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| Wk | Topic: Essential Question | Skill/Strategy | Anchor Text/Genre | Paired Selection/Genre | VocabularyStrategies | Phonics/Spelling | Writing | Grammar | Read Aloud Ideas |
| 1 | **Animal Traits:**What is a perfect pet like? | Sequence of EventsAuthor’s Word ChoiceInfer/Predict | **Henry and Mudge**Realistic Fiction | **All in the Family**Informational | AlphabeticalOrder | Short vowels*a, i* | Narrativesentences that tell a true story | Subjects and Predicates | Some Dog!The Perfect Pet (traits of pets) |
| 2 | **Family Time:**What are some things that families like to do together? | Compare and ContrastAsking Questions | **My Family**Informational | **Family Poetry**Poetry | Using a glossary | Short vowels*o, u, e*CVC syllablepattern | NarrativeFriendly Letter | Typesofsentences | Grandfather’s JourneyA Chair for My MotherBlackout |
| 3 | **Animal Traits:** What do pets need to be healthy and happy? | Author’s PurposeCompare and ContrastAnalyze and Evaluate | **Dogs**Informational | **Helping Paws**Informational | Multiple MeaningWords | Long Vowels*a, i* | NarrativeWritingSentencesthatdescribe | Typesofsentences | Chester the Out of Work Dog\*The True Story of the 3 Little Pigs (compare and contrast)I Wanna Iguana |
| 4 | **Getting Along With Others:**How do good friends act? | Cause and EffectFigurative LanguageSummarizing | **Diary of a Spider**Humorous Fiction | **A Swallow and a Spider**Fable | Context Clues | LongVowels*o,u,e* | NarrativeWriting:Truestory | Whatis aNoun | Why Mosquitos Buzz in People’s EarSpidersOwen and Mzee  |
| 5 | **Places Around Town:** How is school like a community? | Story StructureAuthor’s Word ChoiceVisualizing | **Teacher’s Pets**Realistic Fiction | **See Westburg by Bus!**Informational | Base Words and Endings:*-ed, -ing* | Consonantblends with*r, l, s* | NarrativeWriting:Truestory | SingularandPluralNouns | Beatrice’s Goat |
| Wk | Topic: Essential Question | Skill/Strategy | Anchor Text/Genre | Paired Selection/Genre | Vocabulary Strategies | Spelling/Phonics | Writing | Grammar | Read Aloud Ideas |
| 6 | **Animal Homes:** What are animal homes like? | Text and Graphic FeaturesUsing Context CluesAsking Questions | **Animals Building Homes**Informational | **Whose Home is This?**Informational | Base Words and Prefixes*un-, re-* | CommonFinalBlends:*nd, ng, nk, nt,* *ft, xt, mp* | InformativeWriting:Informa-tionalParagraph | More Plural Nouns | I See a Kookaburra: Discovering Animal Habitats Around the WorldArmadillos Sleep in Dugouts\* |
| 7 | **Agriculture:** What can we learn from planting a garden? | Drawing ConclusionsStory StructureAnalyze/Evaluate | **The Ugly Vegetables**Realistic Fiction | **They Really Are Giant!**Informational | Homophones | Double Consonants and *ck*Double Consonants(CVC) | Informative Writing:Informa-tional Paragraph | Proper Nouns | Night of the Veggie MonsterThe Vegetables We Eat |
| 8 | **Weather:** How can some storms be dangerous? | Main Ideas and DetailsCause and EffectVisualizing | **Super Storm**Informational | **Weather Poems**Poetry | Compound Words | Consonant Digraphs:*th, sh, wh, ch, tch, ph*Base Words and Endings*-s, -ed, -ing* | Informative Writing:Informa-tional Paragraph | What Is a Verb? | The Buffalo StormThe Storm BookCloudy with a Chance of Meatballs |
| 9 | **Traditional Tales:** How can stories help you learn a lesson? | Understanding CharactersAuthor’s Word ChoiceSummarizing | **How Chipmunk Got His Stripes**Folktale | **Why Rabbits Have Short Tails**Traditional Tale | Synonyms | Base Words and Endings -*ed, -ing*CV Syllable Pattern | Informative Writing:Instructions | Verbs in the Present | The Talking EggsAmazing Grace |
| 10 | **Ocean Life:** What is special about animals that live in the ocean?  | Fact and OpinionAuthor’s PurposeMonitor and Clarify  | **Jellies: The Life of a Jellyfish**Informational | **Splash Photography**Informational | Synonyms | Base Words and Endings *–ed, -ing*CV Syllable Pattern | Informative Writing:Instructions | Verbs in the Present | OceansManfish: The Story of Jacques Cousteau |
| Wk | Topic: Essential Question | Skill/Strategy | Anchor Text/Genre | Paired Selection/Genre | VocabularyStrategies | Spelling/Phonics | Writing | Grammar | Read Aloud Ideas |
| 11 | **Animal and Human Interactions:**How can people and animals help each other? | Drawing ConclusionsAuthor’s Word ChoiceInfer/Predict | **Click, Clack Moo: Cows that Type**Humorous Fiction | **Talk About Smart Animals!**Informational | Prefixes *pre-* and *mis-* | Base word and endings*-s, -es* | Opinion Writing:Persuasive Letter | CompoundSentences | Ben: The Very Best Furry FriendMy Dog, My Hero |
| 12 | **Music:** What are different ways to enjoy music? | Text and Graphic FeaturesFact and OpinionAsking Questions | **Ah, Music!**Informational | **“There’s a Hole in the Bottom of the Sea”**Song | Figurative Language/ Idioms | Vowel Digraphs*ai, ay* | Opinion Writing: OpinionParagraph | Expanding/Rearrang-ing Compound Sentences | Zin! Zin! Zin! A ViolinWhen Marian Sang |
| 13 | **School Differences:** How are some schools different from each other? | Main Idea and DetailsText and Graphic FeaturesAnalyze and Evaluate | **Schools Around the World**Informational | **An American School**Informational | Using a Dictionary | Vowel Digraphs*-ee, -ea* | Opinion Writing:Persuasive Paragraph | Quotation Marks | Royal BeeThe Keeping Quilt |
| 14 | **Special Ways to Communicate:** How can you communicate in different ways? | Author’s PurposeBiographySummarizing | **Helen Keller**Biography | **Talking Tools**Informational | Suffix *-ly* | Long *o*  *(o, oa, ow)* | Opinion Writing:Persuasive Essay | Using Proper Nouns | Through Grandpa’s EyesDad and Me in the Morning |
| 15 | **Personal Safety:** Why is it important to follow safety rules? | Cause and EffectHumorMonitor/Clarify | **Officer Buckle and Gloria**Humorous Fiction | **Safety at Home**Reader’s Theater | Root Words | Compound WordsSchwa sound | Opinion Writing:Persuasive Essay | Abbre-viations | Brave IreneThe Day Jimmy’s Boa Ate the Wash |
| Wk | Topic: Essential Question | Skill/Strategy | Anchor Text/Genre | Paired Selection/Genre | VocabularyStrategies | Spelling/Phonics | Writing | Grammar | Read Aloud Ideas |
| 16 | **Helping Others:** How Can Helping Others Make You Feel Good? | Story StructureUnderstanding CharacterInfer/Predict | **Mr. Tanen’s Tie Trouble**Realistic Fiction | **The Jefferson Daily News**Informational | Homographs | Base Words and Endings  *-ed, -ing* | Narrative Writing:Story Paragraph | Pronouns | Thank You, Mr. Falker |
| 17 | **Never Give Up:** Why is it important to keep trying, even if something is too difficult? | Sequence of EventsFormal and Informal LanguageVisualize | **Luke Goes to Bat**Realistic Fiction | **Jackie Robinson** Informational Text(Biography) | Antonyms | Long *i**(i, igh, ie, y)* | Narrative Writing:Story Paragraph | Subject/Verb Agree-ment |  |
| 18 | **Reading and Writing:** Why are reading and writing important? | Understanding CharactersAuthor’s word choiceAnalyze/Evaluate | **My Name is Gabriela**Biography | **Poems About Reading and Writing**Poetry | Suffixes*-y* and -*ful* | Long e sound for *y*Changing *y* to *i* | Narrative Writing:Descriptive Paragraph | The Verb  *Be* |  |
| 19 | **Signs:** How are signs helpful? | Text and Graphic FeaturesPoint of ViewQuestion | **The Signmaker’s****Assistant**Humorous Fiction | **The Trouble with Signs**Play | Shades of Meaning | Words with *ar* | Narrative Writing:Fictional Story | Commas in Dates and Places |  |
| 20 | **Heroic Contributions:** What makes someone a hero? | Compare and ContrastFigurative LanguageMonitor/Clarify | **Dex: The Heart of a Hero**Fantasy | **Heroes: Then and Now**Informational Text (Biography) | Prefix *over-* | Words with *or, ore* | Narrative Writing:Fictional Narrative | Commas in a Series |  |
| Wk | Topic: Essential Question | Skill/Strategy | Anchor Text/Genre | Paired Selection/Genre | VocabularyStrategies | Spelling/Phonics | Writing | Grammar | Read Aloud Ideas |
| 21 | **Animal Development:**How do animals care for their young? | Main Ideas and DetailsCause and EffectInfer/Predict | **Penguin Chick**Narrative Nonfiction | Emperor PenguinsInformationalText | Dictionary Entry | Words with *er*Words with *ir, ur* | InformativeWriting:Problem-SolutionParagraph | What is an Adjective? |  |
| 22 | **Following Directions:**How Do Friends HelpEach Other? | UnderstandingCharacters,Figurative Language,Question | **Gloria Who Might Be My Best Friend**Realistic Fiction | **How to Make a Kite?**InformationalText | Idioms | HomophonesBase Words and Endings:*-er, -est* | InformativeWriting:Compare and ContrastParagraph | Using Adjectives |  |
| 23 | **Visual Arts:** How is art connected to the past? | ConclusionsSequence of Events Summarize | **The Goat in the Rug**Narrative Fiction | **Basket Weaving**Informational Text | Compound Words | Suffixes*-y, -ly, -ful*Final syllables -*tion, -ture* | Informative Writing:Informa-tional Paragraph | Irregular Verbs |  |
| 24 | **Traditional****Stories**:Why are some stories told over and over again? | Cause and EffectPoint of ViewVisualize | **Half-Chicken**Folktale | The Lion andThe MouseTraditional Tale | Antonyms | Prefixes*re,un-**over-, pre-**mis,*Silent Consonants | Informative Writing:ResearchReport | IrregularActionVerbs |  |
| 25 | **Life Cycles:**How do plants growand change? | Text and Graphic FeaturesCause and EffectMonitor/Clarify | **From** Seed **to Plant**InformationalText | **Super Soil**InformationalText | Using Context | Words with *aw*, *al, o,**au,aw,al,o,* *a* | InformativeWriting:ResearchReport | More IrregularActionVerbs |  |
| Wk | Topic: Essential Question | Skill/Strategy | Anchor Text/Genre | Paired Selection/Genre | VocabularyStrategies | Spelling/Phonics | Writing | Grammar | Read Aloud Ideas |
| 26 | **Life Cycles:**How do some animals change as they grow? | Story StructureConclusionsInfer/Predict | **The Mysterious Tadpole**Fantasy | **From Eggs to Frogs**Informational Text | Multiple-Meaning Words | Words with *-oo, -ew, -ue, -ou* | Opinion Writing:Response Poem | Contra-tions |  |
| 27 | **Fossils:** How can you learn about animals that lived long ago? | Fact and OpinionAuthor’s PurposeQuestion | **The Dog That Dug for Dinosaurs**Informational Text | **La Brea Tar Pits**Informational Text | Shades of Meaning | Words with *oo* (book) | Opinion Writing: Opinion Paragraph | What is an Adverb? |  |
| 28 | **Traditional Stories:**What can you learn from reading a fairy tale? | Sequence of EventsCompare and ContrastAnalyze/Evaluate | **Yeh-Shen**Fairy Tale | **Cinderella**Fairy Tale | Classify/Categorize | VowelDiphthongs*ow, ou* | Opinion Writing: Response Paragraph | PossessiveNouns |  |
| 29 | **Traditional Stories:**What good things happen when people work together? | Understanding Characters,Point of View,Summarize | **Two of Every-****thing**Folktale | **Stone Soup**Folktale | Antonyms | ReadingLonger Words withLong Vowels*a* and *i*Vowel Diphthongs*oi,oy* | OpinionWriting:ResponseEssay | Possessive Pronouns |  |
| 30 | **Historical Figures and****Documents**:Why might a person from long ago still be important today? | Compare and ContrastUsing ContextVisualize | **Now and Then**InformationalText | **A Model Citizen**InformationalText | Root Words | ReadingLonger Words withLong Vowels*o* and *a*Final Syllable*-le* | OpinionWriting:ResponseEssay | ChooseBetweenAdjectivesand Adverbs |  |