

# Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary
<p><b>Genre Study 1:</b> <b>Weeks 1 and 2</b></p> <p><b>Genre:</b> Expository Text</p> <p><b>Essential Question:</b> How do people respond to natural disasters?</p> <p><b>Text Features:</b> Diagrams and Headings</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Avalanche”</p>	<p>“A World of Change” <b>Genre:</b> Expository Text <b>Lexile:</b> 790L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Earthquakes</i> <b>Genre:</b> Expository Text <b>Lexile:</b> 870L</p> <p><b>Paired Selection:</b> “Weathering the Storm” <b>Genre:</b> Personal Narrative <b>Lexile:</b> 770L</p>	<p><b>Main Selections</b> <b>Genre:</b> Expository Text <b>A:</b> <i>Changing Landscapes</i> <b>Lexile:</b> 670L <b>O:</b> <i>Changing Landscapes</i> <b>Lexile:</b> 840L <b>ELL:</b> <i>Changing Landscapes</i> <b>Lexile:</b> 740L <b>B:</b> <i>Changing Landscapes</i> <b>Lexile:</b> 920L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “Students Save Wetlands” <b>O:</b> “Students Save Wetlands” <b>ELL:</b> “Students Save Wetlands” <b>B:</b> “Students Save Wetlands”</p>	<p><b>Words:</b> alter, collapse, crisis, destruction, hazard, severe, substantial, unpredictable</p> <p><b>Strategy:</b> Multiple-Meaning Words</p> <p><b>Strategy:</b> Homographs</p>
<p><b>Genre Study 2:</b> <b>Weeks 3 and 4</b></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Essential Question:</b> How do your actions affect others?</p> <p><b>Literary Elements:</b> Dialogue</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Say Something”</p>	<p>“The Talent Show” <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 620L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Experts, Incorporated</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 730L</p> <p><b>Paired Selection:</b> “Speaking Out to Stop Bullying” <b>Genre:</b> Expository Text <b>Lexile:</b> 800L</p>	<p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>The Dream Team</i> <b>Lexile:</b> 530L <b>O:</b> <i>Rosa’s Garden</i> <b>Lexile:</b> 710L <b>ELL:</b> <i>Rosa’s Garden</i> <b>Lexile:</b> 540L <b>B:</b> <i>Saving Grasshopper</i> <b>Lexile:</b> 810L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “Making a Difference” <b>O:</b> “Fresh from the City” <b>ELL:</b> “Fresh from the City” <b>B:</b> “Backyard Bird Habitats”</p>	<p><b>Words:</b> accountable, advise, desperately, hesitated, humiliated, inspiration, self-esteem, uncomfortably</p> <p><b>Strategy:</b> Idioms</p> <p><b>Strategy:</b> Homophones</p>
<p><b>Genre Study 3:</b> <b>Week 5</b></p> <p><b>Genre:</b> Argumentative Text</p> <p><b>Essential Question:</b> How can starting a business help others?</p> <p><b>Text Features:</b> Graphs and Headings</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Kids Can Help”</p>	<p>“Dollars and Sense” <b>Genre:</b> Argumentative Text <b>Lexile:</b> 800L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Kids in Business</i> <b>Genre:</b> Argumentative Text <b>Lexile:</b> 790L</p> <p><b>Paired Selection:</b> “Starting a Successful Business” <b>Genre:</b> Procedural Text <b>Lexile:</b> 770L</p>	<p><b>Main Selections</b> <b>Genre:</b> Argumentative Text <b>A:</b> <i>Start Small, Think Big</i> <b>Lexile:</b> 660L <b>O:</b> <i>Start Small, Think Big</i> <b>Lexile:</b> 780L <b>ELL:</b> <i>Start Small, Think Big</i> <b>Lexile:</b> 710L <b>B:</b> <i>Start Small, Think Big</i> <b>Lexile:</b> 890L</p> <p><b>Paired Selections</b> <b>Genre:</b> Procedural Text <b>A:</b> “Spending and Saving” <b>O:</b> “Spending and Saving” <b>ELL:</b> “Spending and Saving” <b>B:</b> “Spending and Saving”</p>	<p><b>Words:</b> compassionate, enterprise, exceptional, funds, innovative, process, routine, undertaking</p> <p><b>Strategy:</b> Suffixes</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p><b>Genre:</b> Online Article “Bullying: It’s Against the Law”</p>	<p><b>Reader’s Theater:</b> “Whodunit? Woo Knows ...”</p>	<p><b>Passage 1</b> <b>Genre:</b> Expository Text “Landforms Shaped by Weathering and Erosion”</p> <p><b>Passage 2</b> <b>Genre:</b> Realistic Fiction “A Cinco de Mayo Visit”</p>	<p>Problem and Solution Multiple-Meaning Words and Homographs Self-Selected Reading</p> <p><b>Connect to Content</b> Create a Venn Diagram Make a Persuasive Poster Create a Fact Card</p>	<p><b>Writing Process</b> Opinion Essay</p> <p><b>Revise:</b> Transitions</p> <p><b>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</b></p>	<p><b>Reader’s Theater Research and Inquiry Inquiry Space Writing</b></p>

	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Text Structure: Compare and Contrast</p> <p><b>Author's Craft:</b> Author's Purpose</p>	<p><b>Week 1</b> Short Vowels</p> <p><b>Week 2</b> Long a</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Intonation</p> <p><b>Week 2</b> Expression and Rate</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Personal Narrative</p> <p><b>Expert Model:</b> Personal Narrative</p> <p><b>Plan:</b> Sequence</p> <p><b>Draft:</b> Sensory Details</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 1:</b> Sentences; Sentence Punctuation</p> <p><b>Week 2:</b> Subjects and Predicates; Punctuate Compound Subjects and Predicates</p>	<p><b>Product:</b> Write Directions</p> <p><b>Study Skill:</b> Directions</p> <p><b>Blast:</b> Masters of Disaster</p>
	<p><b>Strategy:</b> Make Predictions</p> <p><b>Skill:</b> Plot: Problem and Solution</p> <p><b>Author's Craft:</b> Fact and Opinion</p>	<p><b>Week 3</b> Long e</p> <p><b>Week 4</b> Long i</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Accuracy</p> <p><b>Week 4</b> Phrasing and Rate</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Personal Narrative</p> <p><b>Revise:</b> Strong Conclusion</p> <p><b>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</b></p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 3:</b> Compound Sentences; Punctuating Compound Sentences</p> <p><b>Week 4:</b> Clauses and Complex Sentences; Punctuate Complex Sentences</p>	<p><b>Product:</b> Business Letter</p> <p><b>Study Skill:</b> Write a Business Letter</p> <p><b>Blast:</b> Friends Forever</p>
	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Idea and Details</p> <p><b>Author's Craft:</b> Procedural Text</p>	<p>Long o</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Phrasing and Rate</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Opinion Essay</p> <p><b>Expert Model:</b> Argumentative Text</p> <p><b>Plan:</b> Strong Opening</p> <p><b>Draft:</b> Reasons and Evidence</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 5:</b> Run-On Sentences; Correcting Fragments and Run-Ons</p>	<p><b>Product:</b> Create a Biographical Sketch</p> <p><b>Study Skill:</b> Primary and Secondary Sources</p> <p><b>Blast:</b> Helping Others Is Good Business</p>

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Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary
<p><b>Genre Study 1:</b> <b>Weeks 1 and 2</b></p> <p><b>Genre:</b> Expository Text</p> <p><b>Essential Question:</b> What helps an animal survive?</p> <p><b>Text Features:</b> Photographs and Captions; Headings</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Adaptations at Work”</p>	<p>“Animal Adaptations” <b>Genre:</b> Expository Text <b>Lexile:</b> 850L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Spiders</i> <b>Genre:</b> Expository Text <b>Lexile:</b> 820L</p> <p><b>Paired Selection:</b> “Anansi and the Birds” <b>Genre:</b> Trickster Tale <b>Lexile:</b> 740L</p>	<p><b>Main Selections</b> <b>Genre:</b> Expository Text <b>A:</b> <i>Extreme Animals</i> <b>Lexile:</b> 590L <b>O:</b> <i>Extreme Animals</i> <b>Lexile:</b> 830L <b>ELL:</b> <i>Extreme Animals</i> <b>Lexile:</b> 680L <b>B:</b> <i>Extreme Animals</i> <b>Lexile:</b> 890L</p> <p><b>Paired Selections</b> <b>Genre:</b> Trickster Tale <b>A:</b> “Hare and the Water” <b>O:</b> “Hare and the Water” <b>ELL:</b> “Hare and the Water” <b>B:</b> “Hare and the Water”</p>	<p><b>Words:</b> camouflaged, dribbles, extraordinary, poisonous, pounce, predator, prey, vibrations</p> <p><b>Strategy:</b> Prefixes</p> <p><b>Strategy:</b> Suffixes</p>
<p><b>Genre Study 2:</b> <b>Weeks 3 and 4</b></p> <p><b>Genre:</b> Drama</p> <p><b>Essential Question:</b> How do animal characters change familiar stories?</p> <p><b>Literary Elements:</b> Scene, Setting, Character Tags</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “A Grasshopper’s Sad Tale”</p>	<p>“The Ant and the Grasshopper” <b>Genre:</b> Drama <b>Lexile:</b> NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Ranita, The Frog Princess</i> <b>Genre:</b> Drama <b>Lexile:</b> NP</p> <p><b>Paired Selection:</b> “Pecos Bill and the Bear Lake Monster” <b>Genre:</b> Tall Tale <b>Lexile:</b> 890L</p>	<p><b>Main Selections</b> <b>Genre:</b> Drama <b>A:</b> <i>Saving the Green Bird</i> <b>Lexile:</b> NP <b>O:</b> <i>The Prince Who Could Fly</i> <b>Lexile:</b> NP <b>ELL:</b> <i>The Prince Who Could Fly</i> <b>Lexile:</b> NP <b>B:</b> <i>Behind the Secret Trapdoor</i> <b>Lexile:</b> NP</p> <p><b>Paired Selections</b> <b>Genre:</b> Mystery <b>A:</b> “The Missing Pie Mystery” <b>O:</b> “The Mystery of the Spotted Dogs” <b>ELL:</b> “The Mystery of the Spotted Dogs” <b>B:</b> “The Mystery of the Messy Room”</p>	<p><b>Words:</b> annoyed, attitude, commotion, cranky, familiar, frustrated, selfish, specialty</p> <p><b>Strategy:</b> Antonyms</p> <p><b>Strategy:</b> Greek Roots</p>
<p><b>Genre Study 3:</b> <b>Week 5</b></p> <p><b>Genre:</b> Poetry</p> <p><b>Essential Question:</b> How are writers inspired by animals?</p> <p><b>Text Structure:</b> Lyric Poetry, Haiku</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Animal Haiku: Cricket, Lizard, Firefly, Ants, Snail”</p>	<p>“Dog,” “The Eagle,” “Chimpanzee,” “Rat” <b>Genre:</b> Lyric Poetry and Haiku <b>Lexile:</b> NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk” <b>Genre:</b> Lyric Poem and Haiku <b>Lexile:</b> NP</p> <p><b>Paired Selection:</b> “Fog,” “White Cat Winter” <b>Genre:</b> Poetry <b>Lexile:</b> NP</p>	<p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>Putting on an Act</i> <b>Lexile:</b> 620L <b>O:</b> <i>The Big One</i> <b>Lexile:</b> 690L <b>ELL:</b> <i>The Big One</i> <b>Lexile:</b> 530L <b>B:</b> <i>Dolphin Cove</i> <b>Lexile:</b> 780L</p> <p><b>Paired Selections</b> <b>Genre:</b> Poetry <b>A:</b> “Broken Wing,” “Rat,” “Seal” <b>O:</b> “Catfish,” “Crow,” “Black Bull” <b>ELL:</b> “Peacock,” “Grass Snake,” “Robin” <b>B:</b> “Dolphin,” “Rabbit Field,” “Squirrel”</p>	<p><b>Words:</b> brittle, creative, descriptive, outstretched</p> <p><b>Poetry Terms:</b> metaphor, simile, rhyme, meter</p> <p><b>Strategy:</b> Similes and Metaphors</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p><b>Genre:</b> Online Article “Sharks Under Attack”</p>	<p><b>Reader’s Theater:</b> “The Nightingale”</p>	<p><b>Passage 1</b> <b>Genre:</b> Expository Text “Nine-Banded Armadillos”</p> <p><b>Passage 2</b> <b>Genre:</b> Drama “Paul Meets Babe, the Blue Ox”</p>	<p>Prefixes and Suffixes Figurative Language</p> <p><b>Connect to Content</b> Make a Podcast Write a Comic Strip “Sharks Under Attack”</p>	<p><b>Writing Process</b> Lyric Poem</p> <p><b>Revise:</b> Assonance</p> <p><b>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</b></p>	<p><b>Reader’s Theater Research and Inquiry Inquiry Space Writing</b></p>

	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Author's Craft:</b> Character</p>	<p><b>Week 1</b> Prefixes</p> <p><b>Week 2</b> Digraphs</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Expression</p> <p><b>Week 2</b> Intonation</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Compare-and-Contrast Essay</p> <p><b>Expert Model:</b> Expository Text Structure</p> <p><b>Plan:</b> Compare-and-Contrast Text Structure</p> <p><b>Draft:</b> Linking Words</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 1:</b> Common and Proper Nouns; Capitalizing Proper Nouns</p> <p><b>Week 2:</b> Singular and Plural Nouns; Commas in a Series</p>	<p><b>Product:</b> Make Life-Cycle Diagrams</p> <p><b>Study Skill:</b> Life-Cycle Diagram</p> <p><b>Blast:</b> Hidden in Plain Sight</p>
	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Theme</p> <p><b>Author's Craft:</b> Hyperbole</p>	<p><b>Week 3</b> Three-Letter Blends</p> <p><b>Week 4</b> <i>r</i>-Controlled Vowels /är/ and /ôr/</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Accuracy</p> <p><b>Week 4</b> Rate</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Compare-and-Contrast Essay</p> <p><b>Revise:</b> Sentence Fluency</p> <p><b>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</b></p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 3:</b> Irregular Plural Nouns; Correct Plural Forms</p> <p><b>Week 4:</b> Possessive Nouns; Apostrophes</p>	<p><b>Product:</b> Make a Food Web</p> <p><b>Study Skill:</b> Food Web</p> <p><b>Blast:</b> Cast of Animals</p>
	<p><b>Literary Elements:</b> Meter and Rhyme</p> <p><b>Skill:</b> Point of View</p> <p><b>Author's Craft:</b> Imagery and Assonance</p>	<p>Suffixes Contractions</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Expression and Phrasing</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Lyric Poem</p> <p><b>Expert Model:</b> Lyric Poetry</p> <p><b>Plan:</b> Stanza</p> <p><b>Draft:</b> Rhyme</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 5:</b> Combining Sentences; Phrases and Interjections</p>	<p><b>Product:</b> Fun Animal Facts</p> <p><b>Study Skill:</b> How to Create a Bibliography</p> <p><b>Blast:</b> Inspiring Animals</p>

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Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary
<p><b>Genre Study 1:</b> <b>Weeks 1 and 2</b></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Essential Question:</b> In what ways can you help your community?</p> <p><b>Literary Elements:</b> Flashback</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Books”</p>	<p>“Remembering Hurricane Katrina” <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 800L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Aguinaldo</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 650L</p> <p><b>Paired Selection:</b> “Partaking in Public Service” <b>Genre:</b> Expository Text <b>Lexile:</b> 770L</p>	<p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>Playground Buddy</i> <b>Lexile:</b> 590L <b>O:</b> <i>Brick by Brick</i> <b>Lexile:</b> 690L <b>ELL:</b> <i>Brick by Brick</i> <b>Lexile:</b> 500L <b>B:</b> <i>Standing Guard</i> <b>Lexile:</b> 760L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “Making a Difference” <b>O:</b> “A Big Heart” <b>ELL:</b> “A Big Heart” <b>B:</b> “The Great Big Birthday Bash”</p>	<p><b>Words:</b> assigned, generosity, gingerly, mature, organizations, residents, scattered, selective</p> <p><b>Strategy:</b> Context Clues</p> <p><b>Strategy:</b> Suffixes</p>
<p><b>Genre Study 2:</b> <b>Weeks 3 and 4</b></p> <p><b>Genre:</b> Biography</p> <p><b>Essential Question:</b> How can one person make a difference?</p> <p><b>Text Features:</b> Timeline</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Nelson Mandela: Working for Freedom”</p>	<p>“Judy’s Appalachia” <b>Genre:</b> Expository Text <b>Lexile:</b> 830L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Delivering Justice: W.W. Law and the Fight for Civil Rights</i> <b>Genre:</b> Biography <b>Lexile:</b> 830L</p> <p><b>Paired Selection:</b> “Keeping Freedom in the Family: Coming of Age in the Civil Rights Movement” <b>Genre:</b> Autobiography <b>Lexile:</b> 940L</p>	<p><b>Main Selections</b> <b>Genre:</b> Biography <b>A:</b> <i>Jacob Riis: Champion of the Poor</i> <b>Lexile:</b> 610L <b>O:</b> <i>Jacob Riis: Champion of the Poor</i> <b>Lexile:</b> 790L <b>ELL:</b> <i>Jacob Riis: Champion of the Poor</i> <b>Lexile:</b> 650L <b>B:</b> <i>Jacob Riis: Champion of the Poor</i> <b>Lexile:</b> 870L</p> <p><b>Paired Selections</b> <b>Genre:</b> Biography <b>A:</b> “The Fight for Equality” <b>O:</b> “The Fight for Equality” <b>ELL:</b> “The Fight for Equality” <b>B:</b> “The Fight for Equality”</p>	<p><b>Words:</b> boycott, encouragement, fulfill, injustice, mistreated, protest, qualified, registered</p> <p><b>Strategy:</b> Synonyms and Antonyms</p> <p><b>Strategy:</b> Homographs</p>
<p><b>Genre Study 3:</b> <b>Week 5</b></p> <p><b>Genre:</b> Argumentative Text</p> <p><b>Essential Question:</b> In what ways can advances in science be helpful or harmful?</p> <p><b>Text Features:</b> Maps and Headings</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “All About Organic”</p>	<p>“Food Fight” <b>Genre:</b> Argumentative Text <b>Lexile:</b> 870L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> “A New Kind of Corn” <b>Genre:</b> Argumentative Text <b>Lexile:</b> 910L</p> <p><b>Paired Selection:</b> “The Pick of the Patch” <b>Genre:</b> Procedural Text <b>Lexile:</b> 920L</p>	<p><b>Main Selections</b> <b>Genre:</b> Argumentative Text <b>A:</b> <i>The Battle Against Pests</i> <b>Lexile:</b> 750L <b>O:</b> <i>The Battle Against Pests</i> <b>Lexile:</b> 880L <b>ELL:</b> <i>The Battle Against Pests</i> <b>Lexile:</b> 770L <b>B:</b> <i>The Battle Against Pests</i> <b>Lexile:</b> 910L</p> <p><b>Paired Selections</b> <b>Genre:</b> Poetry <b>A:</b> “Making an Organic Garden” <b>O:</b> “Making an Organic Garden” <b>ELL:</b> “Making an Organic Garden” <b>B:</b> “Making an Organic Garden”</p>	<p><b>Words:</b> advancements, agriculture, characteristics, concerns, disagreed, inherit, prevalent, resistance</p> <p><b>Strategy:</b> Greek Roots</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p><b>Genre:</b> Online Article “Kids Lead The Way”</p>	<p><b>Reader’s Theater:</b> “Nat Love, Western Hero”</p>	<p><b>Passage 1</b> <b>Genre:</b> Biography “A Political Pioneer: Ann Richards”</p> <p><b>Passage 2</b> <b>Genre:</b> Realistic Fiction “Dog Park Rules”</p>	<p>Comparing Genres Greek Roots</p> <p><b>Connect to Content</b> Draw a Map Watch a Primary Source Video Write Directions for Growing a Plant</p>	<p><b>Writing Process</b> Opinion Essay</p> <p><b>Revise:</b> Strong Conclusions</p> <p><b>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</b></p>	<p><b>Reader’s Theater Research and Inquiry Inquiry Space Writing</b></p>

	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Point of View</p> <p><b>Author's Craft:</b> Facts and Opinions</p>	<p><b>Week 1</b> r-Controlled Vowels <i>er, ir, ur</i></p> <p><b>Week 2</b> Words with Silent Letters</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Expression</p> <p><b>Week 2</b> Expression</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Realistic Fiction</p> <p><b>Expert Model:</b> Realistic Fiction</p> <p><b>Plan:</b> Sequence</p> <p><b>Draft:</b> Dialogue</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 1:</b> Action Verbs; Titles</p> <p><b>Week 2:</b> Verb Tenses; Subject-Verb Agreement</p>	<p><b>Product:</b> Make a Public Service Announcement</p> <p><b>Study Skill:</b> Key Words</p> <p><b>Blast:</b> Let's Pitch In</p>
	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Point of View</p> <p><b>Author's Craft:</b> Anecdote</p>	<p><b>Week 3</b> Soft <i>c</i> and <i>g</i></p> <p><b>Week 4</b> Plurals</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Accuracy</p> <p><b>Week 4</b> Expression</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Realistic Fiction</p> <p><b>Revise:</b> Sensory Details</p> <p><b>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</b></p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 3:</b> Main and Helping Verbs; Punctuation in Contractions</p> <p><b>Week 4:</b> Linking Verbs; Subject-Verb Agreement</p>	<p><b>Product:</b> Make a Book Cover</p> <p><b>Study Skill:</b> Paraphrasing</p> <p><b>Blast:</b> The Power Is Yours</p>
	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Point of View</p> <p><b>Author's Craft:</b> Procedural Text Structure</p>	<p>Compound Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Accuracy and Rate</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Opinion Essay</p> <p><b>Expert Model:</b> Argumentative Text</p> <p><b>Plan:</b> Strong Introductions</p> <p><b>Draft:</b> Relevant Evidence</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 5:</b> Irregular Verbs; Correct Verb Usage</p>	<p><b>Product:</b> Make a Slide Show</p> <p><b>Study Skill:</b> How to Read a Diagram</p> <p><b>Blast:</b> Fertilizers: The Good and the Bad</p>



# Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary
<p><b>Genre Study 1:</b> <b>Weeks 1 and 2</b></p> <p><b>Genre:</b> Narrative Nonfiction</p> <p><b>Essential Question:</b> Why do we need government?</p> <p><b>Text Features:</b> Headings and Pronunciations</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Speaking Out Against Child Labor”</p>	<p>“A World Without Rules” <b>Genre:</b> Narrative Nonfiction <b>Lexile:</b> 830L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>See How They Run</i> <b>Genre:</b> Narrative Nonfiction <b>Lexile:</b> 870L</p> <p><b>Paired Selection:</b> “The Birth of American Democracy” <b>Genre:</b> Expository Text <b>Lexile:</b> 830L</p>	<p><b>Main Selections</b> <b>Genre:</b> Narrative Nonfiction <b>A:</b> <i>A Day in the Senate</i> <b>Lexile:</b> 680L <b>O:</b> <i>A Day in the Senate</i> <b>Lexile:</b> 820L <b>ELL:</b> <i>A Day in the Senate</i> <b>Lexile:</b> 800L <b>B:</b> <i>A Day in the Senate</i> <b>Lexile:</b> 890L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “A New President Takes Office” <b>O:</b> “A New President Takes Office” <b>ELL:</b> “A New President Takes Office” <b>B:</b> “A New President Takes Office”</p>	<p><b>Words:</b> amendments, commitment, compromise, democracy, eventually, legislation, privilege, version</p> <p><b>Strategy:</b> Latin Roots</p> <p><b>Strategy:</b> Greek Roots</p>
<p><b>Genre Study 2:</b> <b>Weeks 3 and 4</b></p> <p><b>Genre:</b> Historical Fiction</p> <p><b>Essential Question:</b> How do inventions and technology affect your life?</p> <p><b>Literary Elements:</b> Setting, Dialogue</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Good-bye Icebox!”</p>	<p>“A Telephone Mix-Up” <b>Genre:</b> Historical Fiction <b>Lexile:</b> 950L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>The Moon Over Star</i> <b>Genre:</b> Historical Fiction <b>Lexile:</b> 860L</p> <p><b>Paired Selection:</b> “Star Parties” <b>Genre:</b> Expository Text <b>Lexile:</b> 810L</p>	<p><b>Main Selections</b> <b>Genre:</b> <b>A:</b> <i>Ron’s Radio</i> <b>Lexile:</b> 620L <b>O:</b> <i>The Freedom Machine</i> <b>Lexile:</b> 690L <b>ELL:</b> <i>The Freedom Machine</i> <b>Lexile:</b> 540L <b>B:</b> <i>A Better Way</i> <b>Lexile:</b> 790L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “Roosevelt’s Fireside Chat” <b>O:</b> “The Interstate Highway System” <b>ELL:</b> “The Interstate Highway System” <b>B:</b> “A History of Washing Technology”</p>	<p><b>Words:</b> decade, directing, engineering, gleaming, scouted, squirmed, technology, tinkering</p> <p><b>Strategy:</b> Synonyms</p> <p><b>Strategy:</b> Context Clues</p>
<p><b>Genre Study 3:</b> <b>Week 5</b></p> <p><b>Genre:</b> Narrative Poetry</p> <p><b>Essential Question:</b> How do writers look at success in different ways?</p> <p><b>Text Structure:</b> Narrative Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Sam’s Box”</p>	<p>“Sing to Me,” “The Climb” <b>Genre:</b> Narrative Poetry <b>Lexile:</b> NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> “Swimming to the Rock,” “The Moondust Footprint” <b>Genre:</b> Narrative Poetry <b>Lexile:</b> NP</p> <p><b>Paired Selection:</b> “Genius,” “Winner” <b>Genre:</b> Narrative Poetry <b>Lexile:</b> NP</p>	<p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>Try, Try Again</i> <b>Lexile:</b> 600L <b>O:</b> <i>The Math-lete</i> <b>Lexile:</b> 740L <b>ELL:</b> <i>The Math-lete</i> <b>Lexile:</b> 510L <b>B:</b> <i>The Final</i> <b>Lexile:</b> 800L</p> <p><b>Paired Selections</b> <b>Genre:</b> Poetry <b>A:</b> “Sunlight Sparkling on Chrome” <b>O:</b> “Cross-Country Race” <b>ELL:</b> “Running the Race” <b>B:</b> “Talent Show”</p>	<p><b>Words:</b> attain, dangling, hovering, triumph</p> <p><b>Poetry Terms:</b> connotation, denotation, repetition, stanza</p> <p><b>Strategy:</b> Connotation and Denotation</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<b>Genre:</b> Online Article “Log On to Online Learning”	<b>Reader’s Theater:</b> “All the Money in the World”	<p><b>Passage 1</b> <b>Genre:</b> Narrative Nonfiction “Dust Bowl Blues”</p> <p><b>Passage 2</b> <b>Genre:</b> Poetry “Flying’ Free”</p>	<p>Homophones and Homographs, Setting Alliteration and Assonance</p> <p><b>Connect to Content</b> Dust Bowl Project Words Related to Government</p> <p>Write a Narrative Poem</p>	<p><b>Writing Process</b> Narrative Poem</p> <p><b>Revise:</b> Alliteration</p> <p><b>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</b></p>	<b>Reader’s Theater Research and Inquiry Inquiry Space Writing</b>

	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Cause-and-Effect Text Structure</p> <p><b>Author's Craft:</b> Homophones and Homographs</p>	<p><b>Week 1</b> Inflectional Endings</p> <p><b>Week 2</b> Inflectional Endings: Changing y to i</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Phrasing and Rate</p> <p><b>Week 2</b> Phrasing and Expression</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Narrative Nonfiction Essay</p> <p><b>Expert Model:</b> Narrative Nonfiction</p> <p><b>Plan:</b> Cause-and-Effect Text Structure</p> <p><b>Draft:</b> Relevant Details</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 1:</b> Pronouns and Antecedents; Pronoun Capitalization and Clarity</p> <p><b>Week 2:</b> Types of Pronouns; Subject and Object Pronouns</p>	<p><b>Product:</b> Make a Slideshow</p> <p><b>Study Skill:</b> Skim and Scan</p> <p><b>Blast:</b> Vote for Me</p>
	<p><b>Strategy:</b> Make Predictions</p> <p><b>Skill:</b> Point of View</p> <p><b>Author's Craft:</b> Sidebars, Insets</p>	<p><b>Week 3</b> Words with /ü/, /ū/, and /û/</p> <p><b>Week 4</b> Diphthongs /oi/ and /ou/</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Expression</p> <p><b>Week 4</b> Accuracy</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Narrative Nonfiction Essay</p> <p><b>Revise:</b> Transitions</p> <p><b>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</b></p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 3:</b> Pronoun-Verb Agreement; Punctuation in Dialogue</p> <p><b>Week 4:</b> Possessive Pronouns; Possessive Nouns and Pronouns</p>	<p><b>Product:</b> Make a Flyer</p> <p><b>Study Skill:</b> Persuasive Language</p> <p><b>Blast:</b> Technology Today</p>
	<p><b>Literary Elements:</b> Stanza and Repetition</p> <p><b>Skill:</b> Theme</p> <p><b>Author's Craft:</b> Character and Plot</p>	<p>Variant Vowel /ô/</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Expression and Rate</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Narrative Poem</p> <p><b>Expert Model:</b> Narrative Poetry</p> <p><b>Plan:</b> Sequence</p> <p><b>Draft:</b> Figurative Language</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 5:</b> Pronouns and Homophones; Contractions and Possessives</p>	<p><b>Product:</b> Interview a Community Helper</p> <p><b>Study Skill:</b> How to Conduct an Interview</p> <p><b>Blast:</b> Defining Success</p>



# Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary
<p><b>Genre Study 1:</b> <b>Weeks 1 and 2</b></p> <p><b>Genre:</b> Expository Text</p> <p><b>Essential Question:</b> What can you discover when you look closely at something?</p> <p><b>Text Features:</b> Photographs and Captions</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Stick Like a Gecko”</p>	<p>“Your World Up Close” <b>Genre:</b> Expository Text <b>Lexile:</b> 860L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>A Drop of Water</i> <b>Genre:</b> Expository Text <b>Lexile:</b> 870L</p> <p><b>Paired Selection:</b> “The Incredible Shrinking Potion” <b>Genre:</b> Fantasy <b>Lexile:</b> 980L</p>	<p><b>Main Selections</b> <b>Genre:</b> Expository Text <b>A:</b> <i>Secrets of the Ice</i> <b>Lexile:</b> 650L <b>O:</b> <i>Secrets of the Ice</i> <b>Lexile:</b> 850L <b>ELL:</b> <i>Secrets of the Ice</i> <b>Lexile:</b> 780L <b>B:</b> <i>Secrets of the Ice</i> <b>Lexile:</b> 900L</p> <p><b>Paired Selections</b> <b>Genre:</b> Fantasy <b>A:</b> “Super-vision” <b>O:</b> “Super-vision” <b>ELL:</b> “Super-vision” <b>B:</b> “Super-vision”</p>	<p><b>Words:</b> cling, dissolves, gritty, humid, magnify, microscope, mingle, typical</p> <p><b>Strategy:</b> Antonyms</p> <p><b>Strategy:</b> Homophones</p>
<p><b>Genre Study 2:</b> <b>Weeks 3 and 4</b></p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Essential Question:</b> In what ways do people show they care about each other?</p> <p><b>Literary Elements:</b> Foreshadowing</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “A Special Birthday Hug”</p>	<p>“Sadie’s Game” <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 850L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Mama, I’ll Give You the World</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 970L</p> <p><b>Paired Selection:</b> “Miami by Way of Fujian” <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 580L</p>	<p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>Saving Stolen Treasure</i> <b>Lexile:</b> 560L <b>O:</b> <i>The Perfect Present</i> <b>Lexile:</b> 690L <b>ELL:</b> <i>The Perfect Present</i> <b>Lexile:</b> 560L <b>B:</b> <i>First Edition</i> <b>Lexile:</b> 750L</p> <p><b>Paired Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> “Miguel’s Amazing Shyness Cure” <b>O:</b> “Fly Me to the Moon” <b>ELL:</b> “Fly Me to the Moon” <b>B:</b> “Magnolia Leaves”</p>	<p><b>Words:</b> bouquet, emotion, encircle, express, fussy, portraits, sparkle, whirl</p> <p><b>Strategy:</b> Similes and Metaphors</p> <p><b>Strategy:</b> Idioms</p>
<p><b>Genre Study 3:</b> <b>Week 5</b></p> <p><b>Genre:</b> Expository Text</p> <p><b>Essential Question:</b> How can learning about the past help you understand the present?</p> <p><b>Text Features:</b> Sidebars and Maps</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Pictures From Long Ago”</p>	<p>“The Founding of Jamestown” <b>Genre:</b> Expository Text <b>Lexile:</b> 930L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Rediscovering Our Spanish Beginnings</i> <b>Genre:</b> Expository Text <b>Lexile:</b> 940L</p> <p><b>Paired Selection:</b> “History’s Mysteries” <b>Genre:</b> Informative Article <b>Lexile:</b> 890L</p>	<p><b>Main Selections</b> <b>Genre:</b> Expository Text <b>A:</b> <i>Treks Through Time</i> <b>Lexile:</b> 690L <b>O:</b> <i>Treks Through Time</i> <b>Lexile:</b> 810L <b>ELL:</b> <i>Treks Through Time</i> <b>Lexile:</b> 740L <b>B:</b> <i>Treks Through Time</i> <b>Lexile:</b> 880L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “The Ancient One” <b>O:</b> “The Ancient One” <b>ELL:</b> “The Ancient One” <b>B:</b> “The Ancient One”</p>	<p><b>Words:</b> archaeology, document, era, evidence, expedition, permanent, tremendous, uncover</p> <p><b>Strategy:</b> Proverbs and Adages</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<b>Genre:</b> Online Article “Help in a Box”	<b>Reader’s Theater:</b> “The Camera in the Attic”	<p><b>Passage 1</b> <b>Genre:</b> Expository Text “Marvelous Magnets”</p> <p><b>Passage 2</b> <b>Genre:</b> Realistic Fiction “Compass Campward Bound”</p>	<p>Plot Antonyms Proverbs and Adages</p> <p><b>Connect to Content</b> Create a Digital Brochure Conduct a Magnet Experiment</p>	<p><b>Writing Process</b> Expository Essay</p> <p><b>Revise:</b> Strong Conclusions</p> <p><b>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</b></p>	<b>Reader’s Theater Research and Inquiry Inquiry Space Writing</b>

	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Text Structure: Sequence</p> <p><b>Author's Craft:</b> Imagery</p>	<p><b>Week 1</b> Closed Syllables</p> <p><b>Week 2</b> Open Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Expression</p> <p><b>Week 2</b> Intonation and phrasing</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Explanatory Essay</p> <p><b>Expert Model:</b> Expository Text</p> <p><b>Plan:</b> Take Notes</p> <p><b>Draft:</b> Categorize Information</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 1:</b> Adjectives That Compare; Punctuation</p> <p><b>Week 2:</b> Articles; Articles and Demonstrative Adjectives</p>	<p><b>Product:</b> Make a Diagram</p> <p><b>Skill:</b> Reading a Diagram</p> <p><b>Blast:</b> How Old Is Your Water?</p>
	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Plot: Problem and Solution</p> <p><b>Author's Craft:</b> Make Inferences</p>	<p><b>Week 3</b> Vowel Teams</p> <p><b>Week 4</b> <i>r</i>-controlled vowel syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Expression</p> <p><b>Week 4</b> Intonation and phrasing</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Explanatory Essay</p> <p><b>Revise:</b> Linking Words</p> <p><b>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</b></p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 3:</b> Adjectives That Compare; Punctuation in Letters</p> <p><b>Week 4:</b> Comparing with <i>More</i> and <i>Most</i>; Combining Sentences</p>	<p><b>Product:</b> Create a Poster for a Cultural Festival</p> <p><b>Study Skill:</b> Make a Research Plan</p> <p><b>Blast:</b> Lending a Helping Hand</p>
	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Text Structure: Sequence</p> <p><b>Author's Craft:</b> Author's Purpose</p>	<p>Consonant + <i>le</i> syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Rate and expression</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Expository Essay</p> <p><b>Expert Model:</b> Expository Text</p> <p><b>Plan:</b> Write an Outline</p> <p><b>Draft:</b> Supporting Details</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 5:</b> Comparing with <i>Good</i> and <i>Bad</i>; Combining Sentences</p>	<p><b>Product:</b> Make a Map</p> <p><b>Study Skill:</b> Map and Map Key</p> <p><b>Blast:</b> Live and Learn</p>

# Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary
<p><b>Genre Study 1:</b> <b>Weeks 1 and 2</b></p> <p><b>Genre:</b> Narrative Nonfiction</p> <p><b>Essential Question:</b> How have our energy resources changed over the years?</p> <p><b>Text Features:</b> Sidebars</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Light Through the Ages”</p>	<p>“The Great Energy Debate” <b>Genre:</b> Narrative Nonfiction <b>Lexile:</b> 910L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Energy Island</i> <b>Genre:</b> Narrative Nonfiction <b>Lexile:</b> 840L</p> <p><b>Paired Selection:</b> “Of Fire and Water,” “Water vs Wisdom” <b>Genre:</b> Myth <b>Lexile:</b> 910L</p>	<p><b>Main Selections</b> <b>Genre:</b> Narrative Nonfiction <b>A:</b> <i>Planet Power</i> <b>Lexile:</b> 700L <b>O:</b> <i>Planet Power</i> <b>Lexile:</b> 850L <b>ELL:</b> <i>Planet Power</i> <b>Lexile:</b> 770L <b>B:</b> <i>Planet Power</i> <b>Lexile:</b> 920L</p> <p><b>Paired Selections</b> <b>Genre:</b> Myth <b>A:</b> “Helios and Phaeton” <b>O:</b> “Helios and Phaeton” <b>ELL:</b> “Helios and Phaeton” <b>B:</b> “Helios and Phaeton”</p>	<p><b>Words:</b> coincidence, consequences, consume, converted, efficient, incredible, installed, renewable</p> <p><b>Strategy:</b> Latin and Greek Prefixes</p> <p><b>Strategy:</b> Prefixes</p>
<p><b>Genre Study 2:</b> <b>Weeks 3 and 4</b></p> <p><b>Genre:</b> Historical Fiction</p> <p><b>Essential Question:</b> How do traditions connect people?</p> <p><b>Literary Elements:</b> Dialogue</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Reading the Sky”</p>	<p>“A Surprise Reunion” <b>Genre:</b> Historical Fiction <b>Lexile:</b> 650L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>The Game of Silence</i> <b>Genre:</b> Historical Fiction <b>Lexile:</b> 900L</p> <p><b>Paired Selection:</b> “Native Americans: Yesterday and Today” <b>Genre:</b> Expository Text <b>Lexile:</b> 900L</p>	<p><b>Main Selections</b> <b>Genre:</b> Historical Fiction <b>A:</b> <i>Maple Sugar Moon</i> <b>Lexile:</b> 620L <b>O:</b> <i>Grandfather’s Basket</i> <b>Lexile:</b> 700L <b>ELL:</b> <i>Grandfather’s Basket</i> <b>Lexile:</b> 600L <b>B:</b> <i>A Song for Marie and Ajidamo</i> <b>Lexile:</b> 790L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “Maple Sugar” <b>O:</b> “Penobscot Nation” <b>ELL:</b> “Penobscot Nation” <b>B:</b> “The Civilization Regulations”</p>	<p><b>Words:</b> ancestors, despised, endurance, forfeit, honor, intensity, irritating, retreated</p> <p><b>Strategy:</b> Connotation and Denotation</p> <p><b>Strategy:</b> Words from Mythology</p>
<p><b>Genre Study 3:</b> <b>Week 5</b></p> <p><b>Genre:</b> Free Verse</p> <p><b>Essential Question:</b> What shapes a person’s identity?</p> <p><b>Text Structure:</b> Free Verse</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Papa’s Pastry Shop”</p>	<p>“Climbing Blue Hill,” “My Name Is Ivy,” “Collage” <b>Genre:</b> Free Verse <b>Lexile:</b> NA</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> “the drum,” “Birdfoot’s Grampa,” “My Chinatown” <b>Genre:</b> Free Verse <b>Lexile:</b> NP</p> <p><b>Paired Selection:</b> “Growing Up,” “My People” <b>Genre:</b> Free Verse <b>Lexile:</b> NP</p>	<p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>Hooked</i> <b>Lexile:</b> 620L <b>O:</b> <i>Homesick for American Samoa</i> <b>Lexile:</b> 740L <b>ELL:</b> <i>Homesick for American Samoa</i> <b>Lexile:</b> 570L <b>B:</b> <i>Saving Snowdrop</i> <b>Lexile:</b> 810L</p> <p><b>Paired Selections</b> <b>Genre:</b> Poetry <b>A:</b> “Let’s Make Music” <b>O:</b> “Piecing It All Together” <b>ELL:</b> “Fishing in the Supermarket” <b>B:</b> “I Can Do It!”</p>	<p><b>Words:</b> gobble, individuality, mist, roots</p> <p><b>Poetry Terms:</b> free verse, imagery, metaphor, personification</p> <p><b>Strategy:</b> Figurative Language</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<b>Genre:</b> Online Article “Charge!”	<b>Reader’s Theater:</b> “Little Talk,” “But I Wonder”	<p><b>Passage 1</b> <b>Genre:</b> Narrative Nonfiction “Renewable and Nonrenewable Energy”</p> <p><b>Passage 2</b> <b>Genre:</b> Historical Fiction “Fighting for the Alamo”</p>	<p>Compare and Contrast Themes Voice Personification</p> <p><b>Connect to Content</b> Write Historical Fiction “Charge!”</p>	<p><b>Writing Process</b> Free Verse</p> <p><b>Revise:</b> Precise Words</p> <p><b>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</b></p>	<b>Reader’s Theater Research and Inquiry Inquiry Space Writing</b>

	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Author's Craft:</b> Elements of a Myth</p>	<p><b>Week 1</b> Words with /əŋ/ <i>Differentiated Spelling Lists available</i></p> <p><b>Week 2</b> Homophones <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Rate and Accuracy</p> <p><b>Week 2</b> Intonation</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Narrative Nonfiction</p> <p><b>Expert Model:</b> Narrative Nonfiction <b>Plan:</b> Sequence <b>Draft:</b> Specific Details</p> <p><b>Grammar and Mechanics</b> <b>Week 1:</b> Adverbs; Good vs. Well <b>Week 2:</b> Comparing with Adverbs; Punctuation and Capitalization</p>	<p><b>Product:</b> Design a game or Puzzle</p> <p><b>Study Skill:</b> Key Word Search</p> <p><b>Blast:</b> Fueling the Future</p>
	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Theme</p> <p><b>Author's Craft:</b> Text Features</p>	<p><b>Week 3</b> Prefixes <i>Differentiated Spelling Lists available</i></p> <p><b>Week 4</b> Suffixes <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Expression</p> <p><b>Week 4</b> Accuracy</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Narrative Nonfiction</p> <p><b>Revise:</b> Linking Words <b>Publish, Present, and Evaluate</b></p> <p><b>Grammar and Mechanics</b> <b>Week 3:</b> Negatives; Correcting Double Negatives <b>Week 4:</b> Prepositions; Review Using Quotations</p>	<p><b>Product:</b> Write an Encyclopedia Entry</p> <p><b>Study Skill:</b> Make a Research Plan</p> <p><b>Blast:</b> Living Your Past</p>
	<p><b>Literary Elements:</b> Imagery and Personification</p> <p><b>Skill:</b> Theme</p> <p><b>Author's Craft:</b> Voice</p>	<p>Prefixes and Suffixes <i>Differentiated Spelling Lists available</i></p>	<p>Accuracy and Phrasing</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Free Verse</p> <p><b>Expert Model:</b> Free Verse <b>Plan:</b> Metaphor and Simile <b>Draft:</b> Alliteration</p> <p><b>Grammar and Mechanics</b> <b>Week 5:</b> Using Prepositions; Using Commas with Phrases</p>	<p><b>Product:</b> Create a Podcast</p> <p><b>Study Skill:</b> Conduct an Interview</p> <p><b>Blast:</b> Becoming Bessie</p>