

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Reading/Language Arts - Grade 2**

**Curriculum writing committee:**

**Grade Level: 2**

**Date of Board Approval: \_\_\_\_\_ 2021 \_\_\_\_\_**

**Example of course weighting to be listed on each curriculum and uniform throughout the district.**

**Example only: Course Weighting: Algebra 1**

<b>Chapter Tests</b>	<b>40%</b>
<b>Mid-Chapter Check Point</b>	<b>30%</b>
<b>Homework/Classwork</b>	<b>10%</b>
<b>Quizzes</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>

## **Curriculum Map**

**Overview:**

**Goals:**

**Big Ideas:**

Effective readers use appropriate strategies to construct meaning.

Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose

Effective speakers prepare and communicate messages to address the audience and purpose.

Effective speakers prepare and communicate messages to address the audience and purpose

Effective readers use appropriate strategies to construct meaning.

An expanded vocabulary enhances one's ability to express ideas and information.

Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Effective readers use appropriate strategies to construct meaning.

**Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.**

Effective readers use appropriate strategies to construct meaning

An expanded vocabulary enhances one's ability to express ideas and information

An expanded vocabulary enhances one's ability to express ideas and information.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

An expanded vocabulary enhances one's ability to express ideas and information.

Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

Effective research requires multiple sources of information to gain or expand knowledge.

**Textbook and Supplemental Resources:**

Reading Wonders

# Curriculum Plan

Time/Days

## BY unit list

- **Standards (by number):**

CC.1.1.2.D      CC.1.1.2.E  
CC.1.2.2.A      CC.1.2.2.B  
CC.1.2.2.C      CC.1.2.2.G  
CC.1.2.2.H      CC.1.2.2.I  
CC.1.2.2.J      CC.1.2.2.G  
CC.1.2.2.H      CC.1.2.2.I  
CC.1.2.2.J      CC.1.3.2.A  
CC.1.3.2.B      CC.1.3.2.C  
CC.1.3.2.D      CC.1.3.2.H  
CC.1.3.2.J      CC.1.4.2.B  
CC.1.4.2.C      CC.1.4.2.D  
CC.1.4.2.E      CC.1.4.2.F  
CC.1.4.2.H      CC.1.4.2.I  
CC.1.4.2.J      CC.1.4.2.K  
CC.1.4.2.L      CC.1.4.2.N  
CC.1.4.2.O      CC.1.4.2.P  
CC.1.4.2.Q      CC.1.4.2.R  
CC.1.4.2.T      CC.1.4.2.V  
CC.1.5.2.D

- **Anchors: (Grade 3)**

E03.A-K.1 Key Ideas and Details  
E03.A-C.2 Craft and Structure  
E03.A-C.3 Integration of Knowledge and Ideas  
E03.A-V.4 Vocabulary Acquisition and Use  
E03.B-K.1 Key Ideas and Details  
E03.B-C.2 Craft and Structure  
E03.B-C.3 Integration of Knowledge and Ideas  
E03.B-V.4 Vocabulary Acquisition and Use  
E03.D.1 Conventions of Standard English  
E03.D.1 Conventions of Standard English  
E03.D.2 Knowledge of Language

- **Eligible Content: (Grade 3)**

E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
E03.A-K.1.1.2 Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations.

E03.A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

E03.B-K.1.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

E03.B-C.2.1.1 Explain the point of view from which a text is written.

E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.

E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic.

E03.B-C.3.1.3 Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known affix is added to a known word

(e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

E03.D.1.1.2 Form and use regular and irregular plural nouns.

E03.D.1.1.3 Use abstract nouns (e.g., childhood).

E03.D.1.1.4 Form and use regular and irregular verbs.

E03.D.1.1.5 Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).

E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement. \*

E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

E03.D.1.1.8 Use coordinating and subordinating conjunctions.

E03.D.1.1.9 Produce simple, compound, and complex sentences.

E03.D.1.2.1 Capitalize appropriate words in titles.

E03.D.1.2.2 Use commas in addresses.

E03.D.1.2.3 Use commas and quotation marks in dialogue.

E03.D.1.2.4 Form and use possessives.

E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words

E03.D.2.1.1 Choose words and phrases for effect.\*

## **Instructional Methods**

Flexible small group differentiated instruction will occur based on student need. Teachers will utilize direct instruction and may also use workstations, independent practice and/or partner or group work options during small group instruction. Suggested materials and resources for use during small group instruction include: Differentiated Workstation Activity Cards, Practice Book, Process Writing, Research and Inquiry Projects, Leveled Readers/Activities, Rereading of Reading/Writing Companion Text and Decodable Readers, Self-Selected Reading, Self-Selected Writing.

## **Unit 1 Weeks 1-2**

### **Genre Study: Realistic Fiction**

### **Corresponding Novel Studies:**

### **Essential Question:**

How are families around the world the same and different?

Students read and write about how families around the world are the same and different.

## **Comprehension/Genre/Author's Craft**

### **Student Outcomes**

Cite relevant evidence from text.

Make inferences to support understanding.

Understand author's use of character, setting, and events.

Visualize scenes in a realistic fiction story.

Demonstrate understanding of author's use of illustrations.

Identify the beginning, middle, and end of a story

### **Core Activities/Instructional Methods**

Introduce the concept of families through collaborative conversations.

Introduce the genre realistic fiction read aloud "Maria Celebrates Brazil" and "Big Red Lollipop".

Use the close reading routine to read "A Look at Families".

Practice using ACT and Close Read questioning:

Vocabulary Strategy: Inflectional Endings

Comprehension Strategy: Visualize

Text Feature OR Literary Elements: Character, Setting, Events

Grammar Skill: Statements & Questions / Commands & Exclamations

Author's Craft: Captions

Components of Social and Emotional Learning

## **Writing**

### **Writing Process**

### **Student Outcomes**

Utilize Writer's Notebook activities in Reading/Writing Companion

Plan and draft a realistic fiction story.

### **Core Activities/Instructional Methods**

Study the expert model "Maria Celebrates Brazil".

Discuss the features of personal narratives.

Discuss the "Shared Read Response to Reading".

Plan the personal narrative using graphic organizers.

Choose the topic.

Discuss character, setting, and events.

Discuss sequence.

Use a chart to plan the narrative.  
Write a draft including beginning, middle, and end.  
Discuss sentence structure.  
Write the draft.  
Components of Social and Emotional Learning

### **Analytical Writing**

#### **Student Outcomes**

Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.  
Cite text evidence using chart.  
Use sentence frames to organize text evidence.  
Respond using text evidence.

Components of Social and Emotional Learning

### **Speaking and Listening**

Intonation and expression

#### **Student Outcomes**

Engage in collaborative conversations.

### **Language Development**

#### **Vocabulary Acquisition**

##### **Student Outcomes**

Acquire and use academic vocabulary.

##### **Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.  
Respond to questions using vocabulary  
Vocabulary Practice in Reading/Writing Companion  
Utilize Writer's Notebook to write a chose definition.

Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

Inflectional endings -ed and -ing

#### **Core Activities/Instructional Methods**

Identify and discuss the meaning of inflectional endings on words in context.

Components of Social and Emotional Learning

### **Grammar**

#### **Student Outcomes**

Identify Statements/Questions and Commands/Exclamations.

Use capitalization and punctuation correctly.

#### **Core Activities/Instructional Methods**

Distinguish between statements, questions, commands, and exclamations  
Capitalize and punctuate sentences correctly.  
Proofread sentences for capitalization and punctuation errors.  
Identify types of sentences.

#### **Foundational Skills**

#### **See OG Curriculum**

Components of Social and Emotional Learning

### **Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "Music in My Family", "Happy New Year", "I'm Down Under"

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation

Summative Progress Monitoring Assessment

Grammar and Vocabulary Quizzes

IXL

\*On the second to last day (Day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (Day 10) of the two-week cycle test the long reading passage and the vocabulary.

Unit 1 Weeks 3-4

### **Genre Study: Fantasy**

Corresponding novel studies:

#### **Essential Question:**

How do friends depend on each other?

Students read and write about how friends depend on each other.

### **Comprehension/Genre/Author's Craft**

#### **Student Outcomes**

Cite relevant evidence from text.

Make inferences to support understanding.

Understand visualizing, key details, and theme.

Demonstrate understanding of author's use of illustrations.

Identify details in a story.

#### **Core Activities/Instructional Methods**

Introduce the concept of families through collaborative conversations.

Introduce the genre fantasy read aloud "Little Flap Learns to Fly" and "Help! A Story of Friendship".

Use the close reading routine to read "The Enormous Turnip".

Practice using ACT and Close Read questioning:

Vocabulary Strategy: Root Words

Comprehension Strategy: Visualize, Key Details, Theme

Text Feature OR Literary Elements: Illustrations and Details

Grammar Skill: Subjects and Predicates

Author's Craft: Theme

Components of Social and Emotional Learning

### **Writing**

Writing Process

Student Outcomes

Utilize Writer's Notebook activities in the Reading/Writing Companion

Plan and draft a story using details from illustrations

#### **Core Activities/Instructional Methods**

Study the expert model "Little Flap Learns to Fly".

Discuss the key details using the Detail Graphic Organizer".

Discuss the "Shared Read Response to Reading".



Use details and illustrations to complete the writing

Discuss details and illustrations.

Use a chart to organize details.

Write a draft including details based on illustrations to answer the question.

Discuss sentence structure.

Write the draft.

Components of Social and Emotional Learning

### **Analytical Writing**

#### **Student Outcomes**

Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.

Cite text evidence using chart and "Quick Tips"

Use sentence frames to organize text evidence.

**Respond using text evidence.**

Components of Social and Emotional Learning

### **Speaking and Listening**

Expression and Intonation

#### **Student Outcomes**

Engage in collaborative conversations.

### **Language Development**

#### **Vocabulary Acquisition**

##### **Student Outcomes**

Acquire and use academic vocabulary.

Core Activities/Instructional Methods

Discuss Visual Vocabulary Cards.

Respond to questions using vocabulary

Vocabulary Practice in Reading/Writing Companion

Utilize Writer's Notebook to write a chosen definition.

#### **Vocabulary Strategy**

##### **Student Outcomes**

Root Words

##### **Core Activities/Instructional Methods**

Identify and discuss the meaning of root words in context.

Components of Social and Emotional Learning

### **Grammar**

#### **Student Outcomes**

Identify subjects and predicates.

Use quotation marks with dialogue.

#### **Core Activities/Instructional Methods**

Distinguish between subjects and predicates.

Use quotation marks with dialogue.

Components of Social and Emotional Learning

### **Foundational Skills**

See OG Curriculum

#### **Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "Cat and Dog", "Ha The Quest", "Class Pets"

**Assessments: All formative and summative assessments will be read by students unless otherwise**

**noted in IEP documentation.**

Summative Progress Monitoring Assessment Grammar and Vocabulary Quizzes

IXL

**\*On the second to last day (Day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (Day 10) of the two-week cycle test the long reading passage and the vocabulary.**

Unit 1 Week 5

**Genre Study: Expository Informational Text**

Corresponding novel studies:

**Essential Question:**

What happens when families work together?

Students read and write about how families work together.

**Comprehension/Genre/Author's Craft**

**Student Outcomes**

Cite relevant evidence from text.

Ask and answer questions.

Understand key details.

Photos and Captions

Identify details in a story.

**Core Activities/Instructional Methods**

Introduce the concept of families working together through collaborative conversations.

Introduce the genre expository informational text read aloud "Families Work" and "Families Working Together".

Practice using ACT and Close Read questioning:

Vocabulary Strategy: Synonyms

Comprehension Strategy: Ask & Answer Questions, Key Details, Photos & Captions

Text Feature OR Literary Elements: Charts

Grammar Skill: Expanding and combining sentences

Commas in a Series

Author's Craft: Photos and Captions

Components of Social and Emotional Learning

**Writing**

Writing Process

Student Outcomes

Utilize Writer's Notebook activities in the Reading/Writing Companion

Respond to a question using text evidence.

**Core Activities/Instructional Methods**

Study the expert model "Families Work".

Discuss the key details using the Detail Graphic Organizer".

Discuss the "Shared Read Response to Reading".

Use details to complete the writing.  
Discuss details.  
Use a chart to organize details.  
Write a draft including details based on text to answer the question.  
Discuss sentence structure.  
Write the draft.  
Components of Social and Emotional Learning

### **Analytical Writing**

#### **Student Outcomes**

Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.  
Cite text evidence using chart and "Quick Tips"  
Use sentence frames to organize text evidence.  
Respond using text evidence.

Components of Social and Emotional Learning

### **Speaking and Listening**

Phrasing

#### **Student Outcomes**

Engage in collaborative conversations.

### **Language Development**

#### **Vocabulary Acquisition**

#### **Student Outcomes**

Acquire and use academic vocabulary.

#### **Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.  
Respond to questions using vocabulary  
Vocabulary Practice in Reading/Writing Companion  
Utilize Writer's Notebook to write a chosen definition.  
Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

#### **Synonyms**

#### **Core Activities/Instructional Methods**

Identify and discuss the meaning of synonyms in context.  
Components of Social and Emotional Learning

### **Grammar**

#### **Student Outcomes**

Expanding and combining sentences  
Use Commas in a series.

#### **Core Activities/Instructional Methods**

Expanding and combining sentences  
Use Commas in a series.

Components of Social and Emotional Learning

## **Foundational Skills**

See OG Curriculum

### **Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "Families at Work", "Families at Work", "Families at Work"

**Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.**

Summative Progress Monitoring Assessment

Grammar and Vocabulary Quizzes

IXL

## **Unit 1 Week 6**

**Follow the "Spiral Review" in the Reading/Writing Companion beginning on page 94.**

## **Unit 2 Weeks 1-2**

**Genre Study: Expository Informational Text**

**Corresponding novel studies:**

### **Essential Question:**

How are offspring like their parents?

Students read and write about how offspring are like their parents.

### **Comprehension/Genre/Author's Craft**

#### **Student Outcomes**

Cite relevant evidence from text.

Make inferences to support understanding.

Understand author's use of rereading, main topic, key details, and diagrams.

Use facts to answer questions.

Demonstrate understanding of author's use of diagrams.

Identify the main idea and details.

#### **Core Activities/Instructional Methods**

Introduce the concept of offspring through collaborative conversations.

Introduce the genre expository informational text read aloud "Eagles and Eaglets" and "Baby Bears".

Use the close reading routine to read "From Caterpillar to Butterfly".

Practice using ACT and Close Read questioning:

Vocabulary Strategy: Homographs

Comprehension Strategy: Reread, Main Topic, Key Details, Diagrams

Text Feature OR Literary Elements: Diagrams and Labels

Grammar Skill: Singular & Plural Nouns

Commas in a Series

Abbreviations

Author's Craft: Diagrams

Components of Social and Emotional Learning

## **Writing Process**

### **Student Outcomes**

Utilize Writer's Notebook activities in the Reading/Writing Companion  
Use facts from a story to answer a given question.

### **Core Activities/Instructional Methods**

Study the expert model "Eagles and Eaglets".  
Discuss how an eaglet becomes an eagle.  
Discuss the "Shared Read Response to Reading".  
Use a main topic/detail graphic organizer.  
Identify main idea.  
Identify details  
Use a chart to plan the narrative.  
Discuss sentence structure.  
Write the draft

Components of Social and Emotional Learning

## **Analytical Writing**

### **Student Outcomes**

Write responses that demonstrate understanding.

### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.  
Cite text evidence using a sequence chart  
Respond using text evidence.

Components of Social and Emotional Learning

## **Speaking and Listening**

Intonation and phrasing

### **Student Outcomes**

Engage in collaborative conversations.

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

Acquire and use academic vocabulary.

### **Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.  
Respond to questions using vocabulary  
Vocabulary Practice in Reading/Writing Companion  
Utilize Writer's Notebook to write a chosen definition.  
Components of Social and Emotional Learning

## **Vocabulary Strategy**

### **Student Outcomes**

Homographs

### **Core Activities/Instructional Methods**

Identify and discuss the meaning of homographs in context.  
Components of Social and Emotional Learning

## **Grammar**

### **Student Outcomes**

Identify Singular/Plural Nouns  
Commas in a Series  
Abbreviations

Use capitalization and punctuation correctly.

**Core Activities/Instructional Methods**

Distinguish between single and plural nouns

Capitalize and punctuate sentences correctly.

Proofread sentences for capitalization and punctuation errors.

Identify abbreviations.

Components of Social and Emotional Learning

**Foundational Skills**

See OG Curriculum

**Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "Animal Families", "Animal Families", "I Animal Families"

**Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.**

Summative Progress Monitoring Assessment

Grammar and Vocabulary Quizzes

IXL

\*On the second to last day (Day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (Day 10) of the two-week cycle test the long reading passage and the vocabulary.

Unit 2 Weeks 3-4

**Genre Study: Fables**

Corresponding novel studies:

**Essential Question:**

What can animals in stories teach us.

Students read and write about how animals can teach them lessons

**Comprehension/Genre/Author's Craft**

**Student Outcomes**

Cite relevant evidence from text.

Make, confirm, and revise predictions.

Understand character, setting, plot, problem, and solution.

Demonstrate understanding of author's text structure by comparing and contrasting.

Identify details in a story.

**Core Activities/Instructional Methods**

Introduce the concept of fables through collaborative conversations.

Introduce the genre fantasy read aloud "The Boy Who Cried Wolf" and "Wolf! Wolf!".

Use the close reading routine to read "Cinderella and Friends".

Practice using ACT and Close Read questioning:

Vocabulary Strategy: Antonyms

Comprehension Strategy: Make, Confirm, Revise Predictions, Character, Setting, Plot, Problem, Solution, and Text Structure: Compare and Contrast

Text Feature OR Literary Elements: Story Structure: Beginning, Middle, End

Grammar Skill: Kinds of Nouns

Capital Letters

Quotation Marks with Dialogue

Author's Craft: Text Structure: Compare and Contrast  
Components of Social and Emotional Learning

**Writing**

Writing Process

Student Outcomes

Utilize Writer's Notebook activities in the Reading/Writing Companion

Plan and draft a story using details from illustrations

**Core Activities/Instructional Methods**

Study the expert model "The Boy Who Cried Wolf".

Discuss the key details using the Problem/Solution Organizer".

Discuss the "Shared Read Response to Reading".

Use details to complete the writing

Discuss details to answer a question.

Use a chart to organize details.

Write a draft including details based on the story to answer the question.

Discuss sentence structure.

Write the draft.

Components of Social and Emotional Learning

**Analytical Writing**

**Student Outcomes**

Write responses that demonstrate understanding.

**Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.

Cite text evidence using chart and "Quick Tips"

Use sentence frames to organize text evidence.

**Respond using text evidence.**

Components of Social and Emotional Learning

**Speaking and Listening**

Expression and Intonation

**Student Outcomes**

Engage in collaborative conversations.

**Language Development**

**Vocabulary Acquisition**

**Student Outcomes**

Acquire and use academic vocabulary.

**Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.

Respond to questions using vocabulary

Vocabulary Practice in Reading/Writing Companion

Utilize Writer's Notebook to write a chosen definition.

Components of Social and Emotional Learning

**Vocabulary Strategy**

**Student Outcomes**

**Antonyms**

**Core Activities/Instructional Methods**

Identify and discuss antonyms.

Components of Social and Emotional Learning

## **Grammar**

### **Student Outcomes**

- Identify kinds of nouns.
- Use quotation marks with dialogue.
- Use capitalization correctly.

### **Core Activities/Instructional Methods**

- Distinguish between common and proper.
- Use quotation marks with dialogue.
- Components of Social and Emotional Learning

## **Foundational Skills**

### **See OG Curriculum**

### **Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "C The Cat and the Mice", "The Dog and the Bone", "The Spider and the Honey Tree"

**Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.**

- Summative Progress Monitoring Assessment
- Grammar and Vocabulary Quizzes

**\*On the second to last day (Day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (Day 10) of the two-week cycle test the long reading passage and the vocabulary.**

IXL

Unit 2 Week 5

## **Genre Study: Poetry**

Corresponding novel studies:

### **Essential Question:**

What do we love about animals?

Students read and write about what we love about animals.

## **Comprehension/Genre/Author's Craft**

### **Student Outcomes**

- Cite relevant evidence from text.
- Ask and answer questions.
- Understand key details.
- Rhythm Structure & Details
- Identify key details in a story.

### **Core Activities/Instructional Methods**

- Introduce the concept of poems about animals through collaborative conversations.
- Introduce the genre poetry read aloud "Cats and Kittens etc" and "Beetles and the Little Turtle"
- Practice using ACT and Close Read questioning:
- Vocabulary Strategy: Suffixes -ly and-y
- Comprehension Strategy: Key Details, Rhythm Structures and Patterns
- Text Feature OR Literary Elements: Rhyme
- Grammar Skill: Possessive Nouns
- Author's Craft: Structures and Patterns
- Components of Social and Emotional Learning



## **Writing**

Writing Process

Student Outcomes

Utilize Writer's Notebook activities in the Reading/Writing Companion

Respond to a question using text evidence.

### **Core Activities/Instructional Methods**

Study the expert model "Gray Goose".

Discuss the key details using the Detail Graphic Organizer".

Discuss the "Shared Read Response to Reading".

Use details to complete the writing.

Discuss details.

Use a chart to organize details.

Write a draft including details based on text to answer the question.

Discuss sentence structure.

Write the draft.

Components of Social and Emotional Learning

## **Analytical Writing**

Student Outcomes

Write responses that demonstrate understanding.

### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.

Cite text evidence using chart and "Quick Tips"

Use sentence frames to organize text evidence.

Respond using text evidence.

Components of Social and Emotional Learning

## **Speaking and Listening**

Expression

Student Outcomes

Engage in collaborative conversations.

## **Language Development**

### **Vocabulary Acquisition**

Student Outcomes

Acquire and use academic vocabulary.

### **Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.

Respond to questions using vocabulary

Vocabulary Practice in Reading/Writing Companion

Utilize Writer's Notebook to write a chosen definition.

Components of Social and Emotional Learning

## **Vocabulary Strategy**

Student Outcomes

Suffixes -ly and -y

### **Core Activities/Instructional Methods**

Identify and discuss the meaning of root words and how they change with suffixes.

Components of Social and Emotional Learning

## **Grammar**

### **Student Outcomes**

Possessive Nouns

Apostrophes

### **Core Activities/Instructional Methods**

Writing possessive nouns correctly.

Use apostrophes accurately.

Components of Social and Emotional Learning

## **Foundational Skills**

See OG Curriculum

### **Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "Amira's Petting Zoo", "Alice's New Pet", "Ava's Animals"

**Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.**

Summative Progress Monitoring Assessment

IXL

## **Unit 2 Week 6**

Follow the "Spiral Review" in the Reading/Writing Companion beginning on page 94.

## **Unit 3 Weeks 1-2**

### **Genre Study: Narrative Nonfiction**

**Corresponding novel studies:**

#### **Essential Question:**

How can people help out their community?

Students read and write about how people can help out their community.

### **Comprehension/Genre/Author's Craft**

#### **Student Outcomes**

Ask and answer questions.

Author's Purpose

Time Words: First, next, then, last.

Use facts to answer questions.

Demonstrate understanding of photos and captions.

Identify the author's purpose.

#### **Core Activities/Instructional Methods**

Introduce the concept of how people can help out their community through collaborative conversations.

Introduce the genre narrative nonfiction read aloud "Lightning Lives" and "Bibburrow: A True Story from Columbia".

Use the close reading routine to read "Landing on Your Feet".

Practice using ACT and Close Read questioning:

Vocabulary Strategy: Synonyms

Comprehension Strategy: Ask/Answer Questions, Author's Purpose, Time Words

Text Feature OR Literary Elements: Diagrams and Labels

Grammar Skill: Action Verbs

Book Titles A

Commas in a Series

Author's Craft: Time Words  
Components of Social and Emotional Learning

**Writing**

**Writing Process**

**Student Outcomes**

Utilize Writer's Notebook activities in the Reading/Writing Companion

Use facts from a story to answer a given question.

**Core Activities/Instructional Methods**

Study the expert model "Lighting Lives".

Discuss how the character in the story makes an impact on others.

Discuss the "Shared Read Response to Reading".

Use an author's purpose chart graphic organizer.

Identify author's purpose.

Identify clues.

Use a chart to plan the narrative.

Discuss sentence structure.

Write the draft.

Components of Social and Emotional Learning

**Analytical Writing**

**Student Outcomes**

Write responses that demonstrate understanding.

**Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.

Cite text evidence using illustrations to answer prompts.

Respond using text evidence.

Components of Social and Emotional Learning

**Speaking and Listening**

Expression and phrasing

**Student Outcomes**

Engage in collaborative conversations.

**Language Development**

**Vocabulary Acquisition**

**Student Outcomes**

Acquire and use academic vocabulary.

**Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.

Respond to questions using vocabulary

Vocabulary Practice in Reading/Writing Companion

Utilize Writer's Notebook to write a chosen definition.

Components of Social and Emotional Learning

**Vocabulary Strategy**

**Student Outcomes**

Synonyms

**Core Activities/Instructional Methods**

Identify and discuss the meaning of synonyms in context.

Components of Social and Emotional Learning

## **Grammar**

### **Student Outcomes**

- Identify Action Verbs
- Commas in a Series
- Book Titles
- Use capitalization and punctuation correctly.

### **Core Activities/Instructional Methods**

- Distinguish between action and present tense verbs.
- Capitalize and punctuate sentences correctly.
- Proofread sentences for capitalization and punctuation errors.
- Identify book titles.
- Components of Social and Emotional Learning

## **Foundational Skills**

### **See OG Curriculum**

#### **Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "City Communities", "City Communities", "City Communities"

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Summative Progress Monitoring Assessment

Grammar and Vocabulary Quizzes

IXL

\*On the second to last day (Day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (Day 10) of the two-week cycle test the long reading passage and the vocabulary.

Unit 3 Weeks 3-4

### **Genre Study: Fiction**

Corresponding novel studies:

#### **Essential Question:**

What can we see in the sky?

Students read and write about what we can see in the sky.

### **Comprehension/Genre/Author's Craft**

#### **Student Outcomes**

- Cite relevant evidence from text.
- Reread and Sequence
- Understand sequencing events.
- Demonstrate understanding of author's text structure by rereading.
- Identify details in a story.

#### **Core Activities/Instructional Methods**

- Introduce the concept of fiction through collaborative conversations.
- Introduce the genre fiction read aloud "Starry Night" and "Mr. Putter and Tabby See the Stars".
- Use the close reading routine to read "Cinderella and Friends".
- Practice using ACT and Close Read questioning:
- Vocabulary Strategy: Compound Words
- Comprehension Strategy: Reread and Sequence
- Text Feature OR Literary Elements: Point of View: Third Person

Grammar Skill: Past and Future Tense Verbs

Subject Verb Agreement

Letter Punctuation

Abbreviations

Author's Craft: Heads

Components of Social and Emotional Learning

## **Writing**

Writing Process

Student Outcomes

Utilize Writer's Notebook activities in the Reading/Writing Companion

Plan and draft a story using details from illustrations

### **Core Activities/Instructional Methods**

Study the expert model "Starry Night".

Discuss the key details using a Sequencing Organizer".

Discuss the "Shared Read Response to Reading".

Use details to complete the writing

Discuss details to answer a question.

Use a chart to organize details.

Write a draft including details based on the story to answer the question.

Discuss sentence structure.

Write the draft.

Components of Social and Emotional Learning

## **Analytical Writing**

### **Student Outcomes**

Write responses that demonstrate understanding.

### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.

Cite text evidence using chart and "Quick Tips"

Use sentence frames to organize text evidence.

**Respond using text evidence.**

Components of Social and Emotional Learning

## **Speaking and Listening**

Expression and Intonation

### **Student Outcomes**

Engage in collaborative conversations.

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

Acquire and use academic vocabulary.

#### **Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.

Respond to questions using vocabulary

Vocabulary Practice in Reading/Writing Companion

Utilize Writer's Notebook to write a chosen definition.

Components of Social and Emotional Learning

## **Vocabulary Strategy**

### **Student Outcomes**

Compound Words

### **Core Activities/Instructional Methods**

Identify and discuss a compound words.

Components of Social and Emotional Learning

## **Grammar**

### **Student Outcomes**

Identify future and past tense verbs.

Use subject verb agreement correctly.

Use letter punctuation.

Use abbreviations correctly.

### **Core Activities/Instructional Methods**

Distinguish between coast and future tense verbs.

Use letter punctuation.

Components of Social and Emotional Learning

## **Foundational Skills**

See OG Curriculum

### **Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "Special Sunset", "A Different Set of Stars", "Shadows in the Sky"

**Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.**

Summative Progress Monitoring Assessment

Grammar and Vocabulary Quizzes

IXL

**\*On the second to last day (Day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (Day 10) of the two-week cycle test the long reading passage and the vocabulary.**

Unit 3 Week 5

## **Genre Study: Expository Informational Text**

Corresponding novel studies:

### **Essential Question:**

How do you express yourself?

Students read and write about how they express themselves.

## **Comprehension/Genre/Author's Craft**

### **Student Outcomes**

Cite relevant evidence from text.

Ask and answer questions.

Main idea and key details.

Diagrams

### **Core Activities/Instructional Methods**

Introduce the concept of expository informational text about feelings through collaborative conversations.

Introduce the genre EIT read aloud "They've Got the Beat" and "Many Ways to Enjoy Music".

Practice using ACT and Close Read questioning:

Vocabulary Strategy: Prefixes

Comprehension Strategy: Ask & Answer Questions, Main Idea & Key Details, Diagrams

Text Feature OR Literary Elements: Bar Graph

Grammar Skill: Verb "Have" and Sentence Punctuation

Author's Craft: Diagrams

Components of Social and Emotional Learning

## **Writing**

Writing Process

Student Outcomes

Utilize Writer's Notebook activities in the Reading/Writing Companion

Respond to a question using text evidence.

### **Core Activities/Instructional Methods**

Study the expert model "Gray Goose".

Discuss the key details using the Detail Graphic Organizer".

Discuss the "Shared Read Response to Reading".

Use details to complete the writing.

Discuss details.

Use a chart to organize details.

Write a draft including details based on text to answer the question.

Discuss sentence structure.

Write the draft.

Components of Social and Emotional Learning

## **Analytical Writing**

Student Outcomes

Write responses that demonstrate understanding.

### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.

Cite text evidence using chart and "Quick Tips"

Use sentence frames to organize text evidence.

Respond using text evidence.

Components of Social and Emotional Learning

## **Speaking and Listening**

Intonation

### **Student Outcomes**

Engage in collaborative conversations.

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

Acquire and use academic vocabulary.

#### **Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.

Respond to questions using vocabulary

Vocabulary Practice in Reading/Writing Companion

Utilize Writer's Notebook to write a chosen definition.

Components of Social and Emotional Learning

## **Vocabulary Strategy**

### **Student Outcomes**

Prefixes

### **Core Activities/Instructional Methods**

Identify and discuss the meaning of root words and how they change with prefixes.

Components of Social and Emotional Learning

## **Grammar**

### **Student Outcomes**

Verb "Have"

Sentence Punctuation

### **Core Activities/Instructional Methods**

Writing the verb have correctly.

Use punctuation accurately.

Components of Social and Emotional Learning

## **Foundational Skills**

See OG Curriculum

### **Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "Sounds of Trash", "Sounds of Trash", "Sounds of Trash"

**Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.**

Summative Progress Monitoring Assessment

IXL

## **Unit 3 Week 6**

Follow the "Spiral Review" in the Reading/Writing Companion beginning on page 94.

## **Unit 4 Weeks 1-2**

**Genre Study: Realistic Fiction**

**Corresponding novel studies:**

### **Essential Question:**

How are kids around the world the same and different?



Students read and write about how kids are the same and different around the world.

### **Comprehension/Genre/Author's Craft**

#### **Student Outcomes**

Cite relevant evidence from text.

Visualize, Compare and contrast, and Ma

Use text evidence to answer questions.

Demonstrate understanding of author's use of map

Understanding compare and contrast.

#### **Core Activities/Instructional Methods**

Introduce the concept of how kids are the same and different through collaborative conversations.

Introduce the genre realistic fiction read aloud "Happy New Year" and

"Dear Primo: A Letter to my Cousin".

Use the close reading routine to read "Games Around the World".

Practice using ACT and Close Read questioning:

Vocabulary Strategy: Similes

Comprehension Strategy: Visualize, Compare and Contrast, Maps

Text Feature OR Literary Elements: D-Point of View

Grammar Skill: Linking and Helping Verbs

Letter Punctuation

Book Titles

Author's Craft: Maps

### **Writing**

#### **Writing Process**

#### **Student Outcomes**

Utilize Writer's Notebook activities in the Reading/Writing Companion

Use facts from a story to answer a given question.

#### **Core Activities/Instructional Methods**

Study the expert model "Happy New Year".

Discuss how celebrations are different.

Discuss the "Shared Read Response to Reading".

Identify main idea.

Identify details

Use a compare and contrast chart.

Discuss sentence structure.

Write the draft.

Components of Social and Emotional Learning

#### **Analytical Writing**

#### **Student Outcomes**

Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.

Cite text evidence using a compare and contrast chart.

Respond using text evidence.

Components of Social and Emotional Learning

**Speaking and Listening**

Intonation and expression

**Student Outcomes**

Engage in collaborative conversations.

**Language Development****Vocabulary Acquisition****Student Outcomes**

Acquire and use academic vocabulary.

**Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.

Respond to questions using vocabulary

Vocabulary Practice in Reading/Writing Companion

Utilize Writer's Notebook to write a chosen definition.

Components of Social and Emotional Learning

**Vocabulary Strategy****Student Outcomes**

Similes

**Core Activities/Instructional Methods**

Identify and discuss the meaning of similes in context.

**Grammar****Student Outcomes**

Identify Linking/Helping Verbs

Letter Punctuation

Book Titles

Use capitalization and punctuation correctly.

**Core Activities/Instructional Methods**

Distinguish between linking and helping verbs.

Capitalize and punctuate sentences correctly.

Proofread sentences for capitalization and punctuation errors.

Identify Book Titles.

Components of Social and Emotional Learning

**Foundational Skills**

See OG Curriculum

**Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "Sharing Cultures", "A New Life in India", "Akita and Carlo"

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Summative Progress Monitoring Assessment

Grammar and Vocabulary Quizzes

IXL

\*On the second to last day (Day 9) of the two- week cycle, test the two short reading passages and grammar. On the final day (Day 10) of the two- week cycle test the long reading passage and the vocabulary.

## Unit 4 Weeks 3-4

### **Genre Study: Expository Text**

Corresponding novel studies:

#### **Essential Question:**

How does the Earth change?

Students read and write about how the Earth changes.

### **Comprehension/Genre/Author's Craft**

#### **Student Outcomes**

Cite relevant evidence from text.

Reread, Cause and Effect, Text Structure

Understand cause and effect.

Demonstrate understanding of author's text structure by identifying cause and effect.

Identify details in a story.

#### **Core Activities/Instructional Methods**

Introduce the concept of EIT through collaborative conversations.

Introduce the genre EIT read aloud "Into the Sea" and "Volcanoes".

Use the close reading routine to read "To the Rescue.

Practice using ACT and Close Read questioning:

Vocabulary Strategy: Sentence Clues

Comprehension Strategy: Reread, Cause and Effect, Text Structure

Text Feature OR Literary Elements: Phrasing and Intonation

Grammar Skill: Irregular Verbs

Contractions with Not

Capitalization of Proper Nouns

Apostrophes

Author's Craft: Text Structure

Components of Social and Emotional Learning

### **Writing**

Writing Process

Student Outcomes

Utilize Writer's Notebook activities in the Reading/Writing Companion

Plan and draft a story using details from illustrations

#### **Core Activities/Instructional Methods**

Study the expert model "Into the Sea".

Discuss the key details using the Cause and Effect Organizer".

Discuss the "Shared Read Response to Reading".

Use details to complete the writing

Discuss details to answer a question.

Use a chart to organize details.

Write a draft including details based on the story to answer the question.

Discuss sentence structure.

Write the draft.

Components of Social and Emotional Learning

## **Writing**

### **Student Outcomes**

Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.

Cite text evidence using chart and "Quick Tips"

Use sentence frames to organize text evidence.

#### **Respond using text evidence.**

Components of Social and Emotional Learning

## **Speaking and Listening**

Phrasing and Intonation

### **Student Outcomes**

Engage in collaborative conversations.

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

Acquire and use academic vocabulary.

#### **Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.

Respond to questions using vocabulary

Vocabulary Practice in Reading/Writing Companion

Utilize Writer's Notebook to write a chosen definition.

Components of Social and Emotional Learning

## **Vocabulary Strategy**

### **Student Outcomes**

Sentence Clues

#### **Core Activities/Instructional Methods**

Identify and discuss sentence clues.

Components of Social and Emotional Learning

## **Grammar**

### **Student Outcomes**

Identify irregular verbs.

Use contractions with not.

Use capitalization of proper nouns correctly.

Use apostrophes correctly.

#### **Core Activities/Instructional Methods**

Identify irregular verbs

Use apostrophes correctly.

Components of Social and Emotional Learning

## **Foundational Skills**

### **See OG Curriculum**

#### **Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "Earthquakes", "Earthquakes", "Earthquakes"

**Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.**

Summative Progress Monitoring Assessment  
Grammar and Vocabulary Quizzes  
IXL

**\*On the second to last day (Day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (Day 10) of the two-week cycle test the long reading passage and the vocabulary.**

Unit 4 Week 5

### **Genre Study: Poetry**

Corresponding novel studies:

#### **Essential Question:**

What excites us about nature?

Students read and write about excites us about nature.

### **Comprehension/Genre/Author's Craft**

#### **Student Outcomes**

Cite relevant evidence from text.

Ask and answer questions.

Understand theme and figurative language.

Identify key details in a story.

#### **Core Activities/Instructional Methods**

Introduce the concept of poems about how nature excites us.

Introduce the genre poetry read aloud "Snow Shapes etc." and "B-April Rain Song"

Practice using ACT and Close Read questioning:

Vocabulary Strategy: Antonyms

Comprehension Strategy: Figurative Language and Theme

Text Feature OR Literary Elements: Free Verse and Repetition

Grammar Skill: Using conjunctions to form compound subjects and predicates

Sentence Punctuation

Author's Craft: Figurative Language

Components of Social and Emotional Learning

### **Writing**

Writing Process

Student Outcomes

Utilize Writer's Notebook activities in the Reading/Writing Companion

Respond to a question using text evidence.

#### **Core Activities/Instructional Methods**

Study the expert model "Snow Shapes".

Discuss the key details using the Detail Graphic Organizer".

Discuss the "Shared Read Response to Reading".

Use themes to complete the writing.

Discuss details.

Use a chart to organize details.

Write a draft including details based on text to answer the question.

Discuss sentence structure.

Write the draft.

## Components of Social and Emotional Learning

### **Analytical Writing**

#### **Student Outcomes**

Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.

Cite text evidence using chart and "Quick Tips"

Use sentence frames to organize text evidence.

Respond using text evidence.

Components of Social and Emotional Learning

### **Speaking and Listening**

Expression

#### **Student Outcomes**

Engage in collaborative conversations.

### **Language Development**

#### **Vocabulary Acquisition**

##### **Student Outcomes**

Acquire and use academic vocabulary.

##### **Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.

Respond to questions using vocabulary

Vocabulary Practice in Reading/Writing Companion

Utilize Writer's Notebook to write a chosen definition.

Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

Antonyms

#### **Core Activities/Instructional Methods**

Identify and discuss the meaning of antonyms.

Components of Social and Emotional Learning

### **Grammar**

#### **Student Outcomes**

Conjunctions

Punctuation

#### **Core Activities/Instructional Methods**

Write sentences using conjunctions

Use punctuation correctly.

Components of Social and Emotional Learning

### **Foundational Skills**

See OG Curriculum

#### **Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "A Hike in the Woods", "A Little World", "Star Party"

**Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.**

Summative Progress Monitoring Assessment  
IXL

#### **Unit 4 Week 6**

**Follow the “Spiral Review’ in the Reading/Writing Companion beginning on page 90.**

#### **Unit 4 Weeks 1-2**

**Genre Study: Realistic Fiction**

**Corresponding novel studies:**

#### **Essential Question:**

How are kids around the world the same and different?

Students read and write about how kids are the same and different around the world.

#### **Comprehension/Genre/Author’s Craft**

##### **Student Outcomes**

Cite relevant evidence from text.

Visualize, Compare and contrast, and Ma

Use text evidence to answer questions.

Demonstrate understanding of author's use of map

Understanding compare and contrast.

##### **Core Activities/Instructional Methods**

Introduce the concept of how kids are the same and different through collaborative conversations.

Introduce the genre realistic fiction read aloud “Happy New Year” and “Dear Primo: A Letter to my Cousin”.

Use the close reading routine to read “Games Around the World”.

Components of Social and Emotional Learning

Practice using ACT and Close Read questioning:

Vocabulary Strategy: Similes

Comprehension Strategy: Visualize, Compare and Contrast, Maps

Text Feature OR Literary Elements: D-Point of View

Grammar Skill: Linking and Helping Verbs

#### **Writing**

Letter Punctuation

Book Titles

Author’s Craft: Maps

##### **Writing Process**

##### **Student Outcomes**

Utilize Writer’s Notebook activities in the Reading/Writing Companion

Use facts from a story to answer a given question.

##### **Core Activities/Instructional Methods**

Study the expert model “Happy New Year”.

Discuss how celebrations are different.

Discuss the "Shared Read Response to Reading".

Identify main idea.

Identify details

Use a compare and contrast chart.

Discuss sentence structure.

Write the draft.

## Components of Social and Emotional Learning

### **Analytical Writing**

#### **Student Outcomes**

Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.

Cite text evidence using a compare and contrast chart.

Respond using text evidence.

Components of Social and Emotional Learning

### **Speaking and Listening**

Intonation and expression

#### **Student Outcomes**

Engage in collaborative conversations.

### **Language Development**

#### **Vocabulary Acquisition**

##### **Student Outcomes**

Acquire and use academic vocabulary.

##### **Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.

Respond to questions using vocabulary

Vocabulary Practice in Reading/Writing Companion

Utilize Writer's Notebook to write a chosen definition.

Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

Similes

#### **Core Activities/Instructional Methods**

Identify and discuss the meaning of similes in context.

Components of Social and Emotional Learning

### **Grammar**

#### **Student Outcomes**

Identify Linking/Helping Verbs

Letter Punctuation

Book Titles

Use capitalization and punctuation correctly.

#### **Core Activities/Instructional Methods**

Distinguish between linking and helping verbs.

Capitalize and punctuate sentences correctly.

Proofread sentences for capitalization and punctuation errors.

Identify Book Titles.

Components of Social and Emotional Learning



**Foundational Skills**

See OG Curriculum

**Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "Sharing Cultures", "A New Life in India", "Akita and Carlo"

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Summative Progress Monitoring Assessment

Grammar and Vocabulary Quizzes

IXL

\*On the second to last day (Day 9) of the two- week cycle, test the two short reading passages and grammar. On the final day (Day 10) of the two- week cycle test the long reading passage and the vocabulary.

Unit 4 Weeks 3-4

**Genre Study: Expository Text**

Corresponding novel studies:

**Essential Question:**

How does the Earth change?

Students read and write about how the Earth changes.

**Comprehension/Genre/Author's Craft****Student Outcomes**

Cite relevant evidence from text.

Reread, Cause and Effect, Text Structure

Understand cause and effect.

Demonstrate understanding of author's text structure by identifying cause and effect.

Identify details in a story.

**Core Activities/Instructional Methods**

Introduce the concept of EIT through collaborative conversations.

Introduce the genre EIT read aloud "Into the Sea" and "Volcanoes".

Use the close reading routine to read "To the Rescue.

Practice using ACT and Close Read questioning:

Vocabulary Strategy: Sentence Clues

Comprehension Strategy: Reread, Cause and Effect, Text Structure

Text Feature OR Literary Elements: Phrasing and Intonation

Grammar Skill: Irregular Verbs

Contractions with Not

Capitalization of Proper Nouns

Apostrophes

Author's Craft: Text Structure

Components of Social and Emotional Learning

## **Writing**

Writing Process

Student Outcomes

Utilize Writer's Notebook activities in the Reading/Writing Companion

Plan and draft a story using details from illustrations

### **Core Activities/Instructional Methods**

Study the expert model "Into the Sea".

Discuss the key details using the Cause and Effect Organizer".

Discuss the "Shared Read Response to Reading".

Use details to complete the writing

Discuss details to answer a question.

Use a chart to organize details.

Components of Social and Emotional Learning

Write a draft including details based on the story to answer the question.

Discuss sentence structure.

**Writing** Write the draft.

## **Student Outcomes**

Write responses that demonstrate understanding.

### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.

Cite text evidence using chart and "Quick Tips"

Use sentence frames to organize text evidence.

**Respond using text evidence.**

Components of Social and Emotional Learning

## **Speaking and Listening**

Phrasing and Intonation

## **Student Outcomes**

Engage in collaborative conversations.

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

Acquire and use academic vocabulary.

#### **Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.

Respond to questions using vocabulary

Vocabulary Practice in Reading/Writing Companion

Utilize Writer's Notebook to write a chosen definition.

Components of Social and Emotional Learning

## **Vocabulary Strategy**

### **Student Outcomes**

Sentence Clues

### **Core Activities/Instructional Methods**

Identify and discuss sentence clues.

Components of Social and Emotional Learning

## **Grammar**

### **Student Outcomes**

- Identify irregular verbs.
- Use contractions with not.
- Use capitalization of proper nouns correctly.
- Use apostrophes correctly.

### **Core Activities/Instructional Methods**

- Identify irregular verbs
- Use apostrophes correctly.
- Components of Social and Emotional Learning

## **Foundational Skills**

### **See OG Curriculum**

### **Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "Earthquakes", "Earthquakes", "Earthquakes"

**Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.**

Summative Progress Monitoring Assessment  
Grammar and Vocabulary Quizzes  
IXL

**\*On the second to last day (Day 9) of the two- week cycle, test the two short reading passages and grammar. On the final day (Day 10) of the two- week cycle test the long reading passage and the vocabulary.**

Unit 4 Week 5

## **Genre Study: Poetry**

Corresponding novel studies:

### **Essential Question:**

What excites us about nature?

Students read and write about excites us about nature.

## **Comprehension/Genre/Author's Craft**

### **Student Outcomes**

- Cite relevant evidence from text.
- Ask and answer questions.
- Understand theme and figurative language.
- Identify key details in a story.

### **Core Activities/Instructional Methods**

- Introduce the concept of poems about how nature excites us.
- Introduce the genre poetry read aloud "Snow Shapes etc." and "B April Rain Song"
- Practice using ACT and Close Read questioning:
- Vocabulary Strategy: Antonyms
- Comprehension Strategy: Figurative Language and Theme
- Text Feature OR Literary Elements: Free Verse and Repetition
- Grammar Skill: Using conjunctions to form compound subjects and predicates

Sentence Punctuation  
Author's Craft: Figurative Language  
Components of Social and Emotional Learning

**Writing**

Writing Process

Student Outcomes

Utilize Writer's Notebook activities in the Reading/Writing Companion

Respond to a question using text evidence.

**Core Activities/Instructional Methods**

Study the expert model "Snow Shapes".

Discuss the key details using the Detail Graphic Organizer".

Discuss the "Shared Read Response to Reading".

Use themes to complete the writing.

Discuss details.

Use a chart to organize details.

Write a draft including details based on text to answer the question.

Discuss sentence structure.

Write the draft.

Components of Social and Emotional Learning

**Analytical Writing**

**Student Outcomes**

Write responses that demonstrate understanding.

**Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.

Cite text evidence using chart and "Quick Tips"

Use sentence frames to organize text evidence.

Respond using text evidence.

Components of Social and Emotional Learning

**Speaking and Listening**

Expression

**Student Outcomes**

Engage in collaborative conversations.

**Language Development**

**Vocabulary Acquisition**

**Student Outcomes**

Acquire and use academic vocabulary.

**Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.

Respond to questions using vocabulary

Vocabulary Practice in Reading/Writing Companion

Utilize Writer's Notebook to write a chosen definition.

Components of Social and Emotional Learning

## **Vocabulary Strategy**

### **Student Outcomes**

Antonyms

### **Core Activities/Instructional Methods**

Identify and discuss the meaning of antonyms.

Components of Social and Emotional Learning

## **Grammar**

### **Student Outcomes**

Conjunctions

Punctuation

### **Core Activities/Instructional Methods**

Write sentences using conjunctions

Use punctuation correctly.

Components of Social and Emotional Learning

## **Foundational Skills**

See OG Curriculum

### **Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "A Hike in the Woods", "A Little World", "Star Party"

**Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.**

Summative Progress Monitoring Assessment

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## **Unit 4 Week 6**

Follow the "Spiral Review" in the Reading/Writing Companion beginning on page 90.

## **Unit 5 Weeks 1-2**

**Genre Study: Biography**

**Corresponding novel studies:**

### **Essential Question:**

What do heroes do?

Students read and write about what heroes do.

## **Comprehension/Genre/Author's Craft**

### **Student Outcomes**

Summarize

Connections within a text sequence

Third person point of view

Demonstrate understanding of author's use of bold print and timelines

### **Core Activities/Instructional Methods**

Introduce the concept of what makes people a hero.

Components of Social and Emotional Learning

Introduce the genre biography read aloud "Cesar Chavez" and "Brave Bessie".

Use the close reading routine to read "The Princess Frog".

Practice using ACT and Close Read questioning:

Vocabulary Strategy: Synonyms

Comprehension Strategy: Visualize, Summarize, Sequence

Text Feature OR Literary Elements: Bold print and Timelines

Grammar Skill: Pronouns

Capitalizing the pronoun I

Subjective Objective Possessive Pronouns

Commas in Dates

Author's Craft: Third person Point of View

## **Writing**

### **Writing Process**

#### **Student Outcomes**

Utilize Writer's Notebook activities in the Reading/Writing Companion

Use facts from a story to answer a given question.

#### **Core Activities/Instructional Methods**

Study the expert model "The Princess Frog".

Discuss how Peter's feelings change in the story.

Discuss the "Shared Read Response to Reading".

Identify authors point of view.

Identify details

Use a detail chart.

Discuss sentence structure.

Write the draft.

Components of Social and Emotional Learning

### **Analytical Writing**

#### **Student Outcomes**

Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.

Cite text evidence using a compare and contrast chart.

Respond using text evidence.

Components of Social and Emotional Learning

**Speaking and Listening**

Intonation and Phrasing

**Student Outcomes**

Engage in collaborative conversations.

**Language Development****Vocabulary Acquisition****Student Outcomes**

Acquire and use academic vocabulary.

**Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.

Respond to questions using vocabulary

Vocabulary Practice in Reading/Writing Companion

Utilize Writer's Notebook to write a chosen definition.

Components of Social and Emotional Learning

**Vocabulary Strategy****Student Outcomes**

Synonyms

**Core Activities/Instructional Methods**

Identify and discuss the meaning of synonyms in context.

Components of Social and Emotional Learning

**Grammar****Student Outcomes**

Identify Pronouns

Letter Punctuation

Capitalize the pronoun I

Use commas in dates correctly.

**Core Activities/Instructional Methods**

Distinguish between various kinds of pronouns.

Capitalize the pronoun I.

Proofread sentences for capitalization and punctuation errors.

Components of Social and Emotional Learning

**Foundational Skills****See OG Curriculum****Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "Rudy Garcia Tolson", "Rudy Garcia Tolson", "Rudy Garcia Tolson"

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Summative Progress Monitoring Assessment

Grammar and Vocabulary Quizzes

IXL

\*On the second to last day (Day 9) of the two- week cycle, test the two short reading passages and grammar. On the final day (Day 10) of the two- week cycle test the long reading passage and the vocabulary.

## Unit 5 Weeks 3-4

### **Genre Study: Realistic Fiction**

Corresponding novel studies:

#### **Essential Question:**

What do good citizens do?

Students read and write about what good citizens do.

### **Comprehension/Genre/Author's Craft**

#### **Student Outcomes**

Cite relevant evidence from text.

Make and confirm predictions

Understand point of view.

Demonstrate understanding of graphic features and call outs.

Identify details in a story.

#### **Core Activities/Instructional Methods**

Introduce the concept of EIT through collaborative conversations.

Introduce the genre realistic fiction read aloud "A Difficult Decision" and "Grace for President".

Use the close reading routine to read "Helping to Make Smiles".

Practice using ACT and Close Read questioning:

Vocabulary Strategy: Suffixes -ful and -less

Comprehension Strategy: Point of View and Predictions

Text Feature OR Literary Elements: Story Structure and First Person

Grammar Skill: Pronoun Verb Agreement

Possessive Pronouns and Reflexive Pronouns

Capitalization of Proper Nouns

Letter Punctuation

Author's Craft: Graphic Features and Call Outs

Components of Social and Emotional Learning

### **Writing**

Writing Process

Student Outcomes

Utilize Writer's Notebook activities in the Reading/Writing Companion

Plan and draft a story using details from illustrations

#### **Core Activities/Instructional Methods**

Study the expert model "A Difficult Decision".

Discuss the key details using the Text Evidence Chart.

Discuss the "Shared Read Response to Reading".

Use details to complete the writing

Discuss details to answer a question.

Use a chart to organize details.

Write a draft including details based on the story to answer the question.

Discuss sentence structure.

Components of Social and Emotional Learning

Write the draft.



## **Writing**

### **Student Outcomes**

Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.

Cite text evidence using chart and "Quick Tips"

Use sentence frames to organize text evidence.

**Respond using text evidence.**

Components of Social and Emotional Learning

## **Speaking and Listening**

Phrasing and Expression

### **Student Outcomes**

Engage in collaborative conversations.

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

Acquire and use academic vocabulary.

#### **Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.

Respond to questions using vocabulary

Vocabulary Practice in Reading/Writing Companion

Utilize Writer's Notebook to write a chosen definition.

Components of Social and Emotional Learning

## **Vocabulary Strategy**

### **Student Outcomes**

Suffixes -ful and -less

### **Core Activities/Instructional Methods**

Identify and discuss sentence clues.

Components of Social and Emotional Learning

## **Grammar**

### **Student Outcomes**

Identify pronoun verb agreement.

Use possessive and reflexive pronouns.

Use capitalization of proper nouns correctly.

Use letter punctuation correctly.

### **Core Activities/Instructional Methods**

Identify pronouns.

Use capitalization and letter punctuation correctly.

Components of Social and Emotional Learning

## **Foundational Skills**

### **See OG Curriculum**

### **Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "Fixing the Playground", "The Food Crew", "How Many Greats"

**Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.**

Summative Progress Monitoring Assessment  
Grammar and Vocabulary Quizzes  
IXL

**\*On the second to last day (Day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (Day 10) of the two-week cycle test the long reading passage and the vocabulary.**

Unit 5 Week 5

**Genre Study: Persuasive Text**

Corresponding novel studies:

**Essential Question:**

Why are rules important?

Students read and write about rules and why they are important.

**Comprehension/Genre/Author's Craft**

**Student Outcomes**

Summarize.

Author's Purpose.

Understand print and graphic features.

Identify key details in a story.

**Core Activities/Instructional Methods**

Introduce the concept of persuasive text.

Introduce the genre poetry read aloud "The Problem with Plastic Bags" and "A Call to

Composite"

Practice using ACT and Close Read questioning:

Vocabulary Strategy: Multiple Meaning Words

Comprehension Strategy: Summarizing

Text Feature OR Literary Elements: Multiple Meaning Words and Charts

Grammar Skill: Contractions

Contractions with Pronouns

Possessive Pronouns

Author's Craft: Print and Graphic Features

Components of Social and Emotional Learning

**Writing**

Writing Process

Student Outcomes

Utilize Writer's Notebook activities in the Reading/Writing Companion

Respond to a question using text evidence.

**Core Activities/Instructional Methods**

Study the expert model "The Problem with Plastic Bags".

Discuss author's purpose using a detail chart.

Discuss the "Shared Read Response to Reading".

Use themes to complete the writing.

Discuss details.  
Use a chart to organize details.  
Write a draft including details based on text to answer the question.  
Discuss sentence structure.  
Write the draft.  
Components of Social and Emotional Learning

### **Analytical Writing**

#### **Student Outcomes**

Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.  
Cite text evidence using chart and "Quick Tips"  
Use sentence frames to organize text evidence.  
Respond using text evidence.  
Components of Social and Emotional Learning

### **Speaking and Listening**

Innotation

#### **Student Outcomes**

Engage in collaborative conversations.

### **Language Development**

#### **Vocabulary Acquisition**

##### **Student Outcomes**

Acquire and use academic vocabulary.

##### **Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.  
Respond to questions using vocabulary  
Vocabulary Practice in Reading/Writing Companion  
Utilize Writer's Notebook to write a chosen definition.  
Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

Multiple Meaning Words

#### **Core Activities/Instructional Methods**

Identify and discuss the meanings of words.  
Components of Social and Emotional Learning

### **Grammar**

#### **Student Outcomes**

Contractions with Pronouns  
Possessive Pronouns

#### **Core Activities/Instructional Methods**

Write sentences using contractions.  
Use punctuation correctly.  
Components of Social and Emotional Learning

**Foundational Skills****See OG Curriculum****Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "Do People Need Rules", "Do People Need Rules", "Do People Need Rules"

**Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.**

Summative Progress Monitoring Assessment

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**Unit 5 Week 6**

Follow the "Spiral Review" in the Reading/Writing Companion beginning on page 90.

**Unit 6 Weeks 1-2****Genre Study: Expository Text****Corresponding novel studies:****Essential Question:**

How do we use money?

Students read and write about how we use money.

**Comprehension/Genre/Author's Craft****Student Outcomes**

Cite relevant evidence from text.

Summarize, Text Structure, Problem and Solution

Use text evidence to answer questions.

Understand word choice.

**Core Activities/Instructional Methods**

Introduce the concept of how we use money and how money is made.

Introduce the genre realistic fiction read aloud "The Life of a Dollar Bill" and "Money Madness".

Use the close reading routine to read "King Midas and the Golden Touch".

**Components of Social and Emotional Learning**

Practice using ACT and Close Read questioning:

Vocabulary Strategy: Paragraph Clues

Comprehension Strategy: Summarize, Problem and Solution

Text Feature OR Literary Elements: Subheads and Graphs

Grammar Skill: Adjectives and Articles

Abbreviations

Commas in dates

**Writing**

Author's Craft: Word Choice

**Writing Process****Student Outcomes**

Use facts from a story to answer a given question.

**Core Activities/Instructional Methods**

Study the expert model "The Life of a Dollar Bill".

Discuss how celebrations are different.

Discuss the "Shared Read Response to Reading".

Identify problems and solutions.

Identify details

Use a problem and solution chart.

Discuss sentence structure.

Write the draft.

Components of Social and Emotional Learning

### **Analytical Writing**

#### **Student Outcomes**

Write responses that demonstrate understanding.

#### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.

Cite text evidence using a problem and solution chart.

Respond using text evidence.

Components of Social and Emotional Learning

### **Speaking and Listening**

Intonation and phrasing

#### **Student Outcomes**

Engage in collaborative conversations.

### **Language Development**

#### **Vocabulary Acquisition**

#### **Student Outcomes**

Acquire and use academic vocabulary.

#### **Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.

Respond to questions using vocabulary

Vocabulary Practice in Reading/Writing Companion

Utilize Writer's Notebook to write a chosen definition.

Components of Social and Emotional Learning

### **Vocabulary Strategy**

#### **Student Outcomes**

Paragraph Clues

#### **Core Activities/Instructional Methods**

Identify and discuss paragraph clues in context.

Components of Social and Emotional Learning

### **Grammar**

#### **Student Outcomes**

Identify Adjectives

Abbreviations

Articles this, that, these, and those

Commas in Dates

#### **Core Activities/Instructional Methods**

Distinguish between adjectives and articles.

Capitalize and punctuate sentences correctly.

Proofread sentences for capitalization and punctuation errors.

Components of Social and Emotional Learning

## **Foundational Skills-See**

### **OGCurriculum**

#### **Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "How to be a Smart Shopper", "How to be a Smart Shopper", "How to be a Smart Shopper"

**Assessments:** All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Summative Progress Monitoring Assessment

Grammar and Vocabulary Quizzes

IXL

\*On the second to last day (Day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (Day 10) of the two-week cycle test the long reading passage and the vocabulary.

Unit 6 Weeks 3-4

### **Genre Study: Drama in Myth**

Corresponding novel studies:

#### **Essential Question:**

What do myths help us understand?

Students read and write about lessons learned from myths.

### **Comprehension/Genre/Author's Craft**

#### **Student Outcomes**

Cite relevant evidence from text.

Reread, Theme, Instructions

Understand following instructions.

Demonstrate understanding of author's text structure by identifying theme and elements in a play.

Identify details in a story.

#### **Core Activities/Instructional Methods**

Introduce the concept of EIT through collaborative conversations.

Introduce the genre drama and myth read aloud "The Starry Asters" and "The Contest of Athena and Poseidon".

Use the close reading routine to read "A Pumpkin Plant".

Practice using ACT and Close Read questioning:

Vocabulary Strategy: Idioms

Comprehension Strategy: Reread, Theme, Instructions

Text Feature OR Literary Elements: Elements of a Play

Grammar Skill: Adjectives the Compare

Adverbs

Capitalization of Names in Titles

Apostrophes

Author's Craft: Instructions

Components of Social and Emotional Learning

## **Writing**

Writing Process

Student Outcomes

Utilize Writer's Notebook activities in the Reading/Writing Companion

Plan and draft a story using details from illustrations

### **Core Activities/Instructional Methods**

Study the expert model "The Starry Asters".

Discuss the key details using the Clue/Theme Chart.

Discuss the "Shared Read Response to Reading".

Use details to complete the writing

Discuss details to answer a question.

Use a chart to organize details.

Components of Social and Emotional Learning

Write a draft including details based on the story to answer the question.

Discuss sentence structure.

Write the draft.

## **Writing**

### **Student Outcomes**

Write responses that demonstrate understanding.

### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.

Cite text evidence using chart and "Quick Tips"

Use sentence frames to organize text evidence.

**Respond using text evidence.**

Components of Social and Emotional Learning

## **Speaking and Listening**

Expression and Innotation

### **Student Outcomes**

Engage in collaborative conversations.

## **Language Development**

### **Vocabulary Acquisition**

#### **Student Outcomes**

Acquire and use academic vocabulary.

### **Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.

Respond to questions using vocabulary

Vocabulary Practice in Reading/Writing Companion

Utilize Writer's Notebook to write a chosen definition.

Components of Social and Emotional Learning

## **Vocabulary Strategy**

### **Student Outcomes**

Idioms

### **Core Activities/Instructional Methods**

Identify and discuss sentence clues.

Components of Social and Emotional Learning

## **Grammar**

### **Student Outcomes**

Identify adjectives that compare.

Identify adverbs.

Write names in titles correctly.

Use apostrophes correctly.

**Core Activities/Instructional Methods**

Identify adjectives and adverbs

Use apostrophes correctly.

Components of Social and Emotional Learning

**Foundational Skills**

See OG Curriculum

**Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "The Apples of Idum", "Hercules and the Golden Apples", "Demeter and Persephone"

**Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.**

Summative Progress Monitoring Assessment

Grammar and Vocabulary Quizzes

IXL

**\*On the second to last day (Day 9) of the two-week cycle, test the two short reading passages and grammar. On the final day (Day 10) of the two-week cycle test the long reading passage and the vocabulary.**

Unit 6 Week 5

**Genre Study: Poetry**

Corresponding novel studies:

**Essential Question:**

Where can your imagination take you?

Students read and write about where their imagination can take them.

**Comprehension/Genre/Author's Craft**

**Student Outcomes**

Cite relevant evidence from text.

Ask and answer questions.

Understand point of view.

Understand rhythm and rhyme.

**Core Activities/Instructional Methods**

Introduce the concept of poems about how nature excites us.

Introduce the genre poetry read aloud "A Box of Crayons" and "What Story is This"

Practice using ACT and Close Read questioning:

Vocabulary Strategy: Metaphors

Comprehension Strategy: Point of View and Rhythm/Rhyme

Text Feature OR Literary Elements: Stanza

Grammar Skill: Prepositions and Prepositional Phrases

Sentence Punctuation

Author's Craft: Rhythm and Rhyme

Components of Social and Emotional Learning



## **Writing**

Writing Process

Student Outcomes

Utilize Writer's Notebook activities in the Reading/Writing Companion

Respond to a question using text evidence.

### **Core Activities/Instructional Methods**

Study the expert model "A Box of Crayons".

Discuss character and point of view.

Discuss the "Shared Read Response to Reading".

Use author's point of view to complete the writing.

Discuss details.

Use a chart to organize details.

Write a draft including details based on text to answer the question.

Discuss sentence structure.

Write the draft.

Components of Social and Emotional Learning

## **Analytical Writing**

Student Outcomes

Write responses that demonstrate understanding.

### **Core Activities/Instructional Methods**

Analyze a prompt using text structure sequence.

Cite text evidence using chart and "Quick Tips"

Use sentence frames to organize text evidence.

Respond using text evidence.

Components of Social and Emotional Learning

## **Speaking and Listening**

Expression

Student Outcomes

Engage in collaborative conversations.

## **Language Development**

### **Vocabulary Acquisition**

Student Outcomes

Acquire and use academic vocabulary.

### **Core Activities/Instructional Methods**

Discuss Visual Vocabulary Cards.

Respond to questions using vocabulary

Vocabulary Practice in Reading/Writing Companion

Utilize Writer's Notebook to write a chosen definition.

Components of Social and Emotional Learning

## **Vocabulary Strategy**

Student Outcomes

Metaphors

### **Core Activities/Instructional Methods**

Identify and discuss the meaning of metaphors.

Components of Social and Emotional Learning

**Grammar**

**Student Outcomes**

Conjunctions

Punctuation

**Core Activities/Instructional Methods**

Write sentences using prepositional phrases

Use punctuation correctly.

Components of Social and Emotional Learning

**Foundational Skills**

See OG Curriculum

**Differentiation: Extensions/Correctives**

Approaching, On, Beyond, Leveled Readers: "Matt's Journey", "Fantastic Day", "A Day in Ancient Rome"

**Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.**

Summative Progress Monitoring Assessment

IXL

**Unit 6 Week 6**

**Follow the "Spiral Review" in the Reading/Writing Companion beginning on page 90.**

**Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.**

<https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf>