



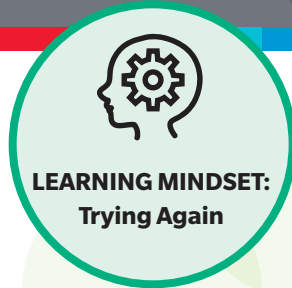
**into Reading™**

# **Scope and Sequence of Skill Instruction**

GRADE 5

# Inventors at Work

**Essential Question** What kinds of circumstances push people to create new inventions?



**BIG IDEA WORDS** *excel, illustrious, revere, transcend*

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

**PERFORMANCE TASK** Personal Narrative

WEEK 1

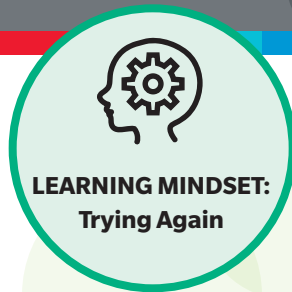
| READING WORKSHOP   | VOCABULARY  | FOUNDATIONAL SKILLS  | WRITING WORKSHOP   |
|--|---|--|--|
| <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Government Must Fund Inventors</li> </ul> <p><b>GENRE:</b> Persuasive Essay</p> <ul style="list-style-type: none"> <li>The Inventor's Secret: What Thomas Edison Told Henry Ford</li> </ul> <p><b>GENRE:</b> Narrative Nonfiction</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Central Idea</li> <li>Retell/Summarize</li> <li>Author's Purpose</li> <li>Point of View</li> <li>Theme</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Personal Account</li> </ul> | <p><b>Critical Vocabulary</b> <i>locomotives, chugged, gadgets, phonograph, sputtered, flop, incandescent, cylinder, patents</i></p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Prefixes <i>ex-/e-</i>; Greek Root <i>phon</i></li> <li>Spiral Review: Greek Root <i>meter</i></li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Context Clues</li> </ul> | <p><b>Decoding</b> Short Vowels</p> <p><b>Spelling</b> Words with Short Vowels</p> <ul style="list-style-type: none"> <li>Basic Words: <i>breath, wobble, blister, crush, direct, promise, grasp, numb, hymn, shovel, gravity, frantic, swift, feather, comic, bundle, solid, weather, energy, stingy</i></li> <li>Review Words: <i>handwriting, distance, bucket, except</i></li> <li>Challenge Words: <i>adjective, shrugged, suggest, pessimist</i></li> </ul> <p><b>Fluency</b> Reading Rate</p> <p><b>High-Frequency Words</b> <i>famous, chief, students, yourself</i></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>Girls Think of Everything</i> by Catherine Thimmesh</li> <li>The Read</li> <li>Vocabulary</li> <li>The Writing Process</li> <li>Prewriting: Preparing to Write</li> </ul> <p><b>Grammar: Complete Sentences</b></p> <ul style="list-style-type: none"> <li>Complete Sentences</li> <li>Sentence Fragments, Run-Ons, and Comma Splices</li> <li>Writing Sentences</li> <li>Spiral Review: Possessive</li> <li>Connect to Writing: Using Complete Sentences</li> </ul> |
| COMMUNICATION  |   |  |  |
| ENGLISH LANGUAGE DEVELOPMENT   |   |  |  |
|  | <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>Engage in Discussion</li> </ul>   |  |  |
|  | <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>Winds of Hope</li> </ul> <p><b>GENRE:</b> Narrative Nonfiction</p> <ul style="list-style-type: none"> <li>Wheelchair Sports: Hang Glider to Wheeler-Dealer</li> </ul> <p><b>GENRE:</b> Informational Text</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Monitor and Clarify</li> <li>Text Structure</li> <li>Central Idea</li> <li>Text Structure</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a News Article</li> <li>Write an Encyclopedia Entry</li> </ul> | <p><b>Critical Vocabulary</b> <i>irrigate, inspector, photographed, prestigious, auditorium, impoverished, maneuver, specialized, elite, objective, traditional</i></p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Greek Root <i>photo</i>; Latin Roots <i>vis, aud</i></li> <li>Spiral Review: Prefix <i>ex-</i>; Greek Root <i>phon</i></li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Context Clues</li> </ul> | <p><b>Decoding</b> Long <i>a</i> and <i>e</i></p> <p><b>Spelling</b> Words with Long <i>a</i>, Long <i>e</i></p> <ul style="list-style-type: none"> <li>Basic Words: <i>awake, feast, stray, greet, praise, disease, repeat, display, braces, thief, ashamed, sleeve, brain, beneath, sheepish, release, remain, sway, training, niece</i></li> <li>Review Words: <i>weather, promise, gravity, energy</i></li> <li>Challenge Words: <i>feature, stationary, exceed, terrain</i></li> </ul> <p><b>Fluency</b> Accuracy and Self-Correction</p> <p><b>High-Frequency Words</b> <i>electric, science, wire, factories</i></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: Using Organization Strategies</li> <li>Drafting III: Completing the Draft</li> <li>Revising I: Group Conferencing</li> <li>Revising II: Varying Sentence Types</li> </ul> <p><b>Grammar: Kinds of Sentences</b></p> <ul style="list-style-type: none"> <li>Declarative and Interrogative Sentences</li> <li>Imperative and Exclamatory Sentences</li> <li>Identify Kinds of Sentences</li> <li>Spiral Review: Verbs</li> <li>Connect to Writing: Using Different Kinds of Sentences</li> </ul> |
| COMMUNICATION  |  |   |   |
| ENGLISH LANGUAGE DEVELOPMENT   |  |   |   |
|  | <p><b>Research and Media Literacy</b></p> <ul style="list-style-type: none"> <li>Generate a Plan</li> </ul>  |   |   |
|  | <p><b>Language Function</b> Classify</p>   |   |   |

# Inventors at Work

**Essential Question** What kinds of circumstances push people to create new inventions?



**BIG IDEA WORDS** excel, illustrious, revere, transcend

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

**PERFORMANCE TASK** Personal Narrative

WEEK 3

## READING WORKSHOP

### myBook

- *Captain Arsenio: Inventions and (Mis)Adventures in Flight*
- **GENRE:** Science Fiction/Fantasy

### Comprehension

- Make Inferences
- Literary Elements
- Author's Craft
- Author's Purpose

### Response to Text

- Write a Blog Post

## VOCABULARY

**Critical Vocabulary** *passionate, impulse, contribution, distinguished, eccentric, circumstances, evidently, acceleration, prototype, conceived*

### Generative Vocabulary

- Greek Roots *auto, bio*; Prefixes *ir-, il-*
- Spiral Review: Greek Root *photo*; Latin Roots *vis, aud*

### Vocabulary Strategy

- Spiral Review: Reference Materials

## COMMUNICATION

### Speaking & Listening

- Give a Presentation: Opinion

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Agree and Disagree

## FOUNDATIONAL SKILLS

**Decoding** Long *i* and *o*

**Spelling** Words with Long *i*, Long *o*

- Basic Words: *sign, groan, reply, thrown, strike, mighty, stroll, compose, dough, height, excite, apply, slight, define, odor, spider, control, silent, brighten, approached*
- Review Words: *repeat, display, beneath, niece*
- Challenge Words: *commotion, confide, propose, excitement*

**Fluency** Phrasing

**High-Frequency Words** *supply, cost, dollars, increase*

## WRITING WORKSHOP

**Writing Mode: Informational Text**

**Writing Form: Expository Essay**

- Revising III: Organizing
- Editing I: Grammar, Usage, and Punctuation
- Editing II: Peer Proofreading
- Publishing
- Sharing

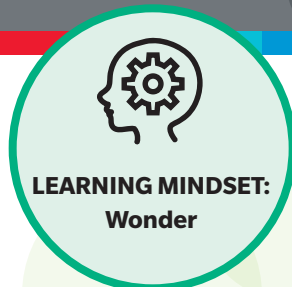
**Grammar: Compound Sentences**

- Complete Subjects and Predicates
- Subject-Verb Agreement
- Compound Sentences
- Spiral Review: Kinds of Sentences
- Connect to Writing: Compound Sentences



# What a Story

**Essential Question** How does genre affect the way a story is told?



**BIG IDEA WORDS** prose, dialogue, climax, foreword

**INQUIRY AND RESEARCH PROJECT** Create a Film Adaptation

**PERFORMANCE TASK** Short Story

WEEK 1

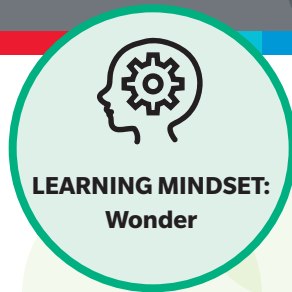
| READING WORKSHOP  | VOCABULARY   | FOUNDATIONAL SKILLS  | WRITING WORKSHOP   |
|---|--|--|--|
| <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Many Ways to Tell a Story</li> </ul> <p><b>GENRE:</b> Informational Text</p> <ul style="list-style-type: none"> <li>Airborn</li> </ul> <p><b>GENRE:</b> Fantasy/Adventure</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Text and Graphic Features</li> <li>Synthesize</li> <li>Literary Elements</li> <li>Figurative Language</li> <li>Literary Elements</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Journal Entry</li> </ul> | <p><b>Critical Vocabulary</b> panic, favorable, porthole, densely, reasonable, delirious, projected, contents, deficiencies</p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Prefixes un-, non-, dis-; Suffixes -y, -ly/-ily</li> <li>Spiral Review: Greek Root bio</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Antonyms/Synonyms</li> </ul> | <p><b>Decoding</b> Words with /ōō/, /yōō/</p> <p><b>Spelling</b> Words with /ōō/, /yōō/</p> <ul style="list-style-type: none"> <li>Basic Words: glue, flute, youth, accuse, bruise, stew, choose, loose, lose, view, confuse, cruise, jewel, execute, route, cartoon, avenue, spruce, assume, computer</li> <li>Review Words: compose, define, approached, height</li> <li>Challenge Words: include, souvenir, barbecue, unsuited</li> </ul> <p><b>Fluency</b> Expression</p> <p><b>High-Frequency Words</b> strange, interesting, exciting, feeling</p> | <p><b>Writing Mode: Narrative</b></p> <p><b>Writing Form: Story</b></p> <ul style="list-style-type: none"> <li>Introducing the Focal Text: <i>The Mesmer Menace</i> by Kersten Hamilton</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting: Preparing to Write</li> <li>Drafting I: Beginning the Draft</li> </ul> <p><b>Grammar: Common and Proper Nouns</b></p> <ul style="list-style-type: none"> <li>Recognizing Common and Proper Nouns</li> <li>Capitalizing Proper Nouns</li> <li>Capitalizing Organizations</li> <li>Spiral Review: Commas in Sentences</li> <li>Connect to Writing: Using Common and Proper Nouns</li> </ul> |
|   | <p><b>COMMUNICATION</b></p> <p><b>Research and Media Literacy</b></p> <ul style="list-style-type: none"> <li>Interpret/Analyze Media</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>The Secret Garden</li> </ul> <p><b>GENRE:</b> Fiction/Fantasy</p> <ul style="list-style-type: none"> <li>The Miracle of Spring</li> </ul> <p><b>GENRE:</b> Play</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Visualize</li> <li>Literary Elements</li> <li>Elements of Drama</li> <li>Figurative Language</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write the Next Scene</li> <li>Write a Play Scene</li> </ul> | <p><b>Critical Vocabulary</b> mysterious, matted, tendrils, fastenings, awakening, witness, presiding, attempted, restrain, contempt</p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Prefixes re-, pre-, post-, fore-</li> <li>Spiral Review: Prefixes un-, non-, dis-; Suffixes -y, -ly/-ily</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Antonyms/Synonyms</li> </ul> | <p><b>Decoding</b> Words with /ou/, /ō/, /oi/</p> <p><b>Spelling</b> Words with /ou/, /ō/, /oi/</p> <ul style="list-style-type: none"> <li>Basic Words: ounce, sprawl, launch, loyal, avoid, basketball, moist, haunt, scowl, naughty, destroy, saucer, pounce, poison, August, auction, royal, coward, awkward, encounter</li> <li>Review Words: execute, youth, accuse, avenue</li> <li>Challenge Words: autograph, avoidable, awesome, employ</li> </ul> <p><b>Fluency</b> Accuracy and Self-Correction</p> <p><b>High-Frequency Words</b> consider, maybe, history, art</p> | <p><b>Writing Mode: Narrative</b></p> <p><b>Writing Form: Story</b></p> <ul style="list-style-type: none"> <li>Drafting II: Narrative Structure</li> <li>Drafting III: Completing the Draft</li> <li>Revising I: Organization and Elaboration</li> <li>Revising II: Including Dialogue</li> <li>Revising III: Conferencing</li> </ul> <p><b>Grammar: Singular and Plural Nouns</b></p> <ul style="list-style-type: none"> <li>Plural Nouns</li> <li>Irregular Plurals</li> <li>Collective Nouns</li> <li>Spiral Review: Compound Sentences</li> <li>Connect to Writing: Using Singular and Plural Nouns</li> </ul> |
|  | <p><b>COMMUNICATION</b></p> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>Work Collaboratively</li> </ul>   |   |  |
|  | <p><b>ENGLISH LANGUAGE DEVELOPMENT</b></p> <p><b>Language Function</b> Predict</p>  |   |  |

# What a Story

**Essential Question** How does genre affect the way a story is told?



**BIG IDEA WORDS** *prose, dialogue, climax, foreword*

**INQUIRY AND RESEARCH PROJECT** Create a Film Adaptation

**PERFORMANCE TASK** Short Story

WEEK 3

## READING WORKSHOP

### myBook

- *The Poem That Will Not End: Fun with Poetic Forms and Voices*

**GENRE:** Poetry

### Comprehension

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

### Response to Text

- Write a Poem

## VOCABULARY

**Critical Vocabulary** *seized, hesitate, watchful, scrawled, ditty, refrain, restless*

### Generative Vocabulary

- Suffixes *-full, -less, -ment, -ness*
- Spiral Review: Prefixes *re-, pre-, post-, fore-*

### Vocabulary Strategy

- Spiral Review: Context Clues

## COMMUNICATION

### Speaking & Listening

- Engage in Discussion

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Describe

## FOUNDATIONAL SKILLS

**Decoding** *r-Controlled Vowels /ôr/, /âr/, /är/*

**Spelling** Words with /ôr/, /âr/, /är/

- Basic Words: *glory, aware, carton, adore, aboard, dairy, ordeal, pardon, warn, vary, barely, torch, barge, soar, beware, absorb, armor, stairway, perform, former*
- Review Words: *royal, scowl, ounce, launch*
- Challenge Words: *discard, orchestra, barrier, adorable*

**Fluency** Intonation

**High-Frequency Words** *poem, report, enjoy, details*

## WRITING WORKSHOP

**Writing Mode: Narrative**

**Writing Form: Story**

- Revising IV: Developing Interesting Characters
- Editing I: Grammar, Usage, and Mechanics
- Editing II: Peer Proofreading
- Publishing
- Sharing

**Grammar: Verbs**

- Linking and Action Verbs
- Main and Helping Verbs
- Verb Tenses
- Spiral Review: Common and Proper Nouns
- Connect to Writing: Using Linking and Action Verbs



# Natural Disasters

**Essential Question** How can learning about natural disasters make us safer?



**BIG IDEA WORDS** notable, spontaneous, tremor, hazard

**INQUIRY AND RESEARCH PROJECT** Create a Natural Disaster Safety Pamphlet

**PERFORMANCE TASK** Editorial

WEEK 1

## READING WORKSHOP

### myBook

- Who Studies Natural Disasters?
- GENRE:** Narrative Nonfiction/Letter
- Eruption! Volcanoes and the Science of Saving Lives
- GENRE:** Narrative Nonfiction

### Comprehension

- Author's Craft
- Make and Confirm Predictions
- Text Structure
- Figurative Language
- Content-Area Words

### Response to Text

- Write a News Report

## VOCABULARY

**Critical Vocabulary** seismographs, evacuation, reservoir, conferring, consequences, widespread, alarming, victim

### Generative Vocabulary

- Greek Roots *graph, gram*; Latin Roots *rupt, fer*
- Spiral Review: Suffix *-less*

### Vocabulary Strategy

- Multiple-Meaning Words

## COMMUNICATION

### Research and Media Literacy

- Gather Information

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Persuade

## FOUNDATIONAL SKILLS

**Decoding** r-Controlled Vowels /ûr/, /îr/

**Spelling** Words with /ûr/, /îr/

- Basic Words: *earth, peer, twirl, burnt, smear, further, appear, worthwhile, nerve, pier, squirm, weary, alert, murmur, thirsty, reverse, worship, career, research, volunteer*
- Review Words: *aware, pardon, perform, absorb*
- Challenge Words: *acre, frontier, preservation, external*

**Fluency** Expression

**High-Frequency Words** *rise, hit, loud, blow, flow*

## WRITING WORKSHOP

**Writing Mode: Argument**

**Writing Form: Persuasive Essay**

- Priming the Students to read the Focal Text: *Green City* by Allan Drummond
- Priming the Text
- The Read
- Vocabulary
- Prewriting: Preparing to Write

**Grammar: Direct and Indirect Objects**

- Direct Objects
- Compound Direct Objects
- Indirect Objects
- Spiral Review: Complete Sentences
- Connect to Writing: Using Direct and Indirect Objects

WEEK 2

## READING WORKSHOP

### myBook

- Between the Glacier and the Sea: The Alaska Earthquake
- GENRE:** Video
- Quaking Earth, Racing Waves
- GENRE:** Informational Text

### Comprehension

- Retell/Summarize
- Media Techniques
- Author's Craft
- Central Idea

### Response to Text

- Write a Video Promo
- Write a Presentation

## VOCABULARY

**Critical Vocabulary** prior, magnitude, literally, maintenance, destruction, triggered, thrust, radiate, parallel, lateral, modified

### Generative Vocabulary

- Greek Root *geo*; Suffixes *-logy/-logist*
- Spiral Review: Greek Roots *graph, gram*; Latin Roots *rupt, fer*

### Vocabulary Strategy

- Multiple-Meaning Words

## COMMUNICATION

### Research and Media Literacy

- Interpret/Analyze Media

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Analyze

## FOUNDATIONAL SKILLS

**Decoding** Compound Words

**Spelling** Compound Words

- Basic Words: *wildlife, uproar, home run, headache, top-secret, teammate, wheelchair, light bulb, well-known, throughout, life preserver, hairstyle, part-time, warehouse, overboard, post office, outspoken, up-to-date, awestruck, newscast*
- Review Words: *further, worthwhile, career, volunteer*
- Challenge Words: *motorcycle, extraordinary, eyewitness, playwright*

**Fluency** Phrasing

**High-Frequency Words** *break, movement, rhythm, fell, control*

## WRITING WORKSHOP

**Writing Mode: Argument**

**Writing Form: Persuasive Essay**

- Drafting I: Beginning the Draft
- Drafting II: About Persuasive Writing
- Drafting III: Completing the Draft
- Revising I: Elaboration and Organization
- Revising II: Group Conferencing

**Grammar: Conjunctions**

- *And, But or Or*
- Combine Sentences and Ideas
- Subordinating Conjunctions
- Spiral Review: Direct and Indirect Objects
- Connect to Writing: Using Conjunctions

# Natural Disasters

**Essential Question** How can learning about natural disasters make us safer?



**BIG IDEA WORDS** notable, spontaneous, tremor, hazard

**INQUIRY AND RESEARCH PROJECT** Create a Natural Disaster Safety Pamphlet

**PERFORMANCE TASK** Editorial

WEEK 3

## READING WORKSHOP

### myBook

- *Hurricanes: The Science Behind Killer Storms*

**GENRE:** Informational Text

### Comprehension

- Ask and Answer Questions
- Text and Graphic Features
- Content-Area Words
- Text Structure

### Response to Text

- Write a Weather Report

## VOCABULARY

**Critical Vocabulary** surge, eventually, regions, mobile, anchored, foundations, category, track

### Generative Vocabulary

- Prefixes *inter-*, *com-*/*con-*/*cor-*
- Spiral Review: Greek Root *geo*; Suffixes *-logy*/*-logist*

### Vocabulary Strategy

- Spiral Review: Antonyms/Synonyms

## COMMUNICATION

### Research and Media Literacy

- Evaluate Information

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Agree and Disagree

## FOUNDATIONAL SKILLS

**Decoding** VCCV Syllable Division Pattern

**Spelling** Words with VCCV Syllable Division Pattern

- Basic Words: *bargain, journey, pattern, arrive, object, suppose, shoulder, permit, sorrow, tunnel, subject, custom, suggest, perhaps, lawyer, timber, common, publish, burden, scissors*
- Review Words: *headache, warehouse, overboard, well-known*
- Challenge Words: *attempt, annoy, parcel, ignore*

**Fluency** Reading Rate

**High-Frequency Words** caught, direct, provide, received

## WRITING WORKSHOP

**Writing Mode: Argument**

**Writing Form: Persuasive Essay**

- Revising III: Incorporating Feedback
- Editing I: Grammar, Usage, and Mechanics
- Editing II: Peer Proofreading
- Publishing
- Sharing

**Grammar: Complex Sentences**

- Complex Sentences with Conjunctions
- Dependent and Independent Clauses
- Correlative Conjunctions
- Spiral Review: Singular and Plural Nouns
- Connect to Writing: Using Complex Sentences



# Wild West

**Essential Question** What character traits were needed in people who settled the West?



**BIG IDEA WORDS** *native, epic, midland, victory*

**INQUIRY AND RESEARCH PROJECT** Create a Travel Brochure for the Old West

**PERFORMANCE TASK** Informational Article (Social Studies)

WEEK 1

| READING WORKSHOP   | VOCABULARY  |                     | FOUNDATIONAL SKILLS | WRITING WORKSHOP  |  |
|--|---|---------------------|---------------------|---|--|
| <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Why Go West?</li> </ul> <p><b>GENRE:</b> Informational Text/Timeline</p> <ul style="list-style-type: none"> <li>Explore the Wild West!</li> </ul> <p><b>GENRE:</b> Informational Text</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Text Structure</li> <li>Synthesize</li> <li>Central Idea</li> <li>Text Structure</li> <li>Author's Craft</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a How-to Guide</li> </ul> | <p><b>Critical Vocabulary</b> <i>knowledge, posts, hardships, patriotic, slogans, handy, typical, consisted</i></p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Prefix <i>mid-</i>; Suffixes <i>-al, -ic</i></li> <li>Spiral Review: Prefix <i>inter-</i></li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Homophones/Homographs</li> </ul> |                     | FOUNDATIONAL SKILLS | <p><b>Decoding</b> VCV Syllable Division Pattern</p> <p><b>Spelling</b> Words with VCV Syllable Division Pattern</p> <ul style="list-style-type: none"> <li>Basic Words: <i>human, exact, award, behave, credit, basic, vivid, evil, modern, nation, robot, panic, select, cousin, item, police, prefer, menu, novel, deserve</i></li> <li>Review Words: <i>suppose, suggest, journey, arrive</i></li> <li>Challenge Words: <i>logic, national, preference, laser</i></li> </ul> <p><b>Fluency</b> Intonation</p> <p><b>High-Frequency Words</b> <i>uncle, God, whose, doctor</i></p> | <p><b>Writing Mode: Informational Text</b></p> <p><b>Writing Form: Letter</b></p> <ul style="list-style-type: none"> <li>Introducing the Focal Text: <i>Along the Santa Fe Trail</i> by Ginger Wadsworth</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting I: Task, Audience, and Purpose</li> <li>Prewriting II: Parts of a Letter</li> </ul> <p><b>Grammar: Direct Quotations and Interjections</b></p> <ul style="list-style-type: none"> <li>Quotations</li> <li>Text Quotations</li> <li>Interjections and Dialogue</li> <li>Spiral Review: Complex Sentences</li> <li>Connect to Writing: Using Direct Quotations and Interjections</li> </ul> |
| COMMUNICATION  |   |                     | FOUNDATIONAL SKILLS |   |  |
|  | <p><b>Research and Media Literacy</b></p> <ul style="list-style-type: none"> <li>Oral Instructions</li> </ul>   |                     | FOUNDATIONAL SKILLS |   |  |
| ENGLISH LANGUAGE DEVELOPMENT   |   | FOUNDATIONAL SKILLS |                     |   |  |
|  | <p><b>Language Function</b> Justify</p>   | FOUNDATIONAL SKILLS |                     |   |  |

WEEK 2

| READING WORKSHOP   | VOCABULARY  |                     | FOUNDATIONAL SKILLS | WRITING WORKSHOP  |  |
|--|---|---------------------|---------------------|---|--|
| <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>The Celestials' Railroad</li> </ul> <p><b>GENRE:</b> Informational Text</p> <ul style="list-style-type: none"> <li>Homesteading</li> </ul> <p><b>GENRE:</b> Video</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Monitor and Clarify</li> <li>Central Idea</li> <li>Text Structure</li> <li>Media Techniques</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Television Pitch</li> <li>Write an Interview Script</li> </ul> | <p><b>Critical Vocabulary</b> <i>celestial, complaint, employed, sacrifice, homestead, ideology, residence, domain, primary</i></p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Prefix <i>trans-</i>; Suffixes <i>-ous/-ious</i></li> <li>Spiral Review: Prefix <i>mid-</i>; Suffixes <i>-al, -ic</i></li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Homophones/Homographs</li> </ul> |                     | FOUNDATIONAL SKILLS | <p><b>Decoding</b> VCCCV Syllable Division Pattern</p> <p><b>Spelling</b> Words with VCCCV Syllable Division Pattern</p> <ul style="list-style-type: none"> <li>Basic Words: <i>conflict, orphan, instant, complex, simply, burglar, laundry, laughter, employ, anchor, merchant, improve, arctic, mischief, childhood, purchase, dolphin, partner, complain, tremble</i></li> <li>Review Words: <i>human, credit, modern, nation</i></li> <li>Challenge Words: <i>substitute, illustrate, conscience, function</i></li> </ul> <p><b>Fluency</b> Accuracy and Self-Correction</p> <p><b>High-Frequency Words</b> <i>soldiers, lady, hunting, period, property</i></p> | <p><b>Writing Mode: Informational Text</b></p> <p><b>Writing Form: Letter</b></p> <ul style="list-style-type: none"> <li>Drafting I: The Body of a Letter</li> <li>Drafting II: Integrating Genre Elements</li> <li>Drafting III: Completing the Draft</li> <li>Revising I: Elaboration and Organization</li> <li>Revising II: Peer Conferencing</li> </ul> <p><b>Grammar: Subject and Object Pronouns</b></p> <ul style="list-style-type: none"> <li>Subject Pronouns</li> <li>Object Pronouns</li> <li>Pronoun-Antecedent Agreement</li> <li>Spiral Review: Conjunctions</li> <li>Connect to Writing: Using Subject and Object Pronouns</li> </ul> |
| COMMUNICATION  |   |                     | FOUNDATIONAL SKILLS |   |  |
|  | <p><b>Research and Media Literacy</b></p> <ul style="list-style-type: none"> <li>Interpret/Analyze Media</li> </ul>   |                     | FOUNDATIONAL SKILLS |   |  |
| ENGLISH LANGUAGE DEVELOPMENT   |   | FOUNDATIONAL SKILLS |                     |   |  |
|  | <p><b>Language Function</b> Recount Information</p>   | FOUNDATIONAL SKILLS |                     |   |  |



# Wild West

**Essential Question** What character traits were needed in people who settled the West?



**BIG IDEA WORDS** *native, epic, midland, victory*

**INQUIRY AND RESEARCH PROJECT** Create a Travel Brochure for the Old West

**PERFORMANCE TASK** Informational Article (Social Studies)

WEEK 3

## READING WORKSHOP

### myBook

- *A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840*

**GENRE:** Historical Fiction

### Comprehension

- Visualize
- Literary Elements
- Point of View
- Varieties of English

### Response to Text

- Write a Journal Entry

## VOCABULARY

**Critical Vocabulary** *frolics, stubble, indispensable, dainty, plod, oblivious, proportions, regaled, thresh*

### Generative Vocabulary

- Prefixes *mis-*, *mal-*; Suffixes *-able*, *-ible*
- Spiral Review: Prefix *trans-*; Suffixes *-ous/-ious*

### Vocabulary Strategy

- Spiral Review: Multiple-Meaning Words

## COMMUNICATION

### Speaking & Listening

- Use Formal and Informal Language

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Analyze

## FOUNDATIONAL SKILLS

**Decoding** VV Syllable Division Pattern

**Spelling** Words with VV Syllable Division Pattern

- Basic Words: *actual, cruel, influence, diet, museum, casual, ruin, pioneer, trial, visual, realize, create, riot, genuine, area, annual, audio, dial, theater, patriot*
- Review Words: *conflict, mischief, arctic, purchase*
- Challenge Words: *patriotic, auditory, theatrical, influential*

**Fluency** Expression

**High-Frequency Words** *woman, child, crowd, western*

## WRITING WORKSHOP

**Writing Mode: Informational Text**

**Writing Form: Letter**

- Revising III: Incorporating Feedback
- Editing I: Grammar, Usage, and Mechanics
- Editing II: Peer Proofreading
- Publishing
- Sharing

**Grammar: Verb Tenses**

- Present and Past Tense
- Future Tense
- Consistent Use of Tenses
- Spiral Review: Direct Quotations and Interjections
- Connect to Writing: Using the Correct Verb Tense



# Project Earth

**Essential Question** How can caring for Earth and its living things improve life now and in the future?



**BIG IDEA WORDS** contaminate, benevolent, imperil, endangered  
**INQUIRY AND RESEARCH PROJECT** Create an Environmental PSA  
**PERFORMANCE TASK** Opinion Essay

WEEK 1

| READING WORKSHOP   | VOCABULARY  | COMMUNICATION  | FOUNDATIONAL SKILLS  | WRITING WORKSHOP   |
|--|---|--|--|--|
| <p><b>myBook</b></p> <ul style="list-style-type: none"> <li><i>The Protective Power of Nature Preserves</i><br/><b>GENRE:</b> Informational Text</li> <li><i>Potatoes on Rooftops: Farming in the City</i><br/><b>GENRE:</b> Persuasive Text</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Central Idea</li> <li>Ask and Answer Questions</li> <li>Author's Purpose</li> <li>Ideas and Support</li> <li>Author's Craft</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write an Advertising Script</li> </ul> | <p><b>Critical Vocabulary</b> urban, humble, plots, alternative, transform, artificial, yield, influence</p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Suffix -ive</li> <li>Spiral Review: Suffix -able</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Analogies</li> </ul> | <p><b>Research and Media Literacy</b></p> <ul style="list-style-type: none"> <li>Summarizing/Paraphrasing</li> </ul> | <p><b>Decoding</b> Final Stable Syllables -al, -el, -le, -il</p> <p><b>Spelling</b> Words with Final Schwa + /l/ Sounds</p> <ul style="list-style-type: none"> <li>Basic Words: formal, whistle, label, puzzle, legal, angle, normal, needle, angel, pupil, struggle, level, local, bicycle, channel, global, stumble, quarrel, article, fossil</li> <li>Review Words: influence, genuine, casual, annual</li> <li>Challenge Words: bungle, fragile, decibel, gerbil</li> </ul> <p><b>Fluency</b> Phrasing</p> <p><b>High-Frequency Words</b> modern, business, won't, tools</p> | <p><b>Writing Mode: Argument</b></p> <p><b>Writing Form: Editorial</b></p> <ul style="list-style-type: none"> <li>Introducing the Focal Text: <i>The Elephant Keeper</i> by Margriet Ruurs</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting: Preparing to Write</li> <li>Drafting I: Beginning the Draft</li> </ul> <p><b>Grammar: Regular and Irregular Verbs</b></p> <ul style="list-style-type: none"> <li>Regular Verbs</li> <li>Irregular Verbs</li> <li>Past Tense Forms of Irregular Verbs</li> <li>Spiral Review: Verb Tenses</li> <li>Connect to Writing: Using Regular and Irregular Verbs</li> </ul> |
| ENGLISH LANGUAGE DEVELOPMENT   |   |  |  |  |
| <p><b>Language Function</b> Persuade</p>   |   |  |  |  |

WEEK 2

| READING WORKSHOP   | VOCABULARY  | COMMUNICATION   | FOUNDATIONAL SKILLS   | WRITING WORKSHOP   |
|--|---|---|---|--|
| <p><b>myBook</b></p> <ul style="list-style-type: none"> <li><i>Living Green</i><br/><b>GENRE:</b> Play</li> <li><i>The Good Garden: How One Family Went from Hunger to Having Enough</i><br/><b>GENRE:</b> Realistic Fiction</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Synthesize</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>Write a New Scene</li> <li>Write a Letter</li> </ul> | <p><b>Critical Vocabulary</b> reduce, conscious, implying, contradict, cascading, depleted, spectacle, toddles, packet, retreat</p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Latin Roots dict, spect</li> <li>Spiral Review: Suffix -ive</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Analogies</li> </ul> | <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>Work Collaboratively</li> </ul> | <p><b>Decoding</b> Recognize Root Words</p> <p><b>Spelling</b> Adding -ed and -ing</p> <ul style="list-style-type: none"> <li>Basic Words: scrubbed, listening, stunned, knitting, carpeting, wandered, gathering, beginning, skimmed, chatting, shrugged, bothering, whipped, quizzed, suffering, scanned, ordered, totaled, answered, upsetting</li> <li>Review Words: label, legal, article, whistle</li> <li>Challenge Words: permitting, preferred, admitted, glistening</li> </ul> <p><b>Fluency</b> Intonation</p> <p><b>High-Frequency Words</b> garden, crops, seeds, fruit, apple</p> | <p><b>Writing Mode: Argument</b></p> <p><b>Writing Form: Editorial</b></p> <ul style="list-style-type: none"> <li>Drafting II: Elements of Persuasive Writing</li> <li>Drafting III: Teacher Conferencing</li> <li>Drafting IV: Finishing the Draft</li> <li>Revising I: Elaboration</li> <li>Revising II: Grouping/Conferencing</li> </ul> <p><b>Grammar: Commas and Semicolons</b></p> <ul style="list-style-type: none"> <li>Punctuation in Compound and Complex Sentences</li> <li>Introductory Elements</li> <li>Commas with Direct Address and Tag Questions</li> <li>Spiral Review: Regular and Irregular Verbs</li> <li>Connect to Writing: Using Commas and Semicolons</li> </ul> |
| ENGLISH LANGUAGE DEVELOPMENT   |   |   |   |  |
| <p><b>Language Function</b> Sequence</p>   |   |   |   |  |

# Project Earth

**Essential Question** How can caring for Earth and its living things improve life now and in the future?



**BIG IDEA WORDS** contaminate, benevolent, imperil, endangered  
**INQUIRY AND RESEARCH PROJECT** Create an Environmental PSA  
**PERFORMANCE TASK** Opinion Essay

WEEK 3

## READING WORKSHOP

- myBook**
- Parrots Over Puerto Rico
- GENRE:** Informational Text/Narrative Nonfiction
- Comprehension**
- Monitor and Clarify
  - Text Structure
  - Text and Graphic Features
  - Text Structure
- Response to Text**
- Write a Website Summary

## VOCABULARY

- Critical Vocabulary** flight, toil, merchant, fort, jabbing, captivity, aggressive
- Generative Vocabulary**
- Latin Root bene; Suffix -ure
  - Spiral Review: Latin Roots dict, spect
- Vocabulary Strategy**
- Spiral Review: Homophones/Homographs

## COMMUNICATION

- Research and Media Literacy**
- Take Notes

## ENGLISH LANGUAGE DEVELOPMENT

- Language Function** Synthesize

## FOUNDATIONAL SKILLS

- Decoding** Recognize Root Words with Spelling Changes
- Spelling** Adding -ed and -ing
- Basic Words: tiring, borrowed, freezing, delivered, whispered, losing, decided, amazing, performing, resulting, related, attending, damaged, remarked, practicing, supported, united, expected, amusing, repeated
  - Review Words: answered, bothering, listening, suffering
  - Challenge Words: decision, expectation, amusement, assigned
- Fluency** Reading Rate
- High-Frequency Words** insects, branches, wings, statement

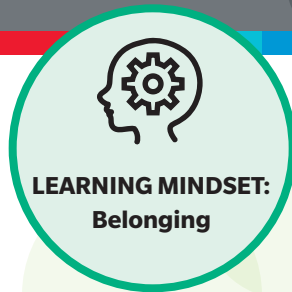
## WRITING WORKSHOP

- Writing Mode: Argument**
- Writing Form: Editorial**
- Revising III: Incorporating Feedback
  - Editing I: Grammar, Usage, and Mechanics
  - Editing II: Peer Proofreading
  - Publishing
  - Sharing
- Grammar: Transitions**
- Identifying Transitions
  - Purposes of Transitions
  - Transitions in Writing
  - Spiral Review: Subject and Object Pronouns
  - Connect to Writing: Using Transitions



# Art for Everyone

**Essential Question** How do different art forms impact people in different ways?



**BIG IDEA WORDS** classic, tribute, striking, provoking  
**INQUIRY AND RESEARCH PROJECT** Be an Artist for a Day  
**PERFORMANCE TASK** Biographical Sketch

WEEK 1

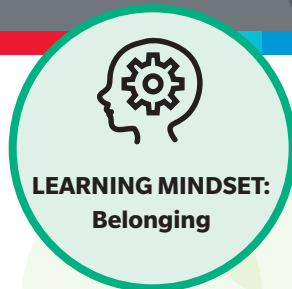
| READING WORKSHOP  | VOCABULARY   | FOUNDATIONAL SKILLS   | WRITING WORKSHOP   |
|---|--|---|--|
| <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Let's Get Creative</li> </ul> <p><b>GENRE:</b> Informational Text</p> <ul style="list-style-type: none"> <li>Christo and Jeanne-Claude: Through the Gates and Beyond</li> </ul> <p><b>GENRE:</b> Informational Text</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Author's Craft</li> <li>Make Inferences</li> <li>Central Idea</li> <li>Text Structure</li> <li>Author's Craft</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write an Editorial</li> </ul> | <p><b>Critical Vocabulary</b> <i>gracing, controversy, skeptical, manufactured, incorporated, persistence, ambitious, ingenious, opinion, traversed</i></p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Latin Root <i>struct</i>; Prefix <i>de-</i>; Suffixes <i>-ion, -ism</i></li> <li>Spiral Review: Suffix <i>-ure</i></li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Reference Materials</li> </ul> | <p><b>Decoding</b> Recognize Root Words with Spelling Changes</p> <p><b>Spelling</b> Changing Final <i>y</i> to <i>i</i></p> <ul style="list-style-type: none"> <li>Basic Words: <i>duties, earlier, loveliest, denied, ferries, sunnier, terrified, abilities, dirtier, scariest, trophies, cozier, enemies, iciest, greediest, drowsier, victories, horrified, memories, strategies</i></li> <li>Review Words: <i>attending, supported, practicing, delivered</i></li> <li>Challenge Words: <i>unified, memorial, victorious, strategic</i></li> </ul> <p><b>Fluency</b> Accuracy and Self-Correction</p> <p><b>High-Frequency Words</b> <i>choose, visit, elements, create, pretty</i></p> | <p><b>Writing Mode: Narrative</b></p> <p><b>Writing Form: Personal Narrative</b></p> <ul style="list-style-type: none"> <li>Introducing the Focal Text: <i>Miss Alaineus</i> by Debra Frasier</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting: Preparing to Write</li> <li>Drafting I: Beginning the Draft</li> </ul> <p><b>Grammar: Adjectives</b></p> <ul style="list-style-type: none"> <li>Adjectives</li> <li>Adjectives and Linking Verbs</li> <li>Articles</li> <li>Spiral Review: Pronouns</li> <li>Connect to Writing: Using Adjectives and Articles</li> </ul> |
| COMMUNICATION   |  |   |  |
| ENGLISH LANGUAGE DEVELOPMENT  |  |   |  |
|   | <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>Oral Instructions</li> </ul>   |   |  |
|   | <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>Rita Moreno</li> </ul> <p><b>GENRE:</b> Biography</p> <ul style="list-style-type: none"> <li>Play, Louis, Play!: The True Story of a Boy and His Horn</li> </ul> <p><b>GENRE:</b> Fictionalized Biography</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Visualize</li> <li>Literary Elements</li> <li>Point of View</li> <li>Author's Craft</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Speech</li> <li>Write a Review</li> </ul> | <p><b>Critical Vocabulary</b> <i>exposure, willful, stereotypical, authentic, discriminatory, bars, contagious, fever, duets, solos</i></p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Prefixes <i>super-</i> and <i>micro-</i></li> <li>Spiral Review: Suffixes <i>-ful, -ly, -less, -ness, -ment</i></li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Reference Materials</li> </ul> | <p><b>Decoding</b> Suffixes: <i>-ful, -ly, -ness, -less, -ment</i></p> <p><b>Spelling</b> Words with Suffixes: <i>-ful, -ly, -ness, -less, -ment</i></p> <ul style="list-style-type: none"> <li>Basic Words: <i>lately, settlement, watchful, countless, steadily, closeness, calmly, government, agreement, cloudiness, delightful, noisily, tardiness, forgetful, forgiveness, harmless, enjoyment, appointment, effortless, plentiful</i></li> <li>Review Words: <i>memories, drowsier, abilities, terrified</i></li> <li>Challenge Words: <i>suspenseful, seriousness, suspiciously, merciless</i></li> </ul> <p><b>Fluency</b> Phrasing</p> <p><b>High-Frequency Words</b> <i>fun, practice, tone, rich</i></p> | <p><b>Writing Mode: Narrative</b></p> <p><b>Writing Form: Personal Narrative</b></p> <ul style="list-style-type: none"> <li>Drafting II: Understanding Plot Structure</li> <li>Drafting III: Completing the Draft</li> <li>Revising I: Elaboration</li> <li>Revising II: Conferencing</li> <li>Revising III: Incorporating Feedback</li> </ul> <p><b>Grammar: Adverbs</b></p> <ul style="list-style-type: none"> <li>Adverbs That Tell How, Where, When, How Often</li> <li>Conjunctive Adverbs</li> <li>Using Adverbs</li> <li>Spiral Review: Adjectives and Articles</li> <li>Connect to Writing: Using Adverbs</li> </ul> |
| COMMUNICATION   |   |  |  |
|   | <p><b>Research and Media Literacy</b></p> <ul style="list-style-type: none"> <li>Create Multimedia Presentations</li> </ul>   |  |  |
| ENGLISH LANGUAGE DEVELOPMENT  |   |  |  |
|   | <p><b>Language Function</b> Cause and Effect</p>  |  |  |

# Art for Everyone

**Essential Question** How do different art forms impact people in different ways?



**BIG IDEA WORDS** classic, tribute, striking, provoking

**INQUIRY AND RESEARCH PROJECT** Be an Artist for a Day

**PERFORMANCE TASK** Biographical Sketch

WEEK 3

## READING WORKSHOP

### myBook

- Phillis's Big Test
- **GENRE:** Biography

### Comprehension

- Ask and Answer Questions
- Theme
- Literary Elements
- Figurative Language

### Response to Text

- Write a Scene

## VOCABULARY

**Critical Vocabulary** consented, sheaf, outcome, homeland, advised, content, testifying

### Generative Vocabulary

- Suffixes -ant/-ent; Latin Roots port, duc/duct
- Spiral Review: Prefixes super- and micro-

### Vocabulary Strategy

- Spiral Review: Analogies

## COMMUNICATION

### Research and Media Literacy

- Organize Information

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Sequence

## FOUNDATIONAL SKILLS

**Decoding** Words from Other Languages

**Spelling** Words from Other Languages

- Basic Words: salsa, mattress, tycoon, burrito, bandana, tomato, poncho, guitar, lasso, patio, siesta, cargo, vanilla, tsunami, iguana, plaza, caravan, hammock, pajamas, gallant
- Review Words: government, steadily, effortless, plentiful
- Challenge Words: mosquito alligator, tambourine, cathedral

**Fluency** Expression

**High-Frequency Words** position, wasn't, mine, lie

## WRITING WORKSHOP

**Writing Mode: Narrative**

**Writing Form: Personal Narrative**

- Revising IV: Varying Sentences
- Editing I: Grammar, Usage, and Mechanics
- Editing II: Peer Proofreading
- Publishing
- Sharing

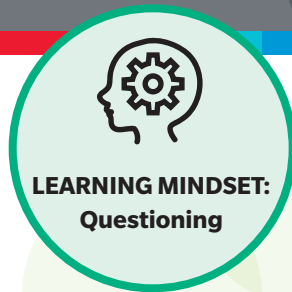
**Grammar: Prepositions and Prepositional Phrases**

- Prepositions
- Prepositional Phrases
- Combining Sentences
- Spiral Review: Transitions
- Connect to Writing: Using Prepositions and Prepositional Phrases



# Above, Below, and Beyond

**Essential Question** What role does curiosity play in exploration?



**BIG IDEA WORDS** expedition, incredible, progress, chronology

**INQUIRY AND RESEARCH PROJECT** Create an Explorers Hall of Fame

**PERFORMANCE TASK** Instructional Article (Science)

WEEK 1

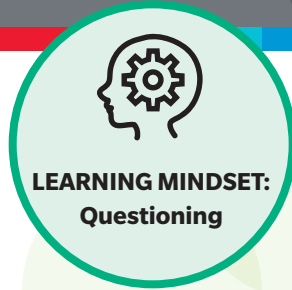
| READING WORKSHOP   | VOCABULARY  | COMMUNICATION   | FOUNDATIONAL SKILLS   | WRITING WORKSHOP   |
|--|---|---|---|--|
| <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>A Few Who Dared</li> <li><b>GENRE:</b> Persuasive Text</li> <li>Into the Unknown: Above and Below</li> <li><b>GENRE:</b> Informational Text</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Ideas and Support</li> <li>Make and Confirm Predictions</li> <li>Text Structure</li> <li>Text and Graphic Features</li> <li>Content-Area Words</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a News Script</li> </ul> | <p><b>Critical Vocabulary</b> vast, mariners, cosmic, ascend, principle, forged</p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Latin Roots tract, chrono, gress</li> <li>Spiral Review: Suffix -able</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Context Clues</li> </ul> | <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>Use Formal and Informal Language</li> </ul> | <p><b>Decoding</b> Final Stable Syllables -ain, -ture, -sure</p> <p><b>Spelling</b> Words with Final /n/ or /ən/, /chər/, /zhər/</p> <ul style="list-style-type: none"> <li>Basic Words: nature, certain, future, villain, mountain, mixture, pleasure, captain, departure, surgeon, texture, curtain, creature, treasure, gesture, fountain, furniture, measure, feature, adventure</li> <li>Review Words: pajamas, caravan, tomato, tycoon</li> <li>Challenge Words: sculpture, enclosure, dungeon, chieftain</li> </ul> <p><b>Fluency</b> Reading Rate</p> <p><b>High-Frequency Words</b> send, entered, compare, rather</p> | <p><b>Writing Mode: Informational Text</b></p> <p><b>Writing Form: Research Report</b></p> <ul style="list-style-type: none"> <li>Introducing the Focal Text: <i>The Day Glo Brothers: The True Story of Bob and Joe Switzer's Bright Ideas and Brand-New Colors</i> by Chris Barton</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting I: Preparing to Write</li> <li>Prewriting II: Gathering Sources</li> </ul> <p><b>Grammar: More Kinds of Pronouns</b></p> <ul style="list-style-type: none"> <li>Indefinite Pronouns</li> <li>Possessive Pronouns</li> <li>Interrogative Pronouns</li> <li>Spiral Review: Commas and Semicolons</li> <li>Connect to Writing: Using Indefinite, Possessive, and Interrogative Pronouns</li> </ul> |
| ENGLISH LANGUAGE DEVELOPMENT   |   |   |   |  |
| <p><b>Language Function</b> Seek Information</p>   |   |   |   |  |

WEEK 2

| READING WORKSHOP  | VOCABULARY  | COMMUNICATION   | FOUNDATIONAL SKILLS   | WRITING WORKSHOP   |
|---|---|---|---|--|
| <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Great Discoveries &amp; Amazing Adventures</li> <li><b>GENRE:</b> Informational Text</li> <li>SpaceShipOne</li> <li><b>GENRE:</b> Autobiography</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Make and Confirm Predictions</li> <li>Central Idea</li> <li>Author's Craft</li> <li>Theme</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Travel Advertisement</li> <li>Write a Journal Entry</li> </ul> | <p><b>Critical Vocabulary</b> ransacked, outskirts, precious, authorities, ruthless, ignited, hybrid, synthetic, exhaust, physics, institution</p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Prefixes mega-, sub-; Latin Roots ped, dent</li> <li>Spiral Review: Latin Roots tract, chrono, gress</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Context Clues</li> </ul> | <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>Paraphrase</li> </ul> | <p><b>Decoding Unstressed Final Syllables</b></p> <p><b>Spelling Words with Final /ij/, /iv/, /is/</b></p> <ul style="list-style-type: none"> <li>Basic Words: storage, olive, service, relative, cabbage, courage, native, passage, voyage, knowledge, image, creative, average, justice, detective, postage, cowardice, adjective, village, language</li> <li>Review Words: future, curtain, surgeon, measure</li> <li>Challenge Words: heritage, prejudice, cooperative, apprentice</li> </ul> <p><b>Fluency</b> Accuracy and Self-Correction</p> <p><b>High-Frequency Words</b> captain, compound, coast, guess</p> | <p><b>Writing Mode: Informational Text</b></p> <p><b>Writing Form: Research Report</b></p> <ul style="list-style-type: none"> <li>Drafting I: Following the Research</li> <li>Drafting II: Incorporating the Research</li> <li>Drafting III: Finishing the Draft</li> <li>Revising I: Paraphrasing vs. Plagiarizing</li> <li>Revising II: Peer Conferencing</li> </ul> <p><b>Grammar: Proper Mechanics and Writing Titles</b></p> <ul style="list-style-type: none"> <li>Titles in Italics</li> <li>Titles in Quotation Marks</li> <li>Capitalizing Titles</li> <li>Spiral Review: Prepositions and Prepositional Phrases</li> <li>Connect to Writing: Using Titles Correctly</li> </ul> |
| ENGLISH LANGUAGE DEVELOPMENT  |   |   |   |  |
| <p><b>Language Function</b> Solve Problems</p>  |   |   |   |  |

# Above, Below, and Beyond

**Essential Question** What role does curiosity play in exploration?



**BIG IDEA WORDS** *expedition, incredible, progress, chronology*

**INQUIRY AND RESEARCH PROJECT** Create an Explorers Hall of Fame

**PERFORMANCE TASK** Instructional Article (Science)

|        |  |  |  |  |
|--------|--|--|--|--|
| 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><i>The Mighty Mars Rovers</i></li> </ul> <p><b>GENRE:</b> Narrative Nonfiction</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Ask and Answer Questions</li> <li>Literary Elements</li> <li>Author's Craft</li> <li>Text Structure</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Safety Checklist</li> </ul> | <p><b>Critical Vocabulary</b> <i>deploy, transition, expanse, resembled, terrain, international, transmitted, ailing</i></p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Latin Root <i>terr</i>; Prefixes <i>pro-</i>, <i>anti-</i></li> <li>Spiral Review: Prefixes <i>mega-</i>, <i>sub-</i>; Latin Roots <i>ped</i>, <i>dent</i></li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Spiral Review: Reference Materials</li> </ul> | <p><b>Decoding</b> Unstressed Syllables</p> <p><b>Spelling</b> Words with Unstressed Syllables</p> <ul style="list-style-type: none"> <li>Basic Words: <i>entry, limit, talent, disturb, entire, wisdom, dozen, impress, respond, fortress, neglect, patrol, fashion, forbid, pirate, spinach, adopt, frighten, surround, challenge</i></li> <li>Review Words: <i>courage, language, justice, adjective</i></li> <li>Challenge Words: <i>distribute, refuge, industry, adapt</i></li> </ul> <p><b>Fluency</b> Intonation</p> <p><b>High-Frequency Words</b> <i>planets, indicate, desert, sand</i></p> | <p><b>Writing Mode: Informational Text</b></p> <p><b>Writing Form: Research Report e</b></p> <ul style="list-style-type: none"> <li>Editing I: Grammar, Usage, Mechanics</li> <li>Editing II: Peer Proofreading</li> <li>Editing III: Developing a Bibliography</li> <li>Publishing</li> <li>Sharing</li> </ul> <p><b>Grammar: The Verbs Be and Have</b></p> <ul style="list-style-type: none"> <li>Verbs <i>Be</i> and <i>Have</i></li> <li>Verb Phrases with <i>Be</i> and <i>Have</i></li> <li>Consistent Verb Tenses</li> <li>Spiral Review: Adverbs</li> <li>Connect to Writing: Using the Verbs <i>Be</i> and <i>Have</i></li> </ul> |
|        |  | <b>COMMUNICATION</b>   |  |  |
|        |  |  | <b>ENGLISH LANGUAGE DEVELOPMENT</b>  |  |
|        |  | <p><b>Language Function</b> Recount Information</p>  |  |  |

# A New Home

**Essential Question** How do people adapt to new experiences and make a new place home?



**BIG IDEA WORDS** *nomadic, voice, monologue, temporary*  
**INQUIRY AND RESEARCH PROJECT** Create a Culture Map  
**PERFORMANCE TASK** Narrative Poem

WEEK 1

| READING WORKSHOP  | VOCABULARY   | FOUNDATIONAL SKILLS  | WRITING WORKSHOP  |
|---|--|--|---|
| <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>Moving to a New Country: A Survival Guide</i><br/> <b>GENRE:</b> Informational Text</li> <li>• <i>A Movie in My Pillow</i><br/> <b>GENRE:</b> Poetry</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Text Structure</li> <li>• Visualize</li> <li>• Theme</li> <li>• Elements of Poetry</li> <li>• Author's Craft</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>• Write a Poem</li> </ul> | <p><b>Critical Vocabulary</b> <i>yearning, civil, flourishing, fortunate, dedicate, relatives, discarded</i></p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Prefixes <i>uni-/mono-, bi-, tri-</i></li> <li>• Spiral Review: Prefix <i>anti-</i></li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>• Homophones/Homographs</li> </ul> | <p><b>Decoding</b> Homophones</p> <p><b>Spelling</b> Homophones</p> <ul style="list-style-type: none"> <li>• Basic Words: <i>waist, waste, patience, patients, rite, right, write, muscle, mussel, principal, principle, summary, summery, sight, cite, site, stationary, stationery, coward, cowered</i></li> <li>• Review Words: <i>challenge, surround, limit, neglect</i></li> <li>• Challenge Words: <i>muscular, principality, citation, insightful</i></li> </ul> <p><b>Fluency</b> Expression</p> <p><b>High-Frequency Words</b> <i>suppose, board, tied, experience</i></p> | <p><b>Writing Mode: Poetry</b><br/> <b>Writing Form: Lyric Poem</b></p> <ul style="list-style-type: none"> <li>• Introducing the Focal Text: <i>Love That Dog</i> by Sharon Creech</li> <li>• The Read</li> <li>• Vocabulary</li> <li>• Prewriting: Preparing to Write</li> <li>• Drafting I: Beginning to Draft</li> </ul> <p><b>Grammar: Perfect Tenses</b></p> <ul style="list-style-type: none"> <li>• Perfect Tenses</li> <li>• Past Perfect Tenses <i>Had</i></li> <li>• Perfect Tenses <i>Will Have</i></li> <li>• Spiral Review: The Verbs <i>Be</i> and <i>Have</i></li> <li>• Connect to Writing: Using Perfect Tenses</li> </ul> |
| COMMUNICATION   |  |  |   |
|   |  | FOUNDATIONAL SKILLS  |   |
|   |  | WRITING WORKSHOP   |   |
| ENGLISH LANGUAGE DEVELOPMENT  |  |  |   |
|   |  | WRITING WORKSHOP   |   |
|   |  | FOUNDATIONAL SKILLS  |   |
|   |  | WRITING WORKSHOP   |   |
| ENGLISH LANGUAGE DEVELOPMENT  |  |  |   |
|   |  | WRITING WORKSHOP   |   |

WEEK 2

| READING WORKSHOP  | VOCABULARY  | FOUNDATIONAL SKILLS  | WRITING WORKSHOP   |
|---|---|--|--|
| <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>• <i>From Scratch</i><br/> <b>GENRE:</b> Realistic Fiction</li> <li>• <i>Elisa's Diary</i><br/> <b>GENRE:</b> Realistic Fiction</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Make Inferences</li> <li>• Literary Elements</li> <li>• Literary Elements</li> <li>• Literary Elements</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>• Write a Blog Post</li> <li>• Write a Retelling</li> </ul> | <p><b>Critical Vocabulary</b> <i>reluctantly, reserve, casual, nudged, diary, promptly, semidarkness, obvious, comprehended, officially, preliminary</i></p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Latin Roots <i>scrib/script</i>; Prefix <i>semi-</i></li> <li>• Spiral Review: Prefixes <i>uni-/mono-, bi-, tri-</i></li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>• Homophones/Homographs</li> </ul> | <p><b>Decoding</b> Prefixes: <i>in-, un-, dis-, mis-</i></p> <p><b>Spelling</b> Words with Prefixes: <i>in-, un-, dis-, mis-</i></p> <ul style="list-style-type: none"> <li>• Basic Words: <i>mislead, dismiss, insincere, unable, indirect, mistreat, disaster, dishonest, insecure, unknown, incomplete, unequal, unstable, miscue, disagree, informal, discover, unwise, mislaid, disgrace</i></li> <li>• Review Words: <i>summary, stationary, principal, patience</i></li> <li>• Challenge Words: <i>miscommunicate, disappear, unnecessary, invisible</i></li> </ul> <p><b>Fluency</b> Phrasing</p> <p><b>High-Frequency Words</b> <i>separate, trade, blood, division</i></p> | <p><b>Writing Mode: Poetry</b><br/> <b>Writing Form: Lyric Poem</b></p> <ul style="list-style-type: none"> <li>• Drafting II: Figurative Language</li> <li>• Drafting III: Features of Poetry</li> <li>• Drafting IV: Poetic Techniques</li> <li>• Revising I: Using Descriptive Verbs</li> <li>• Revising II: Conferencing</li> </ul> <p><b>Grammar: Easily Confused Verbs</b></p> <ul style="list-style-type: none"> <li>• Easily Confused Verbs</li> <li>• Identify Easily Confused Verbs</li> <li>• Choosing the Right Word</li> <li>• Spiral Review: Spelling</li> <li>• Connect to Writing: Using Verbs Correctly</li> </ul> |
| COMMUNICATION   |   |  |  |
|   |   | FOUNDATIONAL SKILLS  |  |
|   |   | WRITING WORKSHOP   |  |
| ENGLISH LANGUAGE DEVELOPMENT  |   |  |  |
|   |   | WRITING WORKSHOP   |  |
|   |   | FOUNDATIONAL SKILLS  |  |
|   |   | WRITING WORKSHOP   |  |
| ENGLISH LANGUAGE DEVELOPMENT  |   |  |  |
|   |   | WRITING WORKSHOP   |  |



# A New Home

**Essential Question** How do people adapt to new experiences and make a new place home?



**BIG IDEA WORDS** *nomadic, voice, monologue, temporary*  
**INQUIRY AND RESEARCH PROJECT** Create a Culture Map  
**PERFORMANCE TASK** Narrative Poem

WEEK 3

**READING WORKSHOP**

- myBook**
- *Inside Out and Back Again*
- GENRE:** Poetry
- Comprehension**
- Ask and Answer Questions
  - Elements of Poetry
  - Theme
  - Text and Graphic Features
- Response to Text**
- Write a Journal Entry

**VOCABULARY**

- Critical Vocabulary** *sponsor, generosity, goodwill, grateful, exception, sensible*
- Generative Vocabulary**
- Latin Roots *voc, ject*
  - Spiral Review: Latin Roots *scrib/script*; Prefix *semi-*
- Vocabulary Strategy**
- Spiral Review: Context Clues

**COMMUNICATION**

- Speaking & Listening**
- Give a Presentation: Story

**ENGLISH LANGUAGE DEVELOPMENT**

- Language Function** Describe

**FOUNDATIONAL SKILLS**

- Decoding** Final Stable Syllables *-tion, -sion*
- Spelling** Adding the Suffixes *-ion, -ian*
- Basic Words: *select, selection, tense, tension, react, reaction, confess, confession, decorate, decoration, contribute, contribution, connect, connection, admire, admiration, music, musician, electric, electrician*
  - Review Words: *dishonest, insincere, unequal, mislaid*
  - Challenge Words: *admirable, fascination, construction, condensation*
- Fluency** Intonation
- High-Frequency Words** *Japanese, cook, fit, conditions*

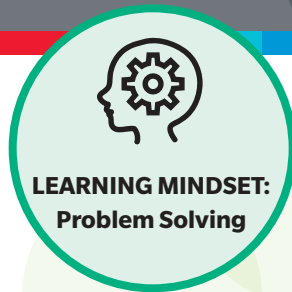
**WRITING WORKSHOP**

- Writing Mode: Poetry**
- Writing Form: Lyric Poem**
- Revising III: Incorporating Feedback
  - Editing I: Grammar, Usage, and Mechanics
  - Editing II: Peer Proofreading
  - Publishing
  - Sharing
- Grammar: Making Comparisons**
- Comparative and Superlative Adjectives
  - Comparing with *Good or Bad*
  - Comparing with Adverbs
  - Spiral Review: Proper Mechanics and Writing Titles
  - Connect to Writing: Using Comparisons Correctly



# Unexpected, Unexplained

**Essential Question** What makes something mysterious, and what drives people to solve mysteries?



**BIG IDEA WORDS** *suspense, falsify, factor, effect*

**INQUIRY AND RESEARCH PROJECT** Open a Detective Agency

**PERFORMANCE TASK** Persuasive Speech

WEEK 1

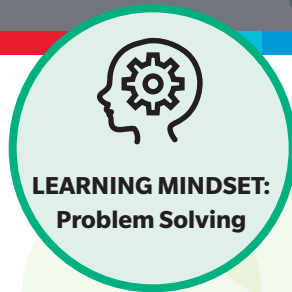
| READING WORKSHOP  | VOCABULARY  |  | FOUNDATIONAL SKILLS | WRITING WORKSHOP   |   |
|---|---|--|---------------------|--|---|
| <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Why People Love Mysteries</li> <li><b>GENRE:</b> Informational Text</li> <li>Mr. Linden's Library</li> <li><b>GENRE:</b> Mystery</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Author's Purpose</li> <li>Make and Confirm Predictions</li> <li>Literary Elements</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 Letter</li> </ul> | <p><b>Critical Vocabulary</b> <i>formidable, relentlessly, musings, sentimental, prefer, engulfed, audible, will, keepsake</i></p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Latin Roots <i>fac, fec, fy</i></li> <li>Spiral Review: Latin Root <i>voc</i></li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Multiple-Meaning Words</li> </ul> |  | DECODING            | <p><b>Decoding</b> Prefixes <i>com-, con-, pre-, pro-</i></p> <p><b>Spelling</b> Words with Prefixes <i>com-, con-, pre-, pro-</i></p> <ul style="list-style-type: none"> <li>Basic Words: <i>produce, company, protect, preview, contain, combat, prejudice, commotion, contest, prefix, progress, computer, confide, convince, prospect, confirm, preflight, provide, propose, promotion</i></li> <li>Review Words: <i>contribution, confession, musician, electrician</i></li> <li>Challenge Words: <i>confidence, commercial, production, proposition</i></li> </ul> <p><b>Fluency</b> Expression</p> <p><b>High-Frequency Words</b> <i>suggested, silent, except, determine</i></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 Egypt Game</i> by Zilpha Keatley Snyder</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting: Preparing to Write</li> <li>Drafting I: Beginning to Draft</li> </ul> <p><b>Grammar: Contractions</b></p> <ul style="list-style-type: none"> <li>Contractions with <i>Not</i></li> <li>Contractions with Pronouns</li> <li>Pronoun Contractions and Homophones</li> <li>Spiral Review: Perfect Tenses</li> <li>Connect to Writing: Using Contractions Correctly</li> </ul> |
| COMMUNICATION   | <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>Engage in Discussion</li> </ul>   |  | SPELLING            | <p><b>Spelling</b> Words with Prefixes <i>com-, con-, pre-, pro-</i></p>   |   |
| ENGLISH LANGUAGE DEVELOPMENT  | <p><b>Language Function</b> Predict</p>   |  | FLUENCY             | <p><b>Fluency</b> Expression</p>   |   |

WEEK 2

| READING WORKSHOP  | VOCABULARY  |  | FOUNDATIONAL SKILLS | WRITING WORKSHOP  |  |
|---|---|--|---------------------|---|--|
| <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>The Loch Ness Monster</li> <li><b>GENRE:</b> Video</li> <li>Finding Bigfoot: Everything You Need to Know</li> <li><b>GENRE:</b> Informational Text</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Make and Confirm Predictions</li> <li>Media Techniques</li> <li>Ideas and Support</li> <li>Text and Graphic Features</li> </ul> <p><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>Write a Video Review</li> <li>Write an Online Comment</li> </ul> | <p><b>Critical Vocabulary</b> <i>chastised, sightings, earnest, desperately, convinced, misperception, hoaxes, elusive, theoretical, encounters</i></p> <p><b>Generative Vocabulary</b></p> <ul style="list-style-type: none"> <li>Suffixes <i>-y, -ion, -ic, -ous, -less</i></li> <li>Spiral Review: Latin Roots <i>fac, fec, fy</i></li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Multiple-Meaning Words</li> </ul> |  | DECODING            | <p><b>Decoding</b> Suffixes <i>-ant, -ent, -able, -ible, -ism, -ist</i></p> <p><b>Spelling</b> Adding the Suffixes <i>-ant, -ent, -able, -ible, -ism, -ist</i></p> <ul style="list-style-type: none"> <li>Basic Words: <i>vacant, insistent, tangible, patriotism, finalist, honorable, contestant, observant, urgent, pessimist, comfortable, absorbent, optimism, journalism, novelist, terrible, frequent, laughable, radiant, collectible</i></li> <li>Review Words: <i>promotion, progress, company, convince</i></li> <li>Challenge Words: <i>reluctant, noticeable, incredible, hypnotist</i></li> </ul> <p><b>Fluency</b> Accuracy and Self-Correction</p> <p><b>High-Frequency Words</b> <i>bones, tail, sight, nose</i></p> | <p><b>Writing Mode: Narrative</b></p> <p><b>Writing Form: Imaginative Story</b></p> <ul style="list-style-type: none"> <li>Drafting II: Elements of a Narrative</li> <li>Drafting III: Understanding Characters</li> <li>Drafting IV: Completing the Draft</li> <li>Revising I: Using Dialogue</li> <li>Revising II: Grouping/Conferencing</li> </ul> <p><b>Grammar: Possessive Nouns</b></p> <ul style="list-style-type: none"> <li>Singular Possessive Nouns</li> <li>Plural Possessive Nouns</li> <li>Using Possessive Nouns</li> <li>Spiral Review: Easily Confused Verbs</li> <li>Connect to Writing: Using Possessive Nouns</li> </ul> |
| COMMUNICATION   | <p><b>Research and Media Literacy</b></p> <ul style="list-style-type: none"> <li>Interpret/Analyze Media</li> </ul>   |  | SPELLING            | <p><b>Spelling</b> Adding the Suffixes <i>-ant, -ent, -able, -ible, -ism, -ist</i></p>  |  |
| ENGLISH LANGUAGE DEVELOPMENT  | <p><b>Language Function</b> Seek Information</p>  |  | FLUENCY             | <p><b>Fluency</b> Accuracy and Self-Correction</p>  |  |

# Unexpected, Unexplained

**Essential Question** What makes something mysterious, and what drives people to solve mysteries?



**BIG IDEA WORDS** *suspense, falsify, factor, effect*

**INQUIRY AND RESEARCH PROJECT** Open a Detective Agency

**PERFORMANCE TASK** Persuasive Speech

WEEK 3

## READING WORKSHOP

### myBook

- *The Secret Keepers*
- GENRE: Mystery

### Comprehension

- Make Inferences
- Literary Elements
- Author's Craft
- Point of View

### Response to Text

- Write the Next Scene

## VOCABULARY

**Critical Vocabulary** *hastily, muffled, gaping, beckoned, feeble, shudder, conviction, faltering, extinguished*

### Generative Vocabulary

- Suffixes *-ous/-ious, -ant, -ment*
- Spiral Review: *Suffixes -y, -ily, -ly*

### Vocabulary Strategy

- Spiral Review: Homophones/Homographs

## COMMUNICATION

### Research and Media Literacy

- Oral Instructions

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Cause and Effect

## FOUNDATIONAL SKILLS

**Decoding** Greek Word Roots

**Spelling** Words with Greek Roots

- Basic Words: *telephone, autograph, microscope, photograph, biology, microphone, paragraph, symphony, telegraph, photosynthesis, megaphone, microwave, photocopy, biography, saxophone, telescope, calligraphy, xylophone, homophone, homograph*
- Review Words: *optimism, frequent, patriotism, pessimist*
- Challenge Words: *autobiography, telecommute, symphonic, microscopic*

**Fluency** Intonation

**High-Frequency Words** *human, team, expect, afraid*

## WRITING WORKSHOP

**Writing Mode: Narrative**

**Writing Form: Imaginative Story**

- Revising III: Incorporating Feedback
- Editing I: Grammar, Usage, and Mechanics
- Editing II: Peer Proofreading
- Publishing
- Sharing

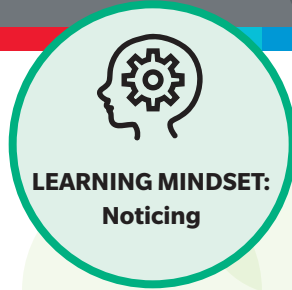
**Grammar: Commas in Sentences**

- Introductory Words
- Commas with Names
- Using Commas in Sentences
- Spiral Review: Contractions
- Connect to Writing: Using Commas in Sentences



# The Lives of Animals

**Essential Question** What can we learn about ourselves by observing and interacting with animals?



**BIG IDEA WORDS** *tension, antisocial, bond, relationship*

**INQUIRY AND RESEARCH PROJECT** Create a Science Magazine

**PERFORMANCE TASK** Informational Essay

WEEK 1

**READING WORKSHOP**

**myBook**

- *Why We Watch Animals*  
**GENRE:** Informational Text
- *Willie B.: A Story of Hope*  
**GENRE:** Narrative Nonfiction

**Comprehension**

- Author's Craft
- Synthesize
- Theme
- Author's Craft
- Literary Elements

**Response to Text**

- Write a Movie Summary

**VOCABULARY**

**Critical Vocabulary** *enclosure, anticipation, possession, inhumane, solitary, territory, coaxing, generation, dominated*

**Generative Vocabulary**

- Prefixes *uni-/mono-, bi-, tri-*
- Spiral Review: Prefix *anti-*

**Vocabulary Strategy**

- Homophones/Homographs

**COMMUNICATION**

**Research and Media Literacy**

- Plan and Gather Information

**ENGLISH LANGUAGE DEVELOPMENT**

**Language Function** Justify

**FOUNDATIONAL SKILLS**

**Decoding** Latin Word Roots

**Spelling** Words with Latin Roots

- Basic Words: *inspect, export, erupt, predict, respect, bankrupt, dictate, porter, report, spectacle, deport, interrupt, dictator, import, disrupt, portable, transport, spectator, verdict, dictionary*
- Review Words: *biology, paragraph, symphony, microscope*
- Challenge Words: *spectacular, transportation, contradict, retrospect*

**Fluency** Reading Rate

**High-Frequency Words** *sense, serve, spot, stick*

**WRITING WORKSHOP**

**Writing Mode: Argument**

**Writing Form: Letter to the Editor**

- Priming the Students to read the Focal Text: *The One and Only Ivan* by Katherine Applegate
- Priming the Text
- The Read
- Vocabulary
- Prewriting: Preparing to Write

**Grammar: More Commas**

- Appositives
- Other Uses for Commas
- Commas in Sentences
- Spiral Review: Making Comparisons
- Connect to Writing: Using Commas Correctly

WEEK 2

**READING WORKSHOP**

**myBook**

- *Dolphin Parenting*  
**GENRE:** Video
- *Can We Be Friends?*  
**GENRE:** Informational Text

**Comprehension**

- Monitor and Clarify
- Media Techniques
- Central Idea
- Text Structure

**Response to Text**

- Write a Dialogue for a Movie Script
- Write a Social Media Post

**VOCABULARY**

**Critical Vocabulary** *posture, master, technique, utilize, fend, status, covered, benefit, clan, restore, reconcile, enabled*

**Generative Vocabulary**

- Latin Root *bene*
- Spiral Review: Prefixes *in-, anti-, pre-*

**Vocabulary Strategy**

- Antonyms/Synonyms

**COMMUNICATION**

**Research and Media Literacy**

- Create Multimedia Presentations

**ENGLISH LANGUAGE DEVELOPMENT**

**Language Function** Classify

**FOUNDATIONAL SKILLS**

**Decoding** Suffixes *-ion, -ation*

**Spelling** Adding the Suffixes *-ion, -ation*

- Basic Words: *correct, correction, explore, exploration, admire, admiration, subtract, subtraction, examine, examination, separate, separation, alter, alteration, preserve, preservation, reflect, reflection, substitute, substitution*
- Review Words: *interrupt, portable, dictator, spectacle*
- Challenge Words: *irritation, coordination, cooperation, dissection*

**Fluency** Intonation

**High-Frequency Words** *belong, thus, value, please*

**WRITING WORKSHOP**

**Writing Mode: Argument**

**Writing Form: Letter to the Editor**

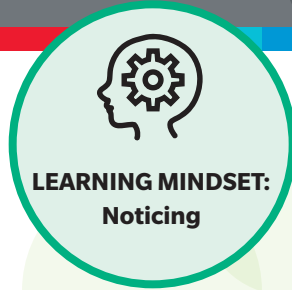
- Drafting I: Beginning the Draft
- Drafting II: Elements of the Genre
- Drafting III: Completing the Draft
- Revising I: Writing Effective Paragraphs
- Revising II: Peer Conferencing

**Grammar: Other Punctuation**

- Colons
- Parentheses
- Using Punctuation
- Spiral Review: Commas
- Connect to Writing: Using Punctuation Correctly

# The Lives of Animals

**Essential Question** What can we learn about ourselves by observing and interacting with animals?



**BIG IDEA WORDS** *tension, antisocial, bond, relationship*

**INQUIRY AND RESEARCH PROJECT** Create a Science Magazine

**PERFORMANCE TASK** Informational Essay

WEEK 3

## READING WORKSHOP

### myBook

- *Winter Bees and Other Poems of the Cold*
- **GENRE:** Multigenre Text

### Comprehension

- Visualize
- Theme
- Text and Graphic Features
- Author's Craft

### Response to Text

- Write Observations

## VOCABULARY

**Critical Vocabulary** *migrate, aquatic, formations, random, scaled, resume, grasp, resistant*

### Generative Vocabulary

- Review Greek and Latin Roots
- Spiral Review: Greek and Latin Roots

### Vocabulary Strategy

- Spiral Review: Multiple-Meaning Words

## COMMUNICATION

### Speaking & Listening

- Give a Presentation: Experience

## ENGLISH LANGUAGE DEVELOPMENT

**Language Function** Synthesize

## FOUNDATIONAL SKILLS

**Decoding** Final Stable Syllables with /ər/

**Spelling** Words with Final /ər/

- Basic Words: *fiber, similar, regular, barrier, superior, grammar, rumor, character, director, acre, consider, junior, senior, solar, scholar, razor, surrender, particular, familiar, laser*
- Review Words: *separation, preservation, examination, substitution*
- Challenge Words: *escalator, geyser, maneuver, perpendicular*

**Fluency** Phrasing

**High-Frequency Words** *bit, safe, allow, clean*

## WRITING WORKSHOP

**Writing Mode: Argument**

**Writing Form: Letter to the Editor**

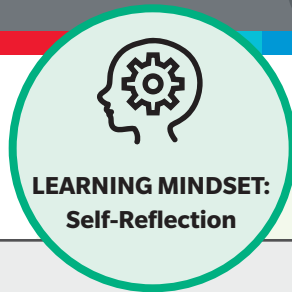
- Revising III: Incorporating Feedback
- Revising IV: Transitions
- Editing: Peer Proofreading
- Publishing
- Sharing

**Grammar: Commonly Misspelled Words**

- Spelling Homophones
- Spelling Words with Endings
- Spelling Words with Suffixes
- Spiral Review: Punctuation
- Connect to Writing: Using Correct Spelling



# Genre Study: Nonfiction



LEARNING MINDSET:  
Self-Reflection

|                         | INFORMATIONAL TEXT  |   | Essential Question What are the characteristics of informational text?   |   |   |
|-------------------------|---|---|--|---|---|
| WEEK 1                  | <b>READING WORKSHOP</b>   | <b>FOUNDATIONAL SKILLS</b>  |  | <b>WRITING WORKSHOP</b>   |   |
|                         | <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Wheelchair Sports: Hang Glider to Wheeler-Dealer</li> <li>Hurricanes: The Science Behind Killer Storms</li> <li>Quaking Earth, Racing Waves</li> <li>Christo and Jeanne-Claude: Through the Gates and Beyond</li> <li>Finding Bigfoot: Everything You Need to Know</li> <li>Can We Be Friends?</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Informational Text</li> <li>Central Idea</li> <li>Text and Graphic Features</li> <li>Text Structure</li> </ul> | <p><b>Decoding</b> Recognize Root Words with Spelling Changes</p> <p><b>Spelling</b> Words with -ed or -ing</p> <ul style="list-style-type: none"> <li>Basic Words: <i>happening, limited, forgetting, equaled, fitting, reasoning, labored, permitting, scrapped, tutoring, admitted, honored, skidding, pardoned, modeling, preferred, scarred, favored, glistening, shuddered</i></li> <li>Review Words: <i>regular, similar, grammar, senior</i></li> <li>Challenge Words: <i>omitted, recurring, tutorial, laborious</i></li> </ul> <p><b>Fluency</b> Accuracy and Self-Correction</p> <p><b>High-Frequency Words</b> <i>choice, final, affect, manner</i></p> |  | <p><b>Writing Mode: Narrative</b></p> <p><b>Writing Form: Realistic Story</b></p> <ul style="list-style-type: none"> <li>Introducing the Focal Text: <i>Love, Amalia</i> by Alma Flor Ada</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting: Preparing to Write</li> <li>Drafting I: Beginning the Draft</li> </ul>                 | <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Skill: Review</li> </ul> |
|                         | <b>READING WORKSHOP</b>   | <b>FOUNDATIONAL SKILLS</b>  |  | <b>WRITING WORKSHOP</b>   | <b>Grammar</b>  |
| WEEK 2                  | NARRATIVE NONFICTION  |   | Essential Question What are the characteristics of narrative nonfiction? |   |   |
|                         | <b>READING WORKSHOP</b>   | <b>FOUNDATIONAL SKILLS</b>  |  | <b>WRITING WORKSHOP</b>   |   |
|                         | <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>The Inventor's Secret: What Thomas Edison Told Henry Ford</li> <li>Winds of Hope</li> <li>Eruption! Volcanoes and the Science of Saving Lives</li> <li>Parrots Over Puerto Rico</li> <li>The Mighty Mars Rovers</li> <li>Willie B.: A Story of Hope</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Narrative Nonfiction</li> <li>Literary Elements</li> <li>Theme</li> <li>Point of View</li> </ul>  | <p><b>Decoding</b> Words from Other Languages</p> <p><b>Spelling</b> More Words from Other Languages</p> <ul style="list-style-type: none"> <li>Basic Words: <i>ballet, echo, bouquet, cassette, coupon, safari, portrait, barrette, depot, courtesy, petite, denim, brunette, buffet, garage, khaki, crochet, chorus, essay, alphabet</i></li> <li>Review Words: <i>preferred, honored, permitting, happening</i></li> <li>Challenge Words: <i>collage, embarrass, premiere, silhouette</i></li> </ul> <p><b>Fluency</b> Expression</p> <p><b>High-Frequency Words</b> <i>impossible, recent, pattern, truth</i></p>   |  | <p><b>Writing Mode: Narrative</b></p> <p><b>Writing Form: Realistic Story</b></p> <ul style="list-style-type: none"> <li>Drafting II: Understanding Plot Structure</li> <li>Drafting III: Completing the Draft</li> <li>Revising I: Elaboration</li> <li>Revising II: Conferencing</li> <li>Revising III: Incorporating Feedback</li> </ul> | <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Skill: Review</li> </ul> |
| <b>READING WORKSHOP</b> | <b>FOUNDATIONAL SKILLS</b>  | <b>WRITING WORKSHOP</b>   |  | <b>Grammar</b>  |   |
| WEEK 3                  | PERSUASIVE TEXT   |   | Essential Question What are the characteristics of persuasive text?      |   |   |
|                         | <b>READING WORKSHOP</b>   | <b>FOUNDATIONAL SKILLS</b>  |  | <b>WRITING WORKSHOP</b>   |   |
|                         | <p><b>myBook</b></p> <ul style="list-style-type: none"> <li>Government Must Fund Inventors</li> <li>Potatoes On Rooftops: Farming in the City</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Persuasive Text</li> <li>Content-Area Words</li> <li>Ideas and Support</li> <li>Author's Craft</li> </ul>   | <p><b>Decoding</b> Adding Suffixes</p> <p><b>Spelling</b> Adding Suffixes</p> <ul style="list-style-type: none"> <li>Basic Words: <i>reserved, unlikely, purposeful, adorable, amazement, gentleness, sparkling, homeless, excitement, mileage, graceful, sincerely, advanced, usable, amusement, entirely, wireless, excluding, scarcely, changeable</i></li> <li>Review Words: <i>portrait, courtesy, bouquet, khaki</i></li> <li>Challenge Words: <i>adoration, achievement, precisely, idleness</i></li> </ul> <p><b>Fluency</b> Reading Rate</p> <p><b>High-Frequency Words</b> <i>demand, original, realize, surprise</i></p>                                 |  | <p><b>Writing Mode: Narrative</b></p> <p><b>Writing Form: Realistic Story</b></p> <ul style="list-style-type: none"> <li>Revising IV: Varying Sentence Length</li> <li>Editing I: Grammar, Usage, and Mechanics</li> <li>Editing II: Peer Proofreading</li> <li>Publishing</li> <li>Sharing</li> </ul>                                      | <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Skill: Review</li> </ul> |
| <b>READING WORKSHOP</b> | <b>FOUNDATIONAL SKILLS</b>  | <b>WRITING WORKSHOP</b>   |  | <b>Grammar</b>  |   |

# Genre Study: Fiction



WEEK 1

## REALISTIC FICTION

**Essential Question** What are the characteristics of realistic fiction?

### READING WORKSHOP

- myBook**
- *The Good Garden*
  - *From Scratch*
  - *Elisa's Diary*
- Comprehension**
- Realistic Fiction
  - Literary Elements
  - Author's Craft
  - Figurative Language

### FOUNDATIONAL SKILLS

- Decoding** Adding Suffixes *-ent/-ence/-ency, -ant/-ance/-ancy*
- Spelling** Adding Suffixes *-ent/-ence/-ency, -ant/-ance/-ancy*
- Basic Words: *confident, confidence, fragrant, fragrance, excellent, excellence, decent, decency, truant, truancy, brilliant, brilliance, resident, residence, evident, evidence, occupant, occupancy, reluctant, reluctance*
  - Review Words: *mileage, sincerely, amusement, scarcely*
  - Challenge Words: *relevant, relevancy, buoyant, buoyancy*
- Fluency** Intonation
- High-Frequency Words** *finding, loss, nearby, prevent*

### WRITING WORKSHOP

- Writing Mode: Poetry**
- Writing Form: Narrative Poem**
- Introducing the Focal Text: *Words with Wings* by Nikki Grimes
  - The Read
  - Vocabulary
  - Prewriting: Preparing to Write
  - Drafting I: Beginning the Draft



- Grammar**
- Skill: Review

WEEK 2

## PLAY

**Essential Question** What are the characteristics of plays?

### READING WORKSHOP

- myBook**
- *The Miracle of Spring*
  - *Living Green*
- Comprehension**
- Play
  - Characters
  - Theme
  - Varieties of English

### FOUNDATIONAL SKILLS

- Decoding** Recognize Root Words with Spelling Changes
- Spelling** Suffixes *-able/-ible, -ate*
- Basic Words: *visible, enjoyable, celebrate, incredible, horrible, desperate, cooperate, valuable, appreciate, considerate, audible, delicate, washable, graduate, capable, miserable, sensible, fortunate, noticeable, responsible*
  - Review Words: *confidence, reluctance, excellence, evidence*
  - Challenge Words: *irritable, improbable, invincible, compatible*
- Fluency** Phrasing
- High-Frequency Words** *message, decision, everywhere, concern*

### WRITING WORKSHOP

- Writing Mode: Poetry**
- Writing Form: Narrative Poem**
- Drafting II: Integrating Poetry Skills
  - Drafting III: Conferencing
  - Drafting IV: Completing the Draft
  - Revising I: Elaboration
  - Revising II: Using Verbs Effectively

- Grammar**
- Skill: Review

WEEK 3

## MYSTERY

**Essential Question** What are the characteristics of mysteries?

### READING WORKSHOP

- myBook**
- *Mr. Linden's Library*
  - *The Secret Keepers*
- Comprehension**
- Mystery
  - Literary Elements
  - Point of View
  - Author's Craft

### FOUNDATIONAL SKILLS

- Decoding** Multisyllabic Words
- Spelling** Spelling-Sound Patterns, Spelling-Meaning Patterns
- Basic Words: *increase, zenith, dreary, fearful, bravely, unfasten, disbelief, supreme, python, scoundrel, glorious, specialist, scenery, royalty, magician, imitation, election, rejoice, whimper, bonnet*
  - Review Words: *visible, appreciate, noticeable, graduate*
  - Challenge Words: *transatlantic, psychology, fatigue, heritage*
- Fluency** Accuracy and Self-Correction
- High-Frequency Words** *opposite, worth, enjoy, highly*

### WRITING WORKSHOP

- Writing Mode: Poetry**
- Writing Form: Narrative Poem**
- Revising III: Creating Vivid Characters
  - Editing I: Grammar, Usage, and Mechanics
  - Editing II: Peer Proofreading
  - Publishing
  - Sharing

- Grammar**
- Skill: Review



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