



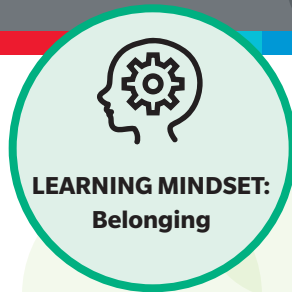
**into Reading™**

# **Scope and Sequence of Skill Instruction**

GRADE 3

# What a Character!

**Essential Question** What makes a character interesting?



**BIG IDEA WORDS** *individuality, unique, feature, personality*

**INQUIRY AND RESEARCH PROJECT** Create a Preparedness Campaign

**PERFORMANCE TASK** Personal Narrative

WEEK 1

## READING WORKSHOP

### myBook

- *Zach Jumps In!*  
**GENRE:** Realistic Fiction
- *Marisol McDonald Doesn't Match*  
**GENRE:** Realistic Fiction

### Comprehension

- Point of View TEKS 3.10E
- Make and Confirm Predictions
- Literary Elements
- Theme

### Response to Text

- Write a Story

## VOCABULARY

**Critical Vocabulary** *clash, winking, suggest, scrunches, mushy, usual, bilingual, mismatched*

### Generative Vocabulary

- Prefixes *mis-*, *un-*
- Spiral Review: Inflections *-s*, *-es*

### Vocabulary Strategy

- Context Clues

## COMMUNICATION

### Speaking and Listening

- Engage in Discussion

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Agree and Disagree

## FOUNDATIONAL SKILLS

**Decoding** Short Vowels *a, e, i, o, u*

### Spelling

 Short Vowels

- Basic Words: *crop, plan, thing, smell, shut, sticky, spent, lunch, pumpkin, clock, gift, class, skip, swing*
- Review Words: *crash, dish, frog, plum*
- Challenge Words: *planning, sprint, wedge, problem*

**Fluency** Accuracy and Self-Correction

**High-Frequency Words** *teacher, brother, son, baby*

## WRITING WORKSHOP

### Writing Mode: Narrative

#### Writing Form: P

- Priming the Students
- Priming the Text: *Weslandia* by Paul Fleischman
- The Read
- Vocabulary
- Prewriting 1: The Writing Process

### Grammar

- Skill: Simple Sentences
- The Subject of a Simple Sentence
  - The Predicate of a Simple Sentence
  - Sentence Fragments
  - Spiral Review: Common and Proper Nouns
  - Connect to Writing: Using Simple Sentences

WEEK 2

## READING WORKSHOP

### myBook

- *Judy Moody, Mood Martian*  
**GENRE:** Realistic Fiction
- *Stink and the Freaky Frog Freakout*  
**GENRE:** Realistic Fiction

### Comprehension

- Monitor and Clarify
- Figurative Language
- Literary Elements

### Response to Text

- Write an Email
- Write a Retelling

## VOCABULARY

**Critical Vocabulary** *moody, pesky, snarled, illustrate, annual, protested, recited*

### Generative Vocabulary

- Prefix *non-*
- Spiral Review: Prefixes *mis-*, *un-*

### Vocabulary Strategy

- Context Clues

## COMMUNICATION

### Speaking and Listening

- Work Collaboratively

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Classify

## FOUNDATIONAL SKILLS

**Decoding** Long Vowels *a, e, i, o, u*

### Spelling

 VCe Spellings

- Basic Words: *spoke, mile, save, excuse, cone, invite, cube, price, erase, ripe, broke, flame, like, rule*
- Review Words: *spent, swing, class, lunch*
- Challenge Words: *surprise, decide, clothes, strange*

**Fluency** Expression

**High-Frequency Words** *test, syllables, written, paragraph*

## WRITING WORKSHOP

### Writing Mode: Narrative

#### Writing Form: Personal Narrative

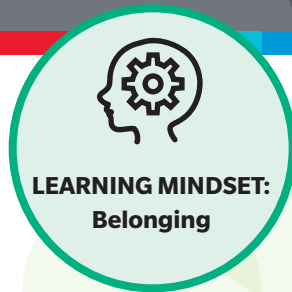
- Prewriting II: Preparing to Write
- Drafting I: Beginning the Draft
- Drafting II: Elements of a Narrative
- Drafting III: Completing the Draft
- Revising 1: Common and Proper Nouns

### Grammar

- Skill: Kinds of Sentences
- Statements and Question
  - Commands and Explanations
  - Statements, Questions, Commands, and Explanations
  - Spiral Review: Simple Sentences
  - Connect to Writing: Using Different Kinds of Sentences

# What a Character!

**Essential Question** What makes a character interesting?



**BIG IDEA WORDS** *individuality, unique, feature, personality*

**INQUIRY AND RESEARCH PROJECT** Create a Preparedness Campaign

**PERFORMANCE TASK** Personal Narrative

WEEK 3

## READING WORKSHOP

### myBook

- *Scaredy Squirrel*
- GENRE: Fantasy

### Comprehension

- Make Inferences
- Point of View
- Text and Graphic Features
- Theme

### Response to Text

- Write a Biography

## VOCABULARY

**Critical Vocabulary** *venturing, predictable, emergency, consult, distract, drastic*

### Generative Vocabulary

- Suffixes *-ful, -less*
- Spiral Review: Prefix *non-*

### Vocabulary Strategy

- Context Clues

## COMMUNICATION

### Research and Media Literacy

- Generate a Research Plan

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Justify

## FOUNDATIONAL SKILLS

**Decoding** More Long *a*, Long *e* Spellings

**Spelling** More Long *a*, Long *e* Spellings

- Basic Words: *lay, real, trail, sweet, today, dream, sleep, tea, treat, afraid, leave, bait, speed, lead*
- Review Words: *erase, invite, excuse, spoke*
- Challenge Words: *flavor, even, between, pavement*

**Fluency** Reading Rate

**High-Frequency Words** *shall, wide, kept, ride*

## WRITING WORKSHOP

**Writing Mode: Narrative**

**Writing Form: Personal Narrative**

- Revising II: Conferencing
- Revising III: Adjectives as Details
- Editing II: Peer Proofreading
- Publishing
- Sharing

### Grammar

Skill: Compound Sentences

- Simple and Compound Sentences
- Coordinating Conjunctions
- Run-on Sentences
- Spiral Review: Kinds of Sentences
- Connect to Writing: Using Compound Sentences



# Use Your Words

**Essential Question** How do people use words to express themselves?



**BIG IDEA WORDS** *express, convey, chronicle, creative*

**INQUIRY AND RESEARCH PROJECT** Create a Book of Poetry

**PERFORMANCE TASK** Persuasive Letter

WEEK 1

READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>A LOL Story</li> </ul> <p><b>GENRE:</b> Text/Informal Letter</p> <ul style="list-style-type: none"> <li>Dear Primo: A Letter to my Cousin</li> </ul> <p><b>GENRE:</b> Realistic Fiction/Letter</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Text and Graphic Features</li> <li>Retell</li> <li>Point of View</li> <li>Literary Elements</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Friendly Letter</li> </ul>	<p><b>Critical Vocabulary</b> <i>video, costumes, block, hydrant</i></p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Prefixes <i>re-</i>, <i>pre-</i></li> <li>Spiral Review: Suffixes <i>-ful</i>, <i>-less</i></li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Synonyms/Antonyms</li> </ul>	<p><b>Decoding</b> More Long o Spellings</p> <p><b>Spelling</b> More Long o Spellings</p> <ul style="list-style-type: none"> <li>Basic Words: <i>load, open, told, yellow, soak, shadow, toe, follow, glow, sold, window, almost, boast, does</i></li> <li>Review Words: <i>trail, afraid, sleep, dream</i></li> <li>Challenge Words: <i>chosen, approach, alone, below</i></li> </ul> <p><b>Fluency</b> Phrasing</p> <p><b>High-Frequency Words</b> <i>believe, happy, love, felt</i></p>	<p><b>Writing Mode: Correspondence</b></p> <p><b>Writing Form: Letter</b></p> <ul style="list-style-type: none"> <li>Priming the Students</li> <li>Priming the Text: <i>The Lemonade War</i> by Jacqueline Davies</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting I: Preparing to Write</li> </ul> <p><b>Grammar</b></p> <p>Skill: Common and Proper Nouns</p> <ul style="list-style-type: none"> <li>Identifying Nouns and Subjects</li> <li>Capitalizing Nouns</li> <li>Common and Proper Nouns</li> <li>Spiral Review: Compound Sentences</li> <li>Connect to Writing: Using Common and Proper Nouns</li> </ul>
	<p><b>COMMUNICATION</b></p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>Gather Information</li> </ul>		
	<p><b>ENGLISH LANGUAGE DEVELOPMENT</b></p> <p><b>Language Function</b> Compare and Contrast</p>		

WEEK 2

READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Adventures with Words</li> </ul> <p><b>GENRE:</b> Poetry</p> <ul style="list-style-type: none"> <li>The Upside Down Boy</li> </ul> <p><b>GENRE:</b> Memoir/Narrative Nonfiction</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Ask and Answer Questions</li> <li>Elements of Poetry</li> <li>Figurative Language</li> <li>Text and Graphic Features</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Poem</li> <li>Write a Retelling</li> </ul>	<p><b>Critical Vocabulary</b> <i>desires, entry, steep, speed, breezy, conductor</i></p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Prefix <i>dis-</i></li> <li>Spiral Review: Prefixes <i>re-</i>, <i>pre-</i></li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Synonyms/Antonyms</li> </ul>	<p><b>Decoding</b> More Long i Spellings</p> <p><b>Spelling</b> More Long i Spellings</p> <ul style="list-style-type: none"> <li>Basic Words: <i>slight, mild, sight, pie, mind, tie, pilot, might, lie, tight, blind, fight, height, midnight</i></li> <li>Review Words: <i>follow, toe, boast, open</i></li> <li>Challenge Words: <i>frighten, silent, excite, combine</i></li> </ul> <p><b>Fluency</b> Reading Rate</p> <p><b>High-Frequency Words</b> <i>wish, sign, care, blue</i></p>	<p><b>Writing Mode: Correspondence</b></p> <p><b>Writing Form: Letter</b></p> <ul style="list-style-type: none"> <li>Drafting I: Beginning the Draft</li> <li>Drafting II: Elements of a Letter</li> <li>Drafting III: Completing the Draft</li> <li>Revising 1: Punctuation and Capitalization</li> <li>Revising II: Conferencing</li> </ul> <p><b>Grammar</b></p> <p>Skill: Plural Nouns with <i>-s</i> and <i>-es</i></p> <ul style="list-style-type: none"> <li>Identifying Singular and Plural Nouns</li> <li>Plural Nouns with <i>-s</i></li> <li>Plural Nouns with <i>-s</i> and <i>-es</i></li> <li>Spiral Review: Commas in Sentences and Series</li> <li>Connect to Writing: Using Plural Nouns</li> </ul>
	<p><b>COMMUNICATION</b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Use Formal and Informal Language</li> </ul>		
	<p><b>ENGLISH LANGUAGE DEVELOPMENT</b></p> <p><b>Language Function</b> Describe</p>		

# Use Your Words

**Essential Question** How do people use words to express themselves?



**BIG IDEA WORDS** *express, convey, chronicle, creative*

**INQUIRY AND RESEARCH PROJECT** Create a Book of Poetry

**PERFORMANCE TASK** Persuasive Letter

WEEK 3

## READING WORKSHOP

- myBook**
- *Dear Dragon*
- GENRE:** *Fantasy/Letters/Poetry*
- Comprehension**
- Visualize
  - Literary Elements
  - Elements of Poetry
  - Point of View
- Response to Text**
- Write a Comparison

## VOCABULARY

- Critical Vocabulary** *assigned, mosaics, retains, precious, demolition, projects*
- Generative Vocabulary**
- Suffixes -y, -ly
  - Spiral Review: Prefix *dis-*
- Vocabulary Strategy**
- Context Clues

## COMMUNICATION

- Media Literacy**
- Create a Multimedia Presentation

## ENGLISH LANGUAGE DEVELOPMENT

- Language Function** Predict

## FOUNDATIONAL SKILLS

- Decoding** Review Short and Long Vowels
- Spelling** More Short and Long Vowels
- Basic Words: *math, toast, easy, socks, Friday, stuff, paid, cheese, eighteen, elbow, program, shiny, piles, sticky*
  - Review Words: *slight, pilot, height, mind*
  - Challenge Words: *holiday, moment, eager, blossom*
- Fluency** Expression
- High-Frequency Words** *rain, drop, forest*

## WRITING WORKSHOP

- Writing Mode: Correspondence**
- Writing Form: Letter**
- Revising III: Adding Details
  - Editing I: Grammar and Mechanics
  - Editing II: Peer Proofreading
  - Publishing
  - Sharing
- Grammar**
- Skill: Types of Verbs
- Action Verbs
  - Being Verbs
  - Action and Being Verbs
  - Spiral Review: Adverbs that Compare
  - Connect to Writing: Using Action and Being Verbs



# Let Freedom Ring!

**Essential Question** How do historic places, documents, and symbols represent our nation?



**BIG IDEA WORDS** *loyal, sovereignty, democracy, civic*

**INQUIRY AND RESEARCH PROJECT** Create a National Symbols Pamphlet

**PERFORMANCE TASK** Informative Article

WEEK 1

**READING WORKSHOP**

- myBook**
- American Places/American Ideals  
**GENRE:** Informational Text
  - The U.S. Constitution  
**GENRE:** Informational Text
- Comprehension**
- Text and Graphic Features
  - Synthesize
  - Central Idea
  - Text Structure
- Response to Text**
- Write an Encyclopedia Entry

**VOCABULARY**

- Critical Vocabulary** *delegates, convention, domestic, tranquility, welfare, posterity*
- Generative Vocabulary**
- Suffixes -y, -less; Prefix dis-
  - Spiral Review: Suffixes -y, -ly
- Vocabulary Strategy**
- Multiple-Meaning Words

**COMMUNICATION**

- Research**
- Take Notes

**ENGLISH LANGUAGE DEVELOPMENT**

- Language Function** Synthesize

**FOUNDATIONAL SKILLS**

- Decoding** Three-Letter Blends (*spl, scr, spr, squ, str*)
- Spelling** Three-Letter Blends
- Basic Words: *splash, strange, scratch, squeeze, squeak, squeal, screen, split, splat, sprain, sprint, strip, strap, scrap*
  - Review Words: *easy, eighteen, elbow, program*
  - Challenge Words: *straddle, splurge, scrawl, squirrel*
- Fluency** Reading Rate
- High-Frequency Words** *region, Europe, moon, village*

**WRITING WORKSHOP**

- Writing Mode: Informational Text**  
**Writing Form: Descriptive Essay**
- Introduce the Focal Text: *All the Places to Love* by Patricia MacLachlan
  - Vocabulary
  - Prewriting I: Preparing to Write
  - Prewriting II: Choosing Descriptive Words
  - Drafting I: The Central Idea
- Grammar**
- Skill: Verb Tenses
- Present and Past Tense
  - Present, Past, and Future Tense
  - Identifying Present, Past, and Future Tense
  - Spiral Review: Commas
  - Connect to Writing: Using Present, Past, and Future Tense

WEEK 2

**READING WORKSHOP**

- myBook**
- Why We Celebrate the Fourth of July  
**GENRE:** Media: Educational Video
  - The Flag Maker  
**GENRE:** Narrative Nonfiction
- Comprehension**
- Summarize
  - Media Techniques
  - Retell
  - Text Structure
  - Content-Area Words
- Response to Text**
- Write a Summary
  - Write an Autobiography

**VOCABULARY**

- Critical Vocabulary** *endowed, declaring, independence, presented, gritty, hoisted, broad*
- Generative Vocabulary**
- Suffixes -er, -est with Spelling Change
  - Spiral Review: Suffixes -y, -less; Prefix dis-
- Vocabulary Strategy**
- Multiple-Meaning Words

**COMMUNICATION**

- Media Literacy**
- Interpret/Analyze Media

**ENGLISH LANGUAGE DEVELOPMENT**

- Language Function** Recount Information

**FOUNDATIONAL SKILLS**

- Decoding** Words with /j/, /k/, and /kw/
- Spelling** Words with /j/, /k/, and /kw/
- Basic Words: *ledge, nudge, smudge, budge, ridge, wedge, quiet, circus, second, quart, quick, comma, stage, huge*
  - Review Words: *scratch, splash, sprint, squeal*
  - Challenge Words: *quiver, constant, budget, enrage*
- Fluency** Phrasing
- High-Frequency Words** *time, months, century*

**WRITING WORKSHOP**

- Writing Mode: Informational Text**  
**Writing Form: Descriptive Essay**
- Drafting II: Organizing a Description
  - Drafting III: Moving into the Draft
  - Drafting IV: Completing the Draft
  - Revising I: Sentence Variety
  - Revising II: Conferencing
- Grammar**
- Skill: Using Commas
- Commas in a Series of Nouns
  - Commas in a Series of Verbs
  - Commas in Addresses
  - Spiral Review: Correct Pronouns
  - Connect to Writing: Using Commas

# Let Freedom Ring!

**Essential Question** How do historic places, documents, and symbols represent our nation?



**BIG IDEA WORDS** *loyal, sovereignty, democracy, civic*

**INQUIRY AND RESEARCH PROJECT** Create a National Symbols Pamphlet

**PERFORMANCE TASK** Informative Article

WEEK 3

**READING WORKSHOP**

- myBook**
- Why is the Statue of Liberty Green?
- GENRE:** Narrative Nonfiction
- Comprehension**
- Ask and Answer Questions
  - Central Idea
  - Author's Purpose
  - Literary Elements
- Response to Text**
- Write an Opinion Letter

**VOCABULARY**

- Critical Vocabulary** *ferry, torch, sculptor, monument, inspired*
- Generative Vocabulary**
- Prefix *im-*
  - Spiral Review: Suffix *-er, -est*
- Vocabulary Strategy**
- Synonyms/Antonyms

**COMMUNICATION**

- Speaking and Listening**
- Give a Presentation

**ENGLISH LANGUAGE DEVELOPMENT**

- Language Function** Seek Information

**FOUNDATIONAL SKILLS**

- Decoding** Silent Letters (*kn, wr, gn, mb, rh*)
- Spelling** Silent Consonants
- Basic Words: *wreck, knee, wrap, knot, knife, write, wring, knew, knock, knight, wrong, wrench, wrist, wrote*
  - Review Words: *wedge, second, quart, stage*
  - Challenge Words: *kneel, knitting, wreath, unwrapped*
- Fluency** Expression
- High-Frequency Words** *raised, held, picked*

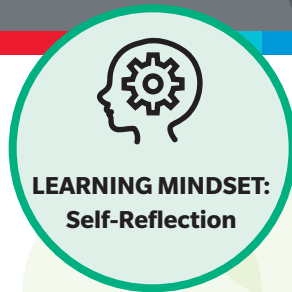
**WRITING WORKSHOP**

- Writing Mode: Informational Text**
- Writing Form: Descriptive Essay**
- Revising III: Sentence Combining
  - Editing I: Spelling and Mechanics
  - Editing II: Peer Proofreading
  - Publishing
  - Sharing
- Grammar**
- Skill: Abstract Nouns
- Abstract Nouns
  - Identifying Abstract Nouns
  - Using Abstract Nouns
  - Spiral Review: Verb Tenses
  - Connect to Writing: Using Abstract Nouns



# Stories on Stage

**Essential Question** Why might some stories be better told as plays?



**BIG IDEA WORDS** *audition, rehearse, ability, actor*  
**INQUIRY AND RESEARCH PROJECT** Write a Play  
**PERFORMANCE TASK** Write a Story

WEEK 1

READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>That's Entertainment!</i></li> </ul> <p><b>GENRE:</b> Opinion Text</p> <ul style="list-style-type: none"> <li>• <i>The Saga of Pecos Bill</i></li> </ul> <p><b>GENRE:</b> Drama/Fairy Tale</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Ideas and Support</li> <li>• Visualize</li> <li>• Elements of Drama</li> <li>• Literary Elements</li> <li>• Figurative Language</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>• Flash Fiction</li> </ul>	<p><b>Critical Vocabulary</b> <i>saga, genuine, coiled, whirled, tame</i></p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Prefixes <i>in-</i> (<i>not</i>), <i>im-</i> (<i>into</i>)</li> <li>• Spiral Review: Prefix <i>im-</i> (<i>not</i>)</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>• Shades of Meaning</li> </ul>	<p><b>Decoding</b> Consonant Digraphs</p> <p><b>Spelling</b> Spelling the /ch/ Sound</p> <ul style="list-style-type: none"> <li>• Basic Words: <i>fetch, stretch, roach, each, peach, screech, snatch, hatch, branch, clutch, trench, cinch, ouch, couch</i></li> <li>• Review Words: <i>wreck, knock, wrist, wrong</i></li> <li>• Challenge Words: <i>stretcher, switching, launch, slouch</i></li> </ul> <p><b>Fluency</b> Expression</p> <p><b>High-Frequency Words</b> <i>dance, speak, paint</i></p>	<p><b>Writing Mode: Narrative</b></p> <p><b>Writing Form: Story</b></p> <ul style="list-style-type: none"> <li>• Priming the Students</li> <li>• Priming the Text: <i>Crossing Bok Chitto</i> by Tim Tingle</li> <li>• The Read</li> <li>• Vocabulary</li> <li>• Prewriting: Preparing to Write</li> </ul> <p><b>Grammar</b></p> <p>Skill: Pronouns and Antecedents</p> <ul style="list-style-type: none"> <li>• Subject Pronouns</li> <li>• Object Pronouns</li> <li>• Pronoun-Antecedent Agreement</li> <li>• Spiral Review: Plural Nouns with <i>-s</i> and <i>-es</i></li> <li>• Connect to Writing: Using Pronouns and Antecedents</li> </ul>
	<p><b>COMMUNICATION</b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Summarizing/Paraphrasing</li> </ul>		
	<p><b>ENGLISH LANGUAGE DEVELOPMENT</b></p> <p><b>Language Function</b> Infer</p>		

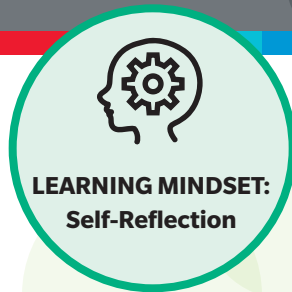
WEEK 2

READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>The Traveling Trio: Český Krumlov, Czech Republic</i></li> </ul> <p><b>GENRE:</b> Media: Educational</p> <p>Video</p> <ul style="list-style-type: none"> <li>• <i>Gigi and the Wishing Ring</i></li> </ul> <p><b>GENRE:</b> Drama/Classic Tale</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Retell/Summarize</li> <li>• Media Techniques</li> <li>• Elements of Drama</li> <li>• Theme</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>• Write a Travel Guide</li> <li>• Write a Newspaper Report</li> </ul>	<p><b>Critical Vocabulary</b> <i>baroque, pulleys, backdrop, performance, eminent, peasant, stately, deceive, superior, merciful</i></p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Suffixes <i>-er/-or</i> “one who”</li> <li>• Spiral Review: Prefixes <i>in-</i> (<i>not</i>), <i>im-</i> (<i>into</i>)</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>• Shades of Meaning</li> </ul>	<p><b>Decoding</b> Vowel Diphthongs <i>ow, ou</i></p> <p><b>Spelling</b> Spelling the /ou/ Sound</p> <ul style="list-style-type: none"> <li>• Basic Words: <i>clown, round, bow, cloud, power, crown, thousand, crowd, sound, count, powder, blouse, frown, pound</i></li> <li>• Review Words: <i>couch, peach, stretch, trench</i></li> <li>• Challenge Words: <i>mountain, announce, vowel, coward</i></li> </ul> <p><b>Fluency</b> Intonation</p> <p><b>High-Frequency Words</b> <i>clothes, instruments, direction, center</i></p>	<p><b>Writing Mode: Narrative</b></p> <p><b>Writing Form: Story</b></p> <ul style="list-style-type: none"> <li>• Drafting I: Beginning the Draft</li> <li>• Drafting II: Writing the Middle</li> <li>• Drafting III: Completing the Draft</li> <li>• Revising I: Integrating Narrative Elements</li> <li>• Revising II: Conferencing</li> </ul> <p><b>Grammar</b></p> <p>Skill: More Plural Nouns</p> <ul style="list-style-type: none"> <li>• Change <i>y</i> to <i>i</i></li> <li>• Adding <i>-s</i> or <i>-es</i> to Nouns</li> <li>• Forming Irregular Plural Nouns</li> <li>• Spiral Review: Action and Being Verbs</li> <li>• Connect to Writing: Using Plural Nouns</li> </ul>
	<p><b>COMMUNICATION</b></p> <p><b>Research and Media Literacy</b></p> <ul style="list-style-type: none"> <li>• Evaluate and Organize Information</li> </ul>		
	<p><b>ENGLISH LANGUAGE DEVELOPMENT</b></p> <p><b>Language Function</b> Recount Information</p>		



# Stories on Stage

**Essential Question** Why might some stories be better told as plays?



**BIG IDEA WORDS** *audition, rehearse, ability, actor*  
**INQUIRY AND RESEARCH PROJECT** Write a Play  
**PERFORMANCE TASK** Write a Story

WEEK 3

## READING WORKSHOP

- myBook**
- *Two Bear Cubs*
- GENRE:** Drama/Myth
- Comprehension**
- Monitor and Clarify
  - Elements of Drama
  - Literary Elements
  - Theme
- Response to Text**
- Write a Character Study

## VOCABULARY

- Critical Vocabulary** *drowsy, hesitation, burden, reassuring, greedily, unnoticed*
- Generative Vocabulary**
- Latin Roots *aud, vis*
  - Spiral Review: Suffixes *-er/-or* "one who"
- Vocabulary Strategy**
- Multiple-Meaning Words

## COMMUNICATION

- Speaking and Listening**
- Oral Instructions

## ENGLISH LANGUAGE DEVELOPMENT

- Language Function** Cause and Effect

## FOUNDATIONAL SKILLS

- Decoding** Vowels *au, aw, al, o*
- Spelling** Spelling the /aw/ Sound
- Basic Words: *talk, cross, awful, law, cloth, cost, crawl, chalk, also, raw, salt, wall, lawn, always*
  - Review Words: *thousand, powder, blouse, frown*
  - Challenge Words: *squawk, haunt, stalk, sauce*
- Fluency** Reading Rate
- High-Frequency Words** *whether, simple, divided*

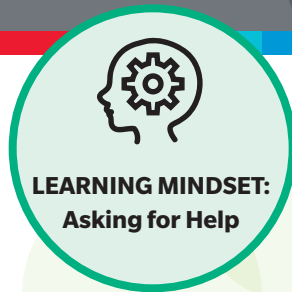
## WRITING WORKSHOP

- Writing Mode: Narrative**
- Writing Form: Story**
- Revising III: Adding Dialogue
  - Editing I: Grammar and Mechanics
  - Editing II: Peer Proofreading
  - Publishing
  - Sharing
- Grammar**
- Skill: Writing Quotations
- Quotation Marks
  - Capitalizing and Punctuating Quotations
  - Commas in Quotations
  - Spiral Review: Verb Tenses
  - Connect to Writing: Using Quotations



# Teamwork

**Essential Question** What can sports teach us about working together?



**BIG IDEA WORDS** collaboration, symbiosis, determination, unity

**INQUIRY AND RESEARCH PROJECT** Invent a Team Sport or Game

**PERFORMANCE TASK** Write an Editorial

WEEK 1

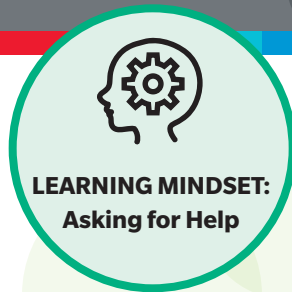
READING WORKSHOP	VOCABULARY	COMMUNICATION	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Teamwork = Victory!</li> </ul> <p><b>GENRE:</b> Informational Text</p> <ul style="list-style-type: none"> <li>Soccer Shootout</li> </ul> <p><b>GENRE:</b> Realistic Fiction</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Text and Graphic Features</li> <li>Ask and Answer Questions</li> <li>Literary Elements</li> <li>Theme</li> <li>Author's Craft</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Sports Column</li> </ul>	<p><b>Critical Vocabulary</b> apprehensive, technical, deflected, competition, intercepted, sprawling</p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Suffixes -er, -or; -er, -est</li> <li>Spiral Review: Latin roots <i>aud</i>, <i>vis</i></li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Homographs/Homophones</li> </ul>	<p><b>Research and Media Literacy</b></p> <ul style="list-style-type: none"> <li>Cite Sources</li> </ul>	<p><b>Decoding</b> Vowel Diphthongs <i>oi</i>, <i>oy</i></p> <p><b>Spelling</b> Spelling the /oi/ Sound</p> <ul style="list-style-type: none"> <li>Basic Words: <i>joy</i>, <i>point</i>, <i>voice</i>, <i>join</i>, <i>oil</i>, <i>coin</i>, <i>noise</i>, <i>spoil</i>, <i>toy</i>, <i>joint</i>, <i>boy</i>, <i>soil</i>, <i>choice</i>, <i>boil</i></li> <li>Review Words: <i>always</i>, <i>crawl</i>, <i>awful</i>, <i>also</i></li> <li>Challenge Words: <i>moisture</i>, <i>voyage</i>, <i>avoid</i>, <i>joyful</i></li> </ul> <p><b>Fluency</b> Accuracy and Self-Correction</p> <p><b>High-Frequency Words</b> <i>job</i>, <i>exercise</i>, <i>solve</i>, <i>race</i></p>	<p><b>Writing Mode: Argument</b></p> <p><b>Writing Form: Persuasive Letter</b></p> <ul style="list-style-type: none"> <li>Introducing the Focal Text: <i>Don't Feed the Geckos</i> by Karen English</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting I: Preparing to Write</li> <li>Prewriting II: Audience and Purpose</li> </ul> <p><b>Grammar</b></p> <p>Skill: Subject-Verb Agreement</p> <ul style="list-style-type: none"> <li>Subject-Verb Agreement</li> <li>Adding -s or -es Verbs</li> <li>Singular and Plural Subjects</li> <li>Spiral Review: Writing Quotations</li> <li>Connect to Writing: Using Correct Subject-Verb Agreement</li> </ul>
ENGLISH LANGUAGE DEVELOPMENT				
<p><b>Language Function</b> Agree and Disagree</p>				

WEEK 2

READING WORKSHOP	VOCABULARY	COMMUNICATION	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>myBook</b></p> <ul style="list-style-type: none"> <li><i>Bend It Like Bianca</i></li> </ul> <p><b>GENRE:</b> Media: Humorous Fiction Video</p> <ul style="list-style-type: none"> <li><i>Running Rivals</i></li> </ul> <p><b>GENRE:</b> Realistic Fiction</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Monitor and Clarify</li> <li>Media Techniques</li> <li>Literary Elements</li> <li>Author's Purpose</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write an Email</li> <li>Write a Book Review</li> </ul>	<p><b>Critical Vocabulary</b> <i>captain</i>, <i>force</i>, <i>finals</i>, <i>meets</i>, <i>upset</i>, <i>concentrated</i>, <i>disappointed</i>, <i>personal</i></p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Greek root <i>bio</i>; Latin root <i>vid</i></li> <li>Spiral Review: Suffixes -er, -est</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Homographs/Homophones</li> </ul>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Summarizing/Paraphrasing</li> </ul>	<p><b>Decoding</b> Homophones</p> <p><b>Spelling</b> Homophones</p> <ul style="list-style-type: none"> <li>Basic Words: <i>hole</i>, <i>whole</i>, <i>its</i>, <i>it's</i>, <i>hear</i>, <i>here</i>, <i>won</i>, <i>one</i>, <i>our</i>, <i>hour</i>, <i>their</i>, <i>there</i>, <i>fur</i>, <i>fir</i></li> <li>Review Words: <i>voice</i>, <i>noise</i>, <i>joy</i>, <i>spoil</i></li> <li>Challenge Words: <i>piece</i>, <i>peace</i>, <i>waste</i>, <i>waist</i></li> </ul> <p><b>Fluency</b> Intonation</p> <p><b>High-Frequency Words</b> <i>third</i>, <i>result</i>, <i>pushed</i></p>	<p><b>Writing Mode: Argument</b></p> <p><b>Writing Form: Persuasive Letter</b></p> <ul style="list-style-type: none"> <li>Drafting I: Beginning the Draft</li> <li>Drafting II: Using Persuasive Language</li> <li>Drafting III: Completing the Draft</li> <li>Revising I: Possessives</li> <li>Revising II: Conferencing</li> </ul> <p><b>Grammar</b></p> <p>Skill: Pronoun-Verb Agreement</p> <ul style="list-style-type: none"> <li>Pronoun-Verb Agreement</li> <li>When to Add -es or -ies</li> <li>Using Pronoun-Verb Agreement</li> <li>Spiral Review: Possessive Nouns and Pronouns</li> <li>Connect to Writing: Using Correct Pronoun-Verb Agreement</li> </ul>
ENGLISH LANGUAGE DEVELOPMENT				
<p><b>Language Function</b> Analyze</p>				

# Teamwork

**Essential Question** What can sports teach us about working together?



**BIG IDEA WORDS** collaboration, symbiosis, determination, unity

**INQUIRY AND RESEARCH PROJECT** Invent a Team Sport or Game

**PERFORMANCE TASK** Write an Editorial

WEEK 3

## READING WORKSHOP

- myBook**
- *Brothers at Bat*
  - **GENRE:** Narrative Nonfiction
- Comprehension**
- Make and Confirm Predictions
  - Figurative Language
  - Text Structure
  - Point of View
- Response to Text**
- Write a Hall of Fame Biography

## VOCABULARY

- Critical Vocabulary** *littered, disbanded, rivalry, donated, generations, soared*
- Generative Vocabulary**
- Suffix *-ment*
  - Spiral Review: Latin root *vid*; Greek root *bio*
- Vocabulary Strategy**
- Shades of Meaning

## COMMUNICATION

- Speaking and Listening**
- Engage in Discussion

## ENGLISH LANGUAGE DEVELOPMENT

- Language Function** Sequence

## FOUNDATIONAL SKILLS

- Decoding** Contractions with *n't*, *'d*, *'ve*
- Spelling** Contractions
- Basic Words: *I'd, aren't, haven't, doesn't, hadn't, would've, wouldn't, should've, we'd, weren't, hasn't, couldn't, he'd, they'd*
  - Review Words: *whole, their, fur, hear*
  - Challenge Words: *shouldn't, won't, contraction, placement*
- Fluency** Reading Rate
- High-Frequency Words** *describe, return, beside, million*

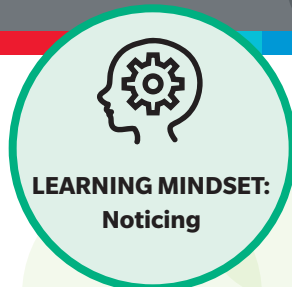
## WRITING WORKSHOP

- Writing Mode: Argument**
- Writing Form: Persuasive Letter**
- Revising III: Applying Feedback
  - Editing I: Spelling and Mechanics
  - Editing II: Peer Proofreading
  - Publishing
  - Sharing
- Grammar**
- Skill: Verb Tenses II
- Verbs in the Past
  - Verbs in the Present
  - Verbs in the Future
  - Spiral Review: Pronouns
  - Connect to Writing: Using Past, Present, and Future Tenses



# Animal Behaviors

**Essential Question** What behaviors help animals survive?



**BIG IDEA WORDS** hatch, universal, span, growth

**INQUIRY AND RESEARCH PROJECT** Create a Wildlife Blog

**PERFORMANCE TASK** Write an Article

WEEK 1

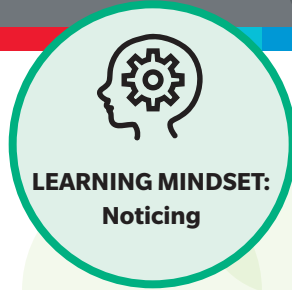
READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Frozen Alive</li> <li><b>GENRE:</b> Informational Text</li> <li>This Is Your Life Cycle</li> <li><b>GENRE:</b> Narrative Fiction</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Text and Graphic Features</li> <li>Retell/Summarize</li> <li>Author's Purpose</li> <li>Author's Craft</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Book Review</li> </ul>	<p><b>Critical Vocabulary</b> larvae, molt, unsuspecting, deposited, patch, cumbersome</p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Greek Prefixes uni-, bi-, tr-</li> <li>Spiral Review: Suffix -ment</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Reference Sources: Thesaurus</li> </ul>	<p><b>Decoding</b> Words with ar, or, ore</p> <p><b>Spelling</b> Vowel + /r/ Sounds</p> <ul style="list-style-type: none"> <li>Basic Words: horse, mark, storm, market, acorn, large, March, north, barking, stork, thorn, forest, chore, restore</li> <li>Review Words: doesn't, weren't, couldn't, they'd</li> <li>Challenge Words: horsepower, before, artist, carve</li> </ul> <p><b>Fluency</b> Expression</p> <p><b>High-Frequency Words</b> beautiful, soft, tail</p>	<p><b>Writing Mode: Informational Text</b></p> <p><b>Writing Form: Expository Essay</b></p> <ul style="list-style-type: none"> <li>Introducing the Focal Text: <i>In November</i> by Cynthia Rylant</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting I: Preparing to Write</li> <li>Prewriting II: Conducting Research</li> </ul> <p><b>Grammar</b></p> <p>Skill: Adjectives and Articles</p> <ul style="list-style-type: none"> <li>Adjectives that Tell What Kind</li> <li>Adjectives that Tell How Many</li> <li>This, That, and Articles</li> <li>Spiral Review: Plural Nouns</li> <li>Connect to Writing: Using Adjectives and Articles</li> </ul>
COMMUNICATION			
<p><b>Research and Media Literacy</b></p> <ul style="list-style-type: none"> <li>Paraphrase</li> </ul>			
ENGLISH LANGUAGE DEVELOPMENT			
<p><b>Language Function</b> Infer</p>			

WEEK 2

READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>The Nose Awards</li> <li><b>GENRE:</b> Informational Text</li> <li>Octopus Escapes Again</li> <li><b>GENRE:</b> Narrative Nonfiction</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Ask and Answer Questions</li> <li>Central Idea</li> <li>Figurative Language</li> <li>Text and Graphic Features</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write an Announcement</li> <li>Write a Poem</li> </ul>	<p><b>Critical Vocabulary</b> keener, nostrils, trumpet, flexible, siphon, lurking, invisible</p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Prefix un-</li> <li>Spiral Review: Greek prefixes uni-, bi-, tri-</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Reference Sources: Thesaurus</li> </ul>	<p><b>Decoding</b> Words with er, ir, ur, or</p> <p><b>Spelling</b> Vowel + /r/ Sounds in nurse</p> <ul style="list-style-type: none"> <li>Basic Words: nurse, work, shirt, hurt, chirp, word, serve, curly, dirt, worry, turn, stir, firm, skirt</li> <li>Review Words: forest, market, storm, horse</li> <li>Challenge Words: churning, swerve, squirm, twirling</li> </ul> <p><b>Fluency</b> Reading Rate</p> <p><b>High-Frequency Words</b> developed, appear, lay, buy</p>	<p><b>Writing Mode: Informational Text</b></p> <p><b>Writing Form: Expository Essay</b></p> <ul style="list-style-type: none"> <li>Drafting I: Beginning the Draft</li> <li>Drafting II: Elements of Expository Writing</li> <li>Drafting III: Completing the Draft</li> <li>Revising I: Integrating Grammar</li> <li>Revising II: Conferencing</li> </ul> <p><b>Grammar</b></p> <p>Skill: Adjectives that Compare</p> <ul style="list-style-type: none"> <li>Adding -er, -ier, and More</li> <li>One-Syllable Adjectives that Compare</li> <li>Comparing More than Two Nouns</li> <li>Spiral Review: Spelling</li> <li>Connect to Writing: Using Adjectives that Compare</li> </ul>
COMMUNICATION			
<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Give a Presentation</li> </ul>			
ENGLISH LANGUAGE DEVELOPMENT			
<p><b>Language Function</b> Analyze</p>			

# Animal Behaviors

**Essential Question** What behaviors help animals survive?



**BIG IDEA WORDS** hatch, universal, span, growth

**INQUIRY AND RESEARCH PROJECT** Create a Wildlife Blog

**PERFORMANCE TASK** Write an Article

WEEK 3

## READING WORKSHOP

### myBook

- T.J. The Siberian Tiger Cub
- **GENRE:** Informational Text

### Comprehension

- Monitor and Clarify
- Text Structure
- Text and Graphic Features
- Central Idea

### Response to Text

- Write an Opinion

### Blog Entry

## VOCABULARY

**Critical Vocabulary** nuzzled, bared, refused, assistant, pounce, nursery

### Generative Vocabulary

- Suffix -ly
- Spiral Review: Prefix un-

### Vocabulary Strategy

- Homographs/Homophones

## COMMUNICATION

### Speaking and Listening

- Work Collaboratively

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Cause and Effect

## FOUNDATIONAL SKILLS

**Decoding** Words with /â/r/ and /îr/

**Spelling** Vowel + /r/ Sounds in air and fear

- Basic Words: air, wear, chair, fear, bare, bear, hair, care, pear, pair, share, near, tear, beard
- Review Words: worry, nurse, serve, firm
- Challenge Words: shearing, stairway, bleary, careless

**Fluency** Accuracy and Self-Correction

**High-Frequency Words** cells, wild, subject, meet

## WRITING WORKSHOP

**Writing Mode: Informational Text**

**Writing Form: Expository Essay**

- Revising III: Sentence Variety
- Editing I: Spelling and Mechanics
- Editing II: Peer Proofreading
- Publishing
- Sharing

### Grammar

Skill: The Verb Be and Helping Verbs

- The Verb Be
- Helping Verbs
- Using the Verbs Be and Have
- Spiral Review: Abstract Nouns
- Connect to Writing: Using the Verb Be and Helping Verb



# Make a Difference

**Essential Question** How can one person make a difference in their local and global community?



**BIG IDEA WORDS** outreach, fellowship, communal, residents

**INQUIRY AND RESEARCH PROJECT** Hold a “Person of the Year” Nomination Ceremony

**PERFORMANCE TASK** News Report

WEEK 1

READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Let's Build a Park!</li> </ul> <p><b>GENRE:</b> Opinion Essay</p> <ul style="list-style-type: none"> <li>Farmer Will Allen and the Growing Table</li> </ul> <p><b>GENRE:</b> Opinion Essay</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Author's Purpose</li> <li>Make and Confirm Predictions</li> <li>Author's Purpose</li> <li>Text Structure</li> <li>Point of View</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a How-To Report</li> </ul>	<p><b>Critical Vocabulary</b> scarce, pollution, factories, vats, crowded, greenhouses, vertical</p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Suffix -ion</li> <li>Spiral Review: Suffix -ly</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Analogies</li> </ul>	<p><b>Decoding</b> Compound Words and Abbreviations</p> <p><b>Spelling</b> Compound Words and Abbreviations</p> <ul style="list-style-type: none"> <li>Basic Words: birthday, anyone, afternoon, airplane, grandmother, faraway, daylight, Mr., Mrs., Ms., Dr., Rd., St., Ave.</li> <li>Review Words: chair, pair, beard, fear</li> <li>Challenge Words: nighttime, granddaughter, eyesight, underground</li> </ul> <p><b>Fluency</b> Phrasing</p> <p><b>High-Frequency Words</b> distance, reason, interest</p>	<p><b>Writing Mode: Argument</b></p> <p><b>Writing Form: Opinion Essay</b></p> <ul style="list-style-type: none"> <li>Introducing the Focal Text: What If Everybody Did That? by Ellen Javernick</li> <li>Vocabulary</li> <li>Prewriting I: Preparing to Write</li> <li>Prewriting II: Choosing Support</li> <li>Drafting I: Beginning the Draft</li> </ul> <p><b>Grammar</b></p> <p>Skill: More Irregular Verbs</p> <ul style="list-style-type: none"> <li>Come, Do, Go, Run, See</li> <li>Eat, Give, Grow, Take, Write</li> <li>Using Irregular Verbs</li> <li>Spiral Review: Subject-Verb Agreement</li> <li>Connect to Writing: Using Irregular Verbs</li> </ul>
	<p><b>COMMUNICATION</b></p> <p><b>Research and Media Literacy</b></p> <ul style="list-style-type: none"> <li>Plan and Gather Information</li> </ul>		
	<p><b>ENGLISH LANGUAGE DEVELOPMENT</b></p> <p><b>Language Function</b> Solve Problems</p>		

WEEK 2

READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>One Plastic Bag</li> </ul> <p><b>GENRE:</b> Biography</p> <ul style="list-style-type: none"> <li>Energy Island</li> </ul> <p><b>GENRE:</b> Narrative Nonfiction</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Make Inferences</li> <li>Text Structure</li> <li>Point of View</li> <li>Text and Graphic Features</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Newspaper Article</li> <li>Write an Encyclopedia Entry</li> </ul>	<p><b>Critical Vocabulary</b> confesses, forage, recycled, cable, environmental, renewable, converted, resources, willing</p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Suffixes -ness and -able</li> <li>Spiral Review: Suffix -ion</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Analogies</li> </ul>	<p><b>Decoding</b> Irregular Plurals</p> <p><b>Spelling</b> Irregular Plurals</p> <ul style="list-style-type: none"> <li>Basic Words: leaf, leaves, loaf, loaves, knife, knives, louse, lice, wolf, wolves, goose, geese, woman, women</li> <li>Review Words: Ave., anyone, faraway, Mrs.</li> <li>Challenge Words: calves, oxen, shelves, echoes</li> </ul> <p><b>Fluency</b> Intonation</p> <p><b>High-Frequency Words</b> cause, represent, heart</p>	<p><b>Writing Mode: Argument</b></p> <p><b>Writing Form: Opinion Essay</b></p> <ul style="list-style-type: none"> <li>Drafting II: Writing the Body</li> <li>Drafting III: Completing the Draft</li> <li>Revising I: Integrating Persuasive Language</li> <li>Revising II: Conferencing</li> <li>Revising III: Strong Support</li> </ul> <p><b>Grammar</b></p> <p>Skill: Types of Adverbs</p> <ul style="list-style-type: none"> <li>Adverbs that Tell How</li> <li>Adverbs that Tell Where and When</li> <li>Adverbs that Tell How, Where, and When</li> <li>Spiral Review: Irregular Verbs</li> <li>Connect to Writing: Using Adverbs</li> </ul>
	<p><b>COMMUNICATION</b></p> <p><b>Research and Media Literacy</b></p> <ul style="list-style-type: none"> <li>Evaluate and Organize Information</li> </ul>		
	<p><b>ENGLISH LANGUAGE DEVELOPMENT</b></p> <p><b>Language Function</b> Persuade</p>		

# Make a Difference

**Essential Question** How can one person make a difference in their local and global community?



**BIG IDEA WORDS** outreach, fellowship, communal, residents

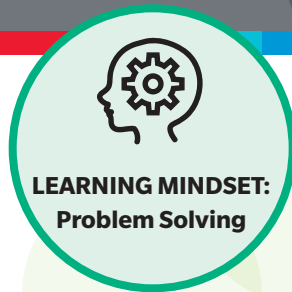
**INQUIRY AND RESEARCH PROJECT** Hold a “Person of the Year” Nomination Ceremony

**PERFORMANCE TASK** News Report

WEEK 3	<b>READING WORKSHOP</b>	<b>VOCABULARY</b>	<b>FOUNDATIONAL SKILLS</b>	<b>WRITING WORKSHOP</b>
	<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>The Storyteller’s Candle</li> </ul> <p><b>GENRE:</b> Historical Fiction</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Synthesize</li> <li>Literary Elements</li> <li>Text and Graphic Features</li> <li>Figurative Language</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Pamphlet</li> </ul>	<p><b>Critical Vocabulary</b> slender, gallant, chimed, preparations, flickered, concluded</p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Compound Words</li> <li>Spiral Review: Suffixes –ness and –able</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Reference Sources: Thesaurus</li> </ul>	<p><b>Decoding</b> Words with /ōō/ and /ōō/</p> <p><b>Spelling</b> Words with /ōō/ and /ōō/</p> <ul style="list-style-type: none"> <li>Basic Words: mood, wooden, drew, smooth, blue, balloon, true, crooked, chew, tooth, hooves, cool, pooch, feud</li> <li>Review Words: wolves, women, leaves, knives</li> <li>Challenge Words: foolproof, spoonful, footstool, scrapbook</li> </ul> <p><b>Fluency</b> Accuracy and Self-Correction</p> <p><b>High-Frequency Words</b> present, record, factors</p>	<p><b>Writing Mode: Argument</b></p> <p><b>Writing Form: Opinion Essay</b></p> <ul style="list-style-type: none"> <li>Revising IV: Connecting Ideas</li> <li>Editing I: Punctuation</li> <li>Editing II: Peer Proofreading</li> <li>Publishing</li> <li>Sharing</li> </ul> <p><b>Grammar</b></p> <p>Skill: Adverbs that Compare</p> <ul style="list-style-type: none"> <li>Adverbs that Compare</li> <li>Adverbs that Compare to Actions</li> <li>Adverbs that Compare More than Two Actions</li> <li>Spiral Review: Adjectives that Compare</li> <li>Connect to Writing: Using Adverbs that Compare</li> </ul>
		<b>COMMUNICATION</b>		
		<b>ENGLISH LANGUAGE DEVELOPMENT</b>		
	<p><b>Research and Media Literacy</b></p> <ul style="list-style-type: none"> <li>Paraphrase/Cite Sources</li> </ul>			
	<p><b>Language Function</b> Sequence</p>			

# Imagine! Invent!

**Essential Question** What does it take to make a successful invention?



**BIG IDEA WORDS** *invention, brilliant, productive, original*

**INQUIRY AND RESEARCH PROJECT** Create Your Own Invention

**PERFORMANCE TASK** Opinion Essay

WEEK 1

READING WORKSHOP	VOCABULARY		FOUNDATIONAL SKILLS	WRITING WORKSHOP	
<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>A Century of Amazing Inventions</i> <b>GENRE:</b> Informational Text</li> <li>• <i>Timeless Thomas</i> <b>GENRE:</b> Biography with Informational Text</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Text and Graphic Features</li> <li>• Make Inferences</li> <li>• Text Structure</li> <li>• Central Idea</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>• Write a Friendly Letter</li> </ul>	<p><b>Critical Vocabulary</b> <i>valuable, device, dictation, technology, radar, breakthrough</i></p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Greek Root <i>graph</i> and Suffix <i>-logy</i></li> <li>• Spiral Review: Compound Words</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>• Reference Sources: Dictionary/Glossary</li> </ul>		FOUNDATIONAL SKILLS	<p><b>Decoding</b> Review of Prefixes and Suffixes</p> <p><b>Spelling</b> Words with <i>-ed</i> and <i>-ing</i></p> <ul style="list-style-type: none"> <li>• Basic Words: <i>swimming, drumming, dropping, sitting, taping, invented, saving, smiled, planned, changing, joking, loved, gripped, tasted</i></li> <li>• Review Words: <i>wooden, smooth, crooked, chew</i></li> <li>• Challenge Words: <i>admired, scrapped, forgetting, skidding</i></li> </ul> <p><b>Fluency</b> Reading Rate</p> <p><b>High-Frequency Words</b> <i>energy, matter, discovered</i></p>	<p><b>Writing Mode: Informational Text</b> <b>Writing Form: Research Report</b></p> <ul style="list-style-type: none"> <li>• Priming the Students</li> <li>• Priming the Text: <i>Now and Ben</i> by Gene Barretta</li> <li>• The Read</li> <li>• Vocabulary</li> <li>• Prewriting: Preparing to Write</li> </ul> <p><b>Grammar</b></p> <p>Skill: Making Comparisons</p> <ul style="list-style-type: none"> <li>• Adjectives that Compare</li> <li>• Adverbs that Compare</li> <li>• Using Adjectives and Adverbs</li> <li>• Spiral Review: Adjectives and Articles</li> <li>• Connect to Writing: Using Adjectives and Adverbs that Compare</li> </ul>
COMMUNICATION	COMMUNICATION		FOUNDATIONAL SKILLS	WRITING WORKSHOP	
	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Oral Instructions</li> </ul>				
ENGLISH LANGUAGE DEVELOPMENT	ENGLISH LANGUAGE DEVELOPMENT	FOUNDATIONAL SKILLS	WRITING WORKSHOP		
	<p><b>Language Function</b> Compare and Contrast</p>				

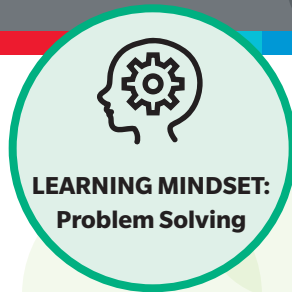
WEEK 2

READING WORKSHOP	VOCABULARY		FOUNDATIONAL SKILLS	WRITING WORKSHOP	
<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>A Bumpy Ride</i> <b>GENRE:</b> Informational Text</li> <li>• <i>Energy Island</i> <b>GENRE:</b> Narrative Nonfiction</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Make and Confirm Predictions</li> <li>• Text Structure</li> <li>• Literary Elements</li> <li>• Figurative Language</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>• Write a Magazine Article</li> <li>• Write a Summary</li> </ul>	<p><b>Critical Vocabulary</b> <i>contraption, quest, craze, era, engineer, perplexed, dynamo, lingers, whirled, baffled</i></p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Prefix <i>ex-</i></li> <li>• Spiral Review: Greek Root <i>graph</i> and Suffix <i>-logy</i></li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>• Reference Sources: Dictionary/Glossary</li> </ul>		FOUNDATIONAL SKILLS	<p><b>Decoding</b> Prefixes <i>re-</i>, <i>un-</i> and Suffixes <i>-less</i>, <i>-ness</i></p> <p><b>Spelling</b> Prefixes <i>re-</i>, <i>un-</i> and Suffixes <i>-less</i>, <i>-ness</i></p> <ul style="list-style-type: none"> <li>• Basic Words: <i>unfold, rejoin, reheat, unfair, rewrite, unwrap, painless, helpless, kindness, fearless, goodness, spotless, softness, darkness</i></li> <li>• Review Words: <i>invited, planned, drumming, changing</i></li> <li>• Challenge Words: <i>forgiveness, effortless, reawaken, unequal</i></li> </ul> <p><b>Fluency</b> Reading Rate</p> <p><b>High-Frequency Words</b> <i>square, sum, difference, length</i></p>	<p><b>Writing Mode: Informational Text</b> <b>Writing Form: Research Report</b></p> <ul style="list-style-type: none"> <li>• Prewriting II: Choosing a Topic</li> <li>• Prewriting III: Conducting Research</li> <li>• Drafting I: Beginning the Draft</li> <li>• Drafting II: Elements of a Research Report</li> <li>• Drafting III: Completing the Draft</li> </ul> <p><b>Grammar</b></p> <p>Skill: Possessive Nouns and Pronouns</p> <ul style="list-style-type: none"> <li>• Singular Possessive Nouns</li> <li>• Plural Possessive Nouns</li> <li>• Using Possessive Pronouns</li> <li>• Spiral Review: The Verb <i>Be</i> and Helping Verbs</li> <li>• Connect to Writing: Using Possessive Nouns and Pronouns</li> </ul>
COMMUNICATION	COMMUNICATION		FOUNDATIONAL SKILLS	WRITING WORKSHOP	
	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Give a Presentation</li> </ul>				
ENGLISH LANGUAGE DEVELOPMENT	ENGLISH LANGUAGE DEVELOPMENT	FOUNDATIONAL SKILLS	WRITING WORKSHOP		
	<p><b>Language Function</b> Solve Problems</p>				



# Imagine! Invent!

**Essential Question** What does it take to make a successful invention?



**BIG IDEA WORDS** *invention, brilliant, productive, original*

**INQUIRY AND RESEARCH PROJECT** Create Your Own Invention

**PERFORMANCE TASK** Opinion Essay

WEEK 3

## READING WORKSHOP

### myBook

- Edison's Best Invention

**GENRE:** Opinion Text

### Comprehension

- Summarize
- Identify Claim
- Ideas and Support
- Text and Graphic Features

### Response to Text

- Write a Caption

## VOCABULARY

**Critical Vocabulary** *visionary, compact, singles, memorable, system, innovative*

### Generative Vocabulary

- Latin Roots *vis* and *mem*
- Spiral Review: Prefix *ex-*

### Vocabulary Strategy

- Analogies

## COMMUNICATION

### Research and Media Literacy

- Create a Multimedia Presentation

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Persuade

## FOUNDATIONAL SKILLS

**Decoding** Plurals

**Spelling** Changing Final *y* to *i*

- Basic Words: *cities, cries, puppies, hurried, stories, flies, parties, tried, pennies, happiness, carried, babies, spied, ponies*
- Review Words: *rejoin, unwrap, softness, kindness*
- Challenge Words: *earlier, memories, loveliest, denied*

**Fluency** Accuracy and Self-Correction

**High-Frequency Words** *anything, outside, everything*

## WRITING WORKSHOP

**Writing Mode: Informational Text**

**Writing Form: Research Report**

- Revising I: Sentence Structure
- Revising II: Conferencing
- Editing I: Peer Proofreading
- Publishing
- Sharing

### Grammar

Skill: Complex Sentences

- Complex Sentences
- Subordinating Conjunctions
- Forming Complex Sentences
- Spiral Review: Adverbs
- Connect to Writing: Using Complex Sentences



# From Farm to Table

**Essential Question** How does food get to your table?



**BIG IDEA WORDS** agriculture, reap, nutrition, tilling

**INQUIRY AND RESEARCH PROJECT** Research a Healthy Lunch

**PERFORMANCE TASK** Informative Article

WEEK 1

READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Great Ideas from Great Parents</li> </ul> <p><b>GENRE:</b> Editorial</p> <ul style="list-style-type: none"> <li>Farmer Will Allen and the Growing Table</li> </ul> <p><b>GENRE:</b> Biography</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Ideas and Support</li> <li>Synthesize</li> <li>Text Structure</li> <li>Text and Graphic Features</li> <li>Central Idea</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Critique</li> </ul>	<p><b>Critical Vocabulary</b> stalk, dairy, curds, tingly, scarlet, grove</p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Prefixes <i>in-</i>, <i>re-</i>; Suffix <i>-ful</i></li> <li>Spiral Review: Latin Roots <i>vis</i> and <i>mem</i></li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Context Clues</li> </ul>	<p><b>Decoding</b> Suffixes <i>-ful</i>, <i>-y</i>, <i>-ly</i>, <i>-er</i>, <i>-or</i></p> <p><b>Spelling</b> Suffixes <i>-ful</i>, <i>-ly</i>, and <i>-er</i></p> <ul style="list-style-type: none"> <li>Basic Words: singer, loudly, joyful, teacher, fighter, closely, powerful, farmer, quickly, careful, friendly, speaker, wonderful, truly</li> <li>Review Words: hurried, cities, stories, carried</li> <li>Challenge Words: watchful, delightful, steadily, container</li> </ul> <p><b>Fluency</b> Intonation</p> <p><b>High-Frequency Words</b> eggs, farmers, store, root</p>	<p><b>Writing Mode: Poetry</b></p> <p><b>Writing Form: Poem</b></p> <ul style="list-style-type: none"> <li>Priming the Students</li> <li>Priming the Text: Gone Fishing by Tamera Will Wissinger</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting I: Preparing to Write</li> </ul> <p><b>Grammar</b></p> <p>Skill: Abbreviations</p> <ul style="list-style-type: none"> <li>Days and Months</li> <li>Places</li> <li>Writing Abbreviations</li> <li>Spiral Review: Pronoun-Verb Agreement</li> <li>Connect to Writing: Using Abbreviations</li> </ul>
COMMUNICATION			
<p><b>Research and Media Literacy</b></p> <ul style="list-style-type: none"> <li>Plan and Gather Information</li> </ul>			
ENGLISH LANGUAGE DEVELOPMENT			
<p><b>Language Function</b> Synthesize</p>			

WEEK 2

READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Carrots, Farm to Fork</li> </ul> <p><b>GENRE:</b> Media: Educational Video</p> <ul style="list-style-type: none"> <li>How Do You Raise a Raisin?</li> </ul> <p><b>GENRE:</b> Informational Text with Poetry</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Ask and Answer Questions</li> <li>Media Techniques</li> <li>Figurative Language</li> <li>Text and Graphic Features</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Question and Answer Summary</li> <li>Write an Opinion Essay</li> </ul>	<p><b>Critical Vocabulary</b> rotation, prepping, storage, vine, burly, shrivel</p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Suffixes <i>-ness</i> and <i>-able</i></li> <li>Spiral Review: Prefixes <i>in-</i>, <i>re-</i>; Suffix <i>-ful</i></li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Context Clues</li> </ul>	<p><b>Decoding</b> Words with <i>ough</i>, <i>ough</i></p> <p><b>Spelling</b> Words with <i>ough</i>, <i>ough</i></p> <ul style="list-style-type: none"> <li>Basic Words: taught, thought, rough, laugh, bought, cough, ought, caught, fought, daughter, tough, through, enough, brought</li> <li>Review Words: quickly, powerful, friendly, singer</li> <li>Challenge Words: laundry, naughty, forethought, throughout</li> </ul> <p><b>Fluency</b> Accuracy and Self-Correction</p> <p><b>High-Frequency Words</b> ice, weather, snow</p>	<p><b>Writing Mode: Poetry</b></p> <p><b>Writing Form: Poem</b></p> <ul style="list-style-type: none"> <li>Prewriting II: Freewriting about the Topic</li> <li>Drafting I: Elements of Poetry</li> <li>Drafting II: Completing the Draft</li> <li>Revising I: Using Poetic Elements</li> <li>Revising II: Using Descriptive Words</li> </ul> <p><b>Grammar</b></p> <p>Skill: Contractions</p> <ul style="list-style-type: none"> <li>Contractions with <i>Not</i></li> <li>Contractions with Pronouns</li> <li>Contractions with <i>Not</i> and Pronouns</li> <li>Spiral Review: Complex Sentences</li> <li>Connect to Writing: Forming Contractions Correctly</li> </ul>
COMMUNICATION			
<p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li>Interpret/Analyze Media</li> </ul>			
ENGLISH LANGUAGE DEVELOPMENT			
<p><b>Language Function</b> Seek Information</p>			

# From Farm to Table

**Essential Question** How does food get to your table?



**BIG IDEA WORDS** agriculture, reap, nutrition, tilling

**INQUIRY AND RESEARCH PROJECT** Research a Healthy Lunch

**PERFORMANCE TASK** Informative Article

WEEK 3

## READING WORKSHOP

- myBook**
- It's Our Garden
- GENRE:** Informational Text
- Comprehension**
- Monitor and Clarify
  - Text Structure
  - Content-Area Words
  - Point of View
- Response to Text**
- Write an Instruction Manual

## VOCABULARY

- Critical Vocabulary** layout, arbor, transplanted, mulch, blooming, kernels
- Generative Vocabulary**
- Suffix *-ion* and Compound Words
  - Spiral Review: Suffixes *-ness* and *-able*
- Vocabulary Strategy**
- Reference Sources: Dictionary/Glossary

## COMMUNICATION

- Speaking and Listening**
- Engage in a Discussion

## ENGLISH LANGUAGE DEVELOPMENT

- Language Function** Classify

## FOUNDATIONAL SKILLS

- Decoding** Words with /j/ and /s/
- Spelling** Words with /j/ and /s/
- Basic Words: jacket, pencil, circle, center, giant, gentle, bouncing, largest, unchanging, replace, fiercely, cinch, emerge, jawbone
  - Review Words: thought, caught, rough, daughter
  - Challenge Words: general, garbage, bracelet, silence
- Fluency** Reading Rate
- High-Frequency Words** arms, members, legs

## WRITING WORKSHOP

- Writing Mode: Poetry**
- Writing Form: Poem**
- Revising III: Conferencing
  - Editing I: Grammar, Usage, and Mechanics
  - Editing II: Peer Proofreading
  - Publishing
  - Sharing
- Grammar**
- Skill: Commas in Sentences and Series
- Commas in the Series
  - Introductory Words
  - Commas in Sentences
  - Spiral Review: Abbreviations
  - Connect to Writing: Using Commas in Sentences and Series



# Tell a Tale

**Essential Question** Why is it important to pass stories down to the next generation?



**BIG IDEA WORDS** myth, folklore, recount, inherit

**INQUIRY AND RESEARCH PROJECT** Write an Anansi Story

**PERFORMANCE TASK** Story

WEEK 1

READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Why We Share Stories</li> </ul> <p><b>GENRE:</b> Informational Text</p> <ul style="list-style-type: none"> <li>When the Giant Stirred</li> </ul> <p><b>GENRE:</b> Legend</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Central Idea</li> <li>Make Inferences</li> <li>Author's Craft</li> <li>Theme</li> <li>Figurative Language</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Wiki Entry</li> </ul>	<p><b>Critical Vocabulary</b> lagoon, garlands, belched, cinders, appease, barren</p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Prefixes re-, Suffix -y, and Root graph</li> <li>Spiral Review: Suffix -ion and Compound Words</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Shades of Meaning</li> </ul>	<p><b>Decoding</b> Final Stable Syllables -tion, -sure, -ture</p> <p><b>Spelling</b> VCCV Pattern</p> <ul style="list-style-type: none"> <li>Basic Words: person, helmet, until, carpet, Monday, enjoy, forget, problem, Sunday, garden, order, mistake, umpire, herself</li> <li>Review Words: pencil, bouncing, jacket, gentle</li> <li>Challenge Words: tunnel, lantern, burden, perhaps</li> </ul> <p><b>Fluency</b> Phrasing</p> <p><b>High-Frequency Words</b> can't, edge, ready, main</p>	<p><b>Writing Mode: Narrative</b></p> <p><b>Writing Form: Imaginative Story</b></p> <ul style="list-style-type: none"> <li>Introducing the Focal Text: <i>The Plot Chickens</i> by Mary Jane and Herm Auch</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting I: Preparing to Write</li> <li>Prewriting II: Planning an Imaginative Story</li> </ul> <p><b>Grammar</b></p> <p>Skill: Prepositions and Prepositional Phrases</p> <ul style="list-style-type: none"> <li>Introduce Prepositions</li> <li>Prepositional Phrases</li> <li>Prepositions that Tell When and Where</li> <li>Spiral Review: Contractions with Not and Pronouns</li> <li>Connect to Writing: Combining Sentences Using Prepositional Phrases</li> </ul>
	<p><b>COMMUNICATION</b></p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Oral Instructions</li> </ul>		
	<p><b>ENGLISH LANGUAGE DEVELOPMENT</b></p> <p><b>Language Function</b> Describe</p>		

WEEK 2

READING WORKSHOP	VOCABULARY	FOUNDATIONAL SKILLS	WRITING WORKSHOP
<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Why the Sky Is Far Away</li> </ul> <p><b>GENRE:</b> Folktale</p> <ul style="list-style-type: none"> <li>Cinder Al and the Stinky Footwear</li> </ul> <p><b>GENRE:</b> Fairy Tale</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Visualize</li> <li>Theme</li> <li>Author's Craft</li> <li>Figurative Language</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Lesson</li> <li>Write an Opinion Post</li> </ul>	<p><b>Critical Vocabulary</b> tempting, quantities, ominously, upcoming, proclamation, pungent, snickered</p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Suffix -ment</li> <li>Spiral Review: Prefixes re-, Suffix -y, and Root graph</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Shades of Meaning</li> </ul>	<p><b>Decoding</b> VCCV Syllable Division Pattern</p> <p><b>Spelling</b> Words with Double Consonants</p> <ul style="list-style-type: none"> <li>Basic Words: jelly, bottom, pillow, happen, butter, lesson, cherry, sudden, arrow, dollar, hello, rabbit, letter, button</li> <li>Review Words: carpet, problem, until, mistake</li> <li>Challenge Words: arrive, pattern, sorrow, suppose</li> </ul> <p><b>Fluency</b> Expression</p> <p><b>High-Frequency Words</b> summer, west, winter</p>	<p><b>Writing Mode: Narrative</b></p> <p><b>Writing Form: Imaginative Story</b></p> <ul style="list-style-type: none"> <li>Drafting I: Beginning the Draft</li> <li>Drafting II: Elements of a Narrative</li> <li>Drafting III: Concluding the Narrative</li> <li>Revising I: Parts of Speech</li> <li>Revising II: Conferencing</li> </ul> <p><b>Grammar</b></p> <p>Skill: Correct Pronouns</p> <ul style="list-style-type: none"> <li>Using I or Me</li> <li>Pronouns and Homophones</li> <li>Using Pronouns I, Me, Its, Their, Your</li> <li>Spiral Review: Adjectives and Adverbs that Compare</li> <li>Connect to Writing: Proofreading</li> </ul>
	<p><b>COMMUNICATION</b></p> <p><b>Research and Media Literacy</b></p> <ul style="list-style-type: none"> <li>Evaluate and Organize Information</li> </ul>		
	<p><b>ENGLISH LANGUAGE DEVELOPMENT</b></p> <p><b>Language Function</b> Predict ELPS 3B, 3C, 3D, 3G, 4D, 4J, 5F</p>		

# Tell a Tale

**Essential Question** Why is it important to pass stories down to the next generation?



**BIG IDEA WORDS** myth, folklore, recount, inherit

**INQUIRY AND RESEARCH PROJECT** Write an Anansi Story

**PERFORMANCE TASK** Story

WEEK 3

## READING WORKSHOP

### myBook

- *Comay Mono and Comay Jicotea*
- GENRE: Folktale

### Comprehension

- Retell
- Author's Purpose
- Literary Elements
- Theme

### Response to Text

- Write a Trickster Tale

## VOCABULARY

**Critical Vocabulary** theft, inspected, sympathetic, suspicious, reputation, crafty

### Generative Vocabulary

- Prefixes *im-*, *in-*
- Spiral Review: Suffix *-ment*

### Vocabulary Strategy

- Context Clues

## COMMUNICATION

### Speaking and Listening

- Give a Presentation

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Justify

## FOUNDATIONAL SKILLS

**Decoding** Words Ending in *-le*, *-al*, *-el*, *-er*

**Spelling** Words Ending in *-er* or *-le*

- Basic Words: *apple, river, little, October, ladder, summer, purple, later, November, giggle, uncle, winter, center, double*
- Review Words: *happen, lesson, dollar, bottom*
- Challenge Words: *whistle, struggle, gather, wander*

**Fluency** Intonation

**High-Frequency Words** *perhaps, probably, suddenly*

## WRITING WORKSHOP

**Writing Mode: Narrative**

**Writing Form: Imaginative Story**

- Revising III: Improving Organization
- Editing I: Mechanics
- Editing II: Peer Proofreading
- Publishing
- Sharing

**Grammar**

Skill: Frequently Misspelled Words

- Spelling: Irregular Plurals
- Spelling: Irregular Verbs
- Spelling: High-Frequency Words
- Spiral Review: Prepositions and Prepositional Phrases
- Connect to Writing: Using Correct Spelling

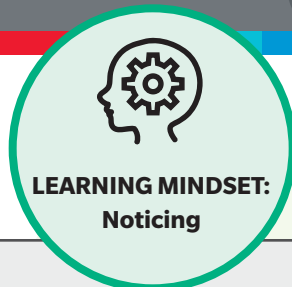


# Genre Study: Nonfiction



	INFORMATIONAL TEXT		Essential Question What are the characteristics of informational text?		
WEEK 1	<b>READING WORKSHOP</b> <b>myBook</b> <ul style="list-style-type: none"> <li>The U.S. Constitution</li> <li>The Nose Awards</li> <li>T.J. The Siberian Tiger Cub</li> <li>Timeless Thomas</li> <li>A Bumpy Ride</li> <li>How Did That Get in My Lunchbox?</li> <li>How Do You Raise a Raisin?</li> <li>It's Our Garden</li> </ul> <b>Comprehension</b> <ul style="list-style-type: none"> <li>Review Genre Characteristics</li> <li>Central Idea</li> <li>Text and Graphic Features</li> <li>Text Structure</li> </ul>	<b>FOUNDATIONAL SKILLS</b> <b>Decoding</b> Position-Based Spellings <b>Spelling</b> Review of Position-Based Spellings <ul style="list-style-type: none"> <li>Basic Words: <i>latch, stitch, blotch, stagecoach, snatch, enjoy, joyful, coil, moist, foil, plow, allow, pouch, scout</i></li> <li>Review Words: <i>uncle, double, November, ladder</i></li> <li>Challenge Words: <i>noisily, countless, kitchen, approach</i></li> </ul> <b>Fluency</b> Reading Rate <b>High-Frequency Words</b> <i>general, glass, mind, train</i>		<b>WRITING WORKSHOP</b> <b>Writing Mode: Argument</b> <b>Writing Form: Persuasive Essay</b> <ul style="list-style-type: none"> <li>Introducing the Focal Text: <i>Lilly's Purple Plastic Purse</i> by Kevin Henkes</li> <li>Vocabulary</li> <li>Prewriting I: Prepare to Write</li> <li>Prewriting II: Topic, Audience, and Purpose</li> <li>Drafting I: Beginning the Draft</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>Review Common and Proper Nouns</li> <li>Review Simple Sentences</li> <li>Review Kinds of Sentences</li> <li>Review Compound Sentences</li> <li>Review Commas in Sentences and Series</li> </ul>
	<b>NARRATIVE NONFICTION</b>				
	WEEK 2	<b>READING WORKSHOP</b> <b>myBook</b> <ul style="list-style-type: none"> <li>The Upside Down Boy</li> <li>The Flag Maker</li> <li>Why Is the Statue of Liberty Green?</li> <li>Brothers at Bat</li> <li>This Is Your Life Cycle</li> <li>Octopus Escapes Again</li> <li>Energy Island</li> </ul> <b>Comprehension</b> <ul style="list-style-type: none"> <li>Review Genre Characteristics</li> <li>Point of View</li> <li>Author's Purpose</li> <li>Text and Graphic Features</li> </ul>	<b>FOUNDATIONAL SKILLS</b> <b>Decoding</b> Words that Begin with a- and be- <b>Spelling</b> Words that Begin with a-, be- <ul style="list-style-type: none"> <li>Basic Words: <i>below, about, belong, around, again, alone, because, above, between, alive, behind, begin, along, before</i></li> <li>Review Words: <i>approach, blotch, allow, pouch</i></li> <li>Challenge Words: <i>beware, befallen, award, adore</i></li> </ul> <b>Fluency</b> Expression <b>High-Frequency Words</b> <i>sit, jumped, sat, sleep</i>		<b>WRITING WORKSHOP</b> <b>Writing Mode: Argument</b> <b>Writing Form: Persuasive Essay</b> <ul style="list-style-type: none"> <li>Drafting II: Elements of an Argument</li> <li>Drafting III: Completing the Draft</li> <li>Revising I: Combining Sentences</li> <li>Revising II: Conferencing</li> <li>Revising III: Strong Reasons</li> </ul>
<b>OPINION TEXT</b>					
WEEK 3		<b>READING WORKSHOP</b> <b>myBook</b> <ul style="list-style-type: none"> <li>That's Entertainment</li> <li>Let's Build a Park!</li> <li>Edison's Best Invention</li> <li>Great Ideas from Great Parents</li> </ul> <b>Comprehension</b> <ul style="list-style-type: none"> <li>Review Genre Characteristics</li> <li>Author's Purpose</li> <li>Identify Claim</li> <li>Ideas and Support</li> </ul>	<b>FOUNDATIONAL SKILLS</b> <b>Decoding</b> Open and Closed Syllable Review <b>Spelling</b> Review Syllable Patterns: VCCV, V/CV, VC/V <ul style="list-style-type: none"> <li>Basic Words: <i>spotted, moment, hobby, ruler, kitten, tiny, chapter, cabin, member, never, hotel, lemon, even, limit</i></li> <li>Review Words: <i>because, behind, about, above</i></li> <li>Challenge Words: <i>tunnel, burden, nation, modern</i></li> </ul> <b>Fluency</b> Intonation <b>High-Frequency Words</b> <i>window, floor, wall, metal</i>		<b>WRITING WORKSHOP</b> <b>Writing Mode: Argument</b> <b>Writing Form: Persuasive Essay</b> <ul style="list-style-type: none"> <li>Revising IV: Connecting Ideas</li> <li>Editing I: Mechanics</li> <li>Editing II: Peer Proofreading</li> <li>Publishing</li> <li>Sharing</li> </ul>

# Genre Study: Fiction



	REALISTIC FICTION		Essential Question What are the characteristics of realistic fiction?	
WEEK 1	READING WORKSHOP	FOUNDATIONAL SKILLS	WRITING WORKSHOP	
	<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>Marisol McDonald Doesn't Match</i></li> <li>• <i>Judy Moody, Mood Martian</i></li> <li>• <i>Stink and the Freaky Frog Freakout</i></li> <li>• <i>Dear Primo</i></li> <li>• <i>Soccer Shootout</i></li> <li>• <i>Running Rivals</i></li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Review Genre Characteristics</li> <li>• Theme</li> <li>• Point of View</li> <li>• Figurative Language</li> </ul>	<p><b>Decoding</b> Self-Correction Strategy</p> <p><b>Spelling</b> Review More Syllable Patterns</p> <ul style="list-style-type: none"> <li>• Basic Words: <i>control, lizard, chatted, pasted, wrapping, soapy, flavor, fable, invited, silent, suppose, person, lawyer, stormy</i></li> <li>• Review Words: <i>hobby, member, moment, limit</i></li> <li>• Challenge Words: <i>suggest, prefer, basic, timber</i></li> </ul> <p><b>Fluency</b> Phrasing</p> <p><b>High-Frequency Words</b> <i>finished, either, gone</i></p>	<p><b>Writing Mode: Informational Text</b></p> <p><b>Writing Form: Biographical Essay</b></p> <ul style="list-style-type: none"> <li>• Priming the Students</li> <li>• Priming the Text: <i>Roberto Clemente: Pride of the Pittsburgh Pirates</i> by Jonah Winter</li> <li>• The Read</li> <li>• Vocabulary</li> <li>• Prewriting I: Preparing to Write</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Review Adjectives that Compare</li> <li>• Review Adjectives and Articles</li> <li>• Review the Verb <i>Be</i> and Helping Verbs</li> <li>• Review Adverbs</li> <li>• Review Pronoun-Verb Agreement</li> </ul>	
WEEK 2	READING WORKSHOP	FOUNDATIONAL SKILLS	WRITING WORKSHOP	
	<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>Adventures with Words</i></li> <li>• <i>Dear Dragon</i></li> <li>• <i>Rosie Revere Engineer</i></li> <li>• <i>How Do You Raise a Raisin?</i></li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Review Genre Characteristics</li> <li>• Author's Craft</li> <li>• Author's Purpose</li> <li>• Figurative Language</li> </ul>	<p><b>Decoding</b> Related Words</p> <p><b>Spelling</b> Suffixes: Review and Extend</p> <ul style="list-style-type: none"> <li>• Basic Words: <i>thickness, sickness, fondness, illness, stiffness, hopeless, careless, fearless, useless, speechless, peaceful, skillful, movement, payment</i></li> <li>• Review Words: <i>wrapping, suppose, flavor, lizard</i></li> <li>• Challenge Words: <i>forgiveness, cloudiness, closeness, forgetful</i></li> </ul> <p><b>Fluency</b> Accuracy and Self-Correction</p> <p><b>High-Frequency Words</b> <i>flowers, hill, sky</i></p>	<p><b>Writing Mode: Informational Text</b></p> <p><b>Writing Form: Biographical Essay</b></p> <ul style="list-style-type: none"> <li>• Prewriting II: Conducting Research</li> <li>• Prewriting III: Note-taking</li> <li>• Drafting I: Beginning the Draft</li> <li>• Drafting II: Completing the Draft</li> <li>• Revising I: Capitalization and Punctuation of Documentation</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Review Plural Nouns</li> <li>• Review Spelling</li> <li>• Review Abstract Nouns</li> <li>• Review Subject-Verb Agreement</li> <li>• Review Irregular Verbs</li> </ul>	
WEEK 3	READING WORKSHOP	FOUNDATIONAL SKILLS	WRITING WORKSHOP	
	<p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>The Saga of Pecos Bill</i></li> <li>• <i>Gigi and the Wishing Ring</i></li> <li>• <i>Two Bear Cubs</i></li> <li>• <i>When the Giant Stirred</i></li> <li>• <i>Why the Sky is Far Away</i></li> <li>• <i>Compay Mono and Compay Jicotea</i></li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Review Genre Characteristics</li> <li>• Literary Elements</li> <li>• Theme</li> <li>• Author's Purpose</li> </ul>	<p><b>Decoding</b> Words with Affixes</p> <p><b>Spelling</b> Prefixes: Review and Extend</p> <ul style="list-style-type: none"> <li>• Basic Words: <i>untie, unlucky, unclear, unsure, unhurt, repaid, reuse, recheck, rewind, replay, dislike, disagree, displace, distrust</i></li> <li>• Review Words: <i>stiffness, fearless, payment, peaceful</i></li> <li>• Challenge Words: <i>unable, dishonest, restrain, disgrace</i></li> </ul> <p><b>Fluency</b> Reading Rate</p> <p><b>High-Frequency Words</b> <i>bill, cross, drive</i></p>	<p><b>Writing Mode: Informational Text</b></p> <p><b>Writing Form: Biographical Essay</b></p> <ul style="list-style-type: none"> <li>• Revising II: Conferencing</li> <li>• Revising III: Improving Organization</li> <li>• Editing: Peer Proofreading</li> <li>• Publishing</li> <li>• Sharing</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Review Complex Sentences</li> <li>• Review Abbreviations</li> <li>• Review Contractions with <i>Not</i> and Pronouns</li> <li>• Review Adjectives and Adverbs that Compare</li> <li>• Review Prepositions and Prepositional Phrases</li> </ul>	



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