

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/Independent Texts	Week	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Unit 1: Plants and Animals in Their Habitats	How do living things get what they need to survive?	<ul style="list-style-type: none"> <li>The world has many types of habitats, with different weather, seasons, animals, and plants.</li> <li>Living things have different features that help them meet their needs in their habitat.</li> <li>Reading about animal characters in literature can help us understand animals and their habitats.</li> </ul>	survive habitat season weather	Choose from Unit 1 Read Aloud Handbook Selections and Recommended Trade Books.	"The Bat"	Research a Habitat	<b>Knowledge-Building Library:</b> <i>Measuring Fun</i> (460L) <i>Animal Sounds</i> (480L) <i>Delicious Vegetables</i> (520L) <i>The Amazon Rain Forest</i> (540L) <i>The River Adventure</i> (450L) <i>Working at the Zoo</i> (610L) <i>Turtles in Trouble</i> (550L) <i>All About Flies</i> (640L) <i>Medicinal Plants</i> (580L) <b>Reader's Theater Scripts:</b> <i>Deer and His Dear Friends</i> <i>Kanchil Outsmarts the Crocodile</i>	<b>Week 1</b>	<b>Interactive Text:</b> "The Frogs and the Well"  <b>Accountable Text:</b> "Life in the Ocean"  <b>Word Study Read:</b> "Meet Ranger Diaz"	<b>Short Read 1:</b> "Emperor Penguin Habitat"  <b>Short Read 2:</b> "Postcards from Alex"	"The Changing Arctic"	Oral Blending and Segmenting CVC Words  Substitute Medial Vowel Sounds	<b>Primary Skill:</b> short vowels; one-syllable words; initial and final blends; consonant digraphs  <b>Spiral Review:</b> consonant review	a, can, and, come, are, for, big, go, has, I	Expression—Characterization/Feelings	Metacognitive: Ask Questions  Metacognitive: Create Mental Images  Fix-Up: Reread to Clarify or Confirm Understanding	Identify Main Topic and Key Details  Explain How Images Contribute to and Clarify a Text  Recount Stories and Determine Their Central Message, Lesson, or Moral (Recount Stories)  Describe the Overall Structure of a Story	Use Context as a Clue to Determine Word Meaning	<b>General Academic Listening &amp; Speaking:</b> survive  <b>Domain-Specific Listening &amp; Speaking:</b> habitats	Write to a Text-Based Prompt: Informative/Explanatory Essay	Produce Complete Simple Sentences  Use an Apostrophe to Form Contractions and Possessives
								<b>Week 2</b>	<b>Interactive Text:</b> "The Venus Flytrap"  <b>Accountable Text:</b> "Nolan and the Lionfish"  <b>Word Study Read:</b> "Bats, Bats, Bat!"	<b>Extended Read 1:</b> "Habitats Around the World"	"A Day in the Rainforest"	Oral Blending and Segmenting CVC Words  Blend and Segment Multisyllabic Words by a Syllable	<b>Primary Skill:</b> closed syllable patterns; open syllable patterns  <b>Secondary Skill:</b> initial 3-letter blends  <b>Spiral Review:</b> initial and final blends; consonant digraphs	have, is, jump, my, one, put, the, want, what, you	Confirm or Correct Word Recognition and Understanding	Metacognitive: Ask Questions	Identify Main Topic and Key Details  Explain How Images Contribute to and Clarify a Text  Compare and Contrast the Most Important Points in Two Texts on the Same Topic	Use Context as a Clue to Determine Word Meaning	<b>General Academic Listening &amp; Speaking:</b> unique shallow  <b>Domain-Specific Listening &amp; Speaking:</b> nature tropical	Write to a Text-Based Prompt: Informative/Explanatory Essay	Produce Complete Simple Sentences (Subjects and Predicates)  Capitalize Geographic Names
								<b>Week 3</b>	<b>Interactive Text:</b> "Rain, Rain, Go Away!"  <b>Accountable Text:</b> "All About Squirrels"  <b>Word Study Read:</b> "My Desert Blog"	<b>Extended Read 2:</b> "Filiberto in the Valley"	"Sunnyside Animal Clinic"	Oral Blending and Segmenting Words with Initial Blends  Delete Sounds in a Blend	<b>Primary Skill:</b> long a vowel team syllable patterns (a, ai, ea, ay, a_e)  <b>Spiral Review:</b> long vowels (one-syllable VCe)	he, like, little, no, of, saw, this, to, we, with	Speed/Pacing—Fast  Inflection/Intonation—Pitch	Metacognitive: Create Mental Images  Fix-Up: Read On to Clarify or Confirm Understanding	Recount Stories and Determine Their Central Message, Lesson, or Moral (Recount Stories)  Describe the Overall Structure of a Story  Introduce Poetry	Use Context as a Clue to Determine Word Meaning	<b>General Academic Listening &amp; Speaking:</b> take advantage of domestic presence  <b>Domain-Specific Listening &amp; Speaking:</b> clinic	Write to a Text-Based Prompt: Informative/Explanatory Essay	Form and Use Irregular Past Tense Verbs

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Unit 2: Characters Facing Challenges	What can we learn when we face problems?	<ul style="list-style-type: none"> <li>All stories, whether traditional or modern, have characters who face problems.</li> <li>Characters in stories face problems caused by internal and external challenges.</li> <li>Readers can build knowledge about solving problems in the real world by looking at how characters face challenges in stories.</li> </ul>	challenge internal external solution	Choose from Unit 2 Read Aloud Handbook Selections and Recommended Trade Books.	"Since Hanna Moved Away"	Explore Challenges in a Tale	<b>Knowledge-Building Library:</b> <i>The Hungry Coyote</i> (450L) <i>The Envious Mountain</i> (470L) <i>A Meteorite in the Backyard!</i> (460L) <i>What is Happening at the Coffee Farm?</i> (510L) <i>Wally Smithers Tames the River</i> (520L) <i>Little Bear and the Golds</i> (480L) <i>My Diary to the Rescue!</i> (510L) <i>Iktomi and His Blanket</i> (540L) <i>Clara and Dolores</i> (650L) <b>Reader's Theater Scripts:</b> <i>Max and the Syllable Monsters</i> <i>Why the Sky is Far Away</i>	<b>Week 1</b>	<b>Interactive Text:</b> "Lion and Mouse"  <b>Accountable Text:</b> "Willow and Toad"  <b>Word Study Read:</b> "King Midas"	<b>Short Read 1:</b> "The Foolish Milkmaid"  <b>Short Read 2:</b> "The Daydreaming Spider"	"The Super School Bake-Off"	Oral Blending and Segmenting Words with Final Blends  Delete Final Sound in a Blend	<b>Primary Skill:</b> long o vowel team syllable patterns (o, oa, ow, oe, o_e)  <b>Spiral Review:</b> long a vowel team syllable patterns	here, look, me, play, said, see, she, try, about, because	Speed/Pacing—Fast	Metacognitive: Draw Inferences  Metacognitive: Make Connections  Fix-Up: Stop and Think About the Author's Purpose	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)  Describe How Characters Respond to Major Events and Challenges  Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, and Plot	Distinguish Shades of Meaning Among Closely Related Verbs	<b>General Academic Listening &amp; Speaking:</b> dash  <b>Domain-Specific Listening &amp; Speaking:</b> disqualification	Write to a Text-Based Prompt: Opinion Essay	Form and Use Irregular Plural Nouns  Adjectives and Adverbs
								<b>Week 2</b>	<b>Interactive Text:</b> "Why Monkeys Live in Trees"  <b>Accountable Text:</b> "Jack and the Bean Tree"  <b>Word Study Read:</b> "Bee and Daisy"	<b>Extended Read 1:</b> "Yeh-Shen"	"Nora Saves the Day"	Oral Blending and Segmenting Words with Initial Blends  Delete Initial Sound in a Blend	<b>Primary Skill:</b> long e vowel team syllable patterns (e, e_e, ee, ea, y, ey, ie)  <b>Secondary Skill:</b> plurals -s, -es  <b>Spiral Review:</b> long o vowel team syllable patterns	after, before, call, do, earth, father, give, her, know, large	Pausing—Short Pauses	Metacognitive: Draw Inferences	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)  Describe How Characters Respond to Major Events and Challenges  Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, and Plot	Distinguish Shades of Meaning Among Closely Related Verbs	<b>General Academic Listening &amp; Speaking:</b> crept hardworking announced exclaimed	Write to a Text-Based Prompt: Opinion Essay	Use Collective Nouns  Irregular Plural Nouns
								<b>Week 3</b>	<b>Interactive Text:</b> "Mice on Ice"  <b>Accountable Text:</b> "Why Sun and Moon Live in the Sky"  <b>Word Study Read:</b> "Firefly Tricks Spider"	<b>Extended Read 2:</b> "Great Girls' Contest"	"The Annual Bird House Competition"	Substitute Sounds (parts of blends in the final position)	<b>Primary Skill:</b> long i vowel team syllable patterns (i, ie, y, igh, i_e)  <b>Spiral Review:</b> long e vowel team syllable patterns	good, many, near, off, people, right, that, two, under, very	Expression—Anticipation/Mood  Inflection/Intonation—Volume	Metacognitive: Make Connections  Fix-Up: Read Out Loud to Support Comprehension	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)  Describe How Characters Respond to Major Events and Challenges	Distinguish Shades of Meaning Among Closely Related Verbs	<b>General Academic Listening &amp; Speaking:</b> clumsy graceful generous accurate	Write to a Text-Based Prompt: Opinion Essay	Use Reflexive Pronouns

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Unit 3: Government at Work	Why do we need a government?	<ul style="list-style-type: none"> <li>The U.S. Government provides laws and services to help protect the freedom and safety of the people.</li> <li>People can contribute to their communities and their government in many different ways.</li> <li>The United States can be represented by symbols and documents.</li> <li>Historical fiction is a genre that bases its stories and characters on actual events and people from the past.</li> </ul>	services community symbols protect	Choose from Unit 3 Read Aloud Handbook Selections and Recommended Trade Books.	"Words Like Freedom"	Government Service Fact Sheet	<b>Knowledge-Building Library:</b> <i>My Mom, Our Mayor</i> (430L)  <i>Paul Revere's Ride</i> (530L)  <i>The Star-Spangled Banner</i> (690L)  <i>Be a Good Citizen</i> (550L)  <i>How to Help in Your Community</i> (420L)  <i>The Job of the President of the USA</i> (780L)  <i>The Life of a Cop</i> (640L)  <i>What Does the Mayor Do?</i> (730L)  <i>Symbols of Our Country</i> (640L)  <b>Reader's Theater Scripts:</b> <i>A Trip to Washington, D.C.: A Capital Idea</i>  <i>The Star-Spangled Banner Story</i>	<b>Week 1</b>	<b>Interactive Text:</b> "Rules and Laws"  <b>Accountable Text:</b> "Our Flag"  <b>Word Study Read:</b> "Vote For Lulu"	<b>Short Read 1:</b> "Smoke Jumpers"  <b>Short Read 2:</b> "Can You Sew a Flag, Betsy Ross?"	"FEMA: Helping the Community"	Substitute Medial Vowel Sounds  Add Initial and Final Sounds	<b>Primary Skill:</b> long u vowel team syllable patterns (u, ew, ue, u_e)  <b>Spiral Review:</b> long i vowel team syllable patterns	again, below, carry, does, eight, find, house, laugh, mother, school	Inflection/ Intonation—Pitch	Metacognitive: Distinguish Between Important and Unimportant Information  Metacognitive: Summarize and Synthesize  Fix-Up: Read More Slowly and Think about the Words	Identify Main Topic and Key Details  Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot  Acknowledge Differences in the Points of Views of Characters	Use Context as a Clue to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> symbol  <b>Domain-Specific Listening &amp; Speaking:</b> citizens	Process Writing: Informative/ Explanatory Essay	Form and Use the Past Tense of Irregular Verbs  Use Collective Nouns
								<b>Week 2</b>	<b>Interactive Text:</b> "A Special Lady"  <b>Accountable Text:</b> "Martin Luther King Jr."  <b>Word Study Read:</b> "Community Workers"	<b>Extended Read 1:</b> "Our Government's Laws"	"My Mom the Safety Monitor"	Substitute Medial Vowel Sounds  Substitute Initial and Final Sounds	<b>Primary Skill:</b> r-controlled /är/ syllable patterns  <b>Secondary Skill:</b> inflectional endings -ed, -ing (no spelling change)  <b>Spiral Review:</b> long u vowel team syllable pattern	move, never, once, round, small, their, too, walk, where, year	Phrasing—Units of Meaning in Complex Sentences	Metacognitive: Distinguish Between Important and Unimportant Information	Identify Main Topic and Key Details  Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps	Use Context as a Clue to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> allowed programs local ticket	Process Writing: Informative/ Explanatory Essay	Form and Use the Past Tense of Irregular Verbs  Use Collective Nouns
								<b>Week 3</b>	<b>Interactive Text:</b> "The New Guy"  <b>Accountable Text:</b> "Here Comes the Mail"  <b>Word Study Read:</b> "The President's House"	<b>Extended Read 2:</b> "Getting a Message to General Washington"	"Colonel Tye"	Blend and Segment Multisyllabic Words by Syllable  Delete Initial and Final Sounds	<b>Primary Skill:</b> r-controlled /ür/ syllable patterns (er, ir, ur)  <b>Spiral Review:</b> r-controlled /är/ syllable patterns	all, away, better, by, change, done, even, found, learn, only	Expression—Dramatic Expression  Expression—Characterization/Feeling	Metacognitive: Summarize and Synthesize  Fix-Up: Reread to Clarify or Confirm Understanding	Acknowledge Differences in the Points of Views of Characters  Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot	Use Context as a Clue to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> eager urgent puzzled enemy	Process Writing: Informative/ Explanatory Essay	Use Reflexive Pronouns

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Unit 4: Many Characters, Many Points of View	How can a story change depending on who tells it?	<ul style="list-style-type: none"> <li>Folktales are traditional stories that often teach a lesson and are part of many cultures.</li> <li>Every story is narrated from a unique point of view and that point of view shapes the story.</li> <li>We can learn valuable lessons about understanding others, working together, and problem-solving through stories.</li> </ul>	character narrator perspective lessons	Choose from Unit 4 Read Aloud Handbook Selections and Recommended Trade Books.	"Read to Me"	Reimagine a Folktale	<b>Knowledge-Building Library:</b> <i>The Three Faces of Rain</i> (440L)  <i>A Family Meal</i> (450L)  <i>Christina Makes a Promise</i> (510L)  <i>A Frog in New York</i> (510L)  <i>Tilly and Millie Go Camping</i> (490L)  <i>From Wagon to Train</i> (670L)  <i>Alice's Trial</i> (500L)  <i>The Great Hunger</i> (630L)  <i>The Mystery of the Missing Pencil</i> (530L)  <b>Reader's Theater Scripts:</b> <i>The Grass Is Always Greener and Let Sleeping Dogs Lie Two Original Fables</i>  <i>The Silent Letters Speak Out</i>	<b>Week 1</b>	<b>Interactive Text:</b> "The Perfect Pet"  <b>Accountable Text:</b> "How Cow Got Its Horns"  <b>Word Study Read:</b> "Fox Makes Friends"	<b>Short Read 1:</b> "The Blind Men and the Elephant"  <b>Short Read 2:</b> "How the Beetle Got Its Gorgeous Coat"	"The One Turnip Garden"	Delete Initial Sound in a Blend  Add Initial and Final Sound	<b>Primary Skill:</b> r-controlled /ôr/ syllable patterns (or, oar, ore)  <b>Spiral Review:</b> r-controlled /îr/ syllable patterns (er, ir, ur)	long, now, our, some, them, through, upon, was, when, work	Expression—Anticipation/Mood	Metacognitive: Ask Questions about Characters and Events  Metacognitive: Create Mental Images of Characters and Events  Fix-Up: Read On to Clarify or Confirm Understanding	Describe the Overall Structure of a Story  Acknowledge Differences in the Points of Views of Characters  Describe How Characters Respond to Major Events and Challenges  Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)	Describe How Words and Phrases Supply Meaning in a Story	<b>General Academic Listening &amp; Speaking:</b> cultures interrupted	Write to a Text-Based Prompt: Fictional Diary Entry	Use Reflexive Pronouns  Use Adjectives and Adverbs
								<b>Week 2</b>	<b>Interactive Text:</b> "The Shoemakers and the Elves"  <b>Accountable Text:</b> "City Mouse and Country Mouse"  <b>Word Study Read:</b> "Fearless Jess"	<b>Extended Read 1:</b> "Stone Soup"	"Clean Water"	Substitute Medial Vowel Sounds  Substitute Initial and Final Sounds	<b>Primary Skill:</b> r-controlled /îr/ syllable patterns (ear, eer, ere)  <b>Secondary Skill:</b> contractions 't, 's  <b>Spiral Review:</b> r-controlled /ôr/ syllable patterns (or, oar, ore)	always, any, blue, buy, city, draw, four, great, how, live	Speed/Pacing—Slow	Metacognitive: Ask Questions about Characters and Events	Describe the Overall Structure of a Story  Acknowledge Differences in the Points of Views of Characters  Describe How Characters Respond to Major Events and Challenges  Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)	Describe How Words and Phrases Supply Meaning in a Story	<b>General Academic Listening &amp; Speaking:</b> originated spare villager smacked	Write to a Text-Based Prompt: Fictional Diary Entry	Use Adjectives and Adverbs
								<b>Week 3</b>	<b>Interactive Text:</b> "Pecos Bill"  <b>Accountable Text:</b> "The Tree Bears"  <b>Word Study Read:</b> "Far from Earth"	<b>Extended Read 2:</b> "The Stone Garden"	"A Helping Hand"	Substitute Medial Vowel Sounds  Substitute Initial and Final Sounds	<b>Primary Skill:</b> r-controlled /âr/ syllable patterns (air, are, ear, ere)  <b>Spiral Review:</b> r-controlled /îr/ syllable patterns (ear, eer, ere)	another, boy, could, every, far, from, hurt, over, out, these	Inflection/Intonation—Stress  Expression—Dramatic Expression	Metacognitive: Create Mental Images of Characters and Events  Fix-Up: Stop and Think about the Author's Purpose	Acknowledge Differences in the Points of Views of Characters  Compare Two Versions of the Same Story	Describe How Words and Phrases Supply Meaning in a Story	<b>General Academic Listening &amp; Speaking:</b> proud tidy world-class indeed	Write to a Text-Based Prompt: Fictional Diary Entry	Use Reflexive Pronouns  Use Irregular Past-Tense Verbs

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Unit 5: Solving Problems through Technology	Where do ideas for inventions come from?	<ul style="list-style-type: none"> <li>• People are constantly inventing new things to solve problems.</li> <li>• Inventions are often inspired by nature.</li> <li>• Anyone can be an inventor.</li> </ul>	invention engineer problem solve, solution	Choose from Unit 5 Read Aloud Handbook Selections and Recommended Trade Books.	“Eletelephony”	Research an Invention, Part 1	<b>Knowledge-Building Library:</b> <i>Technology in Our Home</i> (520L) <i>From Bell to Cell</i> (540L) <i>Riding into the Future</i> (540L) <i>Opinions About Waste</i> (530L) <i>Our School Garden</i> (520L) <i>Opinions About Robots</i> (660L) <i>Forecasting the Weather</i> (580L) <i>Michael’s Story: Life with Type 1 Diabetes</i> (620L) <i>Exploring with Science Tools</i> (570L)  <b>Reader’s Theater Scripts:</b> <i>Ben Franklin’s Visit: A When Machine Play</i>  <i>In Search of Numbers: You’re Right There!</i>	<b>Week 1</b>	<b>Interactive Text:</b> “Found!”  <b>Accountable Text:</b> “Kid Inventors”  <b>Word Study Read:</b> “A Cool Solution”	<b>Short Read 1:</b> “A Woman with a Vision”  <b>Short Read 2:</b> “A Lucky Accident”	“Reading with Your Fingertips”	Blend and Segment Multisyllabic Words by Syllable  Add Initial and Final Sounds	<b>Primary Skill:</b> VCe syllable patterns; consonant -le syllable patterns  <b>Spiral Review:</b> r-controlled /är/ syllable patterns (air, are, ear, ere)	answer, brown, country, start, then, there, wash, went, who, your	Pausing–Full Stops	Metacognitive: Draw Inferences  Metacognitive: Make Connections  Fix-Up: Stop and Think About the Author’s Purpose	Identify Main Topic and Key Details  Identify Main Purpose of a Text (Author’s Purpose)  Explain How Images Contribute to and Clarify a Text  Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps	Determine the Meaning of Compound Words	<b>General Academic Listening &amp; Speaking:</b> vision device	Process Writing: Opinion Essay	Use an Apostrophe to Form Possessives  Use Irregular Past-Tense Verbs	
								<b>Week 2</b>	<b>Interactive Text:</b> “A Noisy Problem”  <b>Accountable Text:</b> “The Curious Boy”  <b>Word Study Read:</b> “Satellites”	<b>Extended Read 1:</b> “Two Famous Inventors”	“When I Grow Up”	Delete Final Sound in a Blend  Delete Initial and Final Sounds	<b>Primary Skill:</b> /oi/ vowel team syllable patterns (oi, oy)  <b>Secondary Skill:</b> inflectional ending -es (with changing y to i)  <b>Spiral Review:</b> VCe syllable patterns	above, began, different, enough, few, grow, they, were, which, why	Expression–Anticipation/ Mood	Metacognitive: Draw Inferences	Identify Main Topic and Key Details  Identify Main Purpose of a Text (Author’s Purpose)  Explain How Images Contribute to and Clarify a Text  Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps	Determine the Meaning of Compound Words		<b>General Academic Listening &amp; Speaking:</b> improvements opportunities inventor benefited	Process Writing: Opinion Essay	Capitalize Holidays, Product Names, and Geographical Names  Produce Complete Simple Sentences
								<b>Week 3</b>	<b>Interactive Text:</b> “Keeping Food Cold”  <b>Accountable Text:</b> “Robots”  <b>Word Study Read:</b> “Music for Joy”	<b>Extended Read 2:</b> “Robots Go to School”	“Welcome to Our School”	Delete Initial Sound in a Blend  Delete Initial and Final Sounds	<b>Primary Skill:</b> /ou/ vowel team syllable patterns (ou, ow)  <b>Spiral Review:</b> /oi/ vowel team syllable patterns (oi, oy)	follow, girl, head, idea, kind, leave, might, next, often, paper	Phrasing–Subjective/ Predicate  Pausing–Short Pauses	Metacognitive: Distinguish Between Important and Unimportant Information  Fix-Up: Read More Slowly and Think About the Words	Identify Main Purpose of a Text (Author’s Purpose)  Compare and Contrast the Most Important Points in Two Texts on the Same Topic	Determine the Meaning of Words and Phrases in a Text			<b>General Academic Listening &amp; Speaking:</b> limitations maneuver experience signal	Process Writing: Opinion Essay

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Unit 6: Tales to Live By	What can different cultures teach us?	<ul style="list-style-type: none"> <li>Storytelling is a very old tradition shared by many cultures around the world.</li> <li>People tell stories to entertain, educate, and share ideas.</li> <li>There are common themes, or central messages, that can be found in folktales across many cultures.</li> <li>Readers can build knowledge and understanding about different cultures and traditions, and learn valuable lessons, from folktales.</li> </ul>	cultures folktale storytelling message	Choose from Unit 6 Read Aloud Handbook Selections and Recommended Trade Books.	"Be Glad Your Nose Is on Your Face"	Research an Invention, Part 2	<b>Knowledge-Building Library:</b> <i>The Pictures of My Grandfather</i> (460L) <i>Armadillo and the Oasis</i> (490L) <i>I Have Two Enormous Wings</i> (500L) <i>Jimena Visits a Museum</i> (520L) <i>The Turtle and the Tiger</i> (530L) <i>Don Quijote and the Windmills</i> (490L) <i>Honorable Minu A West African Folktale</i> (570L) <i>Gabriela Saves the Concert</i> (520L) <i>Chamomile Saves the Forest</i> (490L) <b>Reader's Theater Scripts:</b> <i>The Boy Who Cried Wolf An Aesop's Fable</i> <i>Comparatives and Superlatives at the County Fair</i>	<b>Week 1</b>	<b>Interactive Text:</b> "The Brothers Grimm"  <b>Accountable Text:</b> "Mercury and the Ax"  <b>Word Study Read:</b> "Hansel and Gretel"	<b>Short Read 1:</b> "The Village of the Moon Rain"  <b>Short Read 2:</b> "The Huemul Egg"	"The Rabbit and the Coyote"	Delete Final Sound in a Blend  Delete Initial and Final Sounds	<b>Primary Skill:</b> /oo/ vowel team syllable patterns (oo, ui, ew, ue, u, ou, oe, u_e)  <b>Spiral Review:</b> /ou/ vowel team syllable patterns (ou, ow)	point, river, second, song, think, three, until, watch, white, young	Inflection/ Intonation—Pitch	Metacognitive: Summarize and Synthesize  Metacognitive: Make Connections  Fix-Up: Reread to Clarify or Confirm Understanding	Ask and Answer Questions to Demonstrate Understanding of Key Details  Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)  Acknowledge Differences in the Points of View of Characters  Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot	Identify Real-Life Connections Between Words and Their Uses	<b>General Academic Listening &amp; Speaking:</b> ancestors disappear	Process Writing: Narrative Fiction	Produce, Expand, and Rearrange Complete Compound Sentences
								<b>Week 2</b>	<b>Interactive Text:</b> "The Boy Who Cried Wolf"  <b>Accountable Text:</b> "The Many Tales of Red Riding Hood"  <b>Word Study Read:</b> "Stone Soup"	<b>Extended Read 1:</b> "A Foxy Garden"	"How Tiger Got His Stripes"	Delete Initial and Final Sounds  Delete Initial Sound in a Blend	<b>Primary Skill:</b> /oo/ vowel team syllable patterns (oo, u)  <b>Secondary Skill:</b> homophones  <b>Spiral Review:</b> /oo/ vowel team syllable patterns (oo, ui, ew, ue, u, ou, oe, u_e)	add, between, close, example, food, group, hear, home, left, mountain	Expression—Dramatic Expression	Metacognitive: Make Connections	Ask and Answer Questions to Demonstrate Understanding of Key Details  Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)  Acknowledge Differences in the Points of View of Characters  Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot	Identify Real-Life Connections Between Words and Their Uses	<b>General Academic Listening &amp; Speaking:</b> wise selfish trickled agreed	Process Writing: Narrative Fiction	Choose Between Adjectives and Adverbs
								<b>Week 3</b>	<b>Interactive Text:</b> "Rumpelstiltskin"  <b>Accountable Text:</b> "No Small Trick"  <b>Word Study Read:</b> "The Legend of the Talking Feather"	<b>Extended Read 2:</b> "Why the Sky Is Far Away"	"The First Strawberries"	Substitute Sounds (parts of blends in the final position)  Substitute Initial, Medial, and Final Sounds	<b>Primary Skill:</b> /ô/ vowel teams syllable patterns ((w)a, al, aw, au)  <b>Spiral Review:</b> consonant -le syllable pattern	music, night, old, picture, sentence, spell, thought, together, while, world	Expression—Anticipation/ Mood  Phrasing—High Frequency Word Phrases	Metacognitive: Summarize and Synthesize  Fix-Up: Read On to Clarify or Confirm Understanding	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)  Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot	Identify Real-Life Connections Between Words and Their Uses	<b>General Academic Listening &amp; Speaking:</b> concealed scrumptious floated angry	Process Writing: Narrative Fiction	Produce, Expand, and Rearrange Complete Compound Sentences  Choose Between Adjectives and Adverbs

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/Independent Texts	Week	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Unit 7: Investigating the Past	How does understanding the past shape the future?	<ul style="list-style-type: none"> <li>Primary sources include firsthand accounts, photographs, writings, maps, and artifacts.</li> <li>Primary sources help people learn about history and understand what life was like in the past.</li> <li>People search for artifacts and fossils in order to better understand the past.</li> <li>Understanding and learning from the past helps people better plan for the future.</li> </ul>	artifacts past firsthand account primary sources	Choose from Unit 7 Read Aloud Handbook Selections and Recommended Trade Books.	"Crazy Boys"	Research a History Topic, Part 1  <b>Knowledge-Building Library:</b> <i>What Do Paintings Tell Us?</i> (510L)  <i>My Life in the United States: Sophie Moore</i> (530L)  <i>Perrault and Andersen: From Fairies to Dragons</i> (530L)  <i>I Am Colombia!</i> (560L)  <i>George and Grace Find an Egg</i> (590L)  <i>Sitting Bull</i> (750L)  <i>All About Diaries</i> (620L)  <i>Madame Parrot</i> (550L)  <i>Reading Maps</i> (730L)  <b>Reader's Theater Scripts:</b> <i>Our New Home</i>  <i>Matthew Henson at the North Pole</i>	<b>Week 1</b>  <b>Interactive Text:</b> "The Wright Brothers Take Off!"  <b>Accountable Text:</b> "My Freedom Diary"  <b>Word Study Read:</b> "The Baseball"	<b>Short Read 1:</b> "The Oregon Trail"  <b>Short Read 2:</b> "Ranch Flyer"	"Road Trip with My Dad"	Blend and Segment Multisyllabic Words by Syllable  Add Initial and Final Sounds	<b>Primary Skill:</b> compound words; silent letters (wr, kn, gn)  <b>Spiral Review:</b> closed syllable patterns	air, along, begin, children, important, letter, open, own, sound, talk	Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Metacognitive and Fix-up Strategies  Fix-Up: Stop and Think about the Author's Purpose	Identify Main Topic and Key Details  Use Text Features to Locate Key Facts or Information  Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Explain How Images Contribute to and Clarify a Text	Distinguish Shades of Meaning Among Related Adjectives	<b>General Academic Listening &amp; Speaking:</b> exhausted supplies	Process Writing: Narrative Nonfiction Letter	Use Commas in Greetings and Closings of Letters		
							<b>Week 2</b>  <b>Interactive Text:</b> "A Letter to the City"  <b>Accountable Text:</b> "Family Album"  <b>Word Study Read:</b> "Sacagawea"	<b>Extended Read 1:</b> "Primary Sources"	"Pen Pals from the Past"	Substitute Sounds (parts of blends in the final position)  Substitute Initial, Medial, and Final Sounds	<b>Primary Skill:</b> inflectional endings with spelling changes (drop final -e, double final consonant)  <b>Secondary Skill:</b> contractions 'll, 've, 'm  <b>Spiral Review:</b> /ô/ vowel team syllable patterns	almost, animal, around, body, color, eye, form, high, light, story	Speed/Pacing—Varied	Metacognitive: Apply Metacognitive and Fix-up Strategies	Identify Main Topic and Key Details  Use Text Features to Locate Key Facts or Information  Explain How Images Contribute to and Clarify a Text	Distinguish Shades of Meaning Among Related Adjectives	<b>General Academic Listening &amp; Speaking:</b> exist past event letters	Process Writing: Narrative Nonfiction Letter	Use an Apostrophe to Form Contractions  Produce Complete Simple Sentences		
							<b>Week 3</b>  <b>Interactive Text:</b> "How to Make a Time Capsule"  <b>Accountable Text:</b> "A Desert Discovery"  <b>Word Study Read:</b> "The History Lady"	<b>Extended Read 2:</b> "A Dinosaur Names SUE"	"I Met SUE"	Delete Final Sounds in a Blend  Delete Initial and Final Sounds	<b>Primary Skill:</b> related root words  <b>Spiral Review:</b> open syllable pattern	across, become, complete, during, happened, hundred, toward, study, wind	Speed/Pacing—Slow  Phrasing—Compound Sentences	Metacognitive: Apply Metacognitive and Fix-up Strategies  Fix-Up: Read Out Loud to Support Comprehension	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Explain How Images Contribute to and Clarify a Text	Distinguish Shades of Meaning Among Related Adjectives	<b>General Academic Listening &amp; Speaking:</b> gigantic skillful  <b>Domain-Specific Listening &amp; Speaking:</b> museum exhibit	Process Writing: Narrative Nonfiction Letter	Use an Apostrophe to Form Contractions  Compare Formal and Informal Uses of English		

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/Independent Texts	Week	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Unit 8: Wind and Water Change Earth	How do we react to changes in nature?	<ul style="list-style-type: none"> <li>Wind and water cause weathering and erosion, changing the shape of land.</li> <li>Changes can happen slowly, over a long time period, or quickly.</li> <li>Human activity can cause changes to Earth's surface that affect all living things.</li> <li>Scientists record weather patterns to make predictions which can help people prepare for severe weather.</li> </ul>	force damage wear away storm	Choose from Unit 8 Read Aloud Handbook Selections and Recommended Trade Books.	"Weather"	Research a History Topic, Part 2	<b>Knowledge-Building Library:</b> <i>The Treasure of the Cenote</i> (500L)  <i>Earth: A Planet of Water</i> (510L)  <i>Petroleum</i> (560L)  <i>Pico de Orizaba</i> (680L)  <i>The Sonoran Desert</i> (600L)  <i>Rock Erosion</i> (680L)  <i>Why Earth Changes A Modern Folktale</i> (640L)  <i>The Storm Chaser</i> (640L)  <i>It's Cloud Time Again</i> (NP)  <b>Reader's Theater Scripts:</b> <i>Garden Show Surprise: Growing Words from Roots</i>  <i>The Sinking of the S.S. Homophone</i>	<b>Week 1</b>	<b>Interactive Text:</b> "Dust Storm!"  <b>Accountable Text:</b> "The Big Blizzard"  <b>Word Study Read:</b> "Sam Kent's Journal"	<b>Short Read 1:</b> "Tornado!"  <b>Short Read 2:</b> "Water's Awesome Wonder"	"The Day of the Hurricane"	Substitute Medial Vowel Sounds  Substitute Initial and Final Sounds	<b>Primary Skill:</b> irregular plural nouns  <b>Spiral Review:</b> r-controlled vowel syllables	against, certain, door, early, field, heard, knew, listen, morning, several	Inflection/Intonation—Volume	Metacognitive: Apply Metacognitive and Fix-Up Strategies  Fix-Up: Read More Slowly and Think about the Words	Explain How Images Contribute to and Clarify a Text  Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Identify Main Purpose of a Text  Analyze How the Author's Reasons Support Specific Points in a Text	Use Context Clues to Determine Word Meaning	<b>General Academic Listening &amp; Speaking:</b> flowed mighty	Process Writing: Research Report	Use Collective Nouns
								<b>Week 2</b>	<b>Interactive Text:</b> "Our Sandcastles"  <b>Accountable Text:</b> "My Beach"  <b>Word Study Read:</b> "Mudslide"	<b>Extended Read 1:</b> "Earth's Changes"	"Dust Storm"	Substitute Sounds (parts of blends in the final position)  Substitute Initial, Medial, and Final Sounds	<b>Primary Skill:</b> suffixes -er, -or  <b>Secondary Skill:</b> homographs  <b>Spiral Review:</b> possessives	area, ever, hours, measure, notice, order, piece, short, today, true	Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Metacognitive and Fix-Up Strategies	Explain How Images Contribute to and Clarify a Text  Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Identify Main Purpose of a Text  Compare and Contrast the Most Important Points in Two Texts on the Same Topic	Use Dictionaries and Glossaries to Determine Word Meaning	<b>General Academic Listening &amp; Speaking:</b> rushing bits breeze lessen	Process Writing: Research Report	Compare Formal and Informal Uses of English; Understand Formal Uses of English  Capitalize Geographic Names
								<b>Week 3</b>	<b>Interactive Text:</b> "The Contest"  <b>Accountable Text:</b> "Let's Debate"  <b>Word Study Read:</b> "Earth's Changing Mountains"	<b>Extended Read 2:</b> "Bonita Springs Debates Its Future"	"Avalanche!"	Blend and Segment Multisyllabic Words by Syllable  Add Initial and Final Sounds	<b>Primary Skill:</b> comparative and superlative suffixes -er, -est  <b>Spiral Review:</b> irregular plural nouns	covered, cried, figure, horse, money, products, questions, since, usually, voice	Inflection/Intonation—Pitch  Phrasing—Compound Sentences	Metacognitive: Apply Metacognitive and Fix-Up Strategies  Fix-Up: Reread to Clarify or Confirm Understanding	Identify Main Purpose of a Text  Analyze How the Author's Reasons Support Specific Points in a Text	Use Context Clues to Determine Word Meaning	<b>General Academic Listening &amp; Speaking:</b> banks damage heavy waist deep	Process Writing: Research Report	Use Commas in Greeting and Closing





# Grade 2 • Unit 9 • Scope and Sequence

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/ Independent Texts	Week	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Unit 9: Buyers and Sellers	How do the goods we make, buy, and sell connect us?	<ul style="list-style-type: none"> <li>Goods are items that are made, bought, and sold.</li> <li>People use natural resources to make, or produce, goods.</li> <li>People make choices about what goods to buy based their needs and wants.</li> <li>Producers, buyers, and sellers are all connected.</li> </ul>	produce/ producer goods resources choice	Choose from Unit 9 Read Aloud Handbook Selections and Recommended Trade Books.	"Turtle Soup"	Research How a Good Is Made and Solid, Part 1	<b>Knowledge-Building Library:</b> <i>Sally's Spinach Pies</i> (480L) <i>Lila's First Job</i> (490L) <i>Hats Off to Henry!</i> (500L) <i>The Shopping List</i> (540L) <i>We Have Many Choices</i> (530L) <i>From Field to Fashion</i> (550L) <i>George Washington Carver</i> (570L) <i>Where Does Food Come From?</i> (820L) <i>How to Read Pictures</i> (560L) <b>Reader's Theater Scripts:</b> <i>Tag Sale Today</i> <i>Compound Words Cook-Off</i>	<b>Week 1</b>	<b>Interactive Text:</b> "Allowance: For and Against"  <b>Accountable Text:</b> "A Baker's Dozen"  <b>Word Study Read:</b> "The History of Cars"	<b>Short Read 1:</b> "From Tree to Baseball Bat"  <b>Short Read 2:</b> "Goat and Bear in Business"	"The History of Cars"	Substitute Medial Vowel Sounds	<b>Primary Skill:</b> suffixes -y, -ly  <b>Spiral Review:</b> inflectional endings with spelling changes	able, behind, carefully, common, easy, fact, remember, sure, vowel, whole	Inflection/ Intonation–Stress	Metacognitive: Apply Strategies  Fix-Up: Read On to Clarify or Confirm Understanding	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Explain How Images Contribute to and Clarify a Text  Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot.  Describe How Characters Respond to Major Events and Challenges	Determine the Meaning of Compound Words	<b>General Academic Listening &amp; Speaking:</b> shipped weigh	Multimedia Presentation	Use Adjectives and Adverbs
								<b>Week 2</b>	<b>Interactive Text:</b> "Alissa's Tag Sale"  <b>Accountable Text:</b> "Peanut Butter"  <b>Word Study Read:</b> "Zollipops"	<b>Extended Read 1:</b> "From Pine Tree to Pizza Box"	"Reduce, Reuse, Recycle"	Substitute Initial and Final Sounds  Blend and Segment Multisyllabic Words by Syllable	<b>Primary Skill:</b> schwa  <b>Secondary Skill:</b> irregular plural nouns  <b>Spiral Review:</b> comparative and superlative suffixes -er, -est	ago, government, half, machine, pair, quickly, scientist, thousand, understood, wait	Phrasing–Units of Meaning in Complex Sentences	Metacognitive: Apply Strategies	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Explain How Images Contribute to and Clarify a Text  Compare and Contrast the Most Important Points in Two Texts on the Same Topic	Determine the Meaning of Words with Prefixes	<b>General Academic Listening &amp; Speaking:</b> protect products steps  <b>Domain-Specific Listening &amp; Speaking:</b> natural resources	Multimedia Presentation	Use Irregular Past Tense Verbs
								<b>Week 3</b>	<b>Interactive Text:</b> "Start a Business"  <b>Accountable Text:</b> "Picture It!"  <b>Word Study Read:</b> "Our Class Knows!"	<b>Extended Read 2:</b> "Cherokee Art Fair"	"Come Get Some Lemonade!"	Substitute Medial Vowel Sounds  Add Initial and Final Sounds	<b>Primary Skill:</b> silent letters /n/ gn, kn; /r/ wr; /m/ mb  <b>Spiral Review:</b> schwa	among, building, circle, decided, finally, heavy, include, nothing, special, wheel	Phrasing–Full Stop  Speed/Pacing–Slow	Metacognitive: Apply Strategies  Fix-Up: Stop and Think about the Author's Purpose	Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot.  Describe How Characters Respond to Major Events and Challenges	Determine the Meaning of Words and Phrases in a Text	<b>General Academic Listening &amp; Speaking:</b> annual remembered represent greeted	Multimedia Presentation	Compare Formal and Informal Language

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/Independent Texts	Week	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Unit 10: States of Matter	How can matter change?	<ul style="list-style-type: none"> <li>Everything is made up of matter.</li> <li>Matter has three states: solid, liquid, or gas.</li> <li>We can describe and sort matter by its physical properties.</li> <li>Physical properties of matter (such as size, shape, and state) can change.</li> <li>Some changes to matter can be reversed and others cannot</li> </ul>	describe state change(s) property/properties	Choose from Unit 10 Read Aloud Handbook Selections and Recommended Trade Books.	"It's All Weather"	Research How a Good is Made and Sold, Part 2	<b>Knowledge-Building Library:</b> <i>Stan's Trip Out West</i> (490L) <i>Snow Cones in Space</i> (550L) <i>The Blue Jays Build a Nest</i> (490L) <i>How to Make Paper Designs</i> (540L) <i>Water Takes Different Forms</i> (550L) <i>Wind Power</i> (590L) <i>Yujie Ding: Hatmaker</i> (600L) <i>The Potter of San Ildefonso</i> (610L) <i>Forces in Sports</i> (740L) <b>Reader's Theater Scripts:</b> <i>The King's New Crown</i> <i>The Gift-Guessing Kid</i>	<b>Week 1</b>	<b>Interactive Text:</b> "Lemonade"  <b>Accountable Text:</b> "World's Best Glass Art"  <b>Word Study Read:</b> "Up, Up and Away"	<b>Short Read 1:</b> "The Art of Origami"  <b>Short Read 2:</b> "Sand Sculpture"	"Amazing Sea Creatures"	Substitute Medial Vowel Sounds  Substitute Initial and Final Sounds	<b>Primary Skill:</b> possessive nouns (singular and plural)  <b>Spiral Review:</b> suffixes -y, -ly	brought, contain, front, gave, inches, material, noun, ocean, strong, verb	Confirm or Correct Word Recognition and Understanding*	Metacognitive: Apply Strategies  Fix-Up: Read Out Loud to Support Comprehension	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Explain How Images Contribute to and Clarify a Text  Ask and Answer Questions to Demonstrate Understanding of Key Details  Use Text Features to Locate Key Facts or Information	Use a Known Root Word as a Clue to the Meaning of an Unknown Word	<b>General Academic Listening &amp; Speaking:</b> spread create	Process Writing: Acrostic Poem	Produce Complete Simple Sentences
								<b>Week 2</b>	<b>Interactive Text:</b> "Tyler's Party"  <b>Accountable Text:</b> "Sand Becomes Glass!"  <b>Word Study Read:</b> "Water!"	<b>Extended Read 1:</b> "Matter Changes in Many Ways"	"A Snowy Experiment"	Blend and Segmenting Multisyllabic Words by Syllable  Add Initial and Final Sounds	<b>Primary Skill:</b> prefixes un-, re-, dis-  <b>Secondary Skill:</b> abbreviations  <b>Spiral Review:</b> silent letters /n/ gn, kn; /r/ wr; /m/ mb	built, correct, inside, island, language, oh, person, street, system, warm	Inflection/Intonation—Volume	Metacognitive: Apply Strategies	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Explain How Images Contribute to and Clarify a Text  Ask and Answer Questions to Demonstrate Understanding of Key Details  Use Text Features to Locate Key Facts or Information	Use a Known Root Word as a Clue to the Meaning of an Unknown Word	<b>General Academic Listening &amp; Speaking:</b> undergoes properties boils transformed	Process Writing: Acrostic Poem	Produce Complete Compound Sentences
								<b>Week 3</b>	<b>Interactive Text:</b> "Changing Liquids and Solids"  <b>Accountable Text:</b> "Beautiful Ice Cities"  <b>Word Study Read:</b> "New Planets"	<b>Extended Read 2:</b> "Crazy Horse Memorial"	"When Galaxies Collide"	Blend and Segmenting Multisyllabic Words by Syllable  Add Initial and Final Sounds	<b>Primary Skill:</b> suffixes -ful, -less  <b>Spiral Review:</b> prefixes un-, re-, dis-	dark, clear, explain, force, minutes, object, plane, power, produce, surface	Inflection/Intonation—Pitch  Speed/Pacing—Varied	Metacognitive: Apply Strategies  Fix-Up: Read More Slowly and Think about the Words	Ask and Answer Questions to Demonstrate Understanding of Key Details  Use Text Features to Locate Key Facts or Information	Identify Real-Life Connections Between Words and Their Uses	<b>General Academic Listening &amp; Speaking:</b> miles models measured  <b>Domain-Specific Listening &amp; Speaking:</b> natural forces	Reflect on Writing	Irregular Plural Nouns