



<b>Big Idea:</b> Growing and Learning  <b>How can learning help us grow?</b>	<b>Read Aloud</b>	<b>Reading/Writing Workshop</b> Comprehension	<b>Literature Anthology</b> Main Selection, Paired Selection	<b>Leveled Reader</b> Main Selection, Paired Selection  <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b>  Unit 1 Writing Focus: <i>Friendly Letter, Personal Narrative</i> Writing Products: <i>Narrative Text</i>	<b>Research</b>
<b>Week 1</b>  <b>Weekly Concept:</b> Storytime  <b>Essential Question:</b> What can stories teach you?  <b>Connect to Science:</b> Tell how variations among individuals of the same species may provide advantages.	<b>Title:</b> "Three Pigs, a Wolf, and a Book"  <b>Genre:</b> Fantasy  <b>Strategy:</b> Visualize	<b>Short Text:</b> "Bruno's New Home"  <b>Lexile:</b> 430  <b>Genre:</b> Fantasy  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Character	<b>Main Selection Title:</b> <i>Wolf!</i>  <b>Lexile:</b> 650  <b>Genre:</b> Fantasy  <b>Paired Selection Title:</b> "Jennie and the Wolf"  <b>Lexile:</b> 450  <b>Genre:</b> Fable  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Character	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Character  <b>Main Selection</b> <b>Genre:</b> Fantasy  <b>Titles:</b> <b>A:</b> <i>Berries, Berries, Berries</i> <b>O:</b> <i>Duck's Discovery</i> <b>E:</b> <i>Duck's Discovery</i> <b>B:</b> <i>Robot Race</i>  <b>Paired Selection</b> <b>Genre:</b> Fable  <b>Titles:</b> <b>A:</b> "The Heron and the Fish" <b>O:</b> "The Lion and the Fox" <b>E:</b> "The Lion and the Fox" <b>B:</b> "The Hare and the Tortoise"  <b>Lexiles</b> <b>A:</b> 430 <b>O:</b> 530 <b>E:</b> 410 <b>B:</b> 750	<b>Reading/Writing Workshop:</b> Genre, Connection of Ideas  <b>Literature Anthology:</b> Purpose, Genre, Sentence Structure, Connection of Ideas	<b>Vocabulary Words:</b> <i>ached, concentrate, discovery, educated, effort, improved, inspired, satisfied</i>  <b>Additional Academic Vocabulary:</b> <i>fantasy, expression, moral</i>  <b>Vocabulary Strategy:</b> Context Clues: Synonyms  <b>Build Vocabulary:</b> <i>wandered, emergencies, village, budge, ignore, serious, impressed, confidence, passion, master</i>	<b>Phonics/Spelling Skill:</b> Short Vowels <i>a, i</i>  <b>Structural Analysis:</b> Word Families	<b>Expression</b>	<b>Writing Trait:</b> Ideas/Focus on an Event  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "Bruno's New Home" Literature Anthology: Wolf!, "Jennie and the Wolf"  <b>Grammar Skill:</b> Sentences and Fragments  <b>Grammar Mechanics:</b> Capitalization and Punctuation	<b>Project:</b> Research Aesop's fables <b>Product:</b> Fable Story Map
<b>Week 2</b>  <b>Weekly Concept:</b> Traditions  <b>Essential Question:</b> What can traditions teach you about cultures?	<b>Title:</b> "Ready for Aloha!"  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize	<b>Short Text:</b> "The Dream Catcher"  <b>Lexile:</b> 470  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Sequence	<b>Main Selection Title:</b> <i>Yoon and the Jade Bracelet</i>  <b>Lexile:</b> 480  <b>Genre:</b> Realistic Fiction  <b>Paired Selection Title:</b> "Family Traditions"  <b>Lexile:</b> 480  <b>Genre:</b> Expository Text  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Sequence	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Sequence  <b>Main Selection</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> <b>A:</b> The Special Meal <b>O:</b> A Row of Lamps <b>E:</b> A Row of Lamps <b>B:</b> Dragons on the Water  <b>Paired Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> "More About Mole" <b>O:</b> "Diwali" <b>E:</b> "Diwali" <b>B:</b> "A Great Tradition"  <b>Lexiles</b> <b>A:</b> 380 <b>O:</b> 410 <b>E:</b> 310 <b>B:</b> 700	<b>Reading/Writing Workshop:</b> Prior Knowledge, Genre  <b>Literature Anthology:</b> Genre (Dialogue), Prior Knowledge, Purpose, Specific Vocabulary, Connection of Ideas	<b>Vocabulary Words:</b> <i>celebrate, courage, disappointment, precious, pride, remind, symbol, tradition</i>  <b>Vocabulary Strategy:</b> Context Clues: Synonyms  <b>Build Vocabulary:</b> <i>settled, etched, gem, straight, pest</i>	<b>Phonics/Spelling Skill:</b> Short Vowels <i>e, o, u</i>  <b>Structural Analysis:</b> Inflectional Endings	<b>Phrasing</b>	<b>Writing Trait:</b> Word Choice/Descriptive Details  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "The Dream Catcher" Literature Anthology: <i>Yoon and the Jade Bracelet</i> , "Family Traditions"  <b>Grammar Skill:</b> Commands and Exclamations  <b>Grammar Mechanics:</b> Punctuation in Commands and Exclamations	<b>Project:</b> Research contributions of different cultures <b>Product:</b> Culture Web



<b>Big Idea:</b> Growing and Learning  <b>How can learning help us grow?</b>	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	<b>Writing</b>  Unit 1 Writing Focus: <i>Friendly Letter, Personal Narrative</i>  Writing Products: <i>Narrative Text</i>	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Communities  <b>Essential Question:</b> How do people from different cultures contribute to a community?  <b>Connect to Social Studies:</b> Trace the establishment of diverse communities.	<b>Title:</b> "Faith Ringgold: Telling Stories Through Art"  <b>Genre:</b> Narrative Nonfiction  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> "Room to Grow"  <b>Lexile:</b> 490  <b>Genre:</b> Narrative Nonfiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Sequence  <b>Text Features:</b> Headings, Map	<b>Main Selection Title:</b> <i>Gary the Dreamer</i>  <b>Lexile:</b> 500  <b>Genre:</b> Narrative Nonfiction  <b>Paired Selection Title:</b> "Sharing Polkas and Pitas"  <b>Lexile:</b> 530  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Sequence	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Sequence  <b>Main Selection</b> <b>Genre:</b> Biography  <b>Titles:</b> A: <i>Judy Baca</i> O: <i>Judy Baca</i> E: <i>Judy Baca</i> B: <i>Judy Baca</i>  <b>Paired Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> A: "Vibrant Los Angeles" O: "Vibrant Los Angeles" E: "Vibrant Los Angeles" B: "Vibrant Los Angeles"  <b>Lexiles</b> A: 560 O: 630 E: 610 B: 750	<b>Reading/Writing Workshop:</b> Organization, Genre  <b>Literature Anthology:</b> Genre, Organization, Connection of Ideas	<b>Vocabulary Words:</b> <i>admires, classmate, community, contribute, practicing, pronounce, scared, tumble</i>  <b>Vocabulary Strategy:</b> Compound Words  <b>Build Vocabulary:</b> <i>sprinkled, blasted, ammo, tropical, staggered, blared, thumped, cha-cha, sombrero</i>	<b>Phonics/Spelling Skill:</b> Final e  <b>Structural Analysis:</b> Inflectional Endings: Drop Final e	Rate	<b>Writing Trait:</b> Organization/Sequence  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "Room to Grow" Literature Anthology: <i>Gary the Dreamer</i> , "Sharing Polkas and Pitas"  <b>Grammar Skill:</b> Subjects  <b>Grammar Mechanics:</b> Complete Sentences and Fragments	<b>Project:</b> Research community resources  <b>Product:</b> Community Travel Brochure
<b>Week 4</b>  <b>Weekly Concept:</b> Inventions  <b>Essential Question:</b> How can problem solving lead to new ideas?  <b>Connect to Science:</b> Explain how scientists develop possible solutions.	<b>Title:</b> "Chester Greenwood and His Cold Ears"  <b>Genre:</b> Biography  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> "Mary Anderson's Great Invention"  <b>Lexile:</b> 460  <b>Genre:</b> Biography  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Cause and Effect  <b>Text Features:</b> Diagrams, Sidebars	<b>Main Selection Title:</b> <i>All Aboard! Elijah McCoy's Steam Engine</i>  <b>Lexile:</b> 430  <b>Genre:</b> Biography  <b>Paired Selection Title:</b> "Lighting the World"  <b>Lexile:</b>  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Cause and Effect	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Cause and Effect  <b>Main Selection</b> <b>Genre:</b> Biography  <b>Titles:</b> A: <i>The Amazing Benjamin Franklin</i> O: <i>The Amazing Benjamin Franklin</i> E: <i>The Amazing Benjamin Franklin</i> B: <i>The Amazing Benjamin Franklin</i>  <b>Paired Selection</b> <b>Genre:</b> Biography  <b>Titles:</b> A: "Beulah Henry: Inventor" O: "Beulah Henry: Inventor" E: "Beulah Henry: Inventor" B: "Beulah Henry: Inventor"  <b>Lexiles</b> A: 520 O: 770 E: 550 B: 770	<b>Reading/Writing Workshop:</b> Organization  <b>Literature Anthology:</b> Purpose, Prior Knowledge, Connections of Ideas, Organization, Sentence Structure, Specific Vocabulary, Genre	<b>Vocabulary Words:</b> <i>design, encouraged, examine, investigation, quality, simple, solution, substitutes</i>  <b>Additional Domain Words:</b> <i>bailed, boiler, patent</i>  <b>Vocabulary Strategy:</b> Metaphors  <b>Build Vocabulary:</b> <i>tinkering, grimy, clambered, tanked, knockoffs, marvel</i>	<b>Phonics/Spelling Skill:</b> Long a Spellings  <b>Structural Analysis:</b> Plurals -s and -es	Expression	<b>Writing Trait:</b> Word Choice  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "Mary Anderson's Great Invention" Literature Anthology: <i>All Aboard! Elijah McCoy's Steam Engine</i> , "Lighting the World"  <b>Grammar Skill:</b> Predicates  <b>Grammar Mechanics:</b> Complete Sentences	<b>Project:</b> Research problems in classroom or community  <b>Product:</b> Create an action plan to solve a problem



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<b>Week 5</b>  <b>Weekly Concept:</b> Landmarks  <b>Essential Question:</b> How do landmarks help us understand our country's story?  <b>Connect to Social Studies:</b> Know the importance of American heroes.	<b>Title:</b> "America's Landmarks and Memorials"  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> "A Natural Beauty"  <b>Lexile:</b> 560  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Captions, Map, Sidebar	<b>Main Selection Title:</b> <i>A Mountain of History</i>  <b>Lexile:</b> 560  <b>Genre:</b> Expository Text  <b>Paired Selection Title:</b> "A Landmark Street"  <b>Lexile:</b> 580  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details	<b>A:</b> Approaching Level <b>O:</b> On Level <b>ELL</b> <b>B:</b> Beyond Level  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Main Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> <i>The National Mall</i> <b>O:</b> <i>The National Mall</i> <b>E:</b> <i>The National Mall</i> <b>B:</b> <i>The National Mall</i>  <b>Paired Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> "Gateway Arch" <b>O:</b> "Gateway Arch" <b>E:</b> "Gateway Arch" <b>B:</b> "Gateway Arch"  <b>Lexiles</b> <b>A:</b> 650 <b>O:</b> 750 <b>E:</b> 700 <b>B:</b> 840	<b>Reading/ Writing Workshop:</b> Purpose, Genre  <b>Literature Anthology:</b> Sentence Structure, Genre, Purpose	<b>Vocabulary Words:</b> <i>carved, clues, grand, landmark, massive, monument, national, traces</i>  <b>Vocabulary Strategy:</b> Context Clues: Multiple-Meaning Words	<b>Phonics/Spelling Skill:</b> Long <i>o</i> : o, ow, o_e, oa, oe  <b>Structural Analysis:</b> Compound Words	<b>Accuracy and Phrasing</b>	<b>Writing Trait:</b> Sentence Fluency/ Sentence Types  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: "A Natural Beauty" Literature Anthology: <i>A Mountain of History</i> , "A Landmark Street"  <b>Grammar Skill:</b> Simple and Compound Sentences  <b>Grammar Mechanics:</b> Punctuate Simple and Compound Sentences	<b>Project:</b> Research natural and man-made landmarks in the United States.  <b>Product:</b> Informative report
<b>Week 6</b>  <b>Review and Assessment</b>	▶									



<b>Big Idea:</b> Figure It Out  <b>What does it take to solve a problem?</b>	<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> <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b> <small>Unit 2: Unit Writing Focus: How-To, Explanatory Essay Writing Products: Informative Text</small>	<b>Research</b>
<b>Week 1</b>  <b>Weekly Concept:</b> Cooperation  <b>Essential Question:</b> Why is working together a good way to solve a problem?  <b>Connect to Science:</b> Understand that humans can take steps to minimize the impacts of natural hazards.	<b>Title:</b> "A Field Full of Stones"  <b>Genre:</b> Folktale  <b>Strategy:</b> Make, Confirm, or Revise Predictions	<b>Short Text:</b> "Anansi Learns a Lesson"  <b>Lexile:</b> 510  <b>Genre:</b> Folktale  <b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Theme	<b>Main Selection Title:</b> <i>Roadrunner's Dance</i>  <b>Lexile:</b> 640  <b>Genre:</b> Folktale  <b>Paired Selection Title:</b> "Deltona Is Going Batty"  <b>Lexile:</b> 550  <b>Genre:</b> Expository Text  <b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Theme	<b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Theme  <b>Main Selection Genre:</b> Folktale  <b>Titles:</b> <b>A:</b> <i>The Quarreling Quails</i> <b>O:</b> <i>Jungle Treasures</i> <b>E:</b> <i>Jungle Treasures</i> <b>B:</b> <i>The Bear Who Stole the Chinook</i>  <b>Paired Selection Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> "The Dragon Slayers" <b>O:</b> "Urban Roots" <b>E:</b> "Urban Roots" <b>B:</b> "Saving Lubec"  <b>Lexiles</b> <b>A:</b> 410 <b>O:</b> 680 <b>E:</b> 560 <b>B:</b> 740	<b>Reading/Writing Workshop:</b> Genre, Connection of Ideas  <b>Literature Anthology:</b> Genre, Organization, Purpose, Connection of Ideas, Sentence Structure	<b>Vocabulary Words:</b> <i>attempt, awkward, cooperation, created, furiously, interfere, involved, timid</i>  <b>Additional Academic Vocabulary:</b> <i>predictions, connections</i>  <b>Vocabulary Strategy:</b> Context Clues: Antonyms  <b>Build Vocabulary:</b> <i>slithered, solution, inhibiting, assembled, plucked, tottered, lumbered, abode, slunk, proclaimed</i>	<b>Phonics/Spelling Skill:</b> Long <i>i</i> and long <i>u</i>  <b>Structural Analysis:</b> Plural Words with <i>y</i> to <i>i</i>	<b>Intonation and Phrasing</b>	<b>Writing Trait:</b> Word Choice/Linking Words and Phrases  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "Anansi Learns a Lesson" Literature Anthology: <i>Roadrunner's Dance</i> , "Deltona Is Going Batty"  <b>Grammar Skill:</b> Kinds of Nouns  <b>Grammar Mechanics:</b> Capitalize Proper Nouns	<b>Inquiry Space:</b> Informative Investigate: Floods
<b>Week 2</b>  <b>Weekly Concept:</b> Immigration  <b>Essential Question:</b> Why do people immigrate to new places?  <b>Connect to Social Studies:</b> Trace how families contributed to the founding of their community.	<b>Title:</b> "Our Story Cloth"  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Make Confirm, or Revise Predictions	<b>Short Text:</b> "Sailing to America"  <b>Lexile:</b> 460  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Theme	<b>Main Selection Title:</b> <i>The Castle on Hester Street</i>  <b>Lexile:</b> 730  <b>Genre:</b> Historical Fiction  <b>Paired Selection Title:</b> "Next Stop, America!"  <b>Lexile:</b> 510  <b>Genre:</b> Expository Text  <b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Theme	<b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Theme  <b>Main Selection Genre:</b> Historical Fiction  <b>Titles:</b> <b>A:</b> <i>The Promise of Gold Mountain</i> <b>O:</b> <i>Moving from Mexico</i> <b>E:</b> <i>Moving from Mexico</i> <b>B:</b> <i>Gustaf Goes to America</i>  <b>Paired Selection Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> "Gold in California!" <b>O:</b> " Mexican Revolution 1910–1920" <b>E:</b> " Mexican Revolution 1910–1920" <b>B:</b> " Celebrating Swedish Culture"  <b>Lexiles</b> <b>A:</b> 490 <b>O:</b> 640 <b>E:</b> 540 <b>B:</b> 690	<b>Reading/Writing Workshop:</b> Organization, Specific Vocabulary  <b>Literature Anthology:</b> Prior Knowledge, Specific Vocabulary, Sentence Structure, Connection of Ideas, Purpose	<b>Vocabulary Words:</b> <i>arrived, immigrated, inspected, moment, opportunity, photographs, valuable, whispered</i>  <b>Additional Domain Words:</b> <i>astronomer, ticker tape, confetti, boarders, pushcart</i>  <b>Additional Academic Vocabulary:</b> <i>precise, accurate, repetition</i>  <b>Vocabulary Strategy:</b> Figurative Language: Similes  <b>Build Vocabulary:</b> <i>solid, shooting, rough, mighty, tailor, royalty</i>	<b>Phonics/Spelling Skill:</b> Long <i>e</i>  <b>Structural Analysis:</b> Inflectional Endings	<b>Rate</b>	<b>Writing Trait:</b> Word Choice/Precise Language  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: "Sailing to America" Literature Anthology: <i>The Castle on Hester Street</i> , "Next Stop, America!"  <b>Grammar Skill:</b> Singular and Plural Nouns  <b>Grammar Mechanics:</b> Punctuate Four Sentence Types	<b>Inquiry Space:</b> Informative Investigate: Floods





<b>Big Idea:</b> Figure It Out  <b>What does it take to solve a problem?</b>	<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>  <small>A: Approaching Level O: On Level ELL B: Beyond Level</small>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b>  Unit 2: Unit Writing Focus: How-To, Explanatory Essay Writing Products: Informative Text	<b>Research</b>
<b>Week 3</b>  <b>Weekly Concept:</b> Government  <b>Essential Question:</b> How do people make government work?  <b>Connect to Social Studies:</b> Discuss the role of citizens in the classroom and community.	<b>Title:</b> "All About Elections"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread	<b>Short Text:</b> "Every Vote Counts!"  <b>Lexile:</b> 560  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread  <b>Skill:</b> Author's Point of View  <b>Text Features:</b> Headings, Bar Graph	<b>Main Selection Title:</b> <i>Vote!</i>  <b>Lexile:</b> 530  <b>Genre:</b> Expository Text  <b>Paired Selection Title:</b> "A Plan for the People"  <b>Lexile:</b> 530  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread  <b>Skill:</b> Author's Point of View	<b>Strategy:</b> Reread  <b>Skill:</b> Author's Point of View  <b>Main Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> <i>The Race for the Presidency</i> <b>O:</b> <i>The Race for the Presidency</i> <b>E:</b> <i>The Race for the Presidency</i> <b>B:</b> <i>The Race for the Presidency</i>  <b>Paired Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> "Elementary School Lawmakers" <b>O:</b> "Elementary School Lawmakers" <b>E:</b> "Elementary School Lawmakers" <b>B:</b> "Elementary School Lawmakers"  <b>Lexiles</b> <b>A:</b> 560 <b>O:</b> 720 <b>E:</b> 710 <b>B:</b> 890	<b>Reading/Writing Workshop:</b> Sentence Structure, Purpose  <b>Literature Anthology:</b> Purpose, Prior Knowledge, Genre, Organization, Specific Vocabulary, Sentence Structure, Connection of Ideas	<b>Vocabulary Words:</b> <i>announced, candidates, convince, decisions, elect, estimate, government, independent</i>  <b>Additional Domain Words:</b> <i>campaign, volunteers, sworn, laws</i>  <b>Vocabulary Strategy:</b> Prefixes: <i>re-, un-, dis-, mis-</i>  <b>Build Vocabulary:</b> <i>democracy, right, Libertarians, Progressives, debate, particular, absentee, in advance</i>	<b>Phonics/Spelling Skill:</b> Words with Silent Letters  <b>Structural Analysis:</b> Singular and Plural Possessives	<b>Accuracy and Phrasing</b>	<b>Writing Trait:</b> Ideas/Supporting Details  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: "Every Vote Counts!" Literature Anthology: <i>Vote!</i> , A Plan for the People  <b>Grammar Skill:</b> Special Nouns  <b>Grammar Mechanics:</b> Spelling Plural Nouns	<b>Inquiry Space:</b> Informative Investigate: Floods
<b>Week 4</b>  <b>Weekly Concept:</b> Survival  <b>Essential Question:</b> How can people help animals survive?  <b>Connect to Science:</b> Describe how organisms adapt or fail to adapt to particular environments.	<b>Title:</b> "The Bald Eagle: A Success Story"  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread	<b>Short Text:</b> "Kids to the Rescue!"  <b>Lexile:</b> 560  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread  <b>Skill:</b> Author's Point of View  <b>Text Features:</b> Sidebar, Map	<b>Main Selection Title:</b> <i>Whooping Cranes in Danger</i>  <b>Lexile:</b> 580  <b>Genre:</b> Expository Text  <b>Paired Selection Title:</b> "Help the Manatees!"  <b>Lexile:</b> 630  <b>Genre:</b> Expository Text  <b>Strategy:</b> Reread  <b>Skill:</b> Author's Point of View	<b>Strategy:</b> Reread  <b>Skill:</b> Author's Point of View  <b>Main Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> <i>Protecting the Islands</i> <b>O:</b> <i>Protecting the Islands</i> <b>E:</b> <i>Protecting the Islands</i> <b>B:</b> <i>Protecting the Islands</i>  <b>Paired Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> "Penguins Go Global" <b>O:</b> "Penguins Go Global" <b>E:</b> "Penguins Go Global" <b>B:</b> "Penguins Go Global"  <b>Lexiles</b> <b>A:</b> 560 <b>O:</b> 720 <b>E:</b> 660 <b>B:</b> 810	<b>Reading/Writing Workshop:</b> Prior Knowledge, Genre  <b>Literature Anthology:</b> Purpose, Prior Knowledge, Organization, Genre, Sentence Structure, Specific Vocabulary	<b>Vocabulary Words:</b> <i>caretakers, population, recognized, relatives, resources, success, survive, threatened</i>  <b>Additional Domain Words:</b> <i>trackers, relative</i>  <b>Additional Academic Vocabulary:</b> <i>organize, signal, events</i>  <b>Vocabulary Strategy:</b> Suffixes <i>-ful, -less</i>  <b>Build Vocabulary:</b> <i>devote, dreadful, resources, refuge, migrate, operation, revved, predator, recovery</i>	<b>Phonics/Spelling Skill:</b> Three-Letter Blends  <b>Structural Analysis:</b> Closed Syllables	<b>Rate</b>	<b>Writing Trait:</b> Organization/Sequence  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "Kids to the Rescue!" Literature Anthology: <i>Whooping Cranes in Danger</i> , "Help the Manatees!"  <b>Grammar Skill:</b> Combining Sentences  <b>Grammar Mechanics:</b> Commas	<b>Inquiry Space:</b> Informative Investigate: Floods



Grade 3 • Unit 2 • Scope and Sequence

Big Idea: Figure It Out  What does it take to solve a problem?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Unit Writing Focus: How-To, Explanatory Essay Writing Products: Informative Text	Research
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Figure It Out</p> <p><b>Essential Question:</b> How do people figure things out?</p> <p><b>Connect to Science:</b> Define a simple design problem reflecting a need or want.</p>	<p><b>Title:</b> "New Bike, Old Bike"</p> <p><b>Genre:</b> Poetry</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> "Empanada Day," "Cold Feet," Our Washing Machine, "Bugged"</p> <p><b>Lexile:</b> Non-Prose</p> <p><b>Genre:</b> Poetry: Limerick and Free Verse</p> <p><b>Literary Elements:</b> Alliteration and Rhyme</p> <p><b>Skill:</b> Point of View</p>	<p><b>Main Selection Title:</b> "The Inventor Thinks Up Helicopters," "The Ornithopter"</p> <p><b>Lexile:</b> Non-Prose</p> <p><b>Genre:</b> Poetry</p> <p><b>Paired Selection Title:</b> "Montgolfier Brothers' Hot Air Balloon"</p> <p><b>Lexile:</b> Non Prose</p> <p><b>Genre:</b> Poetry</p> <p><b>Skill:</b> Point of View</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Point of View</p> <p><b>Main Selection</b> <b>Genre:</b> Realistic Fiction</p> <p><b>Titles:</b> A: <i>Problem Solved</i> O: <i>The Long Walk</i> E: <i>The Long Walk</i> B: <i>Two Up, One Down</i></p> <p><b>Paired Selection</b> <b>Genre:</b> Poetry</p> <p><b>Titles:</b> A: "Rainy Day" O: "The Forgetful Girl," "The Friendly Frog" E: "Thomas the Mess Monster" B: "I Listen," "The Nesting Box"</p> <p><b>Lexiles</b> A: 480 O: 560 E: 480 B: 610</p>	<p><b>Reading/Writing Workshop:</b> Specific Vocabulary, Author's Purpose</p> <p><b>Literature Anthology:</b> Sentence Structure, Specific Vocabulary, Connection of Ideas</p>	<p><b>Vocabulary Words:</b> <i>bounce, imagine, inventor, observer</i></p> <p><b>Poetry Terms:</b> <i>alliteration, free verse, limerick, rhyme</i></p> <p><b>Additional Academic Vocabulary:</b> <i>descriptive</i></p> <p><b>Vocabulary Strategy:</b> Figurative Language: Similes</p>	<p><b>Phonics/Spelling Skill:</b> Digraphs</p> <p><b>Structural Analysis:</b> Open Syllables</p>	<p><b>Phrasing</b></p>	<p><b>Writing Trait:</b> Ideas/Descriptive Details</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: "Empanada Day," "Cold Feet," Our Washing Machine, "Bugged" Literature Anthology: "The Inventor Thinks Up Helicopters," "The Ornithopter," "Montgolfier Brothers' Hot Air Balloon"</p> <p><b>Grammar Skill:</b> Possessive Nouns</p> <p><b>Grammar Mechanics:</b> Apostrophes in Possessive Nouns</p>	<p><b>Inquiry Space:</b> Informative Investigate: Floods</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b></p>	➔									



<b>Big Idea:</b> One of a Kind  <b>Why are individual qualities important?</b>	<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> <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b> Unit 3: Unit Writing Focus: Opinion Letter, Book Review Writing Products: Opinion Writing	<b>Research</b>
<b>Week 1</b>  <b>Weekly Concept:</b> Be Unique  <b>Essential Question:</b> What makes different animals unique?  <b>Connect to Science:</b> Understand how organisms vary because they have different inheritances.	<b>Title:</b> "Bear, Beaver, and Bee"  <b>Genre:</b> Folktale  <b>Strategy:</b> Visualize	<b>Short Text:</b> "The Inchworm's Tale"  <b>Lexile:</b> 590  <b>Genre:</b> Folktale  <b>Strategy:</b> Visualize  <b>Skill:</b> Problem and Solution	<b>Main Selection Title:</b> <i>Martina the Beautiful Cockroach</i>  <b>Lexile:</b> 570  <b>Genre:</b> Folktale  <b>Paired Selection Title:</b> "Get a Backbone!"  <b>Lexile:</b> 510  <b>Genre:</b> Expository Text  <b>Strategy:</b> Visualize  <b>Skill:</b> Problem and Solution	<b>Strategy:</b> Visualize  <b>Skill:</b> Problem and Solution  <b>Main Selection Genre:</b> Folktale  <b>Titles:</b> <b>A:</b> <i>The Ballgame Between the Birds and the Animals</i> <b>O:</b> <i>King of the Birds</i> <b>E:</b> <i>King of the Birds</i> <b>B:</b> <i>Sheep and Pig Set Up Housekeeping</i>  <b>Paired Selection Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> "All About Bats" <b>O:</b> "The Real Quetzal" <b>E:</b> "The Real Quetzal" <b>B:</b> "Sheep and Wolves"  <b>Lexiles</b> <b>A:</b> 540 <b>O:</b> 600 <b>E:</b> 550 <b>B:</b> 680	<b>Reading/Writing Workshop:</b> Organization, Genre  <b>Literature Anthology:</b> Genre, Specific Vocabulary, Sentence, Structure, Connection of Ideas	<b>Vocabulary Words:</b> <i>disbelief, dismay, fabulous, features, offered, splendid, unique, watchful</i>  <b>Additional Domain Words:</b> <i>ability, species, amphibian</i>  <b>Additional Academic Vocabulary:</b> <i>declarative, exclamatory, imperative, interrogative</i>  <b>Vocabulary Strategy:</b> Context Clues: Synonyms  <b>Build Vocabulary:</b> <i>cozy, aghast, stammered, daintily, crooned, hesitated, instant, splattered, mock, unimaginable, cologne, livid</i>	<b>Phonics/Spelling Skill:</b> r-Controlled Vowels  <b>Structural Analysis:</b> Contractions	<b>Expression</b>	<b>Writing Trait:</b> Sentence Fluency/Vary Sentence Types  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "The Inchworm's Tale" Literature Anthology: <i>Martina the Beautiful Cockroach</i> , "Get a Backbone!"  <b>Grammar Skill:</b> Action Verbs  <b>Grammar Mechanics:</b> Quotation Marks and Colons in Time	<b>Inquiry Space:</b> Opinion Take a Stand: Overfishing
<b>Week 2</b>  <b>Weekly Concept:</b> Leadership  <b>Essential Question:</b> How can one person change the way you think?  <b>Connect to Social Studies:</b> Trace how producers have used resources to produce goods and services.	<b>Title:</b> "Meeting the Pride of Puerto Rico"  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Visualize	<b>Short Text:</b> "Jane's Discovery"  <b>Lexile:</b> 660  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Cause and Effect	<b>Main Selection Title:</b> <i>Finding Lincoln</i>  <b>Lexile:</b> 660  <b>Genre:</b> Historical Fiction  <b>Paired Selection Title:</b> "A Great American Teacher"  <b>Lexile:</b> 600  <b>Genre:</b> Biography  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Cause and Effect	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Cause and Effect  <b>Main Selection Genre:</b> Historical Fiction  <b>Titles:</b> <b>A:</b> <i>On the Ball</i> <b>O:</b> <i>Harry's Great Idea</i> <b>E:</b> <i>Harry's Great Idea</i> <b>B:</b> <i>Best Friends in Business</i>  <b>Paired Selection Genre:</b> Biography  <b>Titles:</b> <b>A:</b> "Jackie Robinson" <b>O:</b> "Eleanor Roosevelt" <b>E:</b> "Madam C.J. Walker" <b>B:</b> "Eleanor Roosevelt"  <b>Lexiles</b> <b>A:</b> 530 <b>O:</b> 550 <b>E:</b> 500 <b>B:</b> 640	<b>Reading/Writing Workshop:</b> Genre, Organization  <b>Literature Anthology:</b> Prior Knowledge, Specific Vocabulary, Connection of Ideas, Organization, Sentence Structure, Genre, Purpose	<b>Vocabulary Words:</b> <i>amazement, bravery, disappear, donated, leader, nervous, refused, temporary</i>  <b>Additional Domain Words:</b> <i>essay</i>  <b>Additional Academic Vocabulary:</b> <i>relationship</i>  <b>Vocabulary Strategy:</b> Figurative Language: Idioms  <b>Build Vocabulary:</b> <i>enormous, mumbled, polished, errand, budge, game</i>	<b>Phonics/Spelling Skill:</b> r-Controlled Vowels /är/ and /ör/  <b>Structural Analysis:</b> Prefixes <i>un-</i> , <i>re-</i> , and <i>pre-</i>	<b>Phrasing</b>	<b>Writing Trait:</b> Word Choice/Linking Words and Phrases  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "Jane's Discovery" Literature Anthology: <i>Finding Lincoln</i> , "A Great American Teacher"  <b>Grammar Skill:</b> Present-Tense Verbs  <b>Grammar Mechanics:</b> Subject-Verb Agreement	<b>Inquiry Space:</b> Opinion Take a Stand: Overfishing



<b>Big Idea:</b> One of a Kind  <b>Why are individual qualities important?</b>	<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> <small>A: Approaching Level O: On Level ELL B: Beyond Level</small>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b> Unit 3: Unit Writing Focus: Opinion Letter, Book Review Writing Products: Opinion Writing	<b>Research</b>
<b>Week 3</b>  <b>Weekly Concept:</b> Discoveries  <b>Essential Question:</b> What do we know about Earth and its neighbors?  <b>Connect to Science:</b> Tell how solutions to a problem are limited by available materials and resources.	<b>Title:</b> "Our Home in the Solar System" <b>Genre:</b> Expository Text <b>Strategy:</b> Summarize	<b>Short Text:</b> "Earth and Its Neighbors" <b>Lexile:</b> 660 <b>Genre:</b> Expository Text <b>Strategy:</b> Summarize <b>Skill:</b> Main Idea and Key Details <b>Text Features:</b> Key Words, Chart	<b>Main Selection Title:</b> <i>Earth</i> <b>Lexile:</b> 630 <b>Genre:</b> Expository Text <b>Paired Selection Title:</b> "Coyote and the Jar of Stars" <b>Lexile:</b> 530 <b>Genre:</b> Legend <b>Strategy:</b> Summarize <b>Skill:</b> Main Idea and Key Details	<b>Strategy:</b> Summarize <b>Skill:</b> Main Idea and Key Details <b>Main Selection</b> <b>Genre:</b> Expository Text <b>Titles:</b> <b>A:</b> <i>Destination Saturn</i> <b>O:</b> <i>Destination Saturn</i> <b>E:</b> <i>Destination Saturn</i> <b>B:</b> <i>Destination Saturn</i> <b>Paired Selection</b> <b>Genre:</b> Legend <b>Titles:</b> <b>A:</b> "Why the Stars Twinkle" <b>O:</b> "Why the Stars Twinkle" <b>E:</b> "Why the Stars Twinkle" <b>B:</b> "Why the Stars Twinkle" <b>Lexiles</b> <b>A:</b> 500 <b>O:</b> 700 <b>E:</b> 660 <b>B:</b> 780	<b>Reading/Writing Workshop:</b> Connection of Ideas, Organization <b>Literature Anthology:</b> Genre, Purpose, Connection of Ideas, Specific Vocabulary, Organization	<b>Vocabulary Words:</b> <i>amount, astronomy, globe, solar system, support, surface, temperature, warmth</i> <b>Additional Domain Words:</b> <i>elliptical, rotate, axis</i> <b>Additional Academic Vocabulary:</b> <i>key word, related, paragraph</i> <b>Vocabulary Strategy:</b> Suffixes -y, -ly <b>Build Vocabulary:</b> <i>billions, imaginary, crescent</i>	<b>Phonics/Spelling Skill:</b> <i>r-Controlled Vowels /är/ and /ir/</i> <b>Structural Analysis:</b> Suffixes -y and -ly	<b>Accuracy and Phrasing</b>	<b>Writing Trait:</b> Organization/Strong Paragraphs <b>Write About the Text:</b> Informative Text <b>Write to Sources:</b> Reading/Writing Workshop: "Earth and Its Neighbors" Literature Anthology: <i>Earth</i> , "Coyote and the Jar of Stars" <b>Grammar Skill:</b> Past-Tense Verbs <b>Grammar Mechanics:</b> Abbreviations and Name Titles	<b>Inquiry Space:</b> Opinion Take a Stand: Overfishing
<b>Week 4</b>  <b>Weekly Concept:</b> New Ideas  <b>Essential Question:</b> What ideas can we get get from nature?  <b>Connect to Science:</b> Know that different solutions need to be tested to find which solves the problem.	<b>Title:</b> "Ideas From Nature" <b>Genre:</b> Expository Text <b>Strategy:</b> Summarize	<b>Short Text:</b> "Bats Did It First" <b>Lexile:</b> 700 <b>Genre:</b> Expository Text <b>Strategy:</b> Summarize <b>Skill:</b> Main Idea and Key Details <b>Text Features:</b> Diagram, Caption	<b>Main Selection Title:</b> <i>Big Ideas from Nature</i> <b>Lexile:</b> 670 <b>Genre:</b> Expository Text <b>Paired Selection Title:</b> "Perdix Invents the Saw" <b>Lexile:</b> 580 <b>Genre:</b> Myth <b>Strategy:</b> Summarize <b>Skill:</b> Main Idea and Key Details	<b>Strategy:</b> Summarize <b>Skill:</b> Main Idea and Key Details <b>Main Selection</b> <b>Genre:</b> Expository Text <b>Titles:</b> <b>A:</b> <i>Inspired by Nature</i> <b>O:</b> <i>Inspired by Nature</i> <b>E:</b> <i>Inspired by Nature</i> <b>B:</b> <i>Inspired by Nature</i> <b>Paired Selection</b> <b>Genre:</b> Myth <b>Titles:</b> <b>A:</b> "Hermes and the Lyre" <b>O:</b> "Hermes and the Lyre" <b>E:</b> "Hermes and the Lyre" <b>B:</b> "Hermes and the Lyre" <b>Lexiles</b> <b>A:</b> 570 <b>O:</b> 660 <b>E:</b> 630 <b>B:</b> 790	<b>Reading/Writing Workshop:</b> Prior Knowledge <b>Literature Anthology:</b> Genre, Organization, Specific Vocabulary, Prior Knowledge	<b>Vocabulary Words:</b> <i>effective, example, identical, imitate, material, model, observed, similar</i> <b>Additional Domain Words:</b> <i>invention, biomimicry</i> <b>Additional Academic Vocabulary:</b> <i>context, closure</i> <b>Vocabulary Strategy:</b> Root Words <b>Build Vocabulary:</b> <i>curious, fastener, fibers, flexible, pollute</i>	<b>Phonics/Spelling Skill:</b> Prefixes <i>pre-, dis-, mis-</i> <b>Structural Analysis:</b> Syllables with Final e	<b>Phrasing and Rate</b>	<b>Writing Trait:</b> Organization/Strong Conclusions <b>Write About the Text:</b> Informative Text <b>Write to Sources:</b> Reading/Writing Workshop: "Bats Did It First" Literature Anthology: <i>Big Ideas from Nature</i> , "Perdix Invents the Saw" <b>Grammar Skill:</b> Future-Tense Verbs <b>Grammar Mechanics:</b> Book Titles	<b>Inquiry Space:</b> Opinion Take a Stand: Overfishing





<b>Big Idea:</b> One of a Kind  <b>Why are individual qualities important?</b>	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	<b>Leveled Reader Main Selection, Paired Selection</b> <small>A: Approaching Level O: On Level ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	<b>Writing</b> Unit 3: Unit Writing Focus: Opinion Letter, Book Review Writing Products: Opinion Writing	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Value the Past  <b>Essential Question:</b> How is each event in history unique?  <b>Connect to Social Studies:</b> Research explorers and newcomers who settled in California.	<b>Title:</b> "The California Gold Rush"  <b>Genre:</b> Expository Text  <b>Strategy:</b> Summarize	<b>Short Text:</b> "The Long Road to Oregon"  <b>Lexile:</b> 680  <b>Genre:</b> Expository Text  <b>Strategy:</b> Summarize  <b>Skill:</b> Sequence  <b>Text Features:</b> Sidebar, Photographs and Captions, Map	<b>Main Selection Title:</b> <i>Riding the Rails West!</i>  <b>Lexile:</b> 730  <b>Genre:</b> Expository Text  <b>Paired Selection Title:</b> "Discovering Life Long Ago"  <b>Lexile:</b> 740  <b>Genre:</b> Expository Text  <b>Strategy:</b> Summarize  <b>Skill:</b> Sequence	<b>Strategy:</b> Summarize  <b>Skill:</b> Sequence  <b>Main Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> <i>The Life of a Homesteader</i> <b>O:</b> <i>The Life of a Homesteader</i> <b>E:</b> <i>The Life of a Homesteader</i> <b>B:</b> <i>The Life of a Homesteader</i>  <b>Paired Selection</b> <b>Genre:</b>  <b>Titles:</b> <b>A:</b> "Keeping History Alive" <b>O:</b> "Keeping History Alive" <b>E:</b> "Keeping History Alive" <b>B:</b> "Keeping History Alive"  <b>Lexiles</b> <b>A:</b> 520 <b>O:</b> 690 <b>E:</b> 560 <b>B:</b> 850	<b>Reading/Writing Workshop:</b> Connection of Ideas, Genre  <b>Literature Anthology:</b> Organization, Sentence Structure	<b>Vocabulary Words:</b> <i>agreeable, appreciate, boomed, descendants, emigration, pioneers, transportation, vehicles</i>  <b>Additional Academic Vocabulary:</b> <i>formal, informal, contractions</i>  <b>Vocabulary Strategy:</b> Suffixes <i>-able, -ful, -less</i>	<b>Phonics/Spelling Skill:</b> Diphthongs /oi/ and /ou/  <b>Structural Analysis:</b> Prefixes <i>un-, non-, dis-</i>	<b>Accuracy and Phrasing</b>	<b>Writing Trait:</b> Voice  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: "The Long Road to Oregon" Literature Anthology: <i>Riding the Rails West!</i> , "Discovering Life Long Ago"  <b>Grammar Skill:</b> Combining Sentences with Verbs  <b>Grammar Mechanics:</b> Punctuation in Formal Letters, Dates, Addresses, and Locations	<b>Inquiry Space:</b> Opinion Take a Stand: Overfishing
<b>Week 6</b>  <b>Review and Assessment</b>	▶									



<b>Big Idea:</b> Meet the Challenge  <b>What are different ways to meet challenges?</b>	<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> <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b> <small>Unit 4: Unit Writing Focus: Fictional Narrative, Poetry Writing Products: Narrative Text/Poetry</small>	<b>Research</b>
<b>Week 1</b>  <b>Weekly Concept:</b> Choices  <b>Essential Question:</b> What choices are good for us?  <b>Connect to Science:</b> Learn how organisms have diverse life cycles, but all have birth, growth, reproduction and death in common.	<b>Title:</b> "Three Wishes"  <b>Genre:</b> Folktale  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> "Nail Soup"  <b>Lexile:</b> 580  <b>Genre:</b> Folktale  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Point of View	<b>Main Selection Title:</b> <i>The Real Story of Stone Soup</i>  <b>Lexile:</b> 570  <b>Genre:</b> Folktale  <b>Paired Selection Title:</b> "Healthful Food Choices"  <b>Lexile:</b> 420  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Point of View	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Point of View  <b>Main Selection Genre:</b> Folktale  <b>Titles:</b> <b>A:</b> <i>The Weaver of Rugs</i> <b>O:</b> <i>Why the Sea Is Salty</i> <b>E:</b> <i>Why the Sea Is Salty</i> <b>B:</b> <i>Finn MacCool and the Salmon of Knowledge</i>  <b>Paired Selection Genre:</b> Directions  <b>Titles:</b> <b>A:</b> "How to Make Paper Mats" <b>O:</b> "How to Make Sea Salt" <b>E:</b> "How to Make Sea Salt" <b>B:</b> "Brain Food"  <b>Lexiles</b> <b>A:</b> 520 <b>O:</b> 570 <b>E:</b> 510 <b>B:</b> 780	<b>Reading/Writing Workshop:</b> Connection of Ideas  <b>Literature Anthology:</b> Prior Knowledge, Connection of Ideas, Sentence Structure, Genre	<b>Vocabulary Words:</b> <i>aroma, expect, flavorful, graceful, healthful, interrupted, luscious, variety</i>  <b>Additional Academic Vocabulary:</b> <i>emotions, positive</i>  <b>Vocabulary Strategy:</b> Root Words  <b>Build Vocabulary:</b> <i>stingy, troublesome, dock, blabbering, purred, whiff, drizzled, delectable, demonstrated</i>	<b>Phonics/Spelling Skill:</b> /ü/ and /û/  <b>Structural Analysis:</b> Roots in Related Words	<b>Expression</b>	<b>Writing Trait:</b> Voice  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: "Nail Soup" Literature Anthology: <i>The Real Story of Stone Soup</i> , "Healthful Food Choices"  <b>Grammar Skill:</b> Linking Verbs  <b>Grammar Mechanics:</b> End Punctuation and Complete Sentences	<b>Inquiry Space:</b> Narrative Write About: Frogs
<b>Week 2</b>  <b>Weekly Concept:</b> Skills and Talents  <b>Essential Question:</b> How can you use what you know to help others?	<b>Title:</b> "Dancing La Raspa"  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> "The Impossible Pet Show"  <b>Lexile:</b> 600  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Point of View	<b>Main Selection Title:</b> <i>The Talented Clementine</i>  <b>Lexile:</b> 660  <b>Genre:</b> Realistic Fiction  <b>Paired Selection Title:</b> "Clementine and the Family Meeting"  <b>Lexile:</b> 630  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Point of View	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Point of View  <b>Main Selection Genre:</b> Realistic Fiction  <b>Titles:</b> <b>A:</b> <i>Every Picture Tells a Story</i> <b>O:</b> <i>A Chef in the Family</i> <b>E:</b> <i>A Chef in the Family</i> <b>B:</b> <i>Stepping Forward</i>  <b>Paired Selection Genre:</b> Realistic Fiction  <b>Titles:</b> <b>A:</b> "Hidden Treasure" <b>O:</b> "The Perfect Sandwich" <b>E:</b> "The Perfect Sandwich" <b>B:</b> "Rigel to the Rescue"  <b>Lexiles</b> <b>A:</b> 470 <b>O:</b> 530 <b>E:</b> 440 <b>B:</b> 700	<b>Reading/Writing Workshop:</b> Genre, Connection of Ideas  <b>Literature Anthology:</b> Organization, Connection of Ideas, Sentence Structure, Prior Knowledge, Genre, Specific Vocabulary	<b>Vocabulary Words:</b> <i>achievement, apologize, attention, audience, confidence, embarrassed, realized, talents</i>  <b>Additional Domain Words:</b> <i>agenda</i>  <b>Additional Academic Vocabulary:</b> <i>dialogue, realistic, prefixes, narration</i>  <b>Vocabulary Strategy:</b> Prefixes <i>un-, non-, im-, pre-</i>  <b>Build Vocabulary:</b> <i>rehearsal, glaring, nonsense, antsy, duet, empathetic</i>	<b>Phonics/Spelling Skill:</b> Plural Words  <b>Structural Analysis:</b> Vowel Team Syllables	<b>Phrasing</b>	<b>Writing Trait:</b> Ideas  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: "The Impossible Pet Show" Literature Anthology: <i>The Talented Clementine</i> , "Clementine and the Family Meeting"  <b>Grammar Skill:</b> Contractions with Not  <b>Grammar Mechanics:</b> Using Apostrophes	<b>Inquiry Space:</b> Narrative Write About: Frogs



<b>Big Idea:</b> Meet the Challenge  <b>What are different ways to meet challenges?</b>	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	<b>Leveled Reader Main Selection, Paired Selection</b> <b>A:</b> Approaching Level <b>O:</b> On Level <b>E:</b> ELL <b>B:</b> Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	<b>Writing</b> Unit 4: Unit Writing Focus: Fictional Narrative, Poetry Writing Products: Narrative Text/ Poetry	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Adaptations  <b>Essential Question:</b> How do animals adapt to challenges in their habitat?  <b>Connect to Science:</b> Describe how in a particular environment, some organisms survive well, some less well, and some cannot survive.	<b>Title:</b> "African Lions" <b>Genre:</b> Expository Text <b>Strategy:</b> Reread	<b>Short Text:</b> "Gray Wolf! Red Fox!" <b>Lexile:</b> 750 <b>Genre:</b> Expository Text <b>Strategy:</b> Reread <b>Skill:</b> Compare and Contrast <b>Text Features:</b> Map, Photos with Captions	<b>Main Selection Title:</b> <i>Amazing Wildlife of the Mojave</i> <b>Lexile:</b> 720 <b>Genre:</b> Expository Text <b>Paired Selection Title:</b> "Little Half Chick" <b>Lexile:</b> 690 <b>Genre:</b> Folktale <b>Strategy:</b> Reread <b>Skill:</b> Text Structure: Compare and Contrast	<b>Strategy:</b> Reread <b>Skill:</b> Text Structure: Compare and Contrast <b>Main Selection Genre:</b> Expository Text <b>Titles:</b> <b>A:</b> <i>Life in a Tide Pool</i> <b>O:</b> <i>Life in a Tide Pool</i> <b>E:</b> <i>Life in a Tide Pool</i> <b>B:</b> <i>Life in a Tide Pool</i> <b>Paired Selection Genre:</b> Folktale <b>Titles:</b> <b>A:</b> "Bluebird and Coyote" <b>O:</b> "Bluebird and Coyote" <b>E:</b> "Bluebird and Coyote" <b>B:</b> "Bluebird and Coyote" <b>Lexiles</b> <b>A:</b> 550 <b>O:</b> 730 <b>E:</b> 610 <b>B:</b> 860	<b>Reading/Writing Workshop:</b> Prior Knowledge, Genre <b>Literature Anthology:</b> Purpose, Prior Knowledge, Organization, Genre, Specific Vocabulary, Connection of Ideas	<b>Vocabulary Words:</b> <i>alert, competition, environment, excellent, prefer, protection, related, shelter</i> <b>Additional Domain Words:</b> <i>burrows, vibrations</i> <b>Vocabulary Strategy:</b> Sentence Clues <b>Build Vocabulary:</b> <i>scurry, fascinating, surface, sprawl, abandoned, absorb</i>	<b>Phonics/Spelling Skill:</b> Variant Vowel /ô/ <b>Structural Analysis:</b> Greek and Latin Roots	Intonation	<b>Writing Trait:</b> Organization <b>Write About the Text:</b> Informative Text <b>Write to Sources:</b> Reading/Writing Workshop: "Gray Wolf! Red Fox!" Literature Anthology: <i>Amazing Wildlife of the Mojave</i> , "Little Half Chick" <b>Grammar Skill:</b> Main and Helping Verbs <b>Grammar Mechanics:</b> Commas and Quotation Marks in Dialogue	<b>Inquiry Space:</b> Narrative Write About: Frogs
<b>Week 4</b>  <b>Weekly Concept:</b> Flight  <b>Essential Question:</b> How are people able to fly?  <b>Connect to Science:</b> Learn that forces that do not sum to zero can cause changes in speed or direction.	<b>Title:</b> "Fly Like a Bird" <b>Genre:</b> Expository Text <b>Strategy:</b> Reread	<b>Short Text:</b> "Firsts in Flights" <b>Lexile:</b> 750 <b>Genre:</b> Expository Text <b>Strategy:</b> Reread <b>Skill:</b> Compare and Contrast <b>Text Features:</b> Sidebar	<b>Main Selection Title:</b> <i>Hot Air Balloons</i> <b>Lexile:</b> 680 <b>Genre:</b> Expository Text <b>Paired Selection Title:</b> "Bellerophon and Pegasus" <b>Lexile:</b> 640 <b>Genre:</b> Myth <b>Strategy:</b> Reread <b>Skill:</b> Text Structure: Cause and Effect	<b>Strategy:</b> Reread <b>Skill:</b> Text Structure: Cause and Effect <b>Main Selection Genre:</b> Expository Text <b>Titles:</b> <b>A:</b> <i>The Future of Flight</i> <b>O:</b> <i>The Future of Flight</i> <b>E:</b> <i>The Future of Flight</i> <b>B:</b> <i>The Future of Flight</i> <b>Paired Selection Genre:</b> Myth <b>Titles:</b> <b>A:</b> "The Cloak of Feathers" <b>O:</b> "The Cloak of Feathers" <b>E:</b> "The Cloak of Feathers" <b>B:</b> "The Cloak of Feathers" <b>Lexiles</b> <b>A:</b> 600 <b>O:</b> 690 <b>E:</b> 650 <b>B:</b> 770	<b>Reading/Writing Workshop:</b> Connection of Ideas, Sentence Structure <b>Literature Anthology:</b> Genre, Purpose, Organization, Specific Vocabulary, Prior Knowledge	<b>Vocabulary Words:</b> <i>controlled, direction, flight, impossible, launched, motion, passenger, popular</i> <b>Additional Domain Words:</b> <i>spy, physics</i> <b>Vocabulary Strategy:</b> Multiple-Meaning Words <b>Build Vocabulary:</b> <i>fabric, inflates, scout, valve</i>	<b>Phonics/Spelling Skill:</b> Homophones <b>Structural Analysis:</b> r-Controlled Vowel	Accuracy	<b>Writing Trait:</b> Organization <b>Write About the Text:</b> Informative Text <b>Write to Sources:</b> Reading/Writing Workshop: "Firsts in Flights" Literature Anthology: <i>Hot Air Balloons</i> , "Bellerophon and Pegasus" <b>Grammar Skill:</b> Complex Sentences <b>Grammar Mechanics:</b> Using Commas in Sentences	<b>Inquiry Space:</b> Narrative Write About: Frogs



<b>Big Idea:</b> Meet the Challenge  <b>What are different ways to meet challenges?</b>	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	<b>Leveled Reader Main Selection, Paired Selection</b> <small>A: Approaching Level O: On Level ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	<b>Writing</b> Unit 4: Unit Writing Focus: Fictional Narrative, Poetry Writing Products: Narrative Text/ Poetry	Research
<b>Week 5</b>  <b>Weekly Concept:</b> Inspiration  <b>Essential Question:</b> How can others inspire us?	<b>Title:</b> "My Grandpa" <b>Genre:</b> Narrative and Free Verse <b>Strategy:</b> Reread	<b>Short Text:</b> "Ginger's Fingers," "The Giant," "Captain's Log" <b>Lexile:</b> Non-Prose <b>Genre:</b> Narrative and Free Verse <b>Literary Elements:</b> Repetition and Rhyme <b>Skill:</b> Theme	<b>Main Selection Title:</b> "The Winningest Woman of the Iditarod Dog Sled Race" "The Brave Ones" <b>Lexile:</b> Non-Prose <b>Genre:</b> Poetry <b>Paired Selection Title:</b> "Narcissa" <b>Lexile:</b> Non Prose <b>Genre:</b> Poetry: Narrative and Free Verse <b>Skill:</b> Theme	<b>Strategy:</b> Reread <b>Skill:</b> Theme <b>Main Selection</b> <b>Genre:</b> Realistic Fiction <b>Titles:</b> <b>A:</b> <i>A Speech to Remember</i> <b>O:</b> <i>Melanie's Mission</i> <b>E:</b> <i>Melanie's Mission</i> <b>B:</b> <i>In the Running</i> <b>Paired Selection</b> <b>Genre:</b> Poetry <b>Titles:</b> <b>A:</b> "Let the Lion Roar" <b>O:</b> "In the Land of the Lions" <b>E:</b> "The Greedy Puppy" <b>B:</b> "Everybody's Surfing" <b>Lexiles</b> <b>A:</b> 480 <b>O:</b> 590 <b>E:</b> 510 <b>B:</b> 700	<b>Reading/ Writing Workshop:</b> Specific Vocabulary <b>Literature Anthology:</b> Genre, Organization, Connection of Ideas	<b>Vocabulary Words:</b> <i>adventurous, courageous, extremely, weird</i> <b>Poetry Terms:</b> <i>free verse, narrative poem, repetition, rhyme</i> <b>Additional Academic Words:</b> <i>metaphor, specific</i> <b>Vocabulary Strategy:</b> Using Metaphors	<b>Phonics/Spelling Skill:</b> Soft c and g <b>Structural Analysis:</b> Words with -er and -est	<b>Expression</b>	<b>Writing Trait:</b> Word Choice <b>Write About the Text:</b> Narrative Text <b>Write to Sources:</b> Reading/Writing Workshop: "Ginger's Fingers," "The Giant," "Captain's Log" Literature Anthology: "The Winningest Woman of the Iditarod Dog Sled Race" "The Brave Ones," "Narcissa" <b>Grammar Skill:</b> Irregular verbs <b>Grammar Mechanics:</b> Correct Verb Forms	<b>Inquiry Space:</b> Narrative Write About: Frogs
<b>Week 6</b>  <b>Review and Assessment</b>	▶									





<b>Big Idea:</b> Take Action  <b>What are ways people can take action?</b>	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	<b>Leveled Reader</b> Main Selection, Paired Selection  <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	<b>Writing</b>  Unit 5: Unit Writing Focus: Opinion Essay, Book Review  Writing Products: Opinion Writing	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Let's Trade  <b>Essential Question:</b> How do we get what we need?  <b>Connect to Social Studies:</b> Understand that economic choices involve the evaluation of benefits and costs.	<b>Title:</b> "Wei and the Golden Goose"  <b>Genre:</b> Fairy Tale  <b>Strategy:</b> Summarize	<b>Short Text:</b> "Juanita and the Beanstalk"  <b>Lexile:</b> 610  <b>Genre:</b> Fairy Tale  <b>Strategy:</b> Summarize  <b>Skill:</b> Point of View	<b>Main Selection Title:</b> <i>Clever Jack Takes the Cake</i>  <b>Lexile:</b> 600  <b>Genre:</b> Fairy Tale  <b>Paired Selection Title:</b> "When Corn Was Cash"  <b>Lexile:</b> 660  <b>Genre:</b> Expository Text  <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> Fairy Tale  <b>Titles:</b> <b>A:</b> <i>The Chickpea Boy</i> <b>O:</b> <i>The Golden Goose</i> <b>E:</b> <i>The Golden Goose</i> <b>B:</b> <i>A Gift for Mario</i>  <b>Paired Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> "Forgotten Gold" <b>O:</b> "Gold, Gold, Gold" <b>E:</b> "Gold, Gold, Gold" <b>B:</b> "The Golden Land"  <b>Lexiles</b> <b>A:</b> 510 <b>O:</b> 590 <b>E:</b> 440 <b>B:</b> 800	<b>Reading/Writing Workshop:</b> Genre, Specific Vocabulary  <b>Literature Anthology:</b> Organization, Sentence Structure, Specific Vocabulary, Genre, Connection of Ideas, Purpose	<b>Vocabulary Words:</b> <i>admit, barter, considered, creation, humble, magnificent, payment, reluctantly</i>  <b>Additional Academic Words:</b> <i>structure, complex</i>  <b>Vocabulary Strategy:</b> Root Words  <b>Build Vocabulary:</b> <i>threadbare, pitted, admire, snuffed, flickered, jig, fortress, tiara, gaze, concluded, proclaimed</i>	<b>Phonics/Spelling Skill:</b> Compound Words  <b>Structural Analysis:</b> Consonant + le Syllables	Intonation	<b>Writing Trait:</b> Sentence Fluency  <b>Write to Sources:</b> Reading/Writing Workshop: "Juanita and the Beanstalk" Literature Anthology: <i>Clever Jack Takes the Cake</i> , "When Corn Was Cash"  <b>Write About the Text:</b> Narrative Text  <b>Grammar Skill:</b> Singular and Plural Pronouns  <b>Grammar Mechanics:</b> Capitalizing I, and Nouns	<b>Project:</b> Research the things that people need and how they get those things.  <b>Product:</b> Create a List
<b>Week 2</b>  <b>Weekly Concept:</b> Reuse and Recycle  <b>Essential Question:</b> How can we reuse what we already have?  <b>Connect to Science:</b> Describe how changes in habitats affect the organisms living there.	<b>Title:</b> "The School Garden"  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Summarize	<b>Short Text:</b> "The New Hoop"  <b>Lexile:</b> 660  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Summarize  <b>Skill:</b> Point of View	<b>Main Selection Title:</b> <i>Bravo, Tavo!</i>  <b>Lexile:</b> 590  <b>Genre:</b> Realistic Fiction  <b>Paired Selection Title:</b> "Trash Into Art"  <b>Lexile:</b> 740  <b>Genre:</b> Expository Text  <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>Titles:</b> <b>A:</b> <i>The Great Book Swap</i> <b>O:</b> <i>The Salvage Crew</i> <b>E:</b> <i>The Salvage Crew</i> <b>B:</b> <i>Bikes Forever</i>  <b>Paired Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> "Why Not Swap?" <b>O:</b> "From Trash to Treasure" <b>E:</b> "From Trash to Treasure" <b>B:</b> "Recycle-a-Bicycle"  <b>Lexiles</b> <b>A:</b> 480 <b>O:</b> 670 <b>E:</b> 610 <b>B:</b> 760	<b>Reading/Writing Workshop:</b> Connection of Ideas, Purpose  <b>Literature Anthology:</b> Specific Vocabulary, Connection of Ideas, Organization	<b>Vocabulary Words:</b> <i>conservation, discouraged, frustration, gazed, jubilant, recycling, remaining, tinkered</i>  <b>Additional Domain Words:</b> <i>soles, channel, sensation, unison, overflowed, reuse</i>  <b>Vocabulary Strategy:</b> Context Clues: Homographs  <b>Build Vocabulary:</b> <i>remnant, parched, ravine, debris, arid, machete, amazement</i>	<b>Phonics/Spelling Skill:</b> Inflectional Endings -ed, -ing, -s  <b>Structural Analysis:</b> Suffixes -ful, -less, -able	Phrasing	<b>Writing Trait:</b> Word Choice  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "The New Hoop" Literature Anthology: <i>Bravo, Tavo!</i> , "Trash Into Art"  <b>Grammar Skill:</b> Subject and Object Pronouns  <b>Grammar Mechanics:</b> Pronoun Usage	<b>Project:</b> Research how to recycle everyday materials  <b>Product:</b> Create a Collage



<b>Big Idea:</b> Take Action  <b>What are ways people can take action?</b>	<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>  <small>A: Approaching Level O: On Level ELL B: Beyond Level</small>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b>  <small>Unit 5: Unit Writing Focus: Opinion Essay, Book Review Writing Products: Opinion Writing</small>	<b>Research</b>
<b>Week 3</b>  <b>Weekly Concept:</b> Teaming Up  <b>Essential Question:</b> How do teams work together?  <b>Connect to Social Studies:</b> Identify how to participate in the classroom, community and in civic life.	<b>Title:</b> "Firefighters: Teamwork Counts"  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> "Rescue Dogs Save the Day"  <b>Lexile:</b> 720  <b>Genre:</b> Expository Text  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author's Point of View  <b>Text Features:</b> Headings, Chart	<b>Main Selection Title:</b> <i>Wildfires</i>  <b>Lexile:</b> 750  <b>Genre:</b> Expository Text  <b>Paired Selection Title:</b> "Windy Gale and the Great Hurricane"  <b>Lexile:</b> 660  <b>Genre:</b> Tall Tale  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author's Point of View	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author's Point of View  <b>Main Selection</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> <i>Firefighting Heroes</i> <b>O:</b> <i>Firefighting Heroes</i> <b>E:</b> <i>Firefighting Heroes</i> <b>B:</b> <i>Firefighting Heroes</i>  <b>Paired Selection</b> <b>Genre:</b> Tall Tale  <b>Titles:</b> <b>A:</b> "A Favor Repaid" <b>O:</b> "A Favor Repaid" <b>E:</b> "A Favor Repaid" <b>B:</b> "A Favor Repaid"  <b>Lexiles</b> <b>A:</b> 600 <b>O:</b> 690 <b>E:</b> 580 <b>B:</b> 780	<b>Reading/Writing Workshop:</b> Genre, Purpose  <b>Literature Anthology:</b> Organization, Prior Knowledge, Connection of Ideas, Genre, Specific Vocabulary	<b>Vocabulary Words:</b> <i>accidental, careless, disasters, equipment, harmful, prevention, purpose, respond</i>  <b>Additional Domain Words:</b> <i>regrowth, reborn, renewing</i>  <b>Vocabulary Strategy:</b> Context Clues: Sentence Clues  <b>Build Vocabulary:</b> <i>invisible, undergrowth, dead wood, renewing, meadows, mossy</i>	<b>Phonics/Spelling Skill:</b> Closed Syllables  <b>Structural Analysis:</b> Roots in Related Words	<b>Phrasing and Rate</b>	<b>Writing Trait:</b> Organization  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "Rescue Dogs Save the Day" Literature Anthology: <i>Wildfires</i> , "Windy Gale and the Great Hurricane"  <b>Grammar Skill:</b> Pronoun-Verb Agreement  <b>Grammar Mechanics:</b> Pronoun-Verb Agreement	<b>Project:</b> Research how to participate effectively in a team  <b>Product:</b> Write a paragraph about a successful team
<b>Week 4</b>  <b>Weekly Concept:</b> Good Citizens  <b>Essential Question:</b> What do good citizens do?  <b>Connect to Social Studies:</b> Describe the lives of American heroes who took risks to secure our freedoms.	<b>Title:</b> "Jimmy Carter: A Good Citizen"  <b>Genre:</b> Biography  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> "Dolores HuertA: Growing Up Strong"  <b>Lexile:</b> 670  <b>Genre:</b> Biography  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author's Point of View  <b>Text Features:</b> Caption, Timeline	<b>Main Selection Title:</b> <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i>  <b>Lexile:</b> 700  <b>Genre:</b> Biography  <b>Paired Selection Title:</b> "Susan B. Anthony Takes Action!"  <b>Lexile:</b> 730  <b>Genre:</b> 730  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author's Point of View	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author's Point of View  <b>Main Selection</b> <b>Genre:</b> Biography  <b>Titles:</b> <b>A:</b> <i>Eunice Kennedy Shriver</i> <b>O:</b> <i>Eunice Kennedy Shriver</i> <b>E:</b> <i>Eunice Kennedy Shriver</i> <b>B:</b> <i>Eunice Kennedy Shriver</i>  <b>Paired Selection</b> <b>Genre:</b> Biography  <b>Titles:</b> <b>A:</b> "The Lifesaver" <b>O:</b> "The Lifesaver" <b>E:</b> "The Lifesaver" <b>B:</b> "The Lifesaver"  <b>Lexiles</b> <b>A:</b> 600 <b>O:</b> 690 <b>E:</b> 600 <b>B:</b> 860	<b>Reading/Writing Workshop:</b> Prior Knowledge, Connection of Ideas  <b>Literature Anthology:</b> Connection of Ideas, Sentence Structure, Prior Knowledge, Specific Vocabulary, Purpose, Organization, Genre	<b>Vocabulary Words:</b> <i>citizenship, continued, daring, horrified, participate, proposed, unfairness, waver</i>  <b>Additional Domain Words:</b> <i>abolitionist, sentiments</i>  <b>Vocabulary Strategy:</b> Prefixes and Suffixes  <b>Build Vocabulary:</b> <i>strong-spirited, property, gasped, scolded</i>	<b>Phonics/Spelling Skill:</b> Inflectional Endings y and i  <b>Structural Analysis:</b> Suffixes -ful, -ness, -less	<b>Phrasing and Rate</b>	<b>Writing Trait:</b> Organization  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "Dolores HuertA: Growing Up Strong" Literature Anthology: Elizabeth Leads the Way: <i>Elizabeth Cady Stanton and the Right to Vote</i> , "Susan B. Anthony Takes Action!"  <b>Grammar Skill:</b> Possessive Pronouns  <b>Grammar Mechanics:</b> Possessive Pronouns and Reflexive Pronouns	<b>Project:</b> Research different ways to be a good citizen  <b>Product:</b> Create a Visual Narrative



<b>Big Idea:</b> Take Action  <b>What are ways people can take action?</b>	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	<b>Leveled Reader Main Selection, Paired Selection</b> A: Approaching Level O: On Level ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	<b>Writing</b> Unit 5: Unit Writing Focus: Opinion Essay, Book Review Writing Products: Opinion Writing	Research
<b>Week 5</b>  <b>Weekly Concept: Energy</b>  <b>Essential Question:</b> What are different kinds of energy?  <b>Connect to Science:</b> Learn that forces that do not sum to zero can cause changes in speed or direction.	<b>Title:</b> "Using Power" <b>Genre:</b> Expository Text <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> "Here Comes Solar Power" <b>Lexile:</b> 710 <b>Genre:</b> Expository Text <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Cause and Effect <b>Text Features:</b> Photographs and Captions, Sidebar	<b>Main Selection Title:</b> <i>It's All in the Wind</i> <b>Lexile:</b> 740 <b>Genre:</b> Expository Text <b>Paired Selection Title:</b> "Power for All" <b>Lexile:</b> 780 <b>Genre:</b> Expository Text <b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Cause and Effect	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Cause and Effect <b>Main Selection Expository Text Genre:</b> <b>Titles:</b> A: <i>The Fuel of the Future</i> O: <i>The Fuel of the Future</i> E: <i>The Fuel of the Future</i> B: <i>The Fuel of the Future</i> <b>Paired Selection Genre:</b> Expository Text <b>Titles:</b> A: "Saving Energy" O: "Saving Energy" E: "Saving Energy" B: "Saving Energy" <b>Lexiles</b> A: 680 O: 750 E: 680 B: 800	<b>Reading/Writing Workshop:</b> Connection of Ideas, Organization <b>Literature Anthology:</b> Purpose, Connection of Ideas, Genre	<b>Vocabulary Words:</b> <i>energy, natural, pollution, produce, renewable, replace, sources, traditional</i> <b>Vocabulary Strategy:</b> Context Clues: Homophones	<b>Phonics/Spelling Skill:</b> Open Syllables <b>Structural Analysis:</b> Prefixes and Suffixes	<b>Rate</b>	<b>Writing Trait:</b> Voice <b>Write About the Text:</b> Opinion <b>Write to Sources:</b> Reading/Writing Workshop: "Here Comes Solar Power" Literature Anthology: <i>It's All in the Wind</i> , "Power for All" <b>Grammar Skill:</b> Pronoun-Verb Contractions <b>Grammar Mechanics:</b> Spelling Contractions and Possessive Pronouns	<b>Project:</b> Research alternative energy sources and traditional energy sources <b>Product:</b> Create a Venn Diagram
<b>Week 6</b>  <b>Review and Assessment</b>	▶									



<b>Big Idea:</b> Think It Over  <b>How do we decide what's important?</b>	<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> <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b> Unit 6: Unit Writing Focus: Feature Article, Research Report Writing Products: Informative Text	<b>Research</b>
<b>Week 1</b>  <b>Weekly Concept:</b> Treasures  <b>Essential Question:</b> How do you decide what is important?	<b>Title:</b> "Pandora Finds a Box"  <b>Genre:</b> Myth/Drama  <b>Strategy:</b> Make, Confirm, and Revise Predictions	<b>Short Text:</b> "Athena and Arachne"  <b>Lexile:</b> Non-Prose  <b>Genre:</b> Myth/Drama  <b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme	<b>Main Selection Title:</b> <i>King Midas and the Golden Touch</i>  <b>Lexile:</b> Non-Prose  <b>Genre:</b> Drama/Myth  <b>Paired Selection Title:</b> "Carlos's Gift"  <b>Lexile:</b> 640  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme	<b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme  <b>Main Selection Genre:</b> Drama  <b>Titles:</b> <b>A:</b> <i>Midas and the Donkey Ears</i> <b>O:</b> <i>The Naming of Athens</i> <b>E:</b> <i>The Naming of Athens</i> <b>B:</b> <i>Odysseus and King Aeolus</i>  <b>Paired Selection Genre:</b> Realistic Fiction  <b>Titles:</b> <b>A:</b> "It's Party Time!" <b>O:</b> "The Perfect Present" <b>E:</b> "The Perfect Present" <b>B:</b> "Daria's Dream"  <b>Lexiles</b> <b>A:</b> 520 <b>O:</b> 590 <b>E:</b> 470 <b>B:</b> 650	<b>Reading/Writing Workshop:</b> Prior Knowledge, Genre  <b>Literature Anthology:</b> Genre, Sentence Structure, Connection of Ideas, Organization, Specific Vocabulary	<b>Vocabulary Words:</b> <i>alarmed, anguished, necessary, obsessed, possess, reward, treasure, wealth</i>  <b>Additional Domain Words:</b> <i>crestfallen, optimistic, volunteer</i>  <b>Additional Academic Vocabulary:</b> <i>myth, drama, scene, stage directions</i>  <b>Vocabulary Strategy:</b> Root Words  <b>Build Vocabulary:</b> <i>rhythm, moans, ails, dismount, appreciated</i>	<b>Phonics/Spelling Skill:</b> Prefixes <i>un-, re-, pre-, dis-</i>  <b>Structural Analysis:</b> Roots in Related Words	<b>Expression</b>	<b>Writing Trait:</b> Sentence Fluency  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> Reading/Writing Workshop: "Athena and Arachne" Literature Anthology: <i>King Midas and the Golden Touch</i> , "Carlos's Gift"  <b>Grammar Skill:</b> Adjectives and Articles  <b>Grammar Mechanics:</b> Commas in a Series and in Dates	<b>Project:</b> Research qualities people value  Product: Interview a Classmate
<b>Week 2</b>  <b>Weekly Concept:</b> Weather  <b>Essential Question:</b> How can weather affect us?  <b>Connect to Science:</b> Summarize how scientists record patterns of weather so they can make predictions.	<b>Title:</b> "Joshua's Odd Neighbor"  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Make Predictions	<b>Short Text:</b> "The Big Blizzard"  <b>Lexile:</b> 690  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme	<b>Main Selection Title:</b> <i>Noah's Ark</i>  <b>Lexile:</b> 740  <b>Genre:</b> Historical Fiction  <b>Paired Selection Title:</b> "The Wind and the Sun"  <b>Lexile:</b> 570  <b>Genre:</b> Fable  <b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme	<b>Strategy:</b> Make, Confirm, and Revise Predictions  <b>Skill:</b> Theme  <b>Main Selection Genre:</b> Historical Fiction  <b>Titles:</b> <b>A:</b> <i>The Big Storm</i> <b>O:</b> <i>The Schoolhouse Blizzard</i> <b>E:</b> <i>The Schoolhouse Blizzard</i> <b>B:</b> <i>The Hottest Summer</i>  <b>Paired Selection Genre:</b> Fable  <b>Titles:</b> <b>A:</b> "The Oak and the Reeds" <b>O:</b> "The Lion and the Boar" <b>E:</b> "The Lion and the Boar" <b>B:</b> "The Swallow and the Crow"  <b>Lexiles</b> <b>A:</b> 470 <b>O:</b> 610 <b>E:</b> 490 <b>B:</b> 630	<b>Reading/Writing Workshop:</b> Prior Knowledge, Specific Vocabulary  <b>Literature Anthology:</b> Specific Vocabulary, Connection of Ideas, Genre, Sentence Structure, Prior Knowledge, Organization	<b>Vocabulary Words:</b> <i>argue, astonished, complained, conditions, forbidding, forecast, relief, stranded</i>  <b>Additional Domain Words:</b> <i>granite, heifer</i>  <b>Additional Academic Vocabulary:</b> <i>idiom, literal</i>  <b>Vocabulary Strategy:</b> Idioms  <b>Build Vocabulary:</b> <i>torrents, oilcloth, scarcely, shiver, shrieked, skillet, sprinted, bailing</i>	<b>Phonics/Spelling Skill:</b> Consonant + le Syllable  <b>Structural Analysis:</b> Latin Suffixes	<b>Phrasing</b>	<b>Writing Trait:</b> Word Choice  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "The Big Blizzard" Literature Anthology: <i>Noah's Ark</i> , "The Wind and the Sun"  <b>Grammar Skill:</b> Adjectives That Compare  <b>Grammar Mechanics:</b> Correct Comparative and Superlative Forms	<b>Project:</b> Research the effects of extreme weather  Product: Write a Summary





<b>Big Idea:</b> Think It Over  <b>How do we decide what's important?</b>	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	<b>Leveled Reader Main Selection, Paired Selection</b> <b>A:</b> Approaching Level <b>O:</b> On Level <b>E:</b> ELL <b>B:</b> Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	<b>Writing</b> Unit 6: Unit Writing Focus: Feature Article, Research Report Writing Products: Informative Text	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Learning to Succeed  <b>Essential Question:</b> Why are goals important?  <b>Connect to Social Studies:</b> Explain how work in school and effort can pay off.	<b>Title:</b> "Mae Jamison, Astronaut" <b>Genre:</b> Biography <b>Strategy:</b> Reread	<b>Short Text:</b> "Rocketing into Space" <b>Lexile:</b> 790 <b>Genre:</b> Biography <b>Strategy:</b> Reread <b>Skill:</b> Problem and Solution <b>Text Features:</b> Keywords, Photographs	<b>Main Selection Title:</b> <i>Out of This World! The Ellen Ochoa Story</i> <b>Lexile:</b> 780 <b>Genre:</b> Biography Paired Selection <b>Title:</b> "A Flight to Lunar City" <b>Lexile:</b> 600 <b>Genre:</b> Adventure Story <b>Strategy:</b> Reread <b>Skill:</b> Problem and Solution	<b>Strategy:</b> Reread <b>Skill:</b> Problem and Solution: <b>Main Selection Genre:</b> Biography <b>Titles:</b> <b>A:</b> <i>Reach for the Stars</i> <b>O:</b> <i>Reach for the Stars</i> <b>E:</b> <i>Reach for the Stars</i> <b>B:</b> <i>Reach for the Stars</i> <b>Paired Selection Genre:</b> Science Fiction <b>Titles:</b> <b>A:</b> "Melina Shows Her Mettle" <b>O:</b> "Melina Shows Her Mettle" <b>E:</b> "Melina Shows Her Mettle" <b>B:</b> "Melina Shows Her Mettle" <b>Lexiles</b> <b>A:</b> 600 <b>O:</b> 750 <b>E:</b> 680 <b>B:</b> 850	<b>Reading/Writing Workshop:</b> Genre <b>Literature Anthology:</b> Specific Language, Connection of Ideas, Genre, Specific Vocabulary	<b>Vocabulary Words:</b> <i>communicated, essential, goal, motivated, professional, research, serious, specialist</i>  <b>Additional Domain Words:</b> <i>weightlessness, mission specialist, payload, climate, lunar</i>  <b>Additional Academic Vocabulary:</b> <i>achieve, interview, organize</i>  <b>Vocabulary Strategy:</b> Greek and Latin Roots  <b>Build Vocabulary:</b> <i>potential, debrief, procedures</i>	<b>Phonics/Spelling Skill:</b> Vowel-Team Syllables  <b>Structural Analysis:</b> Greek and Latin Roots	Accuracy	<b>Writing Trait:</b> Organization <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "Rocketing into Space" Literature Anthology: <i>Out of This World! The Ellen Ochoa Story</i> , "A Flight to Lunar City"  <b>Grammar Skill:</b> Adverbs <b>Grammar Mechanics:</b> Adverbs and Adjectives	<b>Project:</b> Research how to set goals and achieve them  <b>Product:</b> Interview a Classmate
<b>Week 4</b>  <b>Weekly Concept:</b> Animals and You  <b>Essential Question:</b> How can learning about animals help you respect them?  <b>Connect to Science:</b> Identify how in an environment some organisms survive well, some less well, and some cannot survive.	<b>Title:</b> "Respect for the Florida Panther" <b>Genre:</b> Expository Text <b>Strategy:</b> Reread	<b>Short Text:</b> "Butterflies Big and Small" <b>Lexile:</b> 870 <b>Genre:</b> Expository Text <b>Strategy:</b> Reread <b>Skill:</b> Compare and Contrast <b>Text Features:</b> Headings, Diagram	<b>Main Selection Title:</b> <i>Alligators and Crocodiles</i> <b>Lexile:</b> 870 <b>Genre:</b> Expository Text <b>Paired Selection Title:</b> "The Monkey and the Crocodile" <b>Lexile:</b> 730 <b>Genre:</b> Folktale <b>Strategy:</b> Reread <b>Skill:</b> Compare and Contrast	<b>Strategy:</b> Reread <b>Skill:</b> Compare and Contrast <b>Main Selection Genre:</b> Expository Text <b>Titles:</b> <b>A:</b> <i>African Cats</i> <b>O:</b> <i>African Cats</i> <b>E:</b> <i>African Cats</i> <b>B:</b> <i>African Cats</i> <b>Paired Selection Genre:</b> Folktale <b>Titles:</b> <b>A:</b> "How Leopard Got His Spots" <b>O:</b> "How Leopard Got His Spots" <b>E:</b> "How Leopard Got His Spots" <b>B:</b> "How Leopard Got His Spots" <b>Lexiles</b> <b>A:</b> 580 <b>O:</b> 720 <b>E:</b> 660 <b>B:</b> 840	<b>Reading/Writing Workshop:</b> Prior Knowledge, Connection of Ideas  <b>Literature Anthology:</b> Purpose, Organization, Prior Knowledge, Genre, Specific Vocabulary, Sentence Structure, Connection of Ideas	<b>Vocabulary Words:</b> <i>endangered, fascinating, illegal, inhabit, requirement, respected, unaware, wildlife</i>  <b>Additional Domain Words:</b> <i>sensory, webbed, plates, nocturnal, hatchling</i>  <b>Additional Academic Vocabulary:</b> <i>compare and contrast, signal words, conclusion</i>  <b>Vocabulary Strategy:</b> Context Clues: Paragraph Clues  <b>Build Vocabulary:</b> <i>drifting, keys, detect, territory, marshlands</i>	<b>Phonics/Spelling Skill:</b> r-Controlled Vowel Syllables  <b>Structural Analysis:</b> Latin Suffixes	Phrasing	<b>Writing Trait:</b> Organization <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "Respect for the Florida Panther" Literature Anthology: <i>Alligators and Crocodiles</i> , "The Monkey and the Crocodile"  <b>Grammar Skill:</b> Adverbs That Compare <b>Grammar Mechanics:</b> Using More and Most	<b>Project:</b> Research an animal's unique qualities <b>Product:</b> Create Illustrations



<b>Big Idea:</b> Think It Over  <b>How do we decide what's important?</b>	<b>Read Aloud</b>	<b>Reading/Writing Workshop</b> Comprehension	<b>Literature Anthology</b> Main Selection, Paired Selection	<b>Leveled Reader</b> Main Selection, Paired Selection <small>A: Approaching Level O: On Level ELL B: Beyond Level</small>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b> Unit 6: Unit Writing Focus: Feature Article, Research Report Writing Products: Informative Text	<b>Research</b>
<b>Week 5</b>  <b>Weekly Concept:</b> Funny Times  <b>Essential Question:</b> How do you decide what's important?	<b>Title:</b> "Show and Tell" <b>Genre:</b> Narrative Poem <b>Strategy:</b> Reread	<b>Short Text:</b> "The Camping Trip" "Bubble Gum" <b>Lexile:</b> Non-Prose <b>Genre:</b> Poetry: Narrative Poem <b>Literary Elements:</b> Rhythm and Rhyme <b>Skill:</b> Point of View	<b>Main Selection Title:</b> "Ollie's Escape" <b>Lexile:</b> Non-Prose <b>Genre:</b> Poetry: Narrative Poem <b>Paired Selection Title:</b> "The Gentleman Bookworm" <b>Lexile:</b> Non-Prose <b>Genre:</b> Poetry: Narrative Poem <b>Literary Elements:</b> Rhythm and Rhyme <b>Skill:</b> Point of View	<b>Literary Elements:</b> Rhythm and Rhyme <b>Skill:</b> Point of View <b>Main Selection Genre:</b> Realistic Fiction <b>Titles:</b> <small>A: <i>Funny Faces</i> O: <i>Too Many Frogs</i> E: <i>Too Many Frogs</i> B: <i>The Joke's on You</i></small> <b>Paired Selection Genre:</b> Poetry <b>Titles:</b> <small>A: "My Cheeky Puppy" O: "Pet Day" E: "Cat and Dog" B: "The Homework Blues"</small> <b>Lexiles</b> <small>A: 450 O: 670 E: 600 B: 780</small>	<b>Reading/Writing Workshop:</b> Specific Vocabulary  <b>Literature Anthology:</b> Genre, Sentence Structure, Specific Vocabulary	<b>Vocabulary Words:</b> <i>entertainment, humorous, ridiculous, slithered</i>  <b>Poetry Terms:</b> <i>narrative poem, rhyme, rhythm, stanza</i>  <b>Additional Academic Vocabulary:</b> <i>precise language</i>  <b>Vocabulary Strategy:</b> Idioms	<b>Phonics/Spelling Skill:</b> Suffixes <i>-ful, -less, -ly</i>  <b>Structural Analysis:</b> Frequently Misspelled Words	<b>Phrasing and Expression</b>	<b>Writing Trait:</b> Word Choice <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "The Camping Trip" "Bubble Gum" Literature Anthology: "Ollie's Escape," "The Gentleman Bookworm"  <b>Grammar Skill:</b> Prepositions <b>Grammar Mechanics:</b> Commas after Introduction	<b>Project:</b> Research how to use language to create humor in writing  <b>Product:</b> Write a Humorous Poem
<b>Week 6</b>  <b>Review and Assessment</b>	▶									