 6												
Big Idea: How on Earth?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
What keeps our world working?												
											Unit 6: Informative/ Explanatory Writing Summary; Research Report	
<b>Week 1</b> <b>Weekly Concept:</b> Plant Myths and Facts <b>Essential Question:</b> What do myths help us understand?	<b>Title:</b> "The Bluebell" <b>Genre:</b> Fiction/Myth <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Why Fir Tree Keeps His Leaves</i> <b>Lexile:</b> 560L <b>Genre:</b> Myth <b>Strategy:</b> Reread <b>Skill:</b> Theme	<b>Strategy:</b> Reread <b>Skill:</b> Theme <b>Main Selection</b> <b>Genre:</b> Fiction/Myth <b>Title:</b> <i>The Golden Flower: A Taino Myth from Puerto Rico</i> <b>Lexile:</b> 590L <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository <b>Title:</b> "A Pumpkin Plant" <b>Lexile:</b> 600L	<b>Strategy:</b> Reread <b>Skill:</b> Theme <b>Main Selections</b> <b>Genre:</b> Myth <b>Titles:</b> <b>A:</b> <i>The Apples of Idun</i> <b>O:</b> <i>Hercules and the Golden Apples</i> <b>E:</b> <i>Hercules and the Golden Apples</i> <b>B:</b> <i>Demeter and Persephone</i> <b>Paired Selections</b> <b>Genre:</b> Informational Text <b>Titles:</b> <b>A:</b> "Tomatoes" <b>O:</b> "Apples" <b>E:</b> "Apples" <b>B:</b> "Pomegranate" <b>Lexiles</b> <b>A:</b> 400L <b>O:</b> 550L <b>E:</b> 440L <b>B:</b> 630L	<b>Reading/Writing Workshop:</b> Genre <b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary	<b>Vocabulary Words:</b> <i>appeared, crops, develop, edge, golden, rustled, shining, stages</i> <b>Additional Domain Words:</b> <i>Puerto Rico</i> <b>Additional Academic Words:</b> <i>adjective, myth, point of view,</i> <b>Vocabulary Strategy:</b> Sentence Clues	<b>High-Frequency Words:</b> <i>door, front, order, probably, remember, someone, tomorrow, what's, worry, yesterday</i>	<b>Oral Vocabulary Words:</b> <i>disturb, entire, magnificent, stumbled, trembled</i>	<b>Phonemic Awareness:</b> Identify and Make Oral Rhymes; Phoneme Addition; Phoneme Blending; Phoneme Deletion <b>Phonics/Spelling Skill:</b> Closed Syllables and Open Syllables <b>Structural Analysis:</b> Compound Words	<b>Fluency Skill:</b> Expression	<b>Writing Trait:</b> Organization: Strong Openings <b>Grammar Skill:</b> Adjectives <b>Grammar Mechanics:</b> Commas in a Series <b>Write About Reading:</b> Analyze Theme	<b>Weekly:</b> Plant Life Cycle

Unit 6												
Big Idea: How on Earth?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
What keeps our world working?												
											Unit 6: Informative/ Explanatory Writing Summary; Research Report	
<b>Week 2</b> <b>Weekly Concept:</b> We Need Energy <b>Essential Question:</b> How do we use energy?	<b>Title:</b> "How Does Energy Make Your Hair Stand Up?" <b>Genre:</b> Informational Text/Expository <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Pedal Power</i> <b>Lexile:</b> 660L <b>Genre:</b> Informational Text/Expository <b>Strategy:</b> Reread <b>Skill:</b> Author's Purpose <b>Text Features:</b> Photos With Captions, Subheadings, Diagram, Labels	<b>Strategy:</b> Reread <b>Skill:</b> Author's Purpose <b>Main Selection</b> <b>Genre:</b> Informational Text/Expository <b>Title:</b> <i>My Light</i> <b>Lexile:</b> 680L <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository <b>Title:</b> "The Power of Water" <b>Lexile:</b> 650L	<b>Strategy:</b> Reread <b>Skill:</b> Author's Purpose <b>Main Selections</b> <b>Genre:</b> Informational Text <b>Titles:</b> <b>A:</b> <i>Wind Power</i> <b>O:</b> <i>Wind Power</i> <b>E:</b> <i>Wind Power</i> <b>B:</b> <i>Wind Power</i> <b>Paired Selections</b> <b>Genre:</b> Informational Text <b>Titles:</b> <b>A:</b> "A Solar House" <b>O:</b> "A Solar House" <b>E:</b> "A Solar House" <b>B:</b> "A Solar House" <b>Lexiles</b> <b>A:</b> 440L <b>O:</b> 550L <b>E:</b> 490L <b>B:</b> 690L	<b>Reading/Writing Workshop:</b> Sentence Structure; Specific Vocabulary <b>Literature Anthology:</b> What Makes This Text Complex?; Genre; Connections of Ideas; Specific Vocabulary	<b>Vocabulary Words:</b> <i>electricity, energy, flows, haul, power, silent, solar, underground</i> <b>Additional Domain Words:</b> <i>dam, generators</i> <b>Vocabulary Strategy:</b> Paragraph Clues	<b>High-Frequency Words:</b> <i>alone, became, beside, four, hello, large, notice, round, suppose, surprised</i>	<b>Oral Vocabulary Words:</b> <i>charge, effects, rushes, slight, streak</i>	<b>Phonemic Awareness:</b> Initial Phoneme Addition; Phoneme Segmentation; Initial Phoneme Substitution <b>Phonics/Spelling Skill:</b> CVCe Syllables <b>Structural Analysis:</b> Prefixes/Suffixes	<b>Fluency Skill:</b> Intonation	<b>Writing Trait:</b> Word Choice: Content Words <b>Grammar Skill:</b> Articles and <i>This, That, These, and Those</i> <b>Grammar Mechanics:</b> Names and Titles <b>Write About Reading:</b> Analyze Author's Purpose	<b>Weekly:</b> How Electricity Is Made

Unit 6												
Big Idea: How on Earth?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
What keeps our world working?												
											Unit 6: Informative/ Explanatory Writing Summary; Research Report	
<b>Week 3</b> <b>Weekly Concept:</b> Team Up to Explore <b>Essential Question:</b> Why is teamwork important?	<b>Title:</b> "Teamwork in Space" <b>Genre:</b> Informational Text/Expository <b>Strategy:</b> Summarize	<b>Short Text:</b> <i>Dive Teams</i> <b>Lexile:</b> 660L <b>Genre:</b> Informational Text/Expository <b>Strategy:</b> Summarize <b>Skill:</b> Main Idea and Key Details <b>Text Features:</b> Photos With Captions, Map, Labels	<b>Strategy:</b> Summarize <b>Skill:</b> Main Idea and Key Details <b>Main Selection</b> <b>Genre:</b> Informational Text/Expository <b>Title:</b> <i>Astronaut Handbook</i> <b>Lexile:</b> 790L <b>Paired Selection</b> <b>Genre:</b> Informational Text/Narrative Nonfiction <b>Title:</b> "Teamwork to the Top" <b>Lexile:</b> 720L	<b>Strategy:</b> Summarize <b>Skill:</b> Main Idea and Key Details <b>Main Selections</b> <b>Genre:</b> Informational Text <b>Titles:</b> <b>A:</b> <i>Digging For Sue</i> <b>O:</b> <i>Digging For Sue</i> <b>E:</b> <i>Digging For Sue</i> <b>B:</b> <i>Digging For Sue</i> <b>Paired Selections</b> <b>Genre:</b> Informational Text <b>Titles:</b> <b>A:</b> "Ancient Ship Discovered!" <b>O:</b> "Ancient Ship Discovered!" <b>E:</b> "Ancient Ship Discovered!" <b>B:</b> "Ancient Ship Discovered!" <b>Lexiles</b> <b>A:</b> 430L <b>O:</b> 550L <b>E:</b> 470L <b>B:</b> 670L	<b>Reading/Writing Workshop:</b> Prior Knowledge; Connections of Ideas <b>Literature Anthology:</b> What Makes This Text Complex?; Sentence Structure; Specific Vocabulary	<b>Vocabulary Words:</b> <i>exploration, important, machines, prepare, repair, result, scientific, teamwork</i> <b>Additional Domain Words:</b> <i>astronaut, satellites</i> <b>Vocabulary Strategy:</b> Greek and Latin Roots	<b>High-Frequency Words:</b> <i>above, brother, follow, listen, month, soft, something, song, who's, wind</i>	<b>Oral Vocabulary Words:</b> <i>attach, collect, deliver, experiments, nations</i>	<b>Phonemic Awareness:</b> Identify Syllables; Phoneme Segmentation and Blending; Phoneme Addition and Deletion <b>Phonics/Spelling Skill:</b> Consonant + <i>le (el, al)</i> Syllables <b>Structural Analysis:</b> Contractions/ Possessives	<b>Fluency Skill:</b> Pronunciation	<b>Writing Trait:</b> Ideas: Supportive Details <b>Grammar Skill:</b> Adjectives That Compare <b>Grammar Mechanics:</b> Apostrophes <b>Write About Reading:</b> Analyze Text Features	<b>Weekly:</b> Famous Teams Newspaper Article

Unit 6												
<p><b>Big Idea:</b> How on Earth?</p> <p>What keeps our world working?</p>	<b>Read Aloud</b>	<b>Reading/Writing Workshop Comprehension</b>	<b>Literature Anthology Main Selection, Paired Selection</b>	<b>Leveled Reader Main Selection, Paired Selection</b>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>High-Frequency Words</b>	<b>Oral Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b>	<b>Research</b>
											<p><b>Unit 6:</b> Informative/ Explanatory Writing</p> <p>Summary; Research Report</p>	
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Money Matters</p> <p><b>Essential Question:</b> How do we use money?</p>	<p><b>Title:</b> "Keep the Change!"</p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> <i>The Life of a Dollar Bill</i></p> <p><b>Lexile:</b> 660L</p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Connections Within a Text: Problem and Solution</p> <p><b>Text Features:</b> Photos With Captions, Graph, Labels, Subheadings</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Connections Within a Text: Problem and Solution</p> <p><b>Main Selection</b></p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> <i>Money Madness</i></p> <p><b>Lexile:</b> 780L</p> <p><b>Paired Selection</b></p> <p><b>Genre:</b> Fiction/Myth</p> <p><b>Title:</b> "King Midas and the Golden Touch"</p> <p><b>Lexile:</b> 720L</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Connections Within a Text: Problem and Solution</p> <p><b>Main Selections</b></p> <p><b>Genre:</b> Informational Text</p> <p><b>Titles:</b></p> <p><b>A:</b> <i>How to Be a Smart Shopper</i></p> <p><b>O:</b> <i>How to Be a Smart Shopper</i></p> <p><b>E:</b> <i>How to Be a Smart Shopper</i></p> <p><b>B:</b> <i>How to Be a Smart Shopper</i></p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Myth</p> <p><b>Titles:</b></p> <p><b>A:</b> "The Golden Fleece"</p> <p><b>O:</b> "The Golden Fleece"</p> <p><b>E:</b> "The Golden Fleece"</p> <p><b>B:</b> "The Golden Fleece"</p> <p><b>Lexiles</b></p> <p><b>A:</b> 450L</p> <p><b>O:</b> 540L</p> <p><b>E:</b> 500L</p> <p><b>B:</b> 680L</p>	<p><b>Reading/Writing Workshop:</b> Organization; Genre</p> <p><b>Literature Anthology:</b> Organization; Specific Vocabulary; Genre</p>	<p><b>Vocabulary Words:</b> <i>invented, money, prices, purchase, record, system, value, worth</i></p> <p><b>Additional Domain Words:</b> <i>credit cards</i></p> <p><b>Vocabulary Strategy:</b> Paragraph Clues</p>	<p><b>High-Frequency Words:</b> <i>against, anymore, complete, enough, river, rough, sometimes, stranger, terrible, window</i></p>	<p><b>Oral Vocabulary Words:</b> <i>charity, image, popular, portrait, symbol</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Substitution; Phoneme Reversal</p> <p><b>Phonics/Spelling Skill:</b> Vowel Team Syllables</p> <p><b>Structural Analysis:</b> Comparative Endings: <i>-er, -est</i> (with spelling changes)</p>	<p><b>Fluency Skill:</b> Intonation</p>	<p><b>Writing Trait:</b> Organization: Strong Conclusions</p> <p><b>Grammar Skill:</b> Adverbs and Prepositional Phrases</p> <p><b>Grammar Mechanics:</b> Capitalization</p> <p><b>Write About Reading:</b> Analyze Text Connections</p>	<p><b>Weekly:</b> Money Matters: Our Class Savings Chart</p>

Unit 6												
Big Idea: How on Earth?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing	Research
What keeps our world working?												
											Unit 6: Informative/ Explanatory Writing Summary; Research Report	
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> The World of Ideas</p> <p><b>Essential Question:</b> Where can your imagination take you?</p>	<p><b>Title:</b> "Give Me a Brown Box," "Music Sends Me"</p> <p><b>Genre:</b> Poetry</p> <p><b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> "A Box of Crayons," "What Story is This?," "The Ticket"</p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Poetry</p> <p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Point of View</p> <p><b>Literary Element:</b> Rhyme</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Point of View</p> <p><b>Main Selection</b> <b>Genre:</b> Poetry</p> <p><b>Title:</b> "Books to the Ceiling," "I've Got This Covered," "Eating While Reading"</p> <p><b>Lexile:</b> NP</p> <p><b>Paired Selection</b> <b>Genre:</b> Poetry</p> <p><b>Title:</b> "Clay Play," "Crayons"</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Point of View</p> <p><b>Main Selections</b> <b>Genre:</b> Fiction</p> <p><b>Titles:</b> <b>A:</b> <i>Matt's Journey</i> <b>O:</b> <i>A Fantastic Day!</i> <b>E:</b> <i>A Fantastic Day!</i> <b>B:</b> <i>A Day in Ancient Rome</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Poem</p> <p><b>Titles:</b> <b>A:</b> "Autumn Leaves," "The Orchestra" <b>O:</b> "A Butterfly Life," "Circus Day" <b>E:</b> "Pablo and I," "My Tiny Friend" <b>B:</b> "Lost and Found," "My Magic Car"</p> <p><b>Lexiles</b> <b>A:</b> 430L <b>O:</b> 560L <b>E:</b> 470L <b>B:</b> 640L</p>	<p><b>Reading/ Writing Workshop:</b> Purpose; Lack of Prior Knowledge</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?</p>	<p><b>Vocabulary Words:</b> <i>create, dazzling, imagination, seconds</i></p> <p><b>Additional Academic Words:</b> <i>blend,</i></p> <p><b>Vocabulary Strategy:</b> Metaphors</p>	<p><b>High-Frequency Words:</b> <i>afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble, wherever</i></p>	<p><b>Oral Vocabulary Words:</b> <i>flash, igloo, moat, orchestra, snore</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Addition; Phoneme Substitution; Phoneme Segmentation</p> <p><b>Phonics/Spelling Skill:</b> <i>r</i>-controlled Vowel Syllables</p> <p><b>Structural Analysis:</b> Three (or more) Syllable Words</p>	<p><b>Fluency Skill:</b> Expression</p>	<p><b>Writing Trait:</b> Word Choice: Strong Words</p> <p><b>Grammar Skill:</b> Adjectives and Adverbs</p> <p><b>Grammar Mechanics:</b> Sentence Punctuation</p> <p><b>Write About Reading:</b> Analyze Point of View</p>	<p><b>Weekly:</b> Poems</p> <p><b>Unit Level:</b> Research Skill: Visual Displays and Multimedia Presentations Unit Project: Self-select and develop from options for unit research projects.</p>