



SOCIAL & EMOTIONAL LEARNING:
Relationship Skills

Nice to Meet You!

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

WEEK 1

READING

Big Book

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

GENRE: Fantasy

myBook

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

Comprehension

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

Speaking and Listening

- Collaborative Conversations

Response to Text

- Write a Caption

VOCABULARY

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

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

Generative Vocabulary

Words About Feelings

Vocabulary Strategy

Classify and Categorize

ENGLISH LANGUAGE DEVELOPMENT

Language Function Seek Information

WEEK 2

READING

Read Aloud Book

You Will Be My Friend! by Peter Brown

GENRE: Fantasy

myBook

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

Comprehension

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

Response to Text

- Write a List
- Write an Opinion

VOCABULARY

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

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

Generative Vocabulary

Inflection -ed


ENGLISH LANGUAGE DEVELOPMENT


Language Function Infer

BIG IDEA WORDS *challenge, emotions, friendship*


INQUIRY AND RESEARCH PROJECT “Celebrate Us!” Profiles

PERFORMANCE TASK Narrative

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Onset/Rime Segment Syllables, Onset/Rime Alliteration; Isolate Phonemes Blend Phonemes <p>Phonics</p> <ul style="list-style-type: none"> Consonants <i>m, s, t, b</i> Short <i>a</i> <p>High-Frequency Words</p> <ul style="list-style-type: none"> <i>go, is, like, see, the, this, to, we</i> Decodable: <i>am, at</i> <p>Spelling</p> <p>Short a</p> <ul style="list-style-type: none"> Basic Words: <i>am, at, bat, mat, Sam, sat</i> <p>Fluency Accuracy and Self-Correction</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>The Mat</i> <i>Sam at Bat</i> <i>Tab at Bat</i> <i>Tam at Bat</i> 	<p>Writing Mode: Narrative</p> <p>Form: Oral Story</p>  <ul style="list-style-type: none"> Introducing the Focal Text: <i>Ralph Tells a Story</i> by Abby Hanlon The Read Vocabulary Finding a Topic Beginning Oral Storytelling

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Onset/Rime Blend Phonemes Segment Onset/Rime <p>Phonics</p> <ul style="list-style-type: none"> Consonants <i>n, d, p, c /k/</i> Short <i>a</i> <p>High-Frequency Words</p> <ul style="list-style-type: none"> <i>a, first, good, had, he, I, my, was</i> Decodable: <i>an, can, man</i> <p>Spelling</p> <p>Short a</p> <ul style="list-style-type: none"> Basic Words: <i>an, bad, can, cat, nap, pan</i> Review Words: <i>am, at, bat, sat</i> Challenge Words: <i>lamp, trap</i> <p>Fluency Reading Rate</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>Dan Can Tap, Tap, Tap</i> <i>Tab Can Tap, Tap, Tap</i> <i>Map Nap</i> <i>Can Tab Nap?</i> 	<p>Writing Mode: Narrative</p> <p>Form: Oral Story</p>  <ul style="list-style-type: none"> Telling and Listening to Stories I Telling and Listening to Stories II Prewriting: A Written Class Story Drafting I: Developing the Class Story Drafting II: Assessing the Story

Nice to Meet You!

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



SOCIAL & EMOTIONAL LEARNING:
Relationship Skills

READING

Read Aloud Book

Suki's Kimono by Chieri Uegaki

GENRE: Realistic Fiction

myBook

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

GENRE: Fairy Tale

- *I'm Me* by The FuZees

GENRE: Song

Comprehension

- Characters
- Ask and Answer Questions

Response to Text

- Write a Description

VOCABULARY

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

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

Generative Vocabulary

Inflection -ed

ENGLISH LANGUAGE DEVELOPMENT

Language Function Describe

BIG IDEA WORDS *challenge, emotions, friendship*

INQUIRY AND RESEARCH PROJECT “Celebrate Us!” Profiles

PERFORMANCE TASK Narrative

FOUNDATIONAL SKILLS

Phonological Awareness

- Alliteration; Segment Phonemes
- Blend Phonemes
- Segment Phonemes
- Isolate Phonemes: Identify Vowel

Phonics

- Consonants *r, f, s /z/*; Short *i*
- Inflection -s

High-Frequency Words

- *and, find, for, just, many, one, she, then*
- Decodable: *as, if, in, is, it*

Spelling

Short *i*

- Basic Words: *fit, him, is, it, pin, sip*
- Review Words: *an, cat, nap, pan*
- Challenge Words: *rich, spin*

Fluency Phrasing

Start Right Reader Texts

- *Tim and Pam*
- *Dab, Dab, Dab!*
- *Tin Cans Tip!*
- *Fin*

WRITING WORKSHOP

Writing Mode: Narrative

Form: Oral Story

- Revising I: Adding Detail
- Revising II: Finding the Right Words
- Editing: Capitalizing Proper Nouns
- Publishing
- Sharing





SOCIAL & EMOTIONAL LEARNING:
Social Awareness

My Family, My Community

Essential Question How does everyone in my family and community make them special?

WEEK 1

READING

Big Book

Whose Hands Are These? by Miranda Paul

GENRE: Informational Text

myBook

- *Kids Speak Up!*

GENRE: Opinion Writing

- *Dan Had a Plan* by Wong Herbert Yee

GENRE: Realistic Fiction

Comprehension

- Ideas and Support
- Text Organization
- Retell
- Setting

Speaking and Listening

- Social Communication

Response to Text

- Write a Plan

VOCABULARY

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

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

Generative Vocabulary

Words About Places and Things

Vocabulary Strategy

Antonyms

ENGLISH LANGUAGE DEVELOPMENT

Language Function Recount Information

WEEK 2

READING

Read Aloud Book

Maybe Something Beautiful by F. Isabel Campoy and Theresa Howell

GENRE: Realistic Fiction

myBook

- *On the Map!* by Lisa Fleming

GENRE: Informational Text

- *Places in My Neighborhood* by Shelly Lyons

GENRE: Informational Text

Comprehension

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

Response to Text

- Write Directions
- Write a Description

VOCABULARY

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

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

Generative Vocabulary

Words About Places and Things


ENGLISH LANGUAGE DEVELOPMENT


Language Function Compare and Contrast

BIG IDEA WORDS *area, population, working*

INQUIRY AND RESEARCH PROJECT *Our Community News*

PERFORMANCE TASK *Informational Text*

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Onset/Rime Blend Phonemes Segment Onset/Rime Segment Phonemes <p>Phonics</p> <ul style="list-style-type: none"> Consonants <i>g, k</i> Review Short <i>a, i</i> <p>High-Frequency Words</p> <ul style="list-style-type: none"> <i>are, buy, little, said, too, up, will, you</i> Decodable: <i>big, did, its, ran, sit</i> <p>Spelling</p> <p>Short i</p> <ul style="list-style-type: none"> Basic Words: <i>big, did, dig, in, pig, sit</i> Review Words: <i>fit, it, pin, sip</i> Challenge Words: <i>fish, ship</i> <p>Fluency Expression</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>Cab, Cab!</i> <i>Go, Big Cab!</i> <i>A Big Pit</i> <i>Big Pat</i> 	<p>Writing Mode: Informational Text</p> <p>Form: Descriptive Essay</p> <ul style="list-style-type: none"> Introducing the Focal Text: <i>Nana in the City</i> by Lauren Castillo The Read Vocabulary Prewriting I: Finding a Topic Prewriting II: Planning a Descriptive Essay 

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Phonemes Alliteration; Isolate Phonemes Segment Phonemes <p>Phonics</p> <ul style="list-style-type: none"> Consonants <i>l, h</i>; Short <i>o</i> Review Short <i>a, i, o</i> <p>High-Frequency Words</p> <ul style="list-style-type: none"> <i>do, live (v.), of, our, wants, what, with, your</i> Decodable: <i>got, had, has, him, his, not</i> <p>Spelling</p> <p>Short o</p> <ul style="list-style-type: none"> Basic Words: <i>hot, hop, log, not, on, top</i> Review Words: <i>big, dig, pig, sit</i> Challenge Words: <i>block, shop</i> <p>Fluency Intonation</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>Tap, Bam! Rip! Bam!</i> <i>A Map</i> <i>Dot Is on It!</i> <i>Hop on It, Dot!</i> 	<p>Writing Mode: Informational Text</p> <p>Form: Descriptive Essay</p> <ul style="list-style-type: none"> Drafting I: Elements of a Descriptive Essay Drafting II: Using Sensory Words Drafting III: Adding Art Revising I: Grouping Revising II: Incorporating Feedback 

My Family, My Community

? **Essential Question** How does everyone in my family and community make them special?



SOCIAL & EMOTIONAL LEARNING:
Social Awareness

READING

Read Aloud Book

Abuela by Arthur Dorros

GENRE: Fantasy

myBook

- *Who Put the Cookies in the Cookie Jar?* by George Shannon

GENRE: Informational Text

- *Curious About Jobs*

GENRE: Video

Comprehension

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

Response to Text

- Write a Thank-You Note

VOCABULARY

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

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

Generative Vocabulary

Words About Actions and Directions

ENGLISH LANGUAGE DEVELOPMENT

Language Function Classify

BIG IDEA WORDS *area, population, working*

INQUIRY AND RESEARCH PROJECT *Our Community News*

PERFORMANCE TASK *Informational Text*

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Phonemes
- Isolate Phonemes
- Isolate, Segment Phonemes
- Isolate Phonemes: Identify Vowel

Phonics

- Consonants *w, j, y, v*; Short *u*
- Review Short *i, o, u*

High-Frequency Words

- *about, eat, how, make, out, put, takes, who*
- Decodable: *but, cut, on, run, up, us*

Spelling

Short *u*

- Basic Words: *bug, hug, mud, nut, tub, up*
- Review Words: *hop, hot, log, not*
- Challenge Words: *bathtub, puppy*

Fluency *Accuracy and Self-Correction*

Start Right Reader Texts

- *Wags, Wags, Wags!*
- *Yip! Yap!*
- *Mud Pup*
- *Bad Pup, Wags!*

WRITING WORKSHOP


Writing Mode: Informational Text

Form: Descriptive Essay

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



Amazing Animals

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

SOCIAL & EMOTIONAL LEARNING:
Self-Awareness



WEEK 1

READING

Big Book

Best Foot Forward by Ingo Arndt

GENRE: Informational Text

myBook

- *Animal Q & A*

GENRE: Informational Text

- *The Nest* by Carole Roberts

GENRE: Realistic Fiction

Comprehension

- Text Features
- Ask and Answer Questions
- Story Structure

Speaking and Listening

- Ask and Answer Questions

Response to Text

- Write a Journal Entry

VOCABULARY

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

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

Generative Vocabulary

Words About Time and Position

Vocabulary Strategy Synonyms

ENGLISH LANGUAGE DEVELOPMENT

Language Function Seek Information

WEEK 2

READING

Read Aloud Book

Whose Eye Am I? by Shelley Rotner

GENRE: Informational Text

myBook

- *Blue Bird and Coyote* by James Bruchac

GENRE: Folktale

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

GENRE: Narrative Nonfiction

Comprehension

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

Response to Text

- Write a Story Ending
- Write a Story

VOCABULARY

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

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

Generative Vocabulary

Words About Time and Position


ENGLISH LANGUAGE DEVELOPMENT


Language Function Analyze

BIG IDEA WORDS camouflage, characteristics, mammal


INQUIRY AND RESEARCH PROJECT Animal Copycats Inventions

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Phonemes Isolate, Segment Phonemes <p>Phonics</p> <ul style="list-style-type: none"> Consonants qu, x, z; Short e Review Short e, i, o, u <p>High-Frequency Words</p> <ul style="list-style-type: none"> day, every, fly, have, look, made, they, write Decodable: get, let, red, six, ten, yes <p>Spelling</p> <p>Short e</p> <ul style="list-style-type: none"> Basic Words: hen, leg, pen, web, wet, yet Review Words: bug, mud, nut, tub Challenge Words: messy, went <p>Fluency Reading Rate</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> Run, Hens, Run! Run, Rex! Get Red Hen Fox in a Fix! 	<p>Writing Mode: Informational Text</p> <p>Form: Research Essay</p> <ul style="list-style-type: none"> Introducing the Focal Text: <i>Giraffes</i> by Kate Riggs The Read Vocabulary Prewriting I: Finding a Topic Prewriting II: Researching a Topic 

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Identify, Produce Rhyme Isolate Phonemes: Identify Vowel Isolate, Segment Phonemes <p>Phonics</p> <ul style="list-style-type: none"> Double Final Consonants Consonants ck /k/ <p>High-Frequency Words</p> <ul style="list-style-type: none"> all, down, four, from, her, now, saw, went Decodable: back, off, pick, tell, well, will <p>Spelling</p> <p>Double Final Consonants</p> <ul style="list-style-type: none"> Basic Words: egg, grass, miss, tell, well, will Review Words: leg, web, wet, yet Challenge Words: game, these <p>Fluency Expression</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> Big, Big Bus Jobs, Jobs, Jobs Vets Get Pets Well Fun Kid Jobs 	<p>Writing Mode: Informational Text</p> <p>Form: Research Essay</p> <ul style="list-style-type: none"> Drafting I: Elements of an Informational Text Drafting II: Integrating Research Drafting III: Adding Art Drafting IV: Adding Text Features Revising I: Grouping 

Amazing Animals

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



SOCIAL & EMOTIONAL LEARNING:
Self-Awareness

WEEK 3

READING

Read Aloud Book

Ol' Mama Squirrel by David Ezra Stein

GENRE: Fantasy

myBook

- *Step-by-Step Advice from the Animal Kingdom* by Steve Jenkins and Robin Page

GENRE: Procedural Text

- *Beaver Family* from National Geographic Kids

GENRE: Video

Comprehension

- Story Structure
- Summarize
- Text Organization
- Chronological Order

Response to Text

- Write a Fact

VOCABULARY

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

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

Generative Vocabulary *Inflection -ing*

ENGLISH LANGUAGE DEVELOPMENT

Language Function *Sequence*

BIG IDEA WORDS *camouflage, characteristics, mammal*

INQUIRY AND RESEARCH PROJECT Animal Copycats Inventions

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS

Phonological Awareness

- Alliteration: Digraphs
- Blend Phonemes
- Isolate, Segment Phonemes

Phonics

- Consonant Digraph *sh*
- Review *s, sh*

High-Frequency Words

- *by, call, could, know, some, there, were, would*
- Decodable: *fish, hot, wish*

Spelling

Consonant Digraph *sh*

- Basic Words: *dash, fish, rush, ship, shop, wish*
- Review Words: *grass, miss, tell, will*
- Challenge Words: *shape, shoe*

Fluency Phrasing

Start Right Reader Texts

- *Pet Wish*
- *Pet Ducks Quack*
- *Ten Pet Hens*
- *Six Pet Fish*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Research Essay

- Revising II:
Singular and Plural Nouns
- Editing I:
Reviewing for Grammar
- Editing II:
Preparing to Publish
- Publishing
- Sharing





SOCIAL & EMOTIONAL LEARNING:
Relationship Skills

Better Together

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

WEEK 1

READING

Big Book

Baseball Hour by Carol Nevius

GENRE: Informational Text

myBook

- *Good Sports*

GENRE: Opinion Writing

- *Goal!* by Jane Medina

GENRE: Informational Text

Comprehension

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

Speaking and Listening

- Give and Follow Instructions

Response to Text

- Write Game Rules

VOCABULARY

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

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

Generative Vocabulary

Compound Words

Vocabulary Strategy

Context Clues

ENGLISH LANGUAGE DEVELOPMENT

Language Function Persuade

WEEK 2

READING

Read Aloud Book

Pelé, King of Soccer by Monica Brown

GENRE: Biography

myBook

- *Get Up and Go!* by Rozanne Lanczak Williams

GENRE: Informational Text

- *Brontorina* by James Howe

GENRE: Fantasy

Comprehension

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

Response to Text

- Write an Opinion
- Write a Description

VOCABULARY

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

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

Generative Vocabulary

Compound Words


ENGLISH LANGUAGE DEVELOPMENT


Language Function Synthesize

BIG IDEA WORDS *courtesy, honest, sport*

INQUIRY AND RESEARCH PROJECT Get Healthy Games

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> • Alliteration: Digraphs • Blend Phonemes • Segment Phonemes • Manipulate Phonemes: Change <p>Phonics</p> <ul style="list-style-type: none"> • Consonant Digraph <i>ch</i> • Review <i>ch, sh</i> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • <i>be, here, me, play, started, today, use, very</i> • Decodable: <i>much, such</i> <p>Spelling</p> <p>Consonant Digraph <i>ch</i></p> <ul style="list-style-type: none"> • Basic Words: <i>chick, chin, chip, chop, much, rich</i> • Review Words: <i>rush, ship, shop, wish</i> • Challenge Words: <i>boy, girl</i> <p>Fluency Intonation</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> • <i>Chop, Chop! Mix, Mix!</i> • <i>Chick Jam, Chick Dip</i> • <i>Rush, Chick!</i> • <i>Chick Quits</i> 	<p>Writing Mode: Informational Text</p> <p>Form: Procedural Text</p> <p>Introducing the Focal Text: <i>Do Unto Otters</i> by Laurie Keller</p> <ul style="list-style-type: none"> • The Read • Vocabulary • Prewriting I: Finding a Topic • Prewriting II: Developing a Topic 

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> • Blend Phonemes • Segment, Count Phonemes • Manipulate Phonemes: Add, Change <p>Phonics</p> <ul style="list-style-type: none"> • Consonant Digraphs <i>th, wh</i>; Trigraph <i>-tch</i> • Inflections <i>-s, -es</i> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • <i>jump, right, say, their, walk, way, where, why</i> • Decodable: <i>that, them, then, this, when, which</i> <p>Spelling</p> <p>Consonant Digraphs <i>th, wh</i></p> <ul style="list-style-type: none"> • Basic Words: <i>that, then, this, which, whip, with</i> • Review Words: <i>chick, chin, much, rich</i> • Challenge Words: <i>think, wheel</i> <p>Fluency Accuracy and Self-Correction</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> • <i>Chicks Hatch</i> • <i>Ducks Hatch</i> • <i>Dogs</i> • <i>Foxes</i> 	<p>Writing Mode: Informational Text</p> <p>Form: Procedural Text</p>  <ul style="list-style-type: none"> • Drafting I: Elements of a Procedural Text • Drafting II: Choosing the Right Words • Drafting III: Adding Art • Revising I: Time Order Words • Revising II: Grouping

Better Together

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



SOCIAL & EMOTIONAL LEARNING:
Relationship Skills

WEEK 3

READING

Read Aloud Book

The Great Ball Game by Joseph Bruchac

GENRE: Folktale

myBook

- *If You Plant a Seed* by Kadir Nelson
GENRE: Fantasy
- *Color Your World with Kindness* from BetterWorldians Foundation
GENRE: Video

Comprehension

- Point of View
- Make Connections
- Theme
- Topic and Central Idea

Response to Text

- Write a Book Report

VOCABULARY

Oral Power Words *dusk, jeered, penalty, quarrel, stumbled*

Power Words *fruits, heap, seed, short, trouble*

Generative Vocabulary

Suffixes *-er, -est*

ENGLISH LANGUAGE DEVELOPMENT

Language Function *Justify*

BIG IDEA WORDS *courtesy, honest, sport*

INQUIRY AND RESEARCH PROJECT *Get Healthy Games*

PERFORMANCE TASK *Informational Text*

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Phonemes
- Segment, Count Phonemes

Phonics

- Initial Blends with s
- Review *sh, th, st*

High-Frequency Words

- *after, before, does, don't, grow, into, no, wash*
- Decodable: *spell, still, stop, than, with*

Spelling

Initial Blends with s

- Basic Words: *slid, spit, split, step, stop, strap*
- Review Words: *that, this, which, whip*
- Challenge Words: *slide, stick*

Fluency Reading Rate

Start Right Reader Texts

- *Hill Cats*
- *Kids Skip*
- *Up Hills*
- *Sleds Slip*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Procedural Text

- Revising III: Clarity and Precision
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing





Now You See It, Now You Don't

Essential Question Why do light and dark come and go?

SOCIAL & EMOTIONAL LEARNING:
Responsible Decision-Making

WEEK 1

READING

Big Book

On Earth by G. Brian Karas

GENRE: Informational Text

myBook

- *Super Shadows!*

GENRE: Informational Text

- *The Black Rabbit* by Philippa Leathers

GENRE: Fantasy

Comprehension

- Text Features
- Make Inferences
- Story Structure

Media Literacy

- Digital Tools

Response to Text

- Write a Description

VOCABULARY

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

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

Generative Vocabulary

Suffixes -er, -est

Vocabulary Strategy

Reference Sources

ENGLISH LANGUAGE DEVELOPMENT

Language Function Recount Information

WEEK 2

READING

Read Aloud Book

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

GENRE: Informational Text

myBook

- *Day and Night* by Margaret Hall

GENRE: Informational Text

- *The Best Season* by Nina Crews

GENRE: Opinion Writing

Comprehension

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

Response to Text

- Write an Explanation
- Write an Opinion

VOCABULARY

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

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

Generative Vocabulary

Inflection -s


ENGLISH LANGUAGE DEVELOPMENT


Language Function Cause and Effect

BIG IDEA WORDS orbit, period, solar

INQUIRY AND RESEARCH PROJECT Investigate Shadows

PERFORMANCE TASK Narrative Writing

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Phonemes Manipulate Phonemes: Add Segment, Count Phonemes <p>Phonics</p> <ul style="list-style-type: none"> Initial Blends with <i>l</i> Review <i>st, sl, fl, cl</i> <p>High-Frequency Words</p> <ul style="list-style-type: none"> <i>around, came, come, found, other, people, two, worked</i> Decodable: <i>black</i> <p>Spelling</p> <p>Initial Blends with <i>l</i></p> <ul style="list-style-type: none"> Basic Words: <i>clap, club, flag, flap, slam, sled</i> Review Words: <i>slid, spit, step, stop</i> Challenge Words: <i>flower, tube</i> <p>Fluency Expression</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>Red Hen Skit</i> <i>Bags, Blocks, and Rugs</i> <i>Skit Jobs</i> <i>Skit Day</i> 	<p>Writing Mode: Narrative</p> <p>Form: Imaginative Story</p>  <ul style="list-style-type: none"> Introducing the Focal Text: <i>Why the Sun and the Moon Live in the Sky</i> by Elphinstone Dayrell The Read Vocabulary Prewriting I: Finding a Topic Prewriting II: Developing a Topic

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Phonemes Manipulate Phonemes: Delete Segment, Count Phonemes Manipulate Phonemes: Add <p>Phonics</p> <ul style="list-style-type: none"> Initial Blends with <i>r</i> Compound Words <p>High-Frequency Words</p> <ul style="list-style-type: none"> <i>again, away, because, cold, fall, full, or, pretty</i> <p>Spelling</p> <p>Initial Blends with <i>r</i></p> <ul style="list-style-type: none"> Basic Words: <i>drip, drum, grin, scrub, trap, trip</i> Review Words: <i>clap, club, flap, sled</i> Challenge Words: <i>branch, try</i> <p>Fluency Phrasing</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>Red, Red, Red</i> <i>Big Crops</i> <i>Fetch, Dash, Dig</i> <i>Red, Red Sunset</i> 	<p>Writing Mode: Narrative</p> <p>Form: Imaginative Story</p>  <ul style="list-style-type: none"> Drafting I: Elements of an Imaginative Narrative Drafting II: Choosing the Right Words Drafting III: Adding Art Revising I: Pronouns Revising II: Grouping

Now You See It, Now You Don't

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



SOCIAL & EMOTIONAL LEARNING:
Responsible Decision-Making

WEEK 3

READING

Read Aloud Book

Oscar and the Moth by Geoff Waring

GENRE: Narrative Nonfiction

myBook

- *What Are You Waiting For?* by Scott Menchin

GENRE: Fantasy

- *I'm So Hot* from StoryBots

GENRE: Song

Comprehension

- Topic and Central Idea
- Make and Confirm Predictions
- Theme

Response to Text

- Write a Description

VOCABULARY

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

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

Generative Vocabulary

Suffixes *-y, -ful*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Agree and Disagree

BIG IDEA WORDS orbit, period, solar

INQUIRY AND RESEARCH PROJECT Investigate Shadows

PERFORMANCE TASK Narrative Writing

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Phonemes
- Segment, Count Phonemes
- Manipulate Phonemes: Change

Phonics

- Final Blends
- Inflection -ed

High-Frequency Words

- any, done, laugh, long, more, pull, teacher, think
- Decodable: and, ask, best, fast, jump, just

Spelling

Final Blends

- Basic Words: ant, fast, jump, lamp, must, went
- Review Words: drum, grin, trap, trip
- Challenge Words: jumped, pants

Fluency Intonation

Start Right Reader Texts

- Class Six
- Frogs in Class Six
- Crafts in Class Six
- Track in Class Six

WRITING WORKSHOP

Writing Mode: Narrative

Form: Imaginative Story

- Revising III: The Parts of the Narrative
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing



Celebrate America

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



SOCIAL & EMOTIONAL LEARNING:
Self-Awareness

WEEK 1

READING

Big Book

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

GENRE: Song

myBook

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

Comprehension

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

Media Literacy

- Reference Sources

Response to Text

- Write a Drama

VOCABULARY

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

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

Generative Vocabulary

Suffixes -y, -ful

Vocabulary Strategy Multiple-Meaning Words

ENGLISH LANGUAGE DEVELOPMENT

Language Function Classify

WEEK 2

READING

Read Aloud Book

Presidents' Day by Anne Rockwell

GENRE: Realistic Fiction

myBook

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

Comprehension

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

Response to Text

- Write an Opinion
- Write an Ad

VOCABULARY

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

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


Generative Vocabulary


Suffixes -less, -ful

ENGLISH LANGUAGE DEVELOPMENT

Language Function Justify

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

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes: Identify Vowel Segment Phonemes <p>Phonics</p> <ul style="list-style-type: none"> Long <i>e, i, o</i> (CV) Possessives with <i>'s</i> <p>High-Frequency Words</p> <ul style="list-style-type: none"> <i>another, gave, house, over, own, read, water, white</i> Decodable: <i>be, he, into, me, she, so</i> <p>Spelling</p> <p>CV Pattern; Question Words</p> <ul style="list-style-type: none"> Basic Words: <i>go, how, me, no, so, what, when, where, who, why</i> Review Words: <i>fast, lamp, jump, went</i> Challenge Words: <i>dry, helpful</i> <p>Fluency Accuracy and Self-Correction</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>House</i> <i>Houses That Go Up</i> <i>Grass, Mud, Logs, and Sod</i> <i>Houses That Can Go</i> 	<p>Writing Mode: Narrative</p> <p>Form: Personal Narrative</p> <ul style="list-style-type: none"> Introducing the Focal Text: <i>The Thanksgiving Door</i> by Debby Atwell The Read Vocabulary Prewriting I: Finding a Topic Prewriting II: Developing a Topic 

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Phonemes Isolate Phonemes: Identify Vowel Segment Phonemes Identify, Produce Rhyme <p>Phonics</p> <ul style="list-style-type: none"> Long <i>a</i> (VCe) Soft <i>c</i> <p>High-Frequency Words</p> <ul style="list-style-type: none"> <i>always, began, better, gives, hurt, shall, should, things</i> Decodable: <i>ate, came, gave, made, make, place</i> <p>Spelling</p> <p>Long a (VCe)</p> <ul style="list-style-type: none"> Basic Words: <i>brave, came, flake, gave, had, late, make, map, plate, shape</i> Review Words: <i>what, when, where, who</i> Challenge Words: <i>glide, grade</i> <p>Fluency Reading Rate</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>Brave Kate</i> <i>A Swim at Crane Lake</i> <i>Race at the Skate Track</i> <i>On the Path Back</i> 	<p>Writing Mode: Narrative</p> <p>Form: Personal Narrative</p> <ul style="list-style-type: none"> Drafting I: Elements of a Narrative Drafting II: Choosing the Right Words Drafting III: Adding Art Revising I: Synonyms Revising II: Grouping 

Celebrate America

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



SOCIAL & EMOTIONAL LEARNING:
Self-Awareness

WEEK 3

READING

Read Aloud Book

Can We Ring the Liberty Bell? by Martha E. H. Rustad

GENRE: Narrative Nonfiction

myBook

- *Hooray for Holidays!* by Pat Cummings

GENRE: Realistic Fiction

- *Patriotic Poems*

GENRE: Poetry

Comprehension

- Text Features
- Create Mental Images
- Story Structure
- Elements of Poetry

Response to Text

- Write a Holiday Card

VOCABULARY

Oral Power Words *brittle, center, famous, government, papers, signed*

Power Words *celebrate, Constitution, parade, share, tradition*

Generative Vocabulary

Words About Actions


ENGLISH LANGUAGE DEVELOPMENT

Language Function Describe

BIG IDEA WORDS *appreciate, duty, participate*

INQUIRY AND RESEARCH PROJECT Patriotic Show

PERFORMANCE TASK Narrative Writing

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Phonemes Segment Phonemes Manipulate Phonemes: Delete <p>Phonics</p> <ul style="list-style-type: none"> Long <i>i, o</i> (VCe) Silent Letters <i>kn, wr</i> <p>High-Frequency Words</p> <ul style="list-style-type: none"> <i>carry, draw, eight, even, goes, may, seven, shows</i> Decodable: <i>home, like, ride, side, time, white</i> <p>Spelling</p> <p>Long <i>i, o</i> (VCe)</p> <ul style="list-style-type: none"> Basic Words: <i>bike, drive, home, joke, kite, like, poke, stove, time, white</i> Review Words: <i>flake, late, plate, shape</i> Challenge Words: <i>invite, write</i> <p>Fluency Expression</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>Phil and Miss Rose</i> <i>Phil Can Help</i> <i>Lost Cat</i> <i>The Best Gift</i> 	<p>Writing Mode: Narrative</p> <p>Form: Personal Narrative</p>  <ul style="list-style-type: none"> Revising III: Incorporating Feedback Editing I: Reviewing for Grammar Editing II: Preparing to Publish Publishing Sharing

The Big Outdoors

Essential Question How do things in nature change?



SOCIAL & EMOTIONAL LEARNING:
Social Awareness

WEEK 1

READING

Big Book

Rainy, Sunny, Blowy, Snowy by Jane Brocket

GENRE: Informational Text

myBook

- *Storm Report*
GENRE: Opinion Writing
- *Sam & Dave Dig a Hole* by Mac Barnett
GENRE: Fantasy

Comprehension

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

Research

- Gather Information

Response to Text

- Write a Message

VOCABULARY

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

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

Generative Vocabulary Words About Feelings and Beliefs

Vocabulary Strategy Shades of Meaning

ENGLISH LANGUAGE DEVELOPMENT

Language Function Persuade

WEEK 2

READING

Read Aloud Book

On Meadowview Street by Henry Cole

GENRE: Realistic Fiction

myBook

- *Deserts* by Quinn M. Arnold
GENRE: Informational Text
- *Handmade* by Guadalupe Rodríguez
GENRE: Procedural Text

Comprehension

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

Response to Text

- Write a Description
- Write a Letter

VOCABULARY

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

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

Generative Vocabulary
Suffix *-less*


ENGLISH LANGUAGE DEVELOPMENT


Language Function Synthesize

BIG IDEA WORDS cycle, evaporation, liquid

INQUIRY AND RESEARCH PROJECT Get Weather Wise

PERFORMANCE TASK Poetry

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Phonemes Manipulate Phonemes: Change Segment Phonemes Identify, Produce Rhyme <p>Phonics</p> <ul style="list-style-type: none"> Long u, e (VCe) Soft g (g, dge) <p>High-Frequency Words</p> <ul style="list-style-type: none"> animal, heads, keep, let's, point, something, voice, won't Decodable: five, must, these, those, use, write <p>Spelling</p> <p>Long u; VCe Pattern</p> <ul style="list-style-type: none"> Basic Words: bake, cute, flute, game, hike, Luke, tube, use, wake, woke Review Words: drive, home, joke, white Challenge Words: beside, space <p>Fluency Intonation</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> Pete Duck The Quack Pack Quack Pack Badges Fish Badges 	<p>Writing Mode: Poetry</p> <p>Form: Poem</p> <ul style="list-style-type: none"> Priming the Students for the Focal Text: Ask Me by Bernard Waber Priming the Text The Read Vocabulary Prewriting I: Finding a Topic 

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Phonemes Segment Phonemes Identify, Produce Rhyme <p>Phonics</p> <ul style="list-style-type: none"> Long e (ea, ee) Short e (ea) <p>High-Frequency Words</p> <ul style="list-style-type: none"> below, far, hear, hold, old, only, open, round Decodable: clean, green, head, please, read, see <p>Spelling</p> <p>Long e Patterns</p> <ul style="list-style-type: none"> Basic Words: be, eat, feet, keep, mean, read, see, she, team, tree Review Words: flute, game, tube, woke Challenge Words: bridge, peanut <p>Fluency Phrasing</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> Seals Seal Meals Big Seals In the Land of Ice 	<p>Writing Mode: Poetry</p> <p>Form: Poem</p> <ul style="list-style-type: none"> Prewriting II: Developing a Topic Drafting I: Elements of Poetry Drafting II: Choosing the Right Words Revising I: Word Choice Revising II: Grouping 

The Big Outdoors

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



SOCIAL & EMOTIONAL LEARNING:
Social Awareness

WEEK 3

READING

Read Aloud Book

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

GENRE: Narrative Nonfiction

myBook

- *Grand Canyon* by Sara Gilbert

GENRE: Informational Text

- *Water Cycle* by The Bazillions

GENRE: Song

Comprehension

- Topic and Central Idea
- Synthesize
- Content-Area Words

Response to Text

- Write a Poem

VOCABULARY

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

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

Generative Vocabulary Words About Places and Things

ENGLISH LANGUAGE DEVELOPMENT

Language Function Cause and Effect

BIG IDEA WORDS *cycle, evaporation, liquid*

INQUIRY AND RESEARCH PROJECT *Get Weather Wise*

PERFORMANCE TASK *Poetry*

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Phonemes
- Produce Rhymes
- Segment Phonemes

Phonics

- Long *a* (*ai, ay*)
- Contractions with *'m, 's, n't, 'll*

High-Frequency Words

- *air, different, drink, enough, never, small, through, under*
- Decodable: *day, don't, may, play, say, way*

Spelling

Long *a* Vowel Teams

- Basic Words: *day, grain, mail, may, pain, play, rain, sail, stay, way*
- Review Words: *mean, read, see, tree*
- Challenge Words: *afraid, today*

Fluency

- Accuracy and Self-Correction

Start Right Reader Texts

- *Animal Tails*
- *Tails on Whales*
- *We Tell Tail Tales*
- *The Best Tail*

WRITING WORKSHOP

Writing Mode: Poetry

Form: Poem

- Revising III: Line Breaks and White Space
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing





SOCIAL & EMOTIONAL LEARNING:
Self-Management

Tell Me a Story

Essential Question What lessons can we learn from stories?

WEEK 1

READING

Big Book

Chicken Little by Rebecca and Ed Emberley

GENRE: Folktale

myBook

- *Follow the Story Path*

GENRE: Informational Text

- *Interrupting Chicken* by David Ezra Stein

GENRE: Fantasy

Comprehension

- Text Features
- Theme
- Create Mental Images
- Characters

Media Literacy

- Digital Texts and Features

Response to Text

- Write a Story

VOCABULARY

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

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

Generative Vocabulary Words About Actions and Directions

Vocabulary Strategy Classify and Categorize

ENGLISH LANGUAGE DEVELOPMENT

Language Function Solve Problems

WEEK 2

READING

Read Aloud Book

Red Knit Cap Girl and the

Reading Tree by Naoko Stoop

GENRE: Fantasy

myBook

- *Little Red Riding Hood* by Lisa Campbell Ernst

GENRE: Drama

- *The Grasshopper & the Ants* by Jerry Pinkney

GENRE: Fable

Comprehension

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

Response to Text

- Write a Drama
- Write a Description

VOCABULARY

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

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

Generative Vocabulary Suffix -ly

ENGLISH LANGUAGE DEVELOPMENT

Language Function Infer

BIG IDEA WORDS *amuse, entertain, literature*

INQUIRY AND RESEARCH PROJECT Explore Traditional Tales

PERFORMANCE TASK Narrative Writing

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Phonemes
- Isolate Phonemes: Identify Vowel
- Segment Phonemes

Phonics

- Long o (*oa, ow*)
- Long o, i (*oe, ie*)

High-Frequency Words

- *along, answer, children, going, mother, talk, upon, woman*
- Decodable: *each, goes, grow, know, own*

Spelling

Long o

- Basic Words: *blow, boat, coat, grow, low, road, row, show, snow, toad*
- Review Words: *grain, mail, play, stay*
- Challenge Words: *shadow, yellow*

Fluency Reading Rate

Start Right Reader Texts

- *Will It Be Fun?*
- *Coal and Snow*
- *Stop and Shop*
- *Home Sweet Home*

WRITING WORKSHOP

Writing Mode: Narrative

Form: Personal Narrative



- Introducing the Focal Text: *The Kissing Hand* by Audrey Penn
- The Read
- Vocabulary
- Prewriting I: Finding a Topic
- Prewriting II: Developing a Topic

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Phonemes
- Manipulate Phonemes: Add
- Manipulate Phonemes: Delete

Phonics

- Long i (*igh, y*)
- Long i, o

High-Frequency Words

- *bring, eyes, family, girl, move, soon, together, warm*
- Decodable: *by, cold, find, fly, hold, kind*

Spelling

Long i Patterns

- Basic Words: *by, dry, fly, light, my, night, pie, sky, tie, try*
- Review Words: *blow, grow, show, snow*
- Challenge Words: *myself, type*

Fluency Expression

Start Right Reader Texts

- *Gail's Big Wish*
- *Gail's Plane Ride*
- *Gulls Fly*
- *Can It Fly?*

WRITING WORKSHOP

Writing Mode: Narrative

Form: Personal Narrative



- Drafting I: Shaping the Draft
- Drafting II: Elements of a Narrative
- Drafting III: Writing Dialogue
- Drafting IV: Adding Art
- Revising I: Grouping

Tell Me a Story

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



SOCIAL & EMOTIONAL LEARNING:
Self-Management

WEEK 3

READING

Read Aloud Book

My Name is Gabriela by Monica Brown

GENRE: Biography

myBook

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

Comprehension

- Point of View
- Synthesize
- Topic and Central Idea
- Characters

Response to Text

- Write Facts

VOCABULARY

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

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

Generative Vocabulary Suffix -ly

ENGLISH LANGUAGE DEVELOPMENT

Language Function Sequence

BIG IDEA WORDS *amuse, entertain, literature*

INQUIRY AND RESEARCH PROJECT Explore Traditional Tales

PERFORMANCE TASK Narrative Writing

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Phonemes
- Manipulate Phonemes: Change
- Segment, Count Phonemes

Phonics

- *r*-Controlled Vowel *ar*
- Two-Syllable Words: VCCV Pattern

High-Frequency Words

- *brown, few, funny, myself, new, once, thank, words*
- Decodable: *car, far, hard, old, right, yellow*

Spelling

r*-Controlled Vowel *ar

- Basic Words: *arm, art, bar, bark, barn, card, farm, jar, yard, yarn*
- Review Words: *dry, night, pie, try*
- Challenge Words: *started, yawn*

Fluency Phrasing

Start Right Reader Texts

- *Gram's Farm*
- *Big Red Barn*
- *Farms*
- *Barns*

WRITING WORKSHOP

Writing Mode: Narrative

Form: Personal Narrative

- Revising II: Using Vivid Verbs
- Revising III: Using Vivid Adjectives
- Editing: Clocking
- Publishing
- Sharing



Grow, Plants, Grow!

Essential Question What do plants need to live and grow?



SOCIAL & EMOTIONAL LEARNING:
Self-Management

WEEK 1

READING

Big Book

If I Were A Tree by Dar Hosta

GENRE: Poetry

myBook

- *Plant Pairs*
GENRE: Poetry
- *So You Want to Grow a Taco?* by Bridget Heos
GENRE: Procedural Text

Comprehension

- Elements of Poetry
- Evaluate
- Text Organization

Media Literacy

- Nonfiction Forms

Response to Text

- Write Directions

VOCABULARY

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

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

Generative Vocabulary Words About Places and Things

Vocabulary Strategy

Reference Sources

ENGLISH LANGUAGE DEVELOPMENT

Language Function Analyze

WEEK 2

READING

Read Aloud Book

The Curious Garden by Peter Brown

GENRE: Fantasy

myBook

- *Which Part Do We Eat?* by Katherine Ayres
GENRE: Poetry
- *The Talking Vegetables* by Won-Ldy Paye and Margaret H. Lippert
GENRE: Folktale

Comprehension

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

Response to Text

- Write a Description
- Write a Dialogue

VOCABULARY

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

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

Generative Vocabulary

Prefix un-


ENGLISH LANGUAGE DEVELOPMENT


Language Function Predict

BIG IDEA WORDS *absorb, emerge, vegetation*


INQUIRY AND RESEARCH PROJECT Super Sprouts!

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Segment, Count Syllables Segment, Count Phonemes <p>Phonics</p> <ul style="list-style-type: none"> r-Controlled Vowels <i>or, ore</i> Two-Syllable Words: r-Controlled Vowels <i>ar, or</i> <p>High-Frequency Words</p> <ul style="list-style-type: none"> <i>almost, also, between, ever, food, really, sing, three</i> Decodable: <i>for, light, more, or, start, why</i> <p>Spelling</p> <p>r-Controlled Vowels <i>or, ore</i></p> <ul style="list-style-type: none"> Basic Words: <i>born, corn, door, fork, horn, more, score, shore, short, story</i> Review Words: <i>art, barn, jar, yarn</i> Challenge Words: <i>force, report</i> <p>Fluency Intonation</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>Seashore Fun</i> <i>Sand, Sun, and Sea</i> <i>Shells</i> <i>Sharks</i> 	<p>Writing Mode: Informational Text</p> <p>Form: Descriptive Essay</p> <ul style="list-style-type: none"> Introducing the Focal Text: <i>One Bean</i> by Anne Rockwell The Read Vocabulary Prewriting I: Finding a Topic Prewriting II: Developing a Topic 

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Phonemes Segment, Count Phonemes <p>Phonics</p> <ul style="list-style-type: none"> r-Controlled Vowels <i>er, ir, ur</i> Two-Syllable Words: r-Controlled Vowels, VCCV Pattern <p>High-Frequency Words</p> <ul style="list-style-type: none"> <i>boy, door, father, maybe, nearest, says, shouted, until</i> Decodable: <i>first, hand, her, hurt, next, went</i> <p>Spelling</p> <p>r-Controlled Vowels <i>er, ir, ur</i></p> <ul style="list-style-type: none"> Basic Words: <i>bird, fern, fur, girl, her, hurt, sir, stir, third, turn</i> Review Words: <i>fork, horn, score, story</i> Challenge Words: <i>about, town</i> <p>Fluency Accuracy and Self-Correction</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>The Hurt Bird</i> <i>Birds of Farms and Yards</i> <i>Marsh Birds</i> <i>Seabirds</i> 	<p>Writing Mode: Informational Text</p> <p>Form: Descriptive Essay</p> <ul style="list-style-type: none"> Drafting I: Elements of an Informational Essay Drafting II: Choosing the Right Words Drafting III: Adding Art Revising I: Transition Words Revising I: Grouping 

Grow, Plants, Grow!

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

SOCIAL & EMOTIONAL LEARNING:
Self-Management



WEEK 3

READING

Read Aloud Book

Amazing Plant Bodies by Ellen Lawrence

GENRE: Informational Text

myBook

- *Yum! ;MmMm! ;Qué rico!: Americas' Sproutings* by Pat Mora

GENRE: Poetry

- *A Year in the Garden* by Brad Hiebert

GENRE: Video

Comprehension

- Text Features
- Ask and Answer Questions
- Elements of Poetry
- Chronological Order

Response to Text

- Write a Haiku

VOCABULARY

Oral Power Words *energy, height, produces, protect, scientist, weigh*

Power Words *indigo, juicy, ripe, syrup, wonder*

Generative Vocabulary

Prefix *un-*

ENGLISH LANGUAGE DEVELOPMENT

Language Function Compare and Contrast

BIG IDEA WORDS *absorb, emerge, vegetation*

INQUIRY AND RESEARCH PROJECT Super Sprouts!

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Syllables
- Add Syllables
- Segment, Count Syllables
- Delete Syllables

Phonics

- Final Blends *ng, nk*; Inflection *-ing*
- Review Inflections *-s, -es*

High-Frequency Words

- *above, blue, knew, number, push, sure, took, watch*
- Decodable: *bring, drink, going, long, thank, thing*

Spelling

Final Blends; Inflections -s, -es

- Basic Words: *catch, catches, cent, cents, long, pitch, pitches, thank, thing, think*
- Review Words: *her, stir, third, turn*
- Challenge Words: *boxes, leaves*

Fluency Reading Rate

Start Right Reader Texts

- *Little Animals*
- *Big Birds and Chicks*
- *Skunk Kits*
- *Little Chimps*

WRITING WORKSHOP

Writing Mode: Informational Text



Form: Descriptive Essay

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

Dare to Dream

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



SOCIAL & EMOTIONAL LEARNING:
Self-Management

WEEK 1

READING WORKSHOP

Big Book

What Can You Do? by Shelley Rotner and Sheila Kelly

GENRE: Informational Text

myBook

- *Kids Are Inventors, Too!*
GENRE: Informational Text
- *Young Frank Architect* by Frank Viva
GENRE: Realistic Fiction

Comprehension

- Topic and Central Idea
- Retell
- Setting

Research

Present Information

Response to Text

- Write an Explanation

VOCABULARY

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

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

Generative Vocabulary Prefix re-

Vocabulary Strategy

Shades of Meaning

ENGLISH LANGUAGE DEVELOPMENT

Language Function Solve Problems

WEEK 2

READING WORKSHOP

Read Aloud Book

Charlotte the Scientist Is Squished by Camille Andros

GENRE: Fantasy

myBook

- *Sky Color* by Peter H. Reynolds
GENRE: Realistic Fiction
- *We Are the Future*
GENRE: Poetry

Comprehension

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

Response to Text

- Write a TV Commercial
- Write an Opinion

VOCABULARY

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

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

Generative Vocabulary

Words About Places and Things


ENGLISH LANGUAGE DEVELOPMENT


Language Function Agree and Disagree

BIG IDEA WORDS *applaud, future, genius*

INQUIRY AND RESEARCH PROJECT Junior Problem-Solving Project

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Segment, Count Syllables Blend Syllables <p>Phonics</p> <ul style="list-style-type: none"> Contractions with 've, 're Suffixes -er, -est <p>High-Frequency Words</p> <ul style="list-style-type: none"> <i>begin, brother, front, picture, room, someone, sometimes, young</i> Decodable: <i>eat, let's, same, sleep, take, think</i> <p>Spelling</p> <p>Contractions with 'm, 's, n't, 'll</p> <ul style="list-style-type: none"> Basic Words: <i>can't, didn't, I'll, I'm, isn't, it's, that's, wasn't, we'll, you'll</i> Review Words: <i>catches, cents, long, thank</i> Challenge Words: <i>house, ouch</i> <p>Fluency Intonation</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>Life on the Plains</i> <i>Kids Then, Kids Today</i> <i>Play Time, Chore Time</i> <i>More Work and Play</i> 	<p>Writing Mode: Informational Text</p> <p>Form: Biographical Essay</p> <ul style="list-style-type: none"> Introducing the Focal Text: <i>The Girl Who Could Dance in Outer Space</i> by Maya Cointreau The Read Vocabulary Prewriting I: Finding a Topic Prewriting II: Developing a Topic 

FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Blend Phonemes Segment Phonemes <p>Phonics</p> <ul style="list-style-type: none"> Vowel Pattern oo (/oo/) Consonant + le <p>High-Frequency Words</p> <ul style="list-style-type: none"> <i>been, heard, hurry, learn, loved, often, study, world</i> Decodable: <i>good, keep, look, my, night, took</i> <p>Spelling</p> <p>Words with oo (/oo/)</p> <ul style="list-style-type: none"> Basic Words: <i>book, boyhood, brook, foot, good, hook, shook, took, wood, wool</i> Review Words: <i>isn't, that's, we'll, you'll</i> Challenge Words: <i>football, lookout</i> <p>Fluency Phrasing</p> <p>Start Right Reader Texts</p> <ul style="list-style-type: none"> <i>Sharks and Stingrays</i> <i>The Book Contest</i> <i>Wildlife Facts</i> <i>Vets Help Animals</i> 	<p>Writing Mode: Informational Text</p> <p>Form: Biographical Essay</p> <ul style="list-style-type: none"> Drafting I: Elements of an Informational Essay Drafting II: Choosing the Right Words Drafting III: Adding Art Revising I: Verbs Revising II: Grouping 



SOCIAL & EMOTIONAL LEARNING:
Self-Management

Dare to Dream

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

WEEK 3

READING

Read Aloud Book

I am Amelia Earhart by Brad Meltzer

GENRE: Biography

myBook

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

Comprehension

- Text Organization
- Make Connections
- Characters
- Topic and Central Idea

Response to Text

- Write a Letter

VOCABULARY

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

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

Generative Vocabulary

Prefix re-

ENGLISH LANGUAGE DEVELOPMENT

Language Function Predict

BIG IDEA WORDS *applaud, future, genius*

INQUIRY AND RESEARCH PROJECT Junior Problem-Solving Project

PERFORMANCE TASK Informational Text

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Phonemes
- Segment Phonemes

Phonics

- Vowel Patterns /ōō/

High-Frequency Words

- *bear, color, happy, money, music, second, sound, without*
- Decodable: *blue, new, soon, too, try, you*

Spelling

Vowel Patterns /ōō/

- Basic Words: *blew, boot, moon, new, noon, soon, soup, too, you, zoo*
- Review Words: *book, boyhood, brook, foot*
- Challenge Words: *balloon, shampoo*

Fluency Expression

Start Right Reader Texts

- *Bear’s Night Job*
- *Odd Sounds at Night*
- *Bear Gets Sick*
- *Bear in the Dark*

WRITING WORKSHOP

Writing Mode: Informational Text

Form: Biographical Essay



- Revising III: Helping Verbs and Contractions
- Editing I: Reviewing for Grammar
- Editing II: Preparing to Publish
- Publishing
- Sharing

Genre Study: Nonfiction



SOCIAL & EMOTIONAL LEARNING:
Self-Awareness

NARRATIVE NONFICTION

WEEK 1

READING

Read Aloud Book

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

myBook

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

Comprehension

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

WRITING WORKSHOP

Writing Mode: Opinion

Form: Opinion Letter



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

INFORMATIONAL TEXT

WEEK 2

READING

Read Aloud Book

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

myBook

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

Comprehension

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

WRITING WORKSHOP

Writing Mode: Opinion

Form: Opinion Letter



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

BIOGRAPHY

WEEK 3

READING

Read Aloud Book

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

Comprehension

- Genre Characteristics: Biography
- Text Organization
- Text Features

WRITING WORKSHOP

Writing Mode: Opinion

Form: Opinion Letter



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

Essential Question What are the characteristics of narrative nonfiction?

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Phonemes
- Manipulate Phonemes: Add, Change
- Segment Phonemes

Phonics

- Diphthongs *ow, ou*
- Diphthongs *oy, oi*

High-Frequency Words

- Review: *answer, point, right, voice, walk, watch, where, write*
- Decodable: *boy, down, found, how, now, out*

Spelling

Diphthongs *ow, ou*

- Basic Words: *cow, found, gown, house, how, now, ouch, out, owl, town*
- Review Words: *blew, boot, new, too*
- Challenge Words: *enjoy, voice*

Fluency Accuracy and Self-Correction

Start Right Reader Texts

- *A Place to Eat*
- *At the Park*
- *Good Catch, Kid*
- *Going Up*

Essential Question What are the characteristics of informational text?

FOUNDATIONAL SKILLS

Phonological Awareness

- Manipulate Phonemes
- Manipulate Phonemes: Add, Change
- Segment Phonemes

Phonics

- Vowel Patterns: */ô/*
- Inflections: Spelling Changes

High-Frequency Words

- Review: *done, there, think, warm, went, without, woman, worked*
- Decodable: *brown, draw, saw, walk*

Spelling

Compound Words

- Basic Words: *backpack, bathtub, bedtime, flagpole, himself, inside, raincoat, sailboat, seesaw, sunset*
- Review Words: *found, gown, how, ouch*
- Challenge Words: *auto, draw*

Fluency Reading Rate

Start Right Reader Texts

- *Time to Train*
- *Faith Plays Chess*
- *Game Day*
- *My Big Bike Race*

Essential Question What are the characteristics of a biography?

FOUNDATIONAL SKILLS

Phonological Awareness

- Manipulate Phonemes: Change
- Segment Phonemes

Phonics

- Inflections: Spelling Changes
- Long *e* (*ie, y, ey*)

High-Frequency Words

- Review: *eight, enough, goes, move, thank, their, things, through*
- Decodable: *funny*

Spelling

Inflections *-ed, -ing*

- Basic Words: *flying, jumped, keeping, mailed, needed, seeing, showed, stayed, staying, wishing*
- Review Words: *bathtub, bedtime, himself, sailboat*
- Challenge Words: *chief, thief*

Fluency Intonation

Start Right Reader Texts

- *Sports Played with a Ball*
- *Sports Played in Water*
- *Sports Played on Ice*
- *Track and Field*

Genre Study: Literary Texts



SOCIAL & EMOTIONAL LEARNING:
Responsible Decision-Making

REALISTIC FICTION

WEEK 1

READING

Read Aloud Book

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

myBook

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

Comprehension

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

WRITING WORKSHOP

Writing Mode: Opinion

Form: Opinion Essay

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



FOLKTALE

WEEK 2

READING

Read Aloud Book

- *The Great Ball Game* by Joseph Bruchac

Big Book

- *Chicken Little* by Rebecca and Ed Emberley

myBook

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

Comprehension

- Genre Characteristics: Folktales
- Characters
- Theme

WRITING WORKSHOP

Writing Mode: Opinion

Form: Opinion Essay

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



FANTASY

WEEK 3

READING

Read Aloud Book

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

myBook

- *Brontorina* by James Howe
- *Sam & Dave Dig a Hole* by Mac Barnett
- *Interrupting Chicken* by David Ezra Stein

Comprehension

- Genre Characteristics: Fantasy
- Setting
- Story Structure

WRITING WORKSHOP

Writing Mode: Opinion

Form: Opinion Essay

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



Essential Question What are the characteristics of realistic fiction?

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Syllables
- Segment Syllables

Phonics

- Suffixes *-ful, -less, -ly, -y*
- Prefixes *un-, re-*

High-Frequency Words

- Review: *above, again, around, does, gives, live, says, what*

Spelling

Suffixes *-ful, -ly, -y*

- Basic Words: *dust, dusty, help, helpful, hope, hopeful, trick, tricky, warm, warmly*
- Review Words: *jumped, mailed, staying, wishing*
- Challenge Words: *quickly, wonderful*

Fluency Phrasing

Start Right Reader Texts

- *Why Rabbits Have Short Tails*
- *Why Possums Have Furless Tails*
- *Why Rabbits and Snakes Don't Mix*
- *Why Rabbits Run Fast*

Essential Question What are the characteristics of folktales?

FOUNDATIONAL SKILLS

Phonologic Awareness

- Blend Syllables
- Segment Syllables
- Add, Delete Syllables

Phonics

- Two-Syllable Words CV, CVC; Syllable Division

High-Frequency Words

- Review: *once, people, these, they, wash, water, who, world*
- Decodable: *open*

Spelling

Prefixes *re-, un-*

- Basic Words: *recount, redo, replay, reshape, retry, unhappy, unhelpful, unkind, unpack, untie*
- Review Words: *dusty, helpful, tricky, warmly*
- Challenge Words: *rewrite, unused*

Fluency Expression

Start Right Reader Texts

- *Music Under the Sea*
- *We Need Water*
- *Jobs That Use Water*
- *Car Wash*

Essential Question What are the characteristics of fantasy?

FOUNDATIONAL SKILLS

Phonological Awareness

- Blend Syllables
- Segment Syllables

Phonics

- Suffixes *-er, -est*: Spelling Changes
- Inflections: Spelling Changes

High-Frequency Words

- Review: *animal, could, different, pull, should, talk, won't, would*

Spelling

Suffixes *-er, -est*

- Basic Words: *fast, faster, fastest, hard, harder, hardest, sadder, saddest, slower, slowest*
- Review Words: *redo, replay, unhappy, unkind*
- Challenge Words: *greatest, tinier*

Fluency Accuracy and Self-Correction

Start Right Reader Texts

- *Claws Swipe*
- *Teeth Chomp*
- *Horns Help*
- *Spines Jab*