Garriga and Derry Elementary Course/Grade Level: Reading/4th 2016-2017 Reading Curriculum Map (This timeline is subject to change in order to meet the needs of students.)

Week	Dates	Genre/Selection	Topic/Student Expectation	Student Expectation	Student Expectation	Phonemic
			(SE)/Focus Skill	(SE)/Figure 19	(SE)/Vocabulary	Awareness
					Development	Topic/Student
					1	Expectation
						(SE)/Focus Skill
Sampl	10/1 – 5	Literary:	Character	Figure 19D/Make	5.2B/ Use context	Letter/Sound
e		Realistic	Analysis/5.6B/Explain the	Inferences using	clues to determine	recognition/3A
Week		Fiction/Henry &	roles, functions,	textual evidence to	or clarify the	Identify the common
		Mudge	relationships and conflicts	support	meaning of	sounds that
		Tradge		Support	unfamiliar or	letters represent.
					multiple meaning	
					words	
1	8/22-8/26	Realistic	Skill: Story Structure	(A) establish purposes	Reading/Vocabulary	/s/ spelled <i>s</i>
-	0,22 0,20	Fiction/Because of	Reading/Fluency/4.1/Students	for reading selected texts	Development.	, s, spened s
		Winn-Dixie (Unit	read grade-level text with	based upon own or	Students understand	
		1, p. 24)	fluency and comprehension.	others' desired outcome	new vocabulary and	
		1, p. 24)	(3) Reading/Comprehension of	to enhance	use it when reading	
			Literary Text/Theme and	comprehension	and writing. Students	
			Genre. Students analyze, make	(B) ask literal,	are expected to:	
			inferences and draw	interpretive, and	(A) determine the	
			conclusions about theme and	evaluative questions of	meaning of grade-	
			genre in different cultural,	text;	level academic	
			historical, and contemporary	(C) monitor and adjust	English words	
			contexts and provide evidence	comprehension (e.g.,	derived from Latin,	
			from the text to support their	using background	Greek, or other	
			understanding. Students are	knowledge, creating	linguistic roots and	
			expected to:	sensory images, re-	affixes;	
			(A) summarize and explain the	reading a portion aloud,	(B) use the context of	
			lesson or message of a work of fiction as its theme; and	generating questions); (D) make inferences	the sentence (e.g., insentence example or	
			(6) Reading/Comprehension of	about text and use	definition) to	
			Literary Text/Fiction. Students	textual evidence to	determine the	
			understand, make inferences	support understanding;	meaning of	
			and draw conclusions about the	revised August 2013	unfamiliar words or	
			structure and elements of	(E) summarize	multiple meaning	
			fiction and provide evidence	information in text,	words;	

	from text to support their	maintaining meaning	(E) use a dictionary	
	understanding. Students are	and logical order; and	or glossary to	
	expected to:	(F) make connections	determine the	
	(A) sequence and summarize	(e.g., thematic links,	meanings,	
	the plot's main events and	author analysis) between	syllabication, and	
	explain their influence on future	Because of Winn-Dixie	pronunciation of	
	events	and Library Rules	unknown words.	
	(B) describe the interaction of		William Will Words	
	characters including their			
	relationships and the changes			
	they undergo; and			
	(9) Reading/Comprehension of			
	Text/Independent Reading. Students read independently for			
	sustained periods of time and			
	produce evidence of their			
	reading. Students are expected			
	to read independently for a			
	sustained period of time and			
	paraphrase what the reading			
	was about, maintaining			
	meaning and logical order (e.g.,			
	generate a reading log or			
	journal; participate in book			
	talks).			
	(28) Listening and			
	Speaking/Speaking. Students			
	speak clearly and to the point,			
	using the conventions of			
	language. Students continue to			
	apply earlier standards with			
	greater complexity. Students			
	are expected to express an			
	opinion supported by accurate			
	information, employing eye			
	contact, speaking rate, volume,			
	and enunciation, and the			
	conventions of language to			
	communicate ideas effectively.			
	(29) Listening and			
	Speaking/Teamwork. Students			
	work productively with others			
	work productively with others			

		in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by			
		providing suggestions that build			
2 8/29-9/02	Realistic Fiction/Because of Winn-Dixie (Unit 1, p. 24)	upon the ideas of others. Skill: Story Structure Reading/Fluency/4.1/Students read grade-level text with fluency and comprehension. (3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) summarize and explain the lesson or message of a work of fiction as its theme; and (6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events (B) describe the interaction of	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (B) ask literal, interpretive, and evaluative questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; revised August 2013 (E) summarize information in text, maintaining meaning and logical order; and (F) make connections (e.g., thematic links, author analysis) between Because of Winn-Dixie and Library Rules	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (B) use the context of the sentence (e.g., in- sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words; (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	/s/ spelled s

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			providing suggestions that build upon the ideas of others.			
3	9/6 – 9/9 Holiday Monday 9/5	Realistic Fiction/Dear Mr. Winston (Unit 2, p. 227	Skill: Conclusions and Generalizations (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. (3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) summarize and explain the lesson or message of a work of fiction as its theme; and poetry, free verse). (6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events; (B) describe the interaction of	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (B) ask literal, interpretive, and evaluative questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; revised August 2013 (E) summarize information in text, maintaining meaning and logical order; and (F) make connections (e.g., thematic links, author analysis) between Because of Winn-Dixie and Dear Mr. Winston	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (B) use the context of the sentence (e.g., in- sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words; (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	/m/ spelled m: Pre-Decodable Book 4: Mom and I

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			providing suggestions that build upon the ideas of others.			
4	9/12-9/16	Tall Tale/Stormalong (Unit 1, p. 119)	Skill: Character Analysis (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature. (6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events; (B) describe the interaction of	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (B) ask literal, interpretive, and evaluative questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; revised August 2013 (E) summarize information in text, maintaining meaning and logical order; and (F) make connections (e.g., thematic links, author analysis) between Because of Stormalong and Me and My Giant by Shel Silverstein	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (B) use the context of the sentence (e.g., in- sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words; (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	/a/ spelled a: Decodable Book 5: Sam, Sam, Sam

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			providing suggestions that build upon the ideas of others.			
5	9/19-9/23	Historical Fiction/The Earth Dragon Awakes (Unit 3, p. 304)	Skill: Sequence (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. (6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events; (B) describe the interaction of characters including their relationships and the changes they undergo; and (C) identify whether the narrator or speaker of a story is first or third person. (9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (B) ask literal, interpretive, and evaluative questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; revised August 2013 (E) summarize information in text, maintaining meaning and logical order; and (F) make connections (e.g., thematic links, author analysis) by showing Earthquake NEWS/news reports	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (B) use the context of the sentence (e.g., in- sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words; (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	/h/ spelled h_: Decodable Book 7: A Hat

meaning and logical order (e.g.,
generate a reading log or
journal; participate in book
talks).
(11) Reading/Comprehension
of Informational
Text/Expository Text. Students
analyze, make inferences and
draw conclusions about
expository text and provide
evidence from text to support
their understanding. Students
are expected to:
(C) describe explicit and
implicit relationships among
ideas in texts organized by
cause-and-effect, sequence, or
comparison; and
(28) Listening and
Speaking/Speaking. Students
speak clearly and to the point,
using the conventions of
language. Students continue to
apply earlier standards with
greater complexity. Students
are expected to express an
opinion supported by accurate
information, employing eye
contact, speaking rate, volume,
and enunciation, and the
conventions of language to
communicate ideas effectively.
(29) Listening and
Speaking/Teamwork. Students
work productively with others
in teams. Students continue to
apply earlier standards with
greater complexity. Students
are expected to participate in
teacher- and student-led
discussions by posing and
answering questions with

			appropriate detail and by providing suggestions that build upon the ideas of others.			
6	9/26-9/30	Biography/Harvest ing Hope (Unit 4, p. 478)	Skill: Persuasion (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. (9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks). (11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (B) distinguish fact from opinion in a text and explain how to verify what is a fact; (C) describe explicit and implicit relationships among ideas in texts organized by	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (B) ask literal, interpretive, and evaluative questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; revised August 2013 (E) summarize information in text, maintaining meaning and logical order; and (F) make connections (e.g., thematic links, author analysis) between Harvesting Hope and A Real Picture Book of Cesar Chavez	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (B) use the context of the sentence (e.g., in- sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words; (C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male: or girl:woman as boy:); (D) identify the meaning of common idioms; and (E) use a dictionary or glossary to determine the meanings	/d/ spelled <i>d</i> : Decodable Book 14: <i>Dan Spins</i>
			their understanding. Students are expected to: (B) distinguish fact from opinion in a text and explain how to verify what is a fact; (C) describe explicit and implicit relationships among		or girl:woman as boy:); (D) identify the meaning of common idioms; and (E) use a dictionary or glossary to	

	comparison; and	syllabication, and	
	(12) Reading/Comprehension	pronunciation of	
	of Informational	unknown words.	
	Text/Persuasive Text. Students		
	analyze, make inferences and		
	draw conclusions about		
	persuasive text and provide		
	evidence from text to support		
	their analysis. Students are		
	expected to explain how an		
	author uses language to present		
	information to influence what		
	the reader thinks or does.		
	(28) Listening and		
	Speaking/Speaking. Students		
	speak clearly and to the point,		
	using the conventions of		
	language. Students continue to		
	apply earlier standards with		
	greater complexity. Students		
	are expected to express an		
	opinion supported by accurate		
	information, employing eye		
	contact, speaking rate, volume,		
	and enunciation, and the		
	conventions of language to		
	communicate ideas effectively.		
	(29) Listening and		
	Speaking/Teamwork. Students		
	work productively with others		
	in teams. Students continue to		
	apply earlier standards with		
	greater complexity. Students		
	are expected to participate in		
	teacher- and student-led		
	discussions by posing and		
	answering questions with		
	appropriate detail and by		
	providing suggestions that build		
	upon the ideas of others.		
	apoil the recent of others.		

7 10/3-10/7	Biography/Jose! Born to Dance (Unit 2, p. 250)	Skill: Author's Purpose (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. (6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (B) ask literal, interpretive, and evaluative questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud,	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (B) use the context of	/o/ spelled <i>o</i> : Decodable Book 15: <i>The Spot</i>
		and draw conclusions about the structure and elements of fiction and provide evidence	using background knowledge, creating sensory images, re-	Greek, or other linguistic roots and affixes;	

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sustained period of time and
paraphrase what the reading
was about, maintaining
meaning and logical order (e.g.,
generate a reading log or
journal; participate in book
talks).
(10) Reading/Comprehension
of Informational Text/Culture
and History. Students analyze,
make inferences and draw
conclusions about the author's
purpose in cultural, historical,
and contemporary contexts and
provide evidence from the text
to support their understanding.
Students are expected to
explain the difference between
a stated and an implied purpose
for an expository text
(11) Reading/Comprehension
of Informational
Text/Expository Text. Students
analyze, make inferences and
draw conclusions about
expository text and provide
evidence from text to support
their understanding. Students
are expected to:
(A) summarize the main idea
and supporting details in text in
ways that maintain meaning;
(C) describe explicit and
implicit relationships among
ideas in texts organized by
cause-and-effect, sequence, or
comparison; and
(27) Listening and
Speaking/Listening. Students
use comprehension skills to
listen attentively to others in
formal and informal settings.

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			Students continue to apply				
			earlier standards with greater				
			complexity. Students are				
			expected to:				
			(B) follow, restate, and give				
			oral instructions that involve a				
			series of related sequences of				
			action.				
			(28) Listening and				
			Speaking/Speaking. Students				
			speak clearly and to the point,				
			using the conventions of				
			language. Students continue to				
			apply earlier standards with				
			greater complexity. Students				
			are expected to express an				
			opinion supported by accurate				
			information, employing eye				
			contact, speaking rate, volume,				
			and enunciation, and the				
			conventions of language to				
			communicate ideas effectively.				
			(29) Listening and				
			Speaking/Teamwork. Students				
			work productively with others				
			in teams. Students continue to				
			apply earlier standards with				
			greater complexity. Students				
			are expected to participate in				
			teacher- and student-led				
			discussions by posing and				
			answering questions with				
			appropriate detail and by				
			providing suggestions that build				
			upon the ideas of others.				
8	10/11-	Narrative	Skill: Compare and Contrast	(A) establish purposes	Reading/Vocabulary	Review: Decodable	
	10/14	Nonfiction/Owen	(1) Reading/Fluency. Students	for reading selected texts	Development.	Book 13: Nan's	
	(4-day week)	and Mzee (Unit 5,	read grade-level text with	based upon own or	Students understand	Family	
		p. 612)	fluency and comprehension.	others' desired outcome	new vocabulary and	· ·	
		r · · ·/	Students are expected to read	to enhance	use it when reading		
			aloud grade-level stories with	comprehension	and writing. Students		
			fluency (rate, accuracy,	(B) ask literal,	are expected to:		

expression, appropriate	interpretive, and	(A) determine the	
phrasing) and comprehension.	evaluative questions of	meaning of grade-	
(9) Reading/Comprehension of	text;	level academic	
Text/Independent Reading.	(C) monitor and adjust	English words	
Students read independently for	comprehension (e.g.,	derived from Latin,	
sustained periods of time and	using background	Greek, or other	
produce evidence of their	knowledge, creating	linguistic roots and	
reading. Students are expected	sensory images, re-	affixes;	
to read independently for a	reading a portion aloud,	(B) use the context of	
sustained period of time and	generating questions);	the sentence (e.g., in-	
paraphrase what the reading	(D) make inferences	sentence example or	
was about, maintaining	about text and use	definition) to	
meaning and logical order (e.g.,	textual evidence to	determine the	
generate a reading log or	support understanding;	meaning of	
journal; participate in book	revised August 2013	unfamiliar words or	
talks).	(E) summarize	multiple meaning	
(11) Reading/Comprehension	information in text,	words;	
of Informational	maintaining meaning	(E) use a dictionary	
Text/Expository Text. Students	and logical order; and	or glossary to	
analyze, make inferences and	(F) make connections	determine the	
draw conclusions about	(e.g., thematic links,	meanings,	
expository text and provide	author analysis) between	syllabication, and	
evidence from text to support	Owen and Mzee and	pronunciation of	
their understanding. Students	Unlikely Animal	unknown words.	
are expected to:	Friendships-		
(A) summarize the main idea	http://www.mnn.com/ear		
and supporting details in text in	th-		
ways that maintain meaning;	matters/animals/photos/1		
(B) distinguish fact from	6-unlikely-animal-		
opinion in a text and explain	friendships/opposites-		
how to verify what is a fact;	attract		
(C) describe explicit and			
implicit relationships among			
ideas in texts organized by			
cause-and-effect, sequence, or			
comparison; and			
(D) use multiple text features			
(e.g., guide words, topic and			
concluding sentences) to gain			
an overview of the contents of			
text and to locate information.			
(12) Reading/Comprehension			

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			of Informational				
			Text/Persuasive Text. Students				
			analyze, make inferences and				
			draw conclusions about				
			persuasive text and provide				
			evidence from text to support				
			their analysis. Students are				
			expected to explain how an				
			author uses language to present				
			information to influence what				
			the reader thinks or does.				
			(28) Listening and				
			Speaking/Speaking. Students				
			speak clearly and to the point,				
			using the conventions of				
			language. Students continue to				
			apply earlier standards with				
			greater complexity. Students				
			are expected to express an				
			opinion supported by accurate				
			information, employing eye				
			contact, speaking rate, volume, and enunciation, and the				
			conventions of language to				
			communicate ideas effectively.				
			(29) Listening and				
			Speaking/Teamwork. Students				
			work productively with others				
			in teams. Students continue to				
			apply earlier standards with				
			greater complexity. Students				
			are expected to participate in				
			teacher- and student-led				
			discussions by posing and				
			answering questions with				
			appropriate detail and by				
			providing suggestions that build				
			upon the ideas of others.				
9	10/17-	Informational	Skill: Text and Graphic	(A) establish purposes	Reading/Vocabulary	/p/ spelled <i>p</i> :	
	10/21	Text/The Life and	Features	for reading selected texts	Development.	Decodable Book 8:	
		Times of the Ant	(1) Reading/Fluency. Students	based upon own or	Students understand	The Map	
		(Unit 3, p. 352)	read grade-level text with	others' desired outcome	new vocabulary and		
		(Cint 3, p. 332)			·		

fluency and comprehension. use it when reading to enhance Students are expected to read and writing. Students comprehension aloud grade-level stories with are expected to: (B) ask literal. fluency (rate, accuracy, interpretive, and (A) determine the expression, appropriate evaluative questions of meaning of gradelevel academic phrasing) and comprehension. text; (8) Reading/Comprehension of (C) monitor and adjust English words derived from Latin. Literary Text/Sensory comprehension (e.g., Language. Students understand, using background Greek, or other make inferences and draw knowledge, creating linguistic roots and sensory images, reaffixes: conclusions about how an author's sensory language reading a portion aloud, (B) use the context of generating questions); the sentence (e.g., increates imagery in literary text and provide evidence from text (D) make inferences sentence example or to support their understanding. about text and use definition) to Students are expected to textual evidence to determine the identify the author's use of support understanding; meaning of similes and metaphors to unfamiliar words or (E) summarize produce imagery. information in text. multiple meaning (9) Reading/Comprehension of maintaining meaning words; Text/Independent Reading. (E) use a dictionary and logical order; and Students read independently for (F) make connections or glossary to sustained periods of time and (e.g., thematic links, determine the produce evidence of their author analysis) between meanings. reading. Students are expected The Life and Times of syllabication, and to read independently for a the Ant and Hey Little pronunciation of sustained period of time and unknown words. Ant paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks). (10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

Students are expected to
explain the difference between
a stated and an implied purpose
for an expository text
(11) Reading/Comprehension
of Informational
Text/Expository Text. Students
analyze, make inferences and
draw conclusions about
expository text and provide
evidence from text to support
their understanding. Students
are expected to:
(A) summarize the main idea
and supporting details in text in
ways that maintain meaning;
(C) describe explicit and
implicit relationships among
ideas in texts organized by
cause-and-effect, sequence, or
comparison; and
(D) use multiple text features
(e.g., guide words, topic and
concluding sentences) to gain
an overview of the contents of
text and to locate information.
(13) Reading/Comprehension
of Informational
Text/Procedural Texts. Students
understand how to glean and
use information in procedural
texts and documents. Students
are expected to:
(A) determine the sequence of
activities needed to carry out a
procedure (e.g., following a
recipe); and
(B) explain factual information
presented graphically (e.g.,
charts, diagrams, graphs,
illustrations).
(28) Listening and

			Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively. (29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.				
10	10/24-10/28	Informational Text/The Life and Times of the Ant (Unit 3, p. 352)	Skill: Text and Graphic Features (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. (8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (B) ask literal, interpretive, and evaluative questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud,	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (B) use the context of	/i/ spelled i: Decodable Book 9: Hip	

creates imagery in literary text	generating questions);	the sentence (e.g., in-		
and provide evidence from text	(D) make inferences	sentence example or		
to support their understanding.	about text and use	definition) to		
Students are expected to	textual evidence to	determine the		
identify the author's use of	support understanding;	meaning of		
similes and metaphors to	revised August 2013	unfamiliar words or		
produce imagery.	(E) summarize	multiple meaning		
(9) Reading/Comprehension of	information in text,	words;		
Text/Independent Reading.	maintaining meaning	(E) use a dictionary		
Students read independently for	and logical order;	or glossary to		
sustained periods of time and		determine the		
produce evidence of their		meanings,		
reading. Students are expected		syllabication, and		
to read independently for a		pronunciation of		
sustained period of time and		unknown words.		
paraphrase what the reading				
was about, maintaining				
meaning and logical order (e.g.,				
generate a reading log or				
journal; participate in book				
talks).				
(10) Reading/Comprehension				
of Informational Text/Culture				
and History. Students analyze,				
make inferences and draw				
conclusions about the author's				
purpose in cultural, historical,				
and contemporary contexts and				
provide evidence from the text				
to support their understanding.				
Students are expected to				
explain the difference between				
a stated and an implied purpose				
for an expository text				
(11) Reading/Comprehension				
of Informational				
Text/Expository Text. Students				
analyze, make inferences and				
draw conclusions about				
expository text and provide				
evidence from text to support				
their understanding. Students				
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are expected to:	
(A) summarize the main idea	
and supporting details in text in	
ways that maintain meaning;	
(C) describe explicit and	
implicit relationships among	
ideas in texts organized by	
cause-and-effect, sequence, or	
comparison; and	
(D) use multiple text features	
(e.g., guide words, topic and	ļ
concluding sentences) to gain	ļ
an overview of the contents of	ļ
text and to locate information.	ļ
(13) Reading/Comprehension	
of Informational	
Text/Procedural Texts. Students	
understand how to glean and	ļ
use information in procedural	
texts and documents. Students	
are expected to:	ļ
(A) determine the sequence of	
activities needed to carry out a	
procedure (e.g., following a	
recipe); and	
(B) explain factual information	
presented graphically (e.g.,	
charts, diagrams, graphs,	
illustrations).	
(28) Listening and	
Speaking/Speaking. Students	
speak clearly and to the point,	
using the conventions of	ļ
language. Students continue to	
apply earlier standards with	ļ
greater complexity. Students	ļ
are expected to express an	
opinion supported by accurate	
information, employing eye	
contact, speaking rate, volume,	
and enunciation, and the	ļ
conventions of language to	
conventions of language to	

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			communicate ideas effectively.				
			(29) Listening and				
			Speaking/Teamwork. Students				
			work productively with others				
			in teams. Students continue to				
			apply earlier standards with				
			greater complexity. Students				
			are expected to participate in				
			teacher- and student-led				
			discussions by posing and				
			answering questions with				
			appropriate detail and by				
			providing suggestions that build				
			upon the ideas of others.				
11	10/31-11/4	Genre: Drama	Skill:	(A) establish purposes	Reading/Vocabulary	/k/ spelled <i>ck</i> :	
		The Day Mrs.	Lesson/Message/Moral/Theme	for reading selected texts	Development.	Decodable Book	
		Parks was arrested	(1) Reading/Fluency. Students	based upon own or	Students understand	19: Picnic	
		Taiks was affested	read grade-level text with	others' desired outcome	new vocabulary and	19.1 icnic	
			fluency and comprehension.	to enhance	use it when reading		
			Students are expected to read	comprehension	and writing. Students		
			aloud grade-level stories with	(B) ask literal,	are expected to:		
			fluency (rate, accuracy,	interpretive, and	(A) determine the		
			expression, appropriate	evaluative questions of	meaning of grade-		
			phrasing) and comprehension.	text;	level academic		
			(3) Reading/Comprehension of	(C) monitor and adjust	English words		
			Literary Text/Theme and	comprehension (e.g.,	derived from Latin,		
			Genre. Students analyze, make	using background	Greek, or other		
			inferences and draw	knowledge, creating	linguistic roots and		
			conclusions about theme and	sensory images, re-	affixes;		
			genre in different cultural,	reading a portion aloud,	(B) use the context of		
			historical, and contemporary	generating questions);	the sentence (e.g., in-		
			contexts and provide evidence	(D) make inferences	sentence example or		
			from the text to support their	about text and use	definition) to		
			understanding. Students are	textual evidence to	determine the		
			expected to:	support understanding;	meaning of		
			(A) summarize and explain the	(E) summarize	unfamiliar words or		
			lesson or message of a work of	information in text,	multiple meaning		
			fiction as its theme; and	maintaining meaning	words;		
			(5) Reading/Comprehension of	and logical order; and	(E) use a dictionary		
			Literary Text/Drama. Students	(F) make connections	or glossary to		
			understand, make inferences	(e.g., thematic links,	determine the		
			I				
			and draw conclusions about the	author analysis) between	meanings,		

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	structure and elements of drama	The Power of W.O.W!	syllabication, and		
	and provide evidence from text	and a movie script	pronunciation of		
	to support their understanding.		unknown words.		
	Students are expected to				
	describe the structural elements				
	particular to dramatic literature.				
	(6) Reading/Comprehension of				
	Literary Text/Fiction. Students				
	understand, make inferences				
	and draw conclusions about the				
	structure and elements of				
	fiction and provide evidence				
	from text to support their				
	understanding. Students are				
	expected to:				
	(A) sequence and summarize				
	the plot's main events and				
	explain their influence on future				
	events;				
	(B) describe the interaction of				
	characters including their				
	relationships and the changes				
	they undergo; and				
	(28) Listening and				
	Speaking/Speaking. Students				
	speak clearly and to the point,				
	using the conventions of				
	language. Students continue to				
	apply earlier standards with				
	greater complexity. Students				
	are expected to express an				
	opinion supported by accurate				
	information, employing eye				
	contact, speaking rate, volume,				
	and enunciation, and the				
	conventions of language to				
	communicate ideas effectively.				
	(29) Listening and				
	Speaking/Teamwork. Students				
	work productively with others				
	in teams. Students continue to				
	apply earlier standards with				
	appry carner standards with				

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			greater complexity. Students				
			are expected to participate in				
			teacher- and student-led				
			discussions by posing and				
			answering questions with				
			appropriate detail and by				
			providing suggestions that build				
			upon the ideas of others.				
12	11/7-11/11	Poetry/ selection	Skill: Poetry Elements	(A) establish purposes	Reading/Vocabulary	/k/ spelled <i>c</i> :	
		The Adventures of	(1) Reading/Fluency. Students	for reading selected texts	Development.	Decodable Book	
		Isabel / Boa	read grade-level text with	based upon own or	Students understand	17: The Cab	
			fluency and comprehension.	others' desired outcome	new vocabulary and	17. The Cab	
		Constrictor, My	Students are expected to read	to enhance	use it when reading		
		Teacher took my	aloud grade-level stories with	comprehension	and writing. Students		
		IPod	fluency (rate, accuracy,	(B) ask literal,	are expected to:		
			expression, appropriate	interpretive, and	(A) determine the		
			phrasing) and comprehension.	evaluative questions of	meaning of grade-		
			(4) Reading/Comprehension of	text;	level academic		
			Literary Text/Poetry. Students	(C) monitor and adjust	English words		
			understand, make inferences	comprehension (e.g.,	derived from Latin,		
			and draw conclusions about the	using background	Greek, or other		
			structure and elements of poetry	knowledge, creating	linguistic roots and		
			and provide evidence from text	sensory images, re-	affixes;		
			to support their understanding.	reading a portion aloud,	(B) use the context of		
			Students are expected to	generating questions);	the sentence (e.g., in-		
			explain how the structural	(D) make inferences	sentence example or		
			elements of poetry (e.g., rhyme,	about text and use	definition) to		
			meter, stanzas, line breaks)	textual evidence to	determine the		
			relate to form (e.g., lyrical	support understanding;	meaning of		
			poetry, free verse).	revised August 2013	unfamiliar words or		
			(6) Reading/Comprehension of	(E) summarize	multiple meaning		
			Literary Text/Fiction. Students	information in text,	words;		
			understand, make inferences	maintaining meaning	(C) complete		
			and draw conclusions about the	and logical order; and	analogies using		
			structure and elements of	(F) make connections	knowledge of		
			fiction and provide evidence	(e.g., thematic links,	antonyms and		
			from text to support their	author analysis) between	synonyms (e.g.,		
			understanding. Students are	The Spider and the Fly	boy:girl as male:		
			expected to:	and The Gingerbread	or girl:woman as		
			(A) sequence and summarize	Man	boy:);		
			the plot's main events and		(D) identify the		
			explain their influence on future		meaning of common		
			explain men innuence on future		meaning of common		

events;	idioms; and	
(B) describe the interaction of	(E) use a dictionary	
characters including their	or glossary to	
relationships and the changes	determine the	
they undergo; and	meanings,	
(C) identify whether the	syllabication, and	
narrator or speaker of a story is	pronunciation of	
first or third person.	unknown words.	
(8) Reading/Comprehension of	William Walder	
Literary Text/Sensory		
Language. Students understand,		
make inferences and draw		
conclusions about how an		
author's sensory language		
creates imagery in literary text		
and provide evidence from text		
to support their understanding.		
Students are expected to		
identify the author's use of		
similes and metaphors to		
produce imagery.		
(9) Reading/Comprehension of		
Text/Independent Reading.		
Students read independently for		
sustained periods of time and		
produce evidence of their		
reading. Students are expected		
to read independently for a		
sustained period of time and		
paraphrase what the reading		
was about, maintaining		
meaning and logical order (e.g.,		
generate a reading log or		
journal; participate in book		
talks).		
(28) Listening and		
Speaking/Speaking. Students		
speak clearly and to the point,		
using the conventions of		
language. Students continue to		
apply earlier standards with		
greater complexity. Students		

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			are expected to express an				
			opinion supported by accurate				
			information, employing eye				
			contact, speaking rate, volume,				
			and enunciation, and the				
			conventions of language to				
			communicate ideas effectively.				
			(29) Listening and				
			Speaking/Teamwork. Students				
			work productively with others				
			in teams. Students continue to				
			apply earlier standards with				
			greater complexity. Students				
			are expected to participate in				
			teacher- and student-led				
			discussions by posing and				
			answering questions with				
			appropriate detail and by				
			providing suggestions that build				
			upon the ideas of others.				
13	11/14-	Poetry/ selection	Skill: Poetry Elements	(A) establish purposes	Reading/Vocabulary	/k/ spelled c :	
	11/18	The Adventures of	(1) Reading/Fluency. Students	for reading selected texts	Development.	Decodable Book	
		Isabel / Boa	read grade-level text with	based upon own or	Students understand	17: The Cab	
		Constrictor, Mr	fluency and comprehension.	others' desired outcome	new vocabulary and		
		Teacher took my	Students are expected to read	to enhance	use it when reading		
		IPod	aloud grade-level stories with	comprehension	and writing. Students		
		irou	fluency (rate, accuracy,	(B) ask literal,	are expected to:		
			expression, appropriate	interpretive, and	(A) determine the		
			phrasing) and comprehension.	evaluative questions of	meaning of grade-		
			(4) Reading/Comprehension of	text;	level academic		
			Literary Text/Poetry. Students	(C) monitor and adjust	English words		
			understand, make inferences	comprehension (e.g.,	derived from Latin,		
			and draw conclusions about the	using background	Greek, or other		
			structure and elements of poetry	knowledge, creating	linguistic roots and		
			and provide evidence from text	sensory images, re-	affixes;		
			to support their understanding.	reading a portion aloud,	(B) use the context of		
			Students are expected to	generating questions);	the sentence (e.g., in-		
			explain how the structural	(D) make inferences	sentence example or		
			elements of poetry (e.g., rhyme,	about text and use	definition) to		
			meter, stanzas, line breaks)	textual evidence to	determine the		
			relate to form (e.g., lyrical	support understanding;	meaning of		
			poetry, free verse).	revised August 2013	unfamiliar words or		
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(6) Reading/Comprehension of	(E) summarize	multiple meaning	
Literary Text/Fiction. Students	information in text,	words;	
understand, make inferences	maintaining meaning	(C) complete	
and draw conclusions about the	and logical order; and	analogies using	
structure and elements of	(F) make connections	knowledge of	
fiction and provide evidence	(e.g., thematic links,	antonyms and	
from text to support their	author analysis) between	synonyms (e.g.,	
understanding. Students are	The Spider and the Fly	boy:girl as male:	
expected to:	and The Gingerbread	or girl:woman as	
(A) sequence and summarize	Man	boy:);	
the plot's main events and	TVIIII	(D) identify the	
explain their influence on future		meaning of common	
events;		idioms; and	
(B) describe the interaction of		(E) use a dictionary	
characters including their		or glossary to	
relationships and the changes		determine the	
they undergo; and		meanings,	
(C) identify whether the		syllabication, and	
narrator or speaker of a story is		pronunciation of	
first or third person.		unknown words.	
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(8) Reading/Comprehension of			
Literary Text/Sensory			
Language. Students understand, make inferences and draw			
conclusions about how an			
author's sensory language			
creates imagery in literary text			
and provide evidence from text			
to support their understanding.			
Students are expected to			
identify the author's use of			
similes and metaphors to			
produce imagery.			
(9) Reading/Comprehension of			
Text/Independent Reading.			
Students read independently for			
sustained periods of time and			
produce evidence of their			
reading. Students are expected			
to read independently for a			
sustained period of time and			
paraphrase what the reading			

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			was about, maintaining				
			meaning and logical order (e.g.,				
			generate a reading log or				
			journal; participate in book				
			talks).				
			(28) Listening and				
			Speaking/Speaking. Students				
			speak clearly and to the point,				
			using the conventions of				
			language. Students continue to				
			apply earlier standards with				
			greater complexity. Students				
			are expected to express an				
			opinion supported by accurate				
			information, employing eye				
			contact, speaking rate, volume,				
			and enunciation, and the				
			conventions of language to				
			communicate ideas effectively.				
			(29) Listening and				
			Speaking/Teamwork. Students				
			work productively with others				
			in teams. Students continue to				
			apply earlier standards with				
			greater complexity. Students				
			are expected to participate in				
			teacher- and student-led				
			discussions by posing and				
			answering questions with				
			appropriate detail and by				
			providing suggestions that build				
			upon the ideas of others.				
14	11/28-12/2	Expository/Inform	Skill: Cause and Effect	(A) establish purposes	Reading/Vocabulary	/l/ spelled l	
		ational: Antarctic	(1) Reading/Fluency. Students	for reading selected texts	Development.	special spellings: <i>ll</i> ,	
		Journey (Unit 3, p.	read grade-level text with	based upon own or	Students understand	<i>all</i> : Decodable	
			fluency and comprehension.	others' desired outcome	new vocabulary and	Book 11: Lil's Hat	
		328)	Students are expected to read	to enhance	use it when reading	DOOK 11. LII S HAT	
			aloud grade-level stories with	comprehension	and writing. Students		
			fluency (rate, accuracy,	(B) ask literal,	are expected to:		
			expression, appropriate	interpretive, and	(A) determine the		
			phrasing) and comprehension.	evaluative questions of	meaning of grade-		
			(9) Reading/Comprehension of	text;	level academic		
	l .	l .	(7) Reading/Comprehension of	wat,	10 TOT deddeffile		l

(C) monitor and adjust Text/Independent Reading. English words Students read independently for comprehension (e.g., derived from Latin. sustained periods of time and using background Greek, or other produce evidence of their knowledge, creating linguistic roots and reading. Students are expected sensory images, reaffixes: reading a portion aloud, (B) use the context of to read independently for a sustained period of time and generating questions); the sentence (e.g., in-(D) make inferences paraphrase what the reading sentence example or was about, maintaining about text and use definition) to meaning and logical order (e.g., textual evidence to determine the generate a reading log or support understanding: meaning of journal; participate in book revised August 2013 unfamiliar words or (E) summarize multiple meaning talks). information in text, (10) Reading/Comprehension words; maintaining meaning of Informational Text/Culture (C) complete and logical order; and and History. Students analyze, analogies using (F) make connections make inferences and draw knowledge of (e.g., thematic links, conclusions about the author's antonyms and author analysis) between purpose in cultural, historical. synonyms (e.g., Antarctic Journal and and contemporary contexts and boy:girl as male:_ Diary of a Wimpy Kid provide evidence from the text or girl:woman as to support their understanding. boy:); Students are expected to (D) identify the explain the difference between meaning of common a stated and an implied purpose idioms: and for an expository text (E) use a dictionary (11) Reading/Comprehension or glossary to of Informational determine the Text/Expository Text. Students meanings, analyze, make inferences and syllabication, and draw conclusions about pronunciation of expository text and provide unknown words. evidence from text to support their understanding. Students are expected to: (A) summarize the main idea and supporting details in text in ways that maintain meaning; (C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or

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			comparison; and				
			(28) Listening and				
			Speaking/Speaking. Students				
			speak clearly and to the point,				
			using the conventions of				
			language. Students continue to				
			apply earlier standards with				
			greater complexity. Students				
			are expected to express an				
			opinion supported by accurate				
			information, employing eye				
			contact, speaking rate, volume,				
			and enunciation, and the				
			conventions of language to				
			communicate ideas effectively.				
			(29) Listening and				
			Speaking/Teamwork. Students				
			work productively with others				
			in teams. Students continue to				
			apply earlier standards with				
			greater complexity. Students				
			are expected to participate in				
			teacher- and student-led				
			discussions by posing and				
			answering questions with				
			appropriate detail and by				
			providing suggestions that build				
			upon the ideas of others.				
15	12/5-12/9	Poetry- The Spider	Skill: Poetry Elements	(A) establish purposes	Reading/Vocabulary	/k/ spelled <i>c</i> :	
		and the Fly	(1) Reading/Fluency. Students	for reading selected texts	Development.	Decodable Book	
			read grade-level text with	based upon own or	Students understand	17: The Cab	
			fluency and comprehension.	others' desired outcome	new vocabulary and	17. The Cub	
			Students are expected to read	to enhance	use it when reading		
			aloud grade-level stories with	comprehension	and writing. Students		
			fluency (rate, accuracy,	(B) ask literal,	are expected to:		
			expression, appropriate	interpretive, and	(A) determine the		
			phrasing) and comprehension.	evaluative questions of	meaning of grade-		
			(4) Reading/Comprehension of	text;	level academic		
			Literary Text/Poetry. Students	(C) monitor and adjust	English words		
			understand, make inferences	comprehension (e.g.,	derived from Latin,		
			and draw conclusions about the	using background	Greek, or other		
			structure and elements of poetry	knowledge, creating	linguistic roots and		
	I	L	and distinction of poetry				

and provide evidence from text sensory images, reaffixes: reading a portion aloud, to support their understanding. (B) use the context of Students are expected to generating questions); the sentence (e.g., inexplain how the structural (D) make inferences sentence example or elements of poetry (e.g., rhyme, about text and use definition) to meter, stanzas, line breaks) textual evidence to determine the relate to form (e.g., lyrical support understanding; meaning of revised August 2013 poetry, free verse). unfamiliar words or (E) summarize (6) Reading/Comprehension of multiple meaning information in text. Literary Text/Fiction. Students words; maintaining meaning understand, make inferences (C) complete and logical order; and analogies using and draw conclusions about the (F) make connections knowledge of structure and elements of (e.g., thematic links, fiction and provide evidence antonyms and author analysis) between synonyms (e.g., from text to support their The Spider and the Fly understanding. Students are boy:girl as male: and The Gingerbread or girl:woman as expected to: Man (A) sequence and summarize boy:); the plot's main events and (D) identify the explain their influence on future meaning of common events: idioms; and (B) describe the interaction of (E) use a dictionary characters including their or glossary to relationships and the changes determine the they undergo; and meanings, (C) identify whether the syllabication, and narrator or speaker of a story is pronunciation of first or third person. unknown words. (8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery. (9) Reading/Comprehension of

Text/Independent Reading.
Students read independently for
sustained periods of time and
produce evidence of their
reading. Students are expected
to read independently for a
sustained period of time and
paraphrase what the reading
was about, maintaining
meaning and logical order (e.g.,
generate a reading log or
journal; participate in book
talks).
(28) Listening and
Speaking/Speaking. Students
speak clearly and to the point,
using the conventions of
language. Students continue to
apply earlier standards with
greater complexity. Students
are expected to express an
opinion supported by accurate
information, employing eye
contact, speaking rate, volume,
and enunciation, and the
conventions of language to
communicate ideas effectively.
(29) Listening and
Speaking/Teamwork. Students
work productively with others
in teams. Students continue to
apply earlier standards with
greater complexity. Students
are expected to participate in
teacher- and student-led
discussions by posing and
answering questions with
appropriate detail and by
providing suggestions that build
upon the ideas of others.

16	12/12-	Drama- The	Skill:	(A) establish purposes	Reading/Vocabulary	/k/ spelled <i>ck</i> :
	12/16	Beauty and the	Lesson/Message/Moral/Theme	for reading selected texts	Development.	Decodable Book
		Beast	(1) Reading/Fluency. Students	based upon own or	Students understand	19: Picnic
			read grade-level text with	others' desired outcome	new vocabulary and	
			fluency and comprehension.	to enhance	use it when reading	
			Students are expected to read	comprehension	and writing. Students	
			aloud grade-level stories with	(B) ask literal,	are expected to:	
			fluency (rate, accuracy,	interpretive, and	(A) determine the	
			expression, appropriate	evaluative questions of	meaning of grade-	
			phrasing) and comprehension.	text;	level academic	
			(3) Reading/Comprehension of	(C) monitor and adjust	English words	
			Literary Text/Theme and	comprehension (e.g.,	derived from Latin,	
			Genre. Students analyze, make	using background	Greek, or other	
			inferences and draw	knowledge, creating	linguistic roots and	
			conclusions about theme and	sensory images, re-	affixes;	
			genre in different cultural,	reading a portion aloud,	(B) use the context of	
			historical, and contemporary	generating questions);	the sentence (e.g., in-	
			contexts and provide evidence	(D) make inferences	sentence example or	
			from the text to support their	about text and use	definition) to	
			understanding. Students are	textual evidence to	determine the	
			expected to:	support understanding;	meaning of	
			(A) summarize and explain the	(E) summarize	unfamiliar words or	
			lesson or message of a work of	information in text,	multiple meaning	
			fiction as its theme; and	maintaining meaning	words;	
			(5) Reading/Comprehension of	and logical order; and	(E) use a dictionary	
			Literary Text/Drama. Students	(F) make connections	or glossary to	
			understand, make inferences	(e.g., thematic links,	determine the	
			and draw conclusions about the	author analysis) between	meanings,	
			structure and elements of drama	The Power of W.O.W!	syllabication, and	
			and provide evidence from text	and a movie script	pronunciation of	
			to support their understanding.		unknown words.	
			Students are expected to			
			describe the structural elements			
			particular to dramatic literature.			
			(6) Reading/Comprehension of			
			Literary Text/Fiction. Students			
			understand, make inferences and draw conclusions about the			
			structure and elements of			
			fiction and provide evidence			
			from text to support their			
			understanding. Students are			

						,
			expected to:			
			(A) sequence and summarize			
			the plot's main events and			
			explain their influence on future			
			events;			
			(B) describe the interaction of			
			characters including their			
			relationships and the changes			
			they undergo; and			
			(28) Listening and			
			Speaking/Speaking. Students			
			speak clearly and to the point,			
			using the conventions of			
			language. Students continue to			
			apply earlier standards with			
			greater complexity. Students			
			are expected to express an			
			opinion supported by accurate			
			information, employing eye			
			contact, speaking rate, volume,			
			and enunciation, and the			
			conventions of language to			
			communicate ideas effectively.			
			(29) Listening and			
			Speaking/Teamwork. Students			
			work productively with others			
			in teams. Students continue to			
			apply earlier standards with			
			greater complexity. Students			
			are expected to participate in			
			teacher- and student-led			
			discussions by posing and			
			answering questions with			
			appropriate detail and by			
			providing suggestions that build			
			upon the ideas of others.			
17	12/19-	Drama- The	Extend Week 16's Skill			
	12-20	Beauty and the				
		Beast				
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18	1/9-1/13	Fairty Tale: Once Upon a Cool Motorcycle Dude (Unit 2, p. 151)	Skill: Compare and Contrast (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. (3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (B) ask literal, interpretive, and evaluative questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; revised August 2013 (E) summarize information in text,	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (B) use the context of the sentence (e.g., in- sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;	/t/ spelled t: Decodable Book 6: Matt and Sam
			genre in different cultural, historical, and contemporary	sensory images, re- reading a portion aloud,	affixes; (B) use the context of	
			from the text to support their understanding. Students are	(D) make inferences about text and use	sentence example or definition) to	
			adventures or exploits of characters (e.g., the trickster) in	revised August 2013 (E) summarize	unfamiliar words or multiple meaning	
			literature. (6) Reading/Comprehension of Literary Text/Fiction. Students	maintaining meaning and logical order	(E) use a dictionary or glossary to determine the	
			understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence		meanings, syllabication, and pronunciation of unknown words.	
			from text to support their understanding. Students are expected to:			
			(A) sequence and summarize the plot's main events and explain their influence on future			
			events; (B) describe the interaction of characters including their relationships and the changes			
			they undergo; and			

(9) Reading/Comprehension of
Text/Independent Reading.
Students read independently for
sustained periods of time and
produce evidence of their
reading. Students are expected
to read independently for a
sustained period of time and
paraphrase what the reading
was about, maintaining
meaning and logical order (e.g.,
generate a reading log or
journal; participate in book
talks).
(14) Reading/Media Literacy.
Students use comprehension
skills to analyze how words,
images, graphics, and sounds
work together in various forms
to impact meaning. Students
continue to apply earlier
standards with greater depth in
increasingly more complex
texts. Students are expected to:
(B) explain how various design
techniques used in media
influence the message (e.g.,
pacing, close-ups, sound
effects); and
(28) Listening and
Speaking/Speaking. Students
speak clearly and to the point,
using the conventions of
language. Students continue to
apply earlier standards with
greater complexity. Students
are expected to express an
opinion supported by accurate
information, employing eye
contact, speaking rate, volume,
and enunciation, and the
conventions of language to

						1	
			communicate ideas effectively.				
			(29) Listening and				
			Speaking/Teamwork. Students				
			work productively with others				
			in teams. Students continue to				
			apply earlier standards with				
			greater complexity. Students				
			are expected to participate in				
			teacher- and student-led				
			discussions by posing and				
			answering questions with				
			appropriate detail and by				
			providing suggestions that build				
			upon the ideas of others.				
19	1/16-1/20	Fairy Tale: Once	Skill: Compare and Contrast	(A) establish purposes	Reading/Vocabulary	/t/ spelled <i>t</i> :	
	1/10-1/20	Upon a Cool	(1) Reading/Fluency. Students	for reading selected texts	Development.	Decodable Book 6:	
		1	read grade-level text with	based upon own or	Students understand		
		Motorcycle Dude	fluency and comprehension.	others' desired outcome	new vocabulary and	Matt and Sam	
		(Unit 2, p. 151)	Students are expected to read	to enhance	use it when reading		
			aloud grade-level stories with		and writing. Students		
				comprehension (D) calc literal	•		
			fluency (rate, accuracy,	(B) ask literal,	are expected to:		
			expression, appropriate	interpretive, and	(A) determine the		
			phrasing) and comprehension.	evaluative questions of	meaning of grade-		
			(3) Reading/Comprehension of	text;	level academic		
			Literary Text/Theme and	(C) monitor and adjust	English words		
			Genre. Students analyze, make	comprehension (e.g.,	derived from Latin,		
			inferences and draw	using background	Greek, or other		
			conclusions about theme and	knowledge, creating	linguistic roots and		
			genre in different cultural,	sensory images, re-	affixes;		
			historical, and contemporary	reading a portion aloud,	(B) use the context of		
			contexts and provide evidence	generating questions);	the sentence (e.g., in-		
			from the text to support their	(D) make inferences	sentence example or		
			understanding. Students are	about text and use	definition) to		
			expected to:	textual evidence to	determine the		
			(B) compare and contrast the	support understanding;	meaning of		
			adventures or exploits of	revised August 2013	unfamiliar words or		
			characters (e.g., the trickster) in	(E) summarize	multiple meaning		
			traditional and classical	information in text,	words;		
			literature.	maintaining meaning	(E) use a dictionary		
			(6) Reading/Comprehension of	and logical order	or glossary to		
			Literary Text/Fiction. Students		determine the		
			understand, make inferences		meanings,		
			understand, make interences		meanings,		

and draw conclusions about the	syllabication, and	
structure and elements of	pronunciation of	
fiction and provide evidence	unknown words.	
from text to support their		
understanding. Students are		
expected to:		
(A) sequence and summarize		
the plot's main events and		
explain their influence on future		
events;		
(B) describe the interaction of		
characters including their		
relationships and the changes		
they undergo; and		
(9) Reading/Comprehension of		
Text/Independent Reading.		
Students read independently for		
sustained periods of time and		
produce evidence of their		
reading. Students are expected		
to read independently for a		
sustained period of time and		
paraphrase what the reading		
was about, maintaining		
meaning and logical order (e.g.,		
generate a reading log or		
journal; participate in book		
talks).		
(14) Reading/Media Literacy.		
Students use comprehension		
skills to analyze how words,		
images, graphics, and sounds		
work together in various forms		
to impact meaning. Students		
continue to apply earlier		
standards with greater depth in		
increasingly more complex		
texts. Students are expected to:		
(B) explain how various design		
techniques used in media		
influence the message (e.g.,		
pacing, close-ups, sound		

		•					
20	1/23-1/27	Realistic Fiction/The Girl Who Loved Spiders (Unit 6, p. 4)	effects); and (28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively. (29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others. Skill: Story Structure (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension of Literary Text/Fiction. Students understand, make inferences	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (B) ask literal, interpretive, and evaluative questions of text; (C) monitor and adjust comprehension (e.g.,	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade- level academic English words derived from Latin,	/u/ spelled <i>u</i> : Decodable Book 21: <i>Ron on the Run</i>	
			· · · · · · · · · · · · · · · · · · ·				
			and draw conclusions about the	using background	Greek, or other		
			structure and elements of	knowledge, creating	linguistic roots and		

fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events; (B) describe the interaction of characters including their relationships and the changes they undergo; and (9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and	sensory images, re- reading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; (E) summarize information in text, maintaining meaning and logical order; and (F) make connections (e.g., thematic links, author analysis) between The Girl Who Loved Spiders to The African Folktale Anasai	affixes; (B) use the context of the sentence (e.g., insentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words; (C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male: or girl:woman as boy:); (D) identify the meaning of common	
journal; participate in book talks). (11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information. (28) Listening and Speaking/Speaking. Students		meanings, syllabication, and pronunciation of unknown words.	

			speak clearly and to the point,			
			using the conventions of			
			language. Students continue to			
			apply earlier standards with			
			greater complexity. Students			
			are expected to express an			
			opinion supported by accurate			
			information, employing eye			
			contact, speaking rate, volume,			
			and enunciation, and the			
			conventions of language to			
			communicate ideas effectively.			
			(29) Listening and			
			Speaking/Teamwork. Students			
			work productively with others			
			in teams. Students continue to			
			apply earlier standards with			
			greater complexity. Students			
			are expected to participate in			
			teacher- and student-led			
			discussions by posing and			
			answering questions with			
			appropriate detail and by			
			providing suggestions that build			
			upon the ideas of others.			
21	1/30-2/3	Drama: Anansi	Skill:	(A) establish purposes	Reading/Vocabulary	/k/ spelled <i>ck</i> :
		Brings Stories to	Lesson/Message/Moral/Theme	for reading selected texts	Development.	Decodable Book
		the World	(1) Reading/Fluency. Students	based upon own or	Students understand	19: Picnic
		(StoryWorks)	read grade-level text with	others' desired outcome	new vocabulary and	
		(Story Works)	fluency and comprehension.	to enhance	use it when reading	
			Students are expected to read	comprehension	and writing. Students	
			aloud grade-level stories with	(B) ask literal,	are expected to:	
			fluency (rate, accuracy,	interpretive, and	(A) determine the	
			expression, appropriate	evaluative questions of	meaning of grade-	
			phrasing) and comprehension.	text;	level academic	
			(3) Reading/Comprehension of	(C) monitor and adjust	English words	
			Literary Text/Theme and	comprehension (e.g.,	derived from Latin,	
			Genre. Students analyze, make	using background	Greek, or other	
			inferences and draw	knowledge, creating	linguistic roots and	
			conclusions about theme and	sensory images, re-	affixes;	
			genre in different cultural,	reading a portion aloud,	(B) use the context of	
			historical, and contemporary	generating questions);	the sentence (e.g., in-	

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	contexts and provide evidence	(D) make inferences	sentence example or	
	from the text to support their	about text and use	definition) to	
	understanding. Students are	textual evidence to	determine the	
	expected to:	support understanding;	meaning of	
	(A) summarize and explain the	(E) summarize	unfamiliar words or	
	lesson or message of a work of	information in text,	multiple meaning	
	fiction as its theme; and	maintaining meaning	words;	
	(5) Reading/Comprehension of	and logical order; and	(E) use a dictionary	
	Literary Text/Drama. Students	(F) make connections	or glossary to	
	understand, make inferences	(e.g., thematic links,	determine the	
	and draw conclusions about the	author analysis) between	meanings,	
	structure and elements of drama	The Power of W.O.W!	syllabication, and	
			· ·	
	and provide evidence from text	and a movie script	pronunciation of	
	to support their understanding.		unknown words.	
	Students are expected to			
	describe the structural elements			
	particular to dramatic literature.			
	(6) Reading/Comprehension of			
	Literary Text/Fiction. Students			
	understand, make inferences			
	and draw conclusions about the			
	structure and elements of			
	fiction and provide evidence			
	from text to support their			
	understanding. Students are			
	expected to:			
	(A) sequence and summarize			
	the plot's main events and			
	explain their influence on future			
	events;			
	(B) describe the interaction of			
	characters including their			
	relationships and the changes			
	1 2			
	they undergo; and			
	(28) Listening and			
	Speaking/Speaking. Students			
	speak clearly and to the point,			
	using the conventions of			
	language. Students continue to			
	apply earlier standards with			
	greater complexity. Students			
	are expected to express an			
			· · · · · · · · · · · · · · · · · · ·	

22	2/6-2/10	My Brother Martin (Unit 1, Lesson 2, p. 47)	opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively. (29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others. Skill: Author's Purpose (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (B) ask literal, interpretive, and evaluative questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (B) use the context of	special spelling /f/ spelled ff: Review: short vowels; /j/ spelled j, dge; /f/ spelled f, ff; Decodable Book 30: Jeff's Job
			(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the	text; (C) monitor and adjust comprehension (e.g., using background	level academic English words derived from Latin, Greek, or other	
					_	
			the plot's main events and explain their influence on future events; (B) describe the interaction of	textual evidence to support understanding; revised August 2013 (E) summarize	determine the meaning of unfamiliar words or multiple meaning	

characters including their relationships and the changes they undergo; and (C) identify whether the narrator or speaker of a story is first or third person. (9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks). (10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	information in text, maintaining meaning and logical order; and (F) make connections (e.g., thematic links, author analysis) between My Brother Martin and Brainpop video of MLK Jr.	words; (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	
conclusions about the author's			
and contemporary contexts and			
to support their understanding.			
Students are expected to explain the difference between			
a stated and an implied purpose for an expository text.			
(11) Reading/Comprehension of Informational			
Text/Expository Text. Students analyze, make inferences and			
draw conclusions about			
expository text and provide			
evidence from text to support their understanding. Students			
are expected to:			

			(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and (13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:			
			(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations). (29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led			
			discussions by posing and answering questions with appropriate detail and by			
			providing suggestions that build upon the ideas of others.			
23	2/13-2/17	Literary Non- fiction/Biography: Sacagawea (Unit 4, Lesson 20, p. 502 2/15: Writing Simulated Assessment	Skill: Author's Purpose (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. (6) Reading/Comprehension of Literary Text/Fiction. Students	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (B) ask literal, interpretive, and evaluative questions of text; (C) monitor and adjust	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade- level academic English words	special spelling /f/ spelled ff: Review: short vowels; /j/ spelled j, dge; /f/ spelled f, ff; Decodable Book 30: Jeff's Job
			understand, make inferences and draw conclusions about the	comprehension (e.g., using background	derived from Latin, Greek, or other	

structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events; (B) describe the interaction of	knowledge, creating sensory images, rereading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; revised August 2013 (E) summarize	linguistic roots and affixes; (B) use the context of the sentence (e.g., insentence example or definition) to determine the meaning of unfamiliar words or multiple meaning	
characters including their relationships and the changes they undergo; and (C) identify whether the narrator or speaker of a story is first or third person. (9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks). (10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and	information in text, maintaining meaning and logical order; and (F) make connections (e.g., thematic links, author analysis) between My Brother Martin and Brainpop video of MLK Jr.	words; (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	
provide evidence from the text to support their understanding. Students are expected to explain the difference between a stated and an implied purpose			

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			for an expository text.			
			(11) Reading/Comprehension			
			of Informational			
			Text/Expository Text. Students			
			analyze, make inferences and			
			draw conclusions about			
			expository text and provide			
			evidence from text to support			
			their understanding. Students			
			are expected to:			
			(C) describe explicit and			
			implicit relationships among			
			ideas in texts organized by			
			cause-and-effect, sequence, or			
			comparison; and			
			(13) Reading/Comprehension			
			of Informational			
			Text/Procedural Texts. Students			
			understand how to glean and			
			use information in procedural			
			texts and documents. Students			
			are expected to:			
			(B) explain factual information			
			presented graphically (e.g.,			
			charts, diagrams, graphs,			
			illustrations).			
			(29) Listening and			
			Speaking/Teamwork. Students			
			work productively with others			
			in teams. Students continue to			
			apply earlier standards with			
			greater complexity. Students			
			are expected to participate in			
			teacher- and student-led			
			discussions by posing and			
			answering questions with			
			appropriate detail and by			
			providing suggestions that build			
			upon the ideas of others.			
24	2/20-2/24	Expository/	Skill: Text and Graphic	(A) establish purposes	Reading/Vocabulary	/i/ spelled <i>i</i> :
		Informational	Features	for reading selected texts	Development.	Decodable Book 9:
		Attack at Sea	(1) Reading/Fluency. Students	based upon own or	Students understand	Hip

(StoryWorks)	read grade-level text with	others' desired outcome	new vocabulary and	
(12)	fluency and comprehension.	to enhance	use it when reading	
	Students are expected to read	comprehension	and writing. Students	
	aloud grade-level stories with	(B) ask literal,	are expected to:	
	fluency (rate, accuracy,	interpretive, and	(A) determine the	
	expression, appropriate	evaluative questions of	meaning of grade-	
	phrasing) and comprehension.	text;	level academic	
	(8) Reading/Comprehension of	(C) monitor and adjust	English words	
	Literary Text/Sensory	comprehension (e.g.,	derived from Latin,	
	Language. Students understand,	using background	Greek, or other	
	make inferences and draw	knowledge, creating	linguistic roots and	
	conclusions about how an	sensory images, re-	affixes;	
	author's sensory language	reading a portion aloud,	(B) use the context of	
	creates imagery in literary text	generating questions);	the sentence (e.g., in-	
	and provide evidence from text	(D) make inferences	sentence example or	
	to support their understanding.	about text and use	definition) to	
	Students are expected to	textual evidence to	determine the	
	identify the author's use of	support understanding;	meaning of	
	similes and metaphors to	revised August 2013	unfamiliar words or	
	produce imagery.	(E) summarize	multiple meaning	
	(9) Reading/Comprehension of	information in text,	words;	
	Text/Independent Reading.	maintaining meaning	(E) use a dictionary	
	Students read independently for	and logical order;	or glossary to	
	sustained periods of time and		determine the	
	produce evidence of their		meanings,	
	reading. Students are expected		syllabication, and	
	to read independently for a		pronunciation of	
	sustained period of time and		unknown words.	
	paraphrase what the reading			
	was about, maintaining			
	meaning and logical order (e.g.,			
	generate a reading log or			
	journal; participate in book			
	talks).			
	(10) Reading/Comprehension			
	of Informational Text/Culture			
	and History. Students analyze, make inferences and draw			
	conclusions about the author's			
	purpose in cultural, historical,			
	and contemporary contexts and provide evidence from the text			
	provide evidence from the text			

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	to support their understanding.	
	Students are expected to	
	explain the difference between	
	a stated and an implied purpose	
	for an expository text	
	(11) Reading/Comprehension	
	of Informational	
	Text/Expository Text. Students	
	analyze, make inferences and	
	draw conclusions about	
	expository text and provide	
	evidence from text to support	
	their understanding. Students	
	are expected to:	
	(A) summarize the main idea	
	and supporting details in text in	
	ways that maintain meaning;	
	(C) describe explicit and	
	implicit relationships among	
	ideas in texts organized by	
	cause-and-effect, sequence, or	
	comparison; and	
	(D) use multiple text features	
	(e.g., guide words, topic and	
	concluding sentences) to gain	
	an overview of the contents of	
	text and to locate information.	
	(13) Reading/Comprehension	
	of Informational	
	Text/Procedural Texts. Students	
	understand how to glean and	
	use information in procedural	
	texts and documents. Students	
	are expected to:	
	(A) determine the sequence of	
	activities needed to carry out a	
	procedure (e.g., following a	
	recipe); and	
	(B) explain factual information	
	presented graphically (e.g.,	
	charts, diagrams, graphs,	
	illustrations).	
	mustrations).	

			(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively. (29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.			
25	2/27-3/3	Expository/Inform ational: Orangutans (StoryWorks) 2/28: Math Simulated Assessment 3/1: Reading Simulated Assessment	Skill: Text and Graphic Features (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. (8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (B) ask literal, interpretive, and evaluative questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	/i/ spelled i: Decodable Book 9: Hip

author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery. (9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks). (10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between a stated and an implied purpose for an expository text (11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support	reading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; revised August 2013 (E) summarize information in text, maintaining meaning and logical order;	(B) use the context of the sentence (e.g., insentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words; (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	
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their understanding. Students
are expected to:
(A) summarize the main idea
and supporting details in text in
ways that maintain meaning;
(C) describe explicit and
implicit relationships among
ideas in texts organized by
cause-and-effect, sequence, or
comparison; and
(D) use multiple text features
(e.g., guide words, topic and
concluding sentences) to gain
an overview of the contents of
text and to locate information.
(13) Reading/Comprehension
of Informational
Text/Procedural Texts. Students
understand how to glean and
use information in procedural
texts and documents. Students
are expected to:
(A) determine the sequence of
activities needed to carry out a
procedure (e.g., following a
recipe); and
(B) explain factual information
presented graphically (e.g.,
charts, diagrams, graphs,
illustrations).
(28) Listening and
Speaking/Speaking. Students
speak clearly and to the point,
using the conventions of
language. Students continue to
apply earlier standards with
greater complexity. Students
are expected to express an
opinion supported by accurate
information, employing eye
contact, speaking rate, volume,
and enunciation, and the

			conventions of language to communicate ideas effectively. (29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.			
26	3/6-3/10	Poetry Lyrical: Point of View Poetry Collection 2: Ickle Me, Pickle,me, Tickle Me Concrete:pg 390 Lighting bolt Haiku	Skill: Poetry Elements (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. (4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse). (6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (B) ask literal, interpretive, and evaluative questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; revised August 2013 (E) summarize information in text, maintaining meaning and logical order; and (F) make connections	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (B) use the context of the sentence (e.g., in- sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words; (C) complete analogies using knowledge of	/k/ spelled <i>c</i> : Decodable Book 17: <i>The Cab</i>

fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events; (B) describe the interaction of	(e.g., thematic links, author analysis) between The Spider and the Fly and The Gingerbread Man	antonyms and synonyms (e.g., boy:girl as male: or girl:woman as boy:); (D) identify the meaning of common idioms; and (E) use a dictionary	
characters including their relationships and the changes they undergo; and (C) identify whether the narrator or speaker of a story is first or third person. (8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an		or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	
author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery. (9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their			
reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).			

	1	1	(20) I :	T	<u> </u>	1
			(28) Listening and			
			Speaking/Speaking. Students			
			speak clearly and to the point,			
			using the conventions of			
			language. Students continue to			
			apply earlier standards with			
			greater complexity. Students			
			are expected to express an			
			opinion supported by accurate			
			information, employing eye			
			contact, speaking rate, volume,			
			and enunciation, and the			
			conventions of language to			
			communicate ideas effectively.			
			(29) Listening and			
			Speaking/Teamwork. Students			
			work productively with others			
			in teams. Students continue to			
			apply earlier standards with			
			greater complexity. Students			
			are expected to participate in			
			teacher- and student-led			
			discussions by posing and			
			answering questions with			
			appropriate detail and by			
			providing suggestions that build			
			upon the ideas of others.			
27	3/21-3/24	Poetry	Skill: Poetry Elements	(A) establish purposes	Reading/Vocabulary	/k/ spelled <i>c</i> :
21		Spring Rain	(1) Reading/Fluency. Students	for reading selected texts	Development.	Decodable Book
	(4-day	1 0	read grade-level text with	based upon own or	Students understand	
	week)	Weather	fluency and comprehension.	others' desired outcome	new vocabulary and	17: The Cab
		Umbrella	Students are expected to read	to enhance	use it when reading	
		Weather Bee's	aloud grade-level stories with	comprehension	and writing. Students	
		Diner	fluency (rate, accuracy,	(B) ask literal,	are expected to:	
			expression, appropriate	interpretive, and	(A) determine the	
			phrasing) and comprehension.	evaluative questions of	` '	
			(4) Reading/Comprehension of	_	meaning of grade- level academic	
			Literary Text/Poetry. Students	text;	English words	
			understand, make inferences	(C) monitor and adjust		
			· ·	comprehension (e.g.,	derived from Latin,	
			and draw conclusions about the	using background	Greek, or other	
			structure and elements of poetry	knowledge, creating	linguistic roots and	
			and provide evidence from text	sensory images, re-	affixes;	

to support their understanding.	reading a portion aloud,	(B) use the context of	
Students are expected to	generating questions);	the sentence (e.g., in-	
explain how the structural	(D) make inferences	sentence example or	
elements of poetry (e.g., rhyme,	about text and use	definition) to	
meter, stanzas, line breaks)	textual evidence to	determine the	
relate to form (e.g., lyrical	support understanding;	meaning of	
poetry, free verse).	revised August 2013	unfamiliar words or	
(6) Reading/Comprehension of	(E) summarize	multiple meaning	
Literary Text/Fiction. Students	information in text,	words;	
understand, make inferences	maintaining meaning	(C) complete	
and draw conclusions about the	and logical order; and	analogies using	
structure and elements of	(F) make connections	knowledge of	
fiction and provide evidence	(e.g., thematic links,	antonyms and	
from text to support their	author analysis) between	synonyms (e.g.,	
understanding. Students are	The Spider and the Fly	boy:girl as male:	
expected to:	and The Gingerbread	or girl:woman as	
(A) sequence and summarize	Man	boy:);	
the plot's main events and		(D) identify the	
explain their influence on future		meaning of common	
events;		idioms; and	
(B) describe the interaction of		(E) use a dictionary	
characters including their		or glossary to	
relationships and the changes		determine the	
they undergo; and		meanings,	
(C) identify whether the		syllabication, and	
narrator or speaker of a story is		pronunciation of	
first or third person.		unknown words.	
(8) Reading/Comprehension of			
Literary Text/Sensory			
Language. Students understand,			
make inferences and draw			
conclusions about how an			
author's sensory language			
creates imagery in literary text			
and provide evidence from text			
to support their understanding.			
Students are expected to			
identify the author's use of			
similes and metaphors to			
produce imagery.			
(9) Reading/Comprehension of			
Text/Independent Reading.			
Teat independent Reading.			

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			Students read independently for			
			sustained periods of time and			
			produce evidence of their			
			reading. Students are expected			
			to read independently for a			
			sustained period of time and			
			paraphrase what the reading			
			was about, maintaining			
			meaning and logical order (e.g.,			
			generate a reading log or			
			journal; participate in book			
			talks).			
			(28) Listening and			
			Speaking/Speaking. Students			
			speak clearly and to the point,			
			using the conventions of			
			language. Students continue to			
			apply earlier standards with			
			greater complexity. Students			
			are expected to express an			
			opinion supported by accurate			
			information, employing eye			
			contact, speaking rate, volume,			
			and enunciation, and the			
			conventions of language to			
			communicate ideas effectively.			
			(29) Listening and			
			Speaking/Teamwork. Students			
			work productively with others			
			in teams. Students continue to			
			apply earlier standards with			
			greater complexity. Students			
			are expected to participate in			
			teacher- and student-led			
			discussions by posing and			
			answering questions with			
			appropriate detail and by			
			providing suggestions that build			
			upon the ideas of others.			
28	3/27-3/31	Literary Non-	Skill: Author's Purpose	(A) establish purposes	Reading/Vocabulary	special spelling /f/
20	3/41-3/31	fiction:	(1) Reading/Fluency. Students	for reading selected texts	Development.	
			read grade-level text with	based upon own or	Students understand	spelled ff: Review:
		Talons's Got	read grade-iever text with	oused upon own or	Stadents understand	short vowels; /j/

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Talent	fluency and comprehension.	others' desired outcome	new vocabulary and	spelled j , dge ; /f/
	Students are expected to read	to enhance	use it when reading	spelled <i>f</i> , <i>ff</i> ;
	aloud grade-level stories with	comprehension	and writing. Students	Decodable Book
STAAR TEST	fluency (rate, accuracy,	(B) ask literal,	are expected to:	30: Jeff's Job
3/28: Writing	expression, appropriate	interpretive, and	(A) determine the	00
	phrasing) and comprehension.	evaluative questions of	meaning of grade-	
	(6) Reading/Comprehension of	text;	level academic	
	Literary Text/Fiction. Students	(C) monitor and adjust	English words	
	understand, make inferences	comprehension (e.g.,	derived from Latin,	
	and draw conclusions about the	using background	Greek, or other	
	structure and elements of	knowledge, creating	linguistic roots and	
	fiction and provide evidence	sensory images, re-	affixes;	
	from text to support their	reading a portion aloud,	(B) use the context of	
	understanding. Students are	generating questions);	the sentence (e.g., in-	
	expected to:	(D) make inferences	sentence example or	
	(A) sequence and summarize	about text and use	definition) to	
	the plot's main events and	textual evidence to	determine the	
	explain their influence on future	support understanding;	meaning of	
	events;	revised August 2013	unfamiliar words or	
	(B) describe the interaction of	(E) summarize	multiple meaning	
	characters including their	information in text,	words;	
	relationships and the changes	maintaining meaning	(E) use a dictionary	
	they undergo; and	and logical order; and	or glossary to	
	(C) identify whether the	(F) make connections	determine the	
	narrator or speaker of a story is	(e.g., thematic links,	meanings,	
	first or third person.	author analysis) between	syllabication, and	
	(9) Reading/Comprehension of	My Brother Martin and	pronunciation of	
	Text/Independent Reading.	Brainpop video of MLK	unknown words.	
	Students read independently for	Jr.		
	sustained periods of time and			
	produce evidence of their			
	reading. Students are expected			
	to read independently for a			
	sustained period of time and			
	paraphrase what the reading			
	was about, maintaining			
	meaning and logical order (e.g.,			
	generate a reading log or			
	journal; participate in book			
	talks).			
	(10) Reading/Comprehension			
	of Informational Text/Culture			

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	and History. Students analyze,
	make inferences and draw
	conclusions about the author's
	purpose in cultural, historical,
	and contemporary contexts and
	provide evidence from the text
	to support their understanding.
	Students are expected to
	explain the difference between
	a stated and an implied purpose
	for an expository text.
	(11) Reading/Comprehension
	of Informational
	Text/Expository Text. Students
	analyze, make inferences and
	draw conclusions about
	expository text and provide
	evidence from text to support
	their understanding. Students
	are expected to:
	(C) describe explicit and
	implicit relationships among
	ideas in texts organized by
	cause-and-effect, sequence, or
	comparison; and
	(13) Reading/Comprehension
	of Informational
	Text/Procedural Texts. Students
	understand how to glean and
	use information in procedural
	texts and documents. Students
	are expected to:
	(B) explain factual information
	presented graphically (e.g.,
	charts, diagrams, graphs,
	illustrations).
	(29) Listening and
	Speaking/Teamwork. Students
	work productively with others
	in teams. Students continue to
	apply earlier standards with
	greater complexity. Students
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			are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.			
29	4/3-4/7	Fantasy/The World According to Humphrey (Unit 5, Lesson 21, p. 534)	Skill: Theme (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. (3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:revised August 2013 (A) summarize and explain the lesson or message of a work of fiction as its theme; and (6) Reading/Comprehension of historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:revised August 2013 (A) summarize and explain the lesson or message of a work of fiction as its theme; and explain the lesson or message of a work of fiction as its theme; and (6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (B) ask literal, interpretive, and evaluative questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; (E) summarize information in text, maintaining meaning and logical order; and (F) make connections (e.g., thematic links, author analysis) between The World According to Humphrey and Jimmy Jet and his TV Set	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (B) use the context of the sentence (e.g., in- sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words; (D) identify the meaning of common idioms; and (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	/r/ spelled r: Decodable Book 20: Nat's Nap

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		and draw conclusions about the		
		structure and elements of		
		fiction and provide evidence		
		from text to support their		
		understanding. Students are		
		expected to:		
		(A) sequence and summarize		
		the plot's main events and		
		explain their influence on future		
		events;		
		(B) describe the interaction of		
		characters including their		
		relationships and the changes		
		they undergo; and		
		(C) identify whether the		
		narrator or speaker of a story is		
		first or third person.		
		(9) Reading/Comprehension of		
		Text/Independent Reading.		
		Students read independently for		
		sustained periods of time and		
		produce evidence of their		
		reading. Students are expected		
		to read independently for a		
		sustained period of time and		
		paraphrase what the reading		
		was about, maintaining		
		meaning and logical order (e.g.,		
		generate a reading log or		
		journal; participate in book		
		talks).		
		(11) Reading/Comprehension		
		of Informational		
		Text/Expository Text. Students		
		analyze, make inferences and		
		draw conclusions about		
		expository text and provide		
		evidence from text to support		
		their understanding. Students		
		are expected to:		
		(A) summarize the main idea		
		and supporting details in text in		
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			ways that maintain maning:			
			ways that maintain meaning;			
			(C) describe explicit and			
			implicit relationships among			
			ideas in texts organized by			
			cause-and-effect, sequence, or			
			comparison; and			
			(28) Listening and			
			Speaking/Speaking. Students			
			speak clearly and to the point,			
			using the conventions of			
			language. Students continue to			
			apply earlier standards with			
			greater complexity. Students			
			are expected to express an			
			opinion supported by accurate			
			information, employing eye			
			contact, speaking rate, volume,			
			and enunciation, and the			
			conventions of language to			
			communicate ideas effectively.			
			(29) Listening and			
			Speaking/Teamwork. Students			
			work productively with others			
			in teams. Students continue to			
			apply earlier standards with			
			greater complexity. Students			
			are expected to participate in			
			teacher- and student-led			
			discussions by posing and			
			answering questions with			
			appropriate detail and by			
			providing suggestions that build			
			upon the ideas of others.			
30	4/10-4/13	Expository/Inform	Skill: Inferencing	(A) establish purposes	Reading/Vocabulary	/n/ spelled <i>n</i> :
		ational: Nubs	(1) Reading/Fluency. Students	for reading selected texts	Development.	Decodable Book
			read grade-level text with	based upon own or	Students understand	10: Snap the Ant
			fluency and comprehension.	others' desired outcome	new vocabulary and	Î
			Students are expected to read	to enhance	use it when reading	
			aloud grade-level stories with	comprehension	and writing. Students	
			fluency (rate, accuracy,	(B) ask literal,	are expected to:	
			expression, appropriate	interpretive, and	(A) determine the	
			phrasing) and comprehension.	evaluative questions of	meaning of grade-	

(9) Reading/Con Text/Independer Students read independer produce evidence reading. Student to read independ sustained period paraphrase what was about, maining and log generate a reading journal; participatalks). (11) Reading/Co of Informational Text/Expository analyze, make in draw conclusion expository text a evidence from textheir understandiare expected to: (A) summarize the and supporting dways that maintate (C) describe expimplicit relations ideas in texts org cause-and-effect comparison; and (27) Listening and Speaking/Listeniuse comprehensilisten attentively	at Reading. dependently for so of time and e of their so are expected lently for a of time and the reading taining gical order (e.g., ang log or ate in book omprehension. Text. Students about and provide ext to support ing. Students the main idea letails in text in ain meaning; olicit and ships among ganized by a sequence, or lend ing. Students ion skills to	text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; revised August 2013 (E) summarize information in text, maintaining meaning and logical order; and (F) make connections (e.g., thematic links, author analysis) The Right Dog for the Job and Service Dog visits	level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (B) use the context of the sentence (e.g., in- sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words; (D) identify the meaning of common idioms; and (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	
cause-and-effect comparison; and (27) Listening an Speaking/Listen	s, sequence, or land land land land land land land land			
formal and infor Students continu earlier standards complexity. Stude expected to:	mal settings. ue to apply with greater dents are			
(B) follow, resta				

			series of related sequences of			
			action.			
			(28) Listening and			
			Speaking/Speaking. Students			
			speak clearly and to the point,			
			using the conventions of			
			language. Students continue to			
			apply earlier standards with			
			greater complexity. Students			
			are expected to express an			
			opinion supported by accurate			
			information, employing eye			
			contact, speaking rate, volume,			
			and enunciation, and the			
			conventions of language to			
			communicate ideas effectively.			
			(29) Listening and			
			Speaking/Teamwork. Students			
			work productively with others			
			in teams. Students continue to			
			apply earlier standards with			
			greater complexity. Students			
			are expected to participate in teacher- and student-led			
			discussions by posing and			
			answering questions with			
			appropriate detail and by			
			providing suggestions that build			
21	4/10 4/01	D	upon the ideas of others.	(A) (11° 1	D 1' /V/ 1 1	D ' /1/ 1
31	4/18-4/21	Drama:	Skill: Drama	(A) establish purposes	Reading/Vocabulary	Review: /sh/ and
		Pandora's Box	Elements/Understanding	for reading selected texts	Development.	/th/: Decodable
		(and	Characters (1) Paralling (Flances Standards	based upon own or	Students understand	Book 40: Panda
		Fictional Passages)	(1) Reading/Fluency. Students	others' desired outcome	new vocabulary and	Band
			read grade-level text with	to enhance	use it when reading	
			fluency and comprehension.	comprehension	and writing. Students	
			Students are expected to read	(B) ask literal,	are expected to:	
			aloud grade-level stories with	interpretive, and	(B) use the context of	
			fluency (rate, accuracy,	evaluative questions of	the sentence (e.g., in-	
			expression, appropriate	text;	sentence example or	
			phrasing) and comprehension.	(C) monitor and adjust	definition) to	
			(5) Reading/Comprehension of	comprehension (e.g.,	determine the	
			Literary Text/Drama. Students	using background	meaning of	

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	understand, make inferences	knowledge, creating	unfamiliar words or	
	and draw conclusions about the	sensory images, re-	multiple meaning	
	structure and elements of drama	reading a portion aloud,	words;	
	and provide evidence from text	generating questions);	(E) use a dictionary	
	to support their understanding.	(D) make inferences	or glossary to	
	Students are expected to	about text and use	determine the	
	describe the structural elements	textual evidence to	meanings,	
	particular to dramatic literature.	support understanding;	syllabication, and	
	(6) Reading/Comprehension of	revised August 2013	pronunciation of	
	Literary Text/Fiction. Students	(E) summarize	unknown words.	
	understand, make inferences	information in text,		
	and draw conclusions about the	maintaining meaning		
	structure and elements of	and logical order; and		
	fiction and provide evidence	(F) make connections		
	from text to support their	(e.g., thematic links,		
	understanding. Students are	author analysis) between		
	expected to:	Save Timber Woods!		
	(B) describe the interaction of	and recycling poster		
	characters including their			
	relationships and the changes			
	they undergo; and			
	(11) Reading/Comprehension			
	of Informational			
	Text/Expository Text. Students			
	analyze, make inferences and			
	draw conclusions about			
	expository text and provide			
	evidence from text to support			
	their understanding. Students			
	are expected to:			
	(D) use multiple text features			
	(e.g., guide words, topic and			
	concluding sentences) to gain			
	an overview of the contents of			
	text and to locate information.			
	(12) Reading/Comprehension			
	of Informational			
	Text/Persuasive Text. Students			
	analyze, make inferences and			
	draw conclusions about			
	persuasive text and provide			
	evidence from text to support			

			their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does. (29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.			
32	4/24-28	Poetry: Collection 4 The Waiting Room Zoo (STAAR Release), Carmen (STAAR Release), The Well Worn Path	Skill: Poetry Elements (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. (4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse). (6) Reading/Comprehension of	A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (B) ask literal, interpretive, and evaluative questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; revised August 2013 (E) summarize	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (B) use the context of the sentence (e.g., in- sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning	/k/ spelled <i>c</i> : Decodable Book 17: <i>The Cab</i>

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Literary Text/Fiction. Students	information in text,	words;	
understand, make inferences	maintaining meaning	(C) complete	
and draw conclusions about the	and logical order; and	analogies using	
structure and elements of	(F) make connections	knowledge of	
fiction and provide evidence	(e.g., thematic links,	antonyms and	
from text to support their	author analysis)	synonyms (e.g.,	
understanding. Students are	between The Spider	boy:girl as male:	
expected to:	and the Fly and The	or girl:woman as	
(A) sequence and summarize	Gingerbread Man	boy:);	
the plot's main events and	Giligeroread Maii	(D) identify the	
explain their influence on future		meaning of common	
events;		idioms; and	
(B) describe the interaction of		(E) use a dictionary	
characters including their		or glossary to	
relationships and the changes		determine the	
they undergo; and		meanings,	
(C) identify whether the		syllabication, and	
narrator or speaker of a story is		pronunciation of	
first or third person.		unknown words.	
(8) Reading/Comprehension of			
Literary Text/Sensory			
Language. Students understand,			
make inferences and draw			
conclusions about how an			
author's sensory language			
creates imagery in literary text			
and provide evidence from text			
to support their understanding.			
Students are expected to			
identify the author's use of			
similes and metaphors to			
produce imagery.			
(9) Reading/Comprehension of			
Text/Independent Reading.			
Students read independently for			
sustained periods of time and			
produce evidence of their			
reading. Students are expected			
to read independently for a			
sustained period of time and			
paraphrase what the reading			
was about, maintaining			

33	5/1-5/5	Expository	meaning and logical order (e.g., generate a reading log or journal; participate in book talks). (28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively. (29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	(A) establish purposes	Reading/Vocabulary	/i/ spelled i:
33	5/1-5/5	Expository: Paired Passage (StoryWorks) Hamburger History Tacos Take over	Skill: Text and Graphic Features (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (B) ask literal, interpretive, and evaluative questions of text;	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade- level academic	/i/ spelled <i>i</i> : Decodable Book 9: <i>Hip</i>

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(8) Reading/Comprehension of	(C) monitor and adjust	English words	
Literary Text/Sensory	comprehension (e.g.,	derived from Latin,	
Language. Students understand,	using background	Greek, or other	
make inferences and draw	knowledge, creating	linguistic roots and	
conclusions about how an	sensory images, re-	affixes;	
author's sensory language	reading a portion aloud,	(B) use the context of	
creates imagery in literary text	generating questions);	the sentence (e.g., in-	
and provide evidence from text	(D) make inferences	sentence example or	
to support their understanding.	about text and use	definition) to	
Students are expected to	textual evidence to	determine the	
identify the author's use of	support understanding;	meaning of	
similes and metaphors to	revised August 2013	unfamiliar words or	
produce imagery.	(E) summarize	multiple meaning	
(9) Reading/Comprehension of	information in text,	words;	
Text/Independent Reading.	maintaining meaning	(E) use a dictionary	
Students read independently for	and logical order;	or glossary to	
sustained periods of time and		determine the	
produce evidence of their		meanings,	
reading. Students are expected		syllabication, and	
to read independently for a		pronunciation of	
sustained period of time and		unknown words.	
paraphrase what the reading			
was about, maintaining			
meaning and logical order (e.g.,			
generate a reading log or			
journal; participate in book			
talks).			
(10) Reading/Comprehension			
of Informational Text/Culture			
and History. Students analyze,			
make inferences and draw			
conclusions about the author's			
purpose in cultural, historical,			
and contemporary contexts and			
provide evidence from the text			
to support their understanding.			
Students are expected to			
explain the difference between			
a stated and an implied purpose			
for an expository text			
(11) Reading/Comprehension			
 of Informational			
of informational			

	Text/Expository Text. Students
	analyze, make inferences and
	draw conclusions about
	expository text and provide
	evidence from text to support
	their understanding. Students
	are expected to:
	(A) summarize the main idea
	and supporting details in text in
	ways that maintain meaning;
	(C) describe explicit and
	implicit relationships among
	ideas in texts organized by
	cause-and-effect, sequence, or
	comparison; and
	(D) use multiple text features
	(e.g., guide words, topic and
	concluding sentences) to gain
	an overview of the contents of
	text and to locate information.
	(13) Reading/Comprehension
	of Informational
	Text/Procedural Texts. Students
	understand how to glean and
	use information in procedural
	texts and documents. Students
	are expected to:
	(A) determine the sequence of
	activities needed to carry out a
	procedure (e.g., following a
	recipe); and
	(B) explain factual information
	presented graphically (e.g.,
	charts, diagrams, graphs,
	illustrations).
	(28) Listening and
	Speaking/Speaking. Students
	speak clearly and to the point,
	using the conventions of
	language. Students continue to
	apply earlier standards with
	greater complexity. Students
	Branch compressing, branching

are expected to express an opinion supported by accura information, employing eye contact, speaking rate, volun and enunciation, and the conventions of language to communicate ideas effective (29) Listening and Speaking/Teamwork. Student work productively with other in teams. Students continue trapply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that but upon the ideas of others. 34 5/8-5/12 Literature Circles 1. The BFG 2. Matilda 3. The Trumpet of the Swan 4. Hank the Cowdog 5. Frindle 6. Tales of the Fourth Grade Nothing 7. Little House in the Big Woods 8. The Skirt STAAR Tests 5/8 - Math 5/9 - Reading are expected to express an opinion supported by accurating information, employing eye contact, speaking rate, volunand enunciation, and the conventions of language to communicate ideas effective (29) Listening and Speaking/Teamwork. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that but upon the ideas of others. Skill: Making Connections Across All Genres (1) Reading/Fluency. Students are expected to read aloud grade-level text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension (3) Reading/Comprehension (3) Reading	e, y. y. state of the state of
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35	5/15-5/18 (4-day week)	Literature Circles 1. The BFG 2. Matilda 3. The Trumpet of the Swan 4. Hank the Cowdog 5. Frindle 6. Tales of the Fourth Grade Nothing 7. Little House in the Big Woods 8. The Skirt	Skill: Making Connections Across All Genres (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) summarize and explain the lesson or message of a work of fiction as its theme; and (B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature. (6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (B) ask literal, interpretive, and evaluative questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; revised August 2013 (E) summarize information in text, maintaining meaning and logical order; and (F) make connections (e.g., thematic links, author analysis) between all novels	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (B) use the context of the sentence (e.g., in- sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;	/ar/ spelled ar: Decodable Book 43: Grab a Star
			Literary Text/Fiction. Students	all novels		

the plot's main events and
explain their influence on future
events;
(B) describe the interaction of
characters including their
relationships and the changes
they undergo; and
(C) identify whether the
narrator or speaker of a story is
first or third person.
(7) Reading/Comprehension of
Literary Text/Literary
Nonfiction. Students
understand, make inferences
and draw conclusions about the
varied structural patterns and
features of literary nonfiction
and provide evidence from text
to support their understanding.
Students are expected to
identify similarities and
differences between the events
and characters' experiences in a fictional work and the actual
events and experiences
described in an author's
biography or autobiography.
(8) Reading/Comprehension of
Literary Text/Sensory
Language. Students understand,
make inferences and draw
conclusions about how an
author's sensory language
creates imagery in literary text
and provide evidence from text
to support their understanding.
Students are expected to
identify the author's use of
similes and metaphors to
produce imagery.
(9) Reading/Comprehension of
Text/Independent Reading.

Students read independently for
sustained periods of time and
produce evidence of their
reading. Students are expected
to read independently for a
sustained period of time and
paraphrase what the reading
was about, maintaining
meaning and logical order (e.g.,
generate a reading log or
journal; participate in book
talks).
(14) Reading/Media Literacy.
Students use comprehension
skills to analyze how words,
images, graphics, and sounds
work together in various forms
to impact meaning. Students
continue to apply earlier
standards with greater depth in
increasingly more complex
texts. Students are expected to:
(A) explain the positive and
negative impacts of
advertisement techniques used
in various genres of media to
impact consumer behavior;
(B) explain how various design
techniques used in media
influence the message (e.g.,
pacing, close-ups, sound
effects); and
(C) compare various written
conventions used for digital
media (e.g. language in an
informal e-mail vs. language in
a web-based news article).
(29) Listening and
Speaking/Teamwork. Students
work productively with others
in teams. Students continue to
apply earlier standards with

greater complexity. Students
are expected to participate in
teacher- and student-led
discussions by posing and
answering questions with
appropriate detail and by
providing suggestions that build
upon the ideas of others.