

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 (SE)/Focus Skill | Student Expectation (SE)/Figure 19 | Student Expectation (SE)/Vocabulary Development | Phonemic Awareness Topic/Student Expectation (SE)/Focus Skill |
|--------------------|-----------------|---|---|---|--|---|
| Sample Week | 10/1 – 5 | Literary: Realistic Fiction/<u>Henry & Mudge</u> | Character Analysis/5.6B/Explain the roles, functions, relationships and conflicts | Figure 19D/Make Inferences using textual evidence to support | 5.2B/ Use context clues to determine or clarify the meaning of unfamiliar or multiple meaning words | Letter/Sound recognition/3A Identify the common sounds that letters represent. |
| 1 | 8/22-8/26 | Realistic Fiction/Because of Winn-Dixie (Unit 1, p. 24) | 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 | (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 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; | /s/ spelled s |

| | | | | | | |
|--|--|--|--|---|---|--|
| | | | <p>from text to support their understanding. Students are expected to:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo; and</p> <p>(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).</p> <p>(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.</p> <p>(29) Listening and Speaking/Teamwork. Students work productively with others</p> | <p>maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between Because of Winn-Dixie and Library Rules</p> | <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | |
|--|--|--|--|---|---|--|

| | | | | | | |
|---|-----------|---|---|--|--|---------------|
| | | | 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. | | | |
| 2 | 8/29-9/02 | Realistic Fiction/Because of Winn-Dixie (Unit 1, p. 24) | <p>Skill: Story Structure</p> <p>Reading/Fluency/4.1/Students read grade-level text with fluency and comprehension.</p> <p>(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:</p> <p>(A) summarize and explain the lesson or message of a work of fiction as its theme; and</p> <p>(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:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events</p> <p>(B) describe the interaction of</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding; revised August 2013</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between Because of Winn-Dixie and Library Rules</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(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;</p> <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | /s/ spelled s |

| | | | | | | |
|--|--|--|---|--|--|--|
| | | | <p>characters including their relationships and the changes they undergo; and</p> <p>(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).</p> <p>(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.</p> <p>(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</p> | | | |
|--|--|--|---|--|--|--|

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

| | | | | | | |
|--|--|--|---|--|--|--|
| | | | <p>characters including their relationships and the changes they undergo; and</p> <p>(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).</p> <p>(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.</p> <p>(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</p> | | | |
|--|--|--|---|--|--|--|

| | | | | | | |
|---|-----------|---------------------------------------|---|--|--|---|
| | | | providing suggestions that build upon the ideas of others. | | | |
| 4 | 9/12-9/16 | Tall Tale/Stormalong (Unit 1, p. 119) | <p>Skill: Character Analysis</p> <p>(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.</p> <p>(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:</p> <p>(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.</p> <p>(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:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events;</p> <p>(B) describe the interaction of</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding; revised August 2013</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between <i>Because of Stormalong</i> and <i>Me and My Giant</i> by Shel Silverstein</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(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;</p> <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | <p>/a/ spelled <i>a</i>: Decodable Book 5: <i>Sam, Sam, Sam</i></p> |

| | | | | | | |
|--|--|--|---|--|--|--|
| | | | <p>characters including their relationships and the changes they undergo; and</p> <p>(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).</p> <p>(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.</p> <p>(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</p> | | | |
|--|--|--|---|--|--|--|

| | | | | | | |
|---|-----------|---|--|--|--|--|
| | | | providing suggestions that build upon the ideas of others. | | | |
| 5 | 9/19-9/23 | Historical Fiction/The Earth Dragon Awakes (Unit 3, p. 304) | <p>Skill: Sequence</p> <p>(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.</p> <p>(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:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events;</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo; and</p> <p>(C) identify whether the narrator or speaker of a story is first or third person.</p> <p>(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</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding; revised August 2013</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) by showing Earthquake NEWS/news reports</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(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;</p> <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | <p>/h/ spelled <i>h_</i>: Decodable Book 7: <i>A Hat</i></p> |

| | | | | | | |
|--|--|--|---|--|--|--|
| | | | <p>meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</p> <p>(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:</p> <p>(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and</p> <p>(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.</p> <p>(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</p> | | | |
|--|--|--|---|--|--|--|

| | | | | | | |
|---|-----------|--|---|--|---|--|
| | | | appropriate detail and by providing suggestions that build upon the ideas of others. | | | |
| 6 | 9/26-9/30 | Biography/Harvesting Hope (Unit 4, p. 478) | <p>Skill: Persuasion</p> <p>(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.</p> <p>(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).</p> <p>(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:</p> <p>(B) distinguish fact from opinion in a text and explain how to verify what is a fact;</p> <p>(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding; revised August 2013</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between Harvesting Hope and A Real Picture Book of Cesar Chavez</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(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;</p> <p>(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:_____ or girl:woman as boy:_____);</p> <p>(D) identify the meaning of common idioms; and</p> <p>(E) use a dictionary or glossary to determine the meanings,</p> | <p>/d/ spelled <i>d</i>: Decodable Book 14: <i>Dan Spins</i></p> |

comparison; and
(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.
(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.

syllabication, and pronunciation of unknown words.

| | | | | | | |
|---|-----------|--|---|---|--|--|
| 7 | 10/3-10/7 | Biography/Jose! Born to Dance (Unit 2, p. 250) | <p>Skill: Author's Purpose</p> <p>(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.</p> <p>(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:</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo; and</p> <p>(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.</p> <p>(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</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between Jose! Born to Dance and Procedural: How to Dance A Salsa</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(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;</p> <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | <p>/o/ spelled o: Decodable Book 15: <i>The Spot</i></p> |
|---|-----------|--|---|---|--|--|

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | <p>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).</p> <p>(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</p> <p>(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:</p> <p>(A) summarize the main idea and supporting details in text in ways that maintain meaning;</p> <p>(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and</p> <p>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings.</p> | | | |
|--|--|--|--|--|--|--|

| | | | | | | |
|---|-----------------------------|---|---|--|---|--|
| | | | <p>Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(B) follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>(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.</p> <p>(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.</p> | | | |
| 8 | 10/11-10/14 (4-day week) | Narrative Nonfiction/Owen and Mzee (Unit 5, p. 612) | <p>Skill: Compare and Contrast</p> <p>(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,</p> | (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (B) ask literal, | Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: | Review: Decodable Book 13: <i>Nan's Family</i> |

| | | | | | | |
|--|--|--|---|---|---|--|
| | | | <p>expression, appropriate phrasing) and comprehension.</p> <p>(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).</p> <p>(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:</p> <p>(A) summarize the main idea and supporting details in text in ways that maintain meaning;</p> <p>(B) distinguish fact from opinion in a text and explain how to verify what is a fact;</p> <p>(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and</p> <p>(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.</p> <p>(12) Reading/Comprehension</p> | <p>interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding; revised August 2013</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between Owen and Mzee and Unlikely Animal Friendships- http://www.mnn.com/earth-matters/animals/photos/16-unlikely-animal-friendships/opposites-attract</p> | <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(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;</p> <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | |
|--|--|--|---|---|---|--|

| | | | | | | | |
|---|-------------|---|---|---|--|---|--|
| | | | <p>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.</p> <p>(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.</p> <p>(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.</p> | | | | |
| 9 | 10/17-10/21 | Informational Text/The Life and Times of the Ant (Unit 3, p. 352) | <p>Skill: Text and Graphic Features</p> <p>(1) Reading/Fluency. Students read grade-level text with</p> | (A) establish purposes for reading selected texts based upon own or others' desired outcome | Reading/Vocabulary Development. Students understand new vocabulary and | /p/ spelled <i>p</i> : Decodable Book 8: <i>The Map</i> | |

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 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.

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 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 Life and Times of the Ant and Hey Little Ant

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.

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | <p>Students are expected to explain the difference between a stated and an implied purpose for an expository text</p> <p>(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:</p> <ul style="list-style-type: none">(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. <p>(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:</p> <ul style="list-style-type: none">(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). <p>(28) Listening and</p> | | | | |
|--|--|--|--|--|--|--|--|

| | | | | | | | |
|----|-------------|---|--|---|---|---|--|
| | | | <p>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.</p> <p>(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.</p> | | | | |
| 10 | 10/24-10/28 | Informational Text/The Life and Times of the Ant (Unit 3, p. 352) | <p>Skill: Text and Graphic Features</p> <p>(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.</p> <p>(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud,</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) use the context of</p> | <p>/i/ spelled <i>i</i>: Decodable Book 9: <i>Hip</i></p> | |

| | | | | | | |
|--|--|--|---|---|--|--|
| | | | <p>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.</p> <p>(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).</p> <p>(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</p> <p>(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</p> | <p>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;</p> | <p>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.</p> | |
|--|--|--|---|---|--|--|

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | <p>are expected to:</p> <p>(A) summarize the main idea and supporting details in text in ways that maintain meaning;</p> <p>(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and</p> <p>(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.</p> <p>(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:</p> <p>(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and</p> <p>(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).</p> <p>(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</p> | | | | |
|--|--|--|--|--|--|--|--|

| | | | | | | | |
|----|------------|--|--|--|---|---|--|
| | | | <p>communicate ideas effectively.</p> <p>(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.</p> | | | | |
| 11 | 10/31-11/4 | <p>Genre: Drama</p> <p>The Day Mrs. Parks was arrested</p> | <p>Skill:</p> <p>Lesson/Message/Moral/Theme</p> <p>(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.</p> <p>(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:</p> <p>(A) summarize and explain the lesson or message of a work of fiction as its theme; and</p> <p>(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(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;</p> <p>(E) use a dictionary or glossary to determine the meanings,</p> | <p>/k/ spelled <i>ck</i>:</p> <p>Decodable Book 19: <i>Picnic</i></p> | |

| | | | | | | | |
|--|--|--|--|---|---|--|--|
| | | | <p>structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.</p> <p>(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:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events;</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo; and</p> <p>(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.</p> <p>(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with</p> | <p>The Power of W.O.W! and a movie script</p> | <p>syllabication, and pronunciation of unknown words.</p> | | |
|--|--|--|--|---|---|--|--|

| | | | | | | | |
|----|------------|--|--|--|---|--|--|
| | | | 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 The Adventures of Isabel / Boa Constrictor, My Teacher took my iPod | <p>Skill: Poetry Elements</p> <p>(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.</p> <p>(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).</p> <p>(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:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future</p> | (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 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 The Spider and the Fly and The Gingerbread Man | 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 | /k/ spelled c: Decodable Book 17: <i>The Cab</i> | |

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.
(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

idioms; and
(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.

| | | | | | | | |
|----|-------------|--|---|--|--|---|--|
| | | | <p>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.</p> <p>(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.</p> | | | | |
| 13 | 11/14-11/18 | Poetry/ selection The Adventures of Isabel / Boa Constrictor, Mr Teacher took my iPod | <p>Skill: Poetry Elements</p> <p>(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.</p> <p>(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).</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>revised August 2013</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or</p> | <p>/k/ spelled c: Decodable Book 17: <i>The Cab</i></p> | |

(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.

(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

(E) summarize information in text, maintaining meaning and logical order; and (F) make connections (e.g., thematic links, author analysis) between The Spider and the Fly and The Gingerbread Man

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, syllabication, and pronunciation of unknown words.

| | | | | | | | |
|----|------------|--|---|--|--|--|--|
| | | | <p>was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</p> <p>(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.</p> <p>(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.</p> | | | | |
| 14 | 11/28-12/2 | Expository/Informational: Antarctic Journey (Unit 3, p. 328) | <p>Skill: Cause and Effect</p> <p>(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.</p> <p>(9) Reading/Comprehension of</p> | (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 | /l/ spelled <i>l</i> special spellings: <i>ll</i> , <i>all</i> : Decodable Book 11: <i>Lil's Hat</i> | |

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 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

(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-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; and (F) make connections (e.g., thematic links, author analysis) between Antarctic Journal and Diary of a Wimpy Kid

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, syllabication, and pronunciation of unknown words.

| | | | | | | | |
|----|-----------|--------------------------------|--|---|--|--|--|
| | | | <p>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.</p> | | | | |
| 15 | 12/5-12/9 | Poetry- The Spider and the Fly | <p>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</p> | <p>(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</p> | <p>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</p> | <p>/k/ spelled c: Decodable Book 17: <i>The Cab</i></p> | |

| | | | | | | |
|--|--|--|---|--|--|--|
| | | | <p>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).</p> <p>(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:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events;</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo; and</p> <p>(C) identify whether the narrator or speaker of a story is first or third person.</p> <p>(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.</p> <p>(9) Reading/Comprehension of</p> | <p>sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding; revised August 2013</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between The Spider and the Fly and The Gingerbread Man</p> | <p>affixes;</p> <p>(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;</p> <p>(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:_____ or girl:woman as boy:_____);</p> <p>(D) identify the meaning of common idioms; and</p> <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | |
|--|--|--|---|--|--|--|

| | | | | | | | |
|--|--|--|---|--|--|--|--|
| | | | <p>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).</p> <p>(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.</p> <p>(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.</p> | | | | |
|--|--|--|---|--|--|--|--|

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

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.

Extend Week 16's Skill

| | | | | | | | |
|----|-------------|---------------------------------|--|--|--|--|--|
| | | | <p>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.</p> | | | | |
| 17 | 12/19-12-20 | Drama- The Beauty and the Beast | Extend Week 16's Skill | | | | |

| | | | | | | |
|----|----------|--|--|---|--|---|
| 18 | 1/9-1/13 | Fairytale: Once Upon a Cool Motorcycle Dude (Unit 2, p. 151) | <p>Skill: Compare and Contrast</p> <p>(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.</p> <p>(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:</p> <p>(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.</p> <p>(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:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events;</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo; and</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding; revised August 2013</p> <p>(E) summarize information in text, maintaining meaning and logical order</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(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;</p> <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | <p>/t/ spelled t: Decodable Book 6: <i>Matt and Sam</i></p> |
|----|----------|--|--|---|--|---|

| | | | | | | | |
|--|--|--|---|--|--|--|--|
| | | | <p>(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).</p> <p>(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</p> <p>(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</p> | | | | |
|--|--|--|---|--|--|--|--|

| | | | | | | | |
|----|-----------|---|---|---|---|--|--|
| | | | <p>communicate ideas effectively.</p> <p>(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.</p> | | | | |
| 19 | 1/16-1/20 | Fairy Tale: Once Upon a Cool Motorcycle Dude (Unit 2, p. 151) | <p>Skill: Compare and Contrast</p> <p>(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.</p> <p>(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:</p> <p>(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.</p> <p>(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding; revised August 2013</p> <p>(E) summarize information in text, maintaining meaning and logical order</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(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;</p> <p>(E) use a dictionary or glossary to determine the meanings,</p> | <p>/t/ spelled <i>t</i>: Decodable Book 6: <i>Matt and Sam</i></p> | |

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

(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

syllabication, and pronunciation of unknown words.

| | | | | | | | |
|----|-----------|---|--|---|---|--|--|
| | | | <p>effects); and</p> <p>(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.</p> <p>(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.</p> | | | | |
| 20 | 1/23-1/27 | Realistic Fiction/The Girl Who Loved Spiders (Unit 6, p. 4) | <p>Skill: Story Structure</p> <p>(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.</p> <p>(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating</p> | Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and</p> | /u/ spelled <i>u</i> : Decodable Book 21: <i>Ron on the Run</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 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).

(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

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., 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, syllabication, and pronunciation of unknown words.

| | | | | | | |
|----|----------|--|--|--|---|--|
| | | | <p>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.</p> <p>(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.</p> | | | |
| 21 | 1/30-2/3 | Drama: Anansi Brings Stories to the World (StoryWorks) | <p>Skill: Lesson/Message/Moral/Theme</p> <p>(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.</p> <p>(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</p> | <p>(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 a portion aloud, generating questions);</p> | <p>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-</p> | <p>/k/ spelled <i>ck</i>: Decodable Book 19: <i>Picnic</i></p> |

| | | | | | | |
|--|--|--|---|--|--|--|
| | | | <p>contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(A) summarize and explain the lesson or message of a work of fiction as its theme; and</p> <p>(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.</p> <p>(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:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events;</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo; and</p> <p>(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</p> | <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between The Power of W.O.W! and a movie script</p> | <p>sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;</p> <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | |
|--|--|--|---|--|--|--|

| | | | | | | |
|----|----------|---|---|--|---|--|
| | | | <p>opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.</p> <p>(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.</p> | | | |
| 22 | 2/6-2/10 | My Brother Martin (Unit 1, Lesson 2, p. 47) | <p>Skill: Author's Purpose</p> <p>(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.</p> <p>(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:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events;</p> <p>(B) describe the interaction of</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding; revised August 2013</p> <p>(E) summarize</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning</p> | <p>special spelling /f/ spelled <i>ff</i>. Review: short vowels; /j/ spelled <i>j, dge</i>; /f/ spelled <i>f, ff</i>; Decodable Book 30: <i>Jeff's Job</i></p> |

| | | | | | | |
|--|--|--|---|--|---|--|
| | | | <p>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. 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:</p> | <p>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.</p> | <p>words; (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | |
|--|--|--|---|--|---|--|

| | | | | | | |
|----|-----------|---|---|---|---|--|
| | | | <p>(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and</p> <p>(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:</p> <p>(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).</p> <p>(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.</p> | | | |
| 23 | 2/13-2/17 | <p>Literary Non-fiction/Biography: Sacagawea (Unit 4, Lesson 20, p. 502</p> <p>2/15: Writing Simulated Assessment</p> | <p>Skill: Author's Purpose</p> <p>(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.</p> <p>(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other</p> | <p>special spelling /f/ spelled <i>ff</i>. Review: short vowels; /j/ spelled <i>j, dge</i>; /f/ spelled <i>f, ff</i>; Decodable Book 30: <i>Jeff's Job</i></p> |

| | | | | | | |
|--|--|--|---|--|---|--|
| | | | <p>structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events;</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo; and</p> <p>(C) identify whether the narrator or speaker of a story is first or third person.</p> <p>(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).</p> <p>(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</p> | <p>knowledge, creating sensory images, re-reading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; revised August 2013</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between My Brother Martin and Brainpop video of MLK Jr.</p> | <p>linguistic roots and affixes;</p> <p>(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;</p> <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | |
|--|--|--|---|--|---|--|

| | | | | | | |
|----|-----------|---|---|---|---|---|
| | | | <p>for an expository text.</p> <p>(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:</p> <p>(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and</p> <p>(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:</p> <p>(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).</p> <p>(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.</p> | | | |
| 24 | 2/20-2/24 | Expository/ Informational Attack at Sea | <p>Skill: Text and Graphic Features</p> <p>(1) Reading/Fluency. Students</p> | (A) establish purposes for reading selected texts based upon own or | Reading/Vocabulary Development. Students understand | /i/ spelled <i>i</i> : Decodable Book 9: <i>Hip</i> |

| | | | | | | |
|--|--|--------------|--|---|--|--|
| | | (StoryWorks) | <p>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.</p> <p>(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.</p> <p>(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).</p> <p>(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</p> | <p>others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>revised August 2013</p> <p>(E) summarize information in text, maintaining meaning and logical order;</p> | <p>new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(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;</p> <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | |
|--|--|--------------|--|---|--|--|

| | | | | | | |
|--|--|--|---|--|--|--|
| | | | <p>to support their understanding. Students are expected to explain the difference between a stated and an implied purpose for an expository text</p> <p>(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:</p> <p>(A) summarize the main idea and supporting details in text in ways that maintain meaning;</p> <p>(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and</p> <p>(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.</p> <p>(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:</p> <p>(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and</p> <p>(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).</p> | | | |
|--|--|--|---|--|--|--|

| | | | | | | |
|----|----------|--|---|---|---|---|
| | | | <p>(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.</p> <p>(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.</p> | | | |
| 25 | 2/27-3/3 | <p>Expository/Informational: Orangutans (StoryWorks)</p> <p>2/28: Math Simulated Assessment</p> <p>3/1: Reading Simulated Assessment</p> | <p>Skill: Text and Graphic Features</p> <p>(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.</p> <p>(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> | <p>/i/ spelled <i>i</i>: Decodable Book 9: <i>Hip</i></p> |

| | | | | | | |
|--|--|--|---|---|--|--|
| | | | <p>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.</p> <p>(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).</p> <p>(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</p> <p>(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</p> | <p>reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>revised August 2013</p> <p>(E) summarize information in text, maintaining meaning and logical order;</p> | <p>(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;</p> <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | |
|--|--|--|---|---|--|--|

| | | | | | | |
|--|--|--|---|--|--|--|
| | | | <p>their understanding. Students are expected to:</p> <p>(A) summarize the main idea and supporting details in text in ways that maintain meaning;</p> <p>(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and</p> <p>(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.</p> <p>(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:</p> <p>(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and</p> <p>(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).</p> <p>(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</p> | | | |
|--|--|--|---|--|--|--|

| | | | | | | |
|----|----------|---|---|--|---|---|
| | | | 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, re-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; 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 c: Decodable Book 17: <i>The Cab</i> |

| | | | | | | |
|--|--|--|---|---|--|--|
| | | | <p>fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events;</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo; and</p> <p>(C) identify whether the narrator or speaker of a story is first or third person.</p> <p>(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.</p> <p>(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).</p> | <p>(e.g., thematic links, author analysis) between The Spider and the Fly and The Gingerbread Man</p> | <p>antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____);</p> <p>(D) identify the meaning of common idioms; and</p> <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | |
|--|--|--|---|---|--|--|

| | | | | | | |
|----|---------------------------|--|---|---|---|---|
| | | | <p>(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.</p> <p>(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.</p> | | | |
| 27 | 3/21-3/24 (4-day week) | Poetry Spring Rain Weather Umbrella Weather Bee's Diner | <p>Skill: Poetry Elements</p> <p>(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.</p> <p>(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</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> | <p>/k/ spelled c: Decodable Book 17: <i>The Cab</i></p> |

| | | | | | | |
|--|--|--|--|---|--|--|
| | | | <p>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).</p> <p>(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:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events;</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo; and</p> <p>(C) identify whether the narrator or speaker of a story is first or third person.</p> <p>(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.</p> <p>(9) Reading/Comprehension of Text/Independent Reading.</p> | <p>reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding; revised August 2013</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between The Spider and the Fly and The Gingerbread Man</p> | <p>(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;</p> <p>(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:_____ or girl:woman as boy:_____);</p> <p>(D) identify the meaning of common idioms; and</p> <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | |
|--|--|--|--|---|--|--|

| | | | | | | |
|----|-----------|---------------------------------------|---|---|--|--|
| | | | <p>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).</p> <p>(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.</p> <p>(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.</p> | | | |
| 28 | 3/27-3/31 | Literary Non-fiction: Talons's Got | <p>Skill: Author's Purpose</p> <p>(1) Reading/Fluency. Students read grade-level text with</p> | (A) establish purposes for reading selected texts based upon own or | Reading/Vocabulary Development. Students understand | special spelling /f/ spelled <i>ff</i> . Review: short vowels; /j/ |

| | | | | | |
|--|--|--|---|--|--|
| | <p>Talent</p> <p>STAAR TEST 3/28: Writing</p> | <p>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:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events;</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo; and</p> <p>(C) identify whether the narrator or speaker of a story is first or third person.</p> <p>(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).</p> <p>(10) Reading/Comprehension of Informational Text/Culture</p> | <p>others' desired outcome to enhance comprehension (B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding; revised August 2013</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between My Brother Martin and Brainpop video of MLK Jr.</p> | <p>new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(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;</p> <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | <p>spelled <i>j, dge</i>; /f/ spelled <i>f, ff</i>; Decodable Book 30: <i>Jeff's Job</i></p> |
|--|--|--|---|--|--|

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | <p>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.</p> <p>(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:</p> <p>(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and</p> <p>(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:</p> <p>(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).</p> <p>(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students</p> | | | |
|--|--|--|--|--|--|--|

| | | | | | | |
|----|---------|---|---|---|--|---|
| | | | 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) | <p>Skill: Theme</p> <p>(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.</p> <p>(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</p> <p>(A) summarize and explain the lesson or message of a work of fiction as its theme; and</p> <p>(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</p> <p>(A) summarize and explain the lesson or message of a work of fiction as its theme; and</p> <p>(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between The World According to Humphrey and Jimmy Jet and his TV Set</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(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;</p> <p>(D) identify the meaning of common idioms; and</p> <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | <p>/r/ spelled r: Decodable Book 20: <i>Nat's Nap</i></p> |

| | | | | | | |
|--|--|--|---|--|--|--|
| | | | <p>and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events;</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo; and</p> <p>(C) identify whether the narrator or speaker of a story is first or third person.</p> <p>(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).</p> <p>(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:</p> <p>(A) summarize the main idea and supporting details in text in</p> | | | |
|--|--|--|---|--|--|--|

| | | | | | | |
|----|-----------|--------------------------------|--|---|---|---|
| | | | <p>ways that maintain meaning; (C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and</p> <p>(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.</p> <p>(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.</p> | | | |
| 30 | 4/10-4/13 | Expository/Informational: Nubs | <p>Skill: Inferencing</p> <p>(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.</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-</p> | <p>/n/ spelled <i>n</i>: Decodable Book 10: <i>Snap the Ant</i></p> |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | <p>(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).</p> <p>(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:</p> <p>(A) summarize the main idea and supporting details in text in ways that maintain meaning;</p> <p>(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and</p> <p>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(B) follow, restate, and give oral instructions that involve a</p> | <p>text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding; revised August 2013</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) The Right Dog for the Job and Service Dog visits</p> | <p>level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(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;</p> <p>(D) identify the meaning of common idioms; and</p> <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | |
|--|--|--|--|--|--|--|

| | | | | | | |
|----|-----------|--|---|---|---|--|
| | | | <p>series of related sequences of action.</p> <p>(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.</p> <p>(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.</p> | | | |
| 31 | 4/18-4/21 | Drama: Pandora's Box (and Fictional Passages) | <p>Skill: Drama Elements/Understanding Characters</p> <p>(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.</p> <p>(5) Reading/Comprehension of Literary Text/Drama. Students</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of</p> | <p>Review: /sh/ and /th/: Decodable Book 40: <i>Panda Band</i></p> |

| | | | | | | |
|--|--|--|---|--|---|--|
| | | | <p>understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.</p> <p>(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:</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo; and</p> <p>(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:</p> <p>(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.</p> <p>(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</p> | <p>knowledge, creating sensory images, re-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; and (F) make connections (e.g., thematic links, author analysis) between Save Timber Woods! and recycling poster</p> | <p>unfamiliar words or multiple meaning words; (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | |
|--|--|--|---|--|---|--|

| | | | | | | |
|----|---------|---|---|---|---|---|
| | | | <p>their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does.</p> <p>(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.</p> | | | |
| 32 | 4/24-28 | Poetry: Collection 4 The Waiting Room Zoo (STAAR Release), Carmen (STAAR Release), The Well Worn Path | <p>Skill: Poetry Elements</p> <p>(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.</p> <p>(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).</p> <p>(6) Reading/Comprehension of</p> | <p>A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding; revised August 2013</p> <p>(E) summarize</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning</p> | <p>/k/ spelled c: Decodable Book 17: <i>The Cab</i></p> |

| | | | | | | |
|--|--|--|--|--|---|--|
| | | | <p>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:</p> <p>(A) sequence and summarize the plot's main events and explain their influence on future events;</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo; and</p> <p>(C) identify whether the narrator or speaker of a story is first or third person.</p> <p>(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.</p> <p>(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</p> | <p>information in text, maintaining meaning and logical order; and (F) make connections (e.g., thematic links, author analysis) between The Spider and the Fly and The Gingerbread Man</p> | <p>words;</p> <p>(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:_____ or girl:woman as boy:_____);</p> <p>(D) identify the meaning of common idioms; and</p> <p>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p> | |
|--|--|--|--|--|---|--|

| | | | | | | |
|----|---------|---|--|--|--|---|
| | | | <p>meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</p> <p>(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.</p> <p>(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.</p> | | | |
| 33 | 5/1-5/5 | Expository: Paired Passage (StoryWorks) Hamburger History Tacos Take over | <p>Skill: Text and Graphic Features</p> <p>(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.</p> | (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> |

| | | | | | | |
|--|--|--|--|--|---|--|
| | | | <p>(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.</p> <p>(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).</p> <p>(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</p> <p>(11) Reading/Comprehension of Informational</p> | <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-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;</p> | <p>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.</p> | |
|--|--|--|--|--|---|--|

| | | | | | | |
|--|--|--|---|--|--|--|
| | | | <p>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:</p> <ul style="list-style-type: none"> (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. <p>(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:</p> <ul style="list-style-type: none"> (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). <p>(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</p> | | | |
|--|--|--|---|--|--|--|

| | | | | | | |
|----|----------|---|--|--|--|--|
| | | | <p>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.</p> <p>(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.</p> | | | |
| 34 | 5/8-5/12 | <p>Literature Circles</p> <ol style="list-style-type: none"> 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 <p>STAAR Tests 5/8 - Math 5/9 - Reading</p> | <p>Skill: Making Connections Across All Genres</p> <p>(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.</p> <p>(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</p> | | | |

| | | | | | | |
|----|---------------------------|--|---|--|---|--|
| | | | | | | |
| 35 | 5/15-5/18 (4-day week) | <p>Literature Circles</p> <ol style="list-style-type: none"> 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 | <p>Skill: Making Connections Across All Genres</p> <p>(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.</p> <p>(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:</p> <p>(A) summarize and explain the lesson or message of a work of fiction as its theme; and</p> <p>(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.</p> <p>(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:</p> <p>(A) sequence and summarize</p> | <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>revised August 2013</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between all novels</p> | <p>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(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;</p> | <p>/ar/ spelled <i>ar</i>: Decodable Book 43: <i>Grab a Star</i></p> |

| | | | | | | |
|--|--|--|---|--|--|--|
| | | | <p>the plot's main events and explain their influence on future events;</p> <p>(B) describe the interaction of characters including their relationships and the changes they undergo; and</p> <p>(C) identify whether the narrator or speaker of a story is first or third person.</p> <p>(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.</p> <p>(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.</p> <p>(9) Reading/Comprehension of Text/Independent Reading.</p> | | | |
|--|--|--|---|--|--|--|

| | | | | | | |
|--|--|--|---|--|--|--|
| | | | <p>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).</p> <p>(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:</p> <p>(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;</p> <p>(B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and</p> <p>(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).</p> <p>(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with</p> | | | |
|--|--|--|---|--|--|--|

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | 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. | | | |
|--|--|--|--|--|--|--|