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| Wk | Topic: Essential Question | Skill/Strategy | Anchor Text/Genre | Paired Selection/  Genre | Vocabulary  Strategies | Phonics/  Spelling | Writing | Grammar | Read Aloud Ideas |
| 1 | **Animal Traits:**  What is a perfect pet like? | Sequence of Events  Author’s Word Choice  Infer/Predict | **Henry and Mudge**  Realistic Fiction | **All in the Family**  Informational | Alphabetical  Order | Short vowels  *a, i* | Narrative  sentences 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 Contrast  Asking Questions | **My Family**  Informational | **Family Poetry**  Poetry | Using a glossary | Short vowels  *o, u, e*  CVC syllable  pattern | Narrative  Friendly Letter | Types  of  sentences | Grandfather’s Journey  A Chair for My Mother  Blackout |
| 3 | **Animal Traits:** What do pets need to be healthy and happy? | Author’s Purpose  Compare and Contrast  Analyze and Evaluate | **Dogs**  Informational | **Helping Paws**  Informational | Multiple Meaning  Words | Long  Vowels  *a, i* | Narrative  Writing  Sentences  that  describe | Types  of  sentences | 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 Effect  Figurative Language  Summarizing | **Diary of a Spider**  Humorous Fiction | **A Swallow and a Spider**  Fable | Context Clues | Long  Vowels  *o,u,e* | Narrative  Writing:  True  story | What  is a  Noun | Why Mosquitos Buzz in People’s Ear  Spiders  Owen and Mzee |
| 5 | **Places Around Town:** How is school like a community? | Story Structure  Author’s Word Choice  Visualizing | **Teacher’s Pets**  Realistic Fiction | **See Westburg by Bus!**  Informational | Base Words and Endings:  *-ed, -ing* | Consonant  blends with  *r, l, s* | Narrative  Writing:  True  story | Singular  and  Plural  Nouns | 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 Features  Using Context Clues  Asking Questions | **Animals Building Homes**  Informational | **Whose Home is This?**  Informational | Base Words and Prefixes  *un-, re-* | Common  Final  Blends:  *nd, ng, nk, nt,* *ft, xt, mp* | Informative  Writing:  Informa-  tional  Paragraph | More Plural Nouns | I See a Kookaburra: Discovering Animal Habitats Around the World  Armadillos Sleep in Dugouts\* |
| 7 | **Agriculture:** What can we learn from planting a garden? | Drawing Conclusions  Story Structure  Analyze/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 Monster  The Vegetables We Eat |
| 8 | **Weather:** How can some storms be dangerous? | Main Ideas and Details  Cause and Effect  Visualizing | **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 Storm  The Storm Book  Cloudy with a Chance of Meatballs |
| 9 | **Traditional Tales:** How can stories help you learn a lesson? | Understanding Characters  Author’s Word Choice  Summarizing | **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 Eggs  Amazing Grace |
| 10 | **Ocean Life:** What is special about animals that live in the ocean? | Fact and Opinion  Author’s Purpose  Monitor 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 | Oceans  Manfish: The Story of Jacques Cousteau |
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| 11 | **Animal and Human Interactions:**  How can people and animals help each other? | Drawing Conclusions  Author’s Word Choice  Infer/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 | Compound  Sentences | Ben: The Very Best Furry Friend  My Dog, My Hero |
| 12 | **Music:** What are different ways to enjoy music? | Text and Graphic Features  Fact and Opinion  Asking Questions | **Ah, Music!**  Informational | **“There’s a Hole in the Bottom of the Sea”**  Song | Figurative Language/ Idioms | Vowel Digraphs  *ai, ay* | Opinion Writing:  Opinion  Paragraph | Expanding/  Rearrang-ing Compound Sentences | Zin! Zin! Zin! A Violin  When Marian Sang |
| 13 | **School Differences:** How are some schools different from each other? | Main Idea and Details  Text and Graphic Features  Analyze 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 Bee  The Keeping Quilt |
| 14 | **Special Ways to Communicate:** How can you communicate in different ways? | Author’s Purpose  Biography  Summarizing | **Helen Keller**  Biography | **Talking Tools**  Informational | Suffix *-ly* | Long *o*  *(o, oa, ow)* | Opinion Writing:  Persuasive Essay | Using Proper Nouns | Through Grandpa’s Eyes  Dad and Me in the Morning |
| 15 | **Personal Safety:** Why is it important to follow safety rules? | Cause and Effect  Humor  Monitor/Clarify | **Officer Buckle and Gloria**  Humorous Fiction | **Safety at Home**  Reader’s Theater | Root Words | Compound Words  Schwa sound | Opinion Writing:  Persuasive Essay | Abbre-viations | Brave Irene  The Day Jimmy’s Boa Ate the Wash |
| Wk | Topic: Essential Question | Skill/Strategy | Anchor Text/Genre | Paired Selection/  Genre | Vocabulary  Strategies | Spelling/  Phonics | Writing | Grammar | Read Aloud Ideas |
| 16 | **Helping Others:** How Can Helping Others Make You Feel Good? | Story Structure  Understanding Character  Infer/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 Events  Formal and Informal Language  Visualize | **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 Characters  Author’s word choice  Analyze/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 Features  Point of View  Question | **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 Contrast  Figurative Language  Monitor/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 | Vocabulary  Strategies | Spelling/  Phonics | Writing | Grammar | Read Aloud Ideas |
| 21 | **Animal Development:**  How do animals care for their young? | Main Ideas and Details  Cause and Effect  Infer/Predict | **Penguin Chick**  Narrative Nonfiction | Emperor Penguins  Informational  Text | Dictionary Entry | Words with *er*  Words with *ir, ur* | Informative  Writing:  Problem-  Solution  Paragraph | What is an  Adjective? |  |
| 22 | **Following Directions:**  How Do Friends Help  Each Other? | Understanding  Characters,  Figurative Language,  Question | **Gloria Who Might Be My Best Friend**  Realistic Fiction | **How to Make a Kite?**  Informational  Text | Idioms | Homophones  Base Words and Endings:  *-er, -est* | Informative  Writing:  Compare and Contrast  Paragraph | Using  Adjectives |  |
| 23 | **Visual Arts:** How is art connected to the past? | Conclusions  Sequence 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 Effect  Point of View  Visualize | **Half-Chicken**  Folktale | The Lion and  The Mouse  Traditional Tale | Antonyms | Prefixes  *re,un-*  *over-, pre-*  *mis,*  Silent  Consonants | Informative Writing:  Research  Report | Irregular  Action  Verbs |  |
| 25 | **Life Cycles:**  How do plants grow  and change? | Text and Graphic Features  Cause and Effect  Monitor/Clarify | **From** Seed **to Plant**  Informational  Text | **Super Soil**  Informational  Text | Using Context | Words with *aw*, *al, o,*  *au,aw,al,o,*  *a* | Informative  Writing:  Research  Report | More Irregular  Action  Verbs |  |
| Wk | Topic: Essential Question | Skill/Strategy | Anchor Text/Genre | Paired Selection/  Genre | Vocabulary  Strategies | Spelling/  Phonics | Writing | Grammar | Read Aloud Ideas |
| 26 | **Life Cycles:**  How do some animals change as they grow? | Story Structure  Conclusions  Infer/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 Opinion  Author’s Purpose  Question | **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 Events  Compare and Contrast  Analyze/Evaluate | **Yeh-Shen**  Fairy Tale | **Cinderella**  Fairy Tale | Classify/  Categorize | Vowel  Diphthongs  *ow, ou* | Opinion Writing:  Response Paragraph | Possessive  Nouns |  |
| 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 | Reading  Longer  Words with  Long Vowels  *a* and *i*  Vowel Diphthongs  *oi,oy* | Opinion  Writing:  Response  Essay | Possessive  Pronouns |  |
| 30 | **Historical Figures and**  **Documents**:  Why might a person from long ago still be important today? | Compare and Contrast  Using Context  Visualize | **Now and Then**  Informational  Text | **A Model Citizen**  Informational  Text | Root Words | Reading  Longer  Words with  Long Vowels  *o* and *a*  Final Syllable  *-le* | Opinion  Writing:  Response  Essay | Choose  Between  Adjectives  and  Adverbs |  |