

Scope and Sequence

| Genre Focus | Read Aloud | Shared Read | Literature Anthology | Leveled Reader | Vocabulary |
|--|---|--|---|--|--|
| <p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Narrative Nonfiction</p> <p>Essential Question: How can experiencing nature change the way you think about it?</p> <p>Text Features: Primary and Secondary Sources</p> <p><i>Differentiated Genre Passages available</i></p> | <p>Interactive Read Aloud: “Capturing the Natural World”</p> | <p>“A Life in the Woods” Genre: Narrative Nonfiction Lexile: 770L</p> <p><i>ELL Scaffolded Shared Read available</i></p> | <p>Anchor Text <i>Camping with the President</i> Genre: Narrative Nonfiction Lexile: 760L</p> <p>Paired Selection “A Walk with Teddy” Genre: Autobiography Lexile: 910L</p> | <p>Main Selections Genre: Narrative Nonfiction A: <i>Save This Space!</i> Lexile: 750L O: <i>Save This Space!</i> Lexile: 960L ELL: <i>Save This Space!</i> Lexile: 730L B: <i>Save This Space!</i> Lexile: 980L</p> <p>Paired Selections Genre: Expository Text A: “The Journey of Lewis and Clark” O: “The Journey of Lewis and Clark” ELL: “The Journey of Lewis and Clark” B: “The Journey of Lewis and Clark”</p> | <p>Words: debris, emphasis, encounter, generations, indicated, naturalist, sheer, spectacular</p> <p>Strategy: Homographs</p> <p>Strategy: Prefixes</p> |
| <p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Realistic Fiction</p> <p>Essential Question: How do we get the things we need?</p> <p>Literary Elements: Plot</p> <p><i>Differentiated Genre Passages available</i></p> | <p>Interactive Read Aloud: “Finding a Way”</p> | <p>“A Fresh Idea” Genre: Realistic Fiction Lexile: 760L</p> <p><i>ELL Scaffolded Shared Read available</i></p> | <p>Anchor Text <i>One Hen</i> Genre: Realistic Fiction Lexile: 810L</p> <p>Paired Selection “Reading Between the Dots” Genre: Personal Narrative Lexile: 910L</p> | <p>Main Selections Genre: Realistic Fiction A: <i>Parker’s Plan</i> Lexile: 680L O: <i>Can-do Canines</i> Lexile: 790L ELL: <i>Can-do Canines</i> Lexile: 570L B: <i>Cleaning Up the Competition</i> Lexile: 970L</p> <p>Paired Selections Genre: Expository Text A: “Taking Care of Your Money” O: “You Can Bank on It” ELL: “You Can Bank on It” B: “Growing Money”</p> | <p>Words: afford, loan, profit, prosper, risk, savings, scarce, wages</p> <p>Strategy: Context Clues: Sentence Clues</p> <p>Strategy: Suffixes</p> |
| <p>Genre Study 3: Week 5</p> <p>Genre: Argumentative Text</p> <p>Essential Question: What are the positive and negative effects of new technology?</p> <p>Text Features: Headings and Graphs</p> <p><i>Differentiated Genre Passages available</i></p> | <p>Interactive Read Aloud: “Electronic Books: A New Way to Read”</p> | <p>“Are Electronic Devices Good for Us?” Genre: Argumentative Text Lexile: 900L</p> <p><i>ELL Scaffolded Shared Read available</i></p> | <p>Anchor Text <i>The Future of Transportation</i> Genre: Argumentative Text Lexile: 870L</p> <p>Paired Selection “Getting from Here to There” Genre: Technical Text Lexile: 890L</p> | <p>Main Selections Genre: Expository Text A: <i>What About Robots?</i> Lexile: 740L O: <i>What About Robots?</i> Lexile: 840L ELL: <i>What About Robots?</i> Lexile: 760L B: <i>What About Robots?</i> Lexile: 990L</p> <p>Paired Selections Genre: Persuasive Article A: “No Substitute” O: “No Substitute” ELL: “No Substitute” B: “No Substitute”</p> | <p>Words: access, advance, analysis, cite, counterpoint, data, drawbacks, reasoning</p> <p>Strategy: Greek and Latin Prefixes</p> |

| Week 6 | Reading Digitally | Fluency | Show What You Learned | Extend Your Learning | Writing | Presentation Options |
|----------------------------|--|---|--|---|--|--|
| Review, Extend, and Assess | <p>Genre: Online Article</p> <p>“Take It from Nature”</p> | <p>Reader’s Theater: “It Couldn’t Be Done”</p> | <p>Passage 1 Genre: Narrative Nonfiction “A Protector of Nature”</p> <p>Passage 2 Genre: Realistic Fiction “Solutions, Not Complaints”</p> | <p>Understand Point of View Use New Vocabulary Analyze Plot</p> <p>Connect to Content Make a Map “Take It from Nature”</p> | <p>Writing Process Opinion Essay Revise: Logical Order Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> | <p>Reader’s Theater Research and Inquiry Inquiry Space Writing</p> |

| | Comprehension | Phonics and Spelling | Fluency | Writing and Grammar | Research and Inquiry |
|--|--|--|--|---|--|
| | <p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Author's Craft: Point of View</p> | <p>Week 1 Short Vowels</p> <p>Week 2 Long Vowels</p> <p><i>Differentiated Spelling Lists available</i></p> | <p>Week 1 Accuracy and Expression</p> <p>Week 2 Intonation</p> | <p>Respond to Reading</p> <p>Writing Process Personal Narrative Expert Model: Narrative Nonfiction Plan: Sequence Draft: Description</p> <p>Grammar and Mechanics Week 1: Sentences; Punctuate Sentences Week 2: Subjects and Predicates; Commas</p> | <p>Product: Create a Promotional Map</p> <p>Study Skill: Relevant Information</p> <p>Blast: Protecting Our Parks</p> |
| | <p>Strategy: Reread</p> <p>Skill: Character, Setting, Plot: Sequence</p> <p>Author's Craft: Text Structure</p> | <p>Week 3 Words with /ū/, /û/, and /ü/ Week 4 <i>r</i>-controlled Vowels /är/, /âr/, /ôr/ <i>Differentiated Spelling Lists available</i></p> | <p>Week 3 Expression and Phrasing</p> <p>Week 4 Rate</p> | <p>Respond to Reading</p> <p>Writing Process Personal Narrative Revise: Strong Conclusions Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Compound Sentences; Punctuation in Compound Sentences Week 4: Complex Sentences; Commas</p> | <p>Product: History of Farming Project</p> <p>Study Skill: Evaluate Sources</p> <p>Blast: Clothing, Food, and Shelter</p> |
| | <p>Strategy: Reread</p> <p>Skill: Author's Point of View</p> <p>Author's Craft: Author's Purpose</p> | <p><i>r</i>-controlled Vowel /ûr/ <i>Differentiated Spelling Lists available</i></p> | <p>Accuracy and Phrasing</p> | <p>Respond to Reading</p> <p>Writing Process Opinion Essay Expert Model: Argumentative Text Plan: Strong Introduction Draft: Relevant Evidence</p> <p>Grammar and Mechanics Week 5: Run-on Sentences; Correcting Run-on Sentences</p> | <p>Product: Debate</p> <p>Study Skill: Plan a Debate</p> <p>Blast: Riding Technology's Rollercoaster</p> |

Scope and Sequence

| Genre Focus | Read Aloud | Shared Read | Literature Anthology | Leveled Reader | Vocabulary |
|---|---|---|--|---|---|
| <p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Expository Text</p> <p>Essential Question: What do good problem solvers do?</p> <p>Text Features: Headings and Timelines</p> <p><i>Differentiated Genre Passages available</i></p> | <p>Interactive Read Aloud: “The Haudenosaunee Confederacy”</p> | <p>“Creating a Nation” Genre: Expository Text Lexile: 690L</p> <p><i>ELL Scaffolded Shared Read available</i></p> | <p>Anchor Text <i>Who Wrote the U.S. Constitution?</i> Genre: Expository Text Lexile: 760L</p> <p>Paired Selection “Wordsmiths” Genre: Expository Text Lexile: 970L</p> | <p>Main Selections Genre: Expository Text A: <i>The Bill of Rights</i> Lexile: 820L O: <i>The Bill of Rights</i> Lexile: 920L ELL: <i>The Bill of Rights</i> Lexile: 840L B: <i>The Bill of Rights</i> Lexile: 1000L</p> <p>Paired Selections Genre: Expository Text A: “Having Your Say” O: “Having Your Say” ELL: “Having Your Say” B: “Having Your Say”</p> | <p>Words: committees, convention, debate, proposal, representatives, resolve, situation, union</p> <p>Strategy: Context Clues</p> <p>Strategy: Dictionary and Glossary</p> |
| <p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Folktale</p> <p>Essential Question: When has a plan helped you accomplish a task?</p> <p>Literary Elements: Setting</p> <p><i>Differentiated Genre Passages available</i></p> | <p>Interactive Read Aloud: “Lost Lake and the Golden Cup”</p> | <p>“The Magical Lost Brocade” Genre: Folktale Lexile: 740L</p> <p><i>ELL Scaffolded Shared Read available</i></p> | <p>Anchor Text <i>Blancaflor</i> Genre: Folktale Lexile: 870L</p> <p>Paired Selection “From Tale to Table” Genre: Expository Text Lexile: 990L</p> | <p>Main Selections Genre: Folktale A: <i>The Lion’s Whiskers</i> Lexile: 760L O: <i>The Riddle of the Drum: A Tale from Mexico</i> Lexile: 810L ELL: <i>The Riddle of the Drum: A Tale from Mexico</i> Lexile: 570L B: <i>Clever Manka</i> Lexile: 860L</p> <p>Paired Selections Genre: Expository Text A: “From Fiber to Fashion” O: “Make a Drum” ELL: “Make a Drum” B: “From Bee to You”</p> | <p>Words: assuring, detected, emerging, gratitude, guidance, outcome, previous, pursuit</p> <p>Strategy: Personification</p> <p>Strategy: Roots</p> |
| <p>Genre Study 3: Week 5</p> <p>Genre: Poetry</p> <p>Essential Question: What motivates you to accomplish a goal?</p> <p>Text Structure: Narrative and Free Verse</p> <p><i>Differentiated Genre Passages available</i></p> | <p>Interactive Read Aloud: “How to Make a Friend”</p> | <p>“A Simple Plan,” “Rescue” Genre: Narrative and Free Verse Poetry Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p> | <p>Anchor Text “Stage Fright,” “Catching Quiet” Genre: Narrative and Free Verse Poetry Lexile: NP</p> <p>Paired Selection: “Foul Shot” Genre: Free Verse Poetry Lexile: NP</p> | <p>Main Selections Genre: Realistic Fiction A: <i>Clearing the Jungle</i> Lexile: 650L O: <i>I Want to Ride!</i> Lexile: 730L ELL: <i>I Want to Ride!</i> Lexile: 600L B: <i>Changing Goals</i> Lexile: 860L</p> <p>Paired Selections Genre: Poetry A: “Just for Once” O: “Home Run” ELL: “Smash!” B: “Today’s Lesson”</p> | <p>Words: ambitious, memorized, satisfaction, shuddered</p> <p>Poetry Terms: free verse, narrative, repetition, rhyme</p> <p>Strategy: Homographs</p> |

| Week 6 | Reading Digitally | Fluency | Show What You Learned | Extend Your Learning | Writing | Presentation Options |
|----------------------------|--|---|--|--|--|--|
| Review, Extend, and Assess | <p>Genre: Online Article</p> <p>“The Long Road”</p> | <p>Reader’s Theater: “A Boy Named Abe”</p> | <p>Passage 1 Genre: Expository Text “Searching for Freedom”</p> <p>Passage 2 Genre: Poetry “Ziggy”</p> | <p>Comparing Genres Homographs</p> <p>Connect to Content Write an Advertisement Make a Timeline “The Long Road”</p> | <p>Writing Process Narrative Poem Revise: Concrete Words Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> | <p>Reader’s Theater Research and Inquiry Inquiry Space Writing</p> |

| | Comprehension | Phonics and Spelling | Fluency | Writing and Grammar | Research and Inquiry |
|--|---|--|---|---|--|
| | <p>Strategy: Reread</p> <p>Skill: Text Structure: Problem and Solution</p> <p>Author's Craft: Print and Graphic Features</p> | <p>Week 1 Variant Vowel /ô/; Diphthongs /oi/, /ou/</p> <p>Week 2 Plurals</p> <p><i>Differentiated Spelling Lists available</i></p> | <p>Week 1 Accuracy and Rate</p> <p>Week 2 Accuracy and Expression</p> | <p>Respond to Reading</p> <p>Writing Process Expository Essay Expert Model: Expository Text Plan: Research Draft: Supporting Details</p> <p>Grammar and Mechanics Week 1: Kinds of Nouns; Capitalizing Proper Nouns Week 2: Singular and Plural Nouns; Forming Plural Nouns</p> | <p>Product: Make a Poster</p> <p>Study Skill: Primary and Secondary Sources</p> <p>Blast: Meet Me in the Middle</p> |
| | <p>Strategy: Make Predictions</p> <p>Skill: Theme</p> <p>Author's Craft: Logical Order</p> | <p>Week 3 Inflectional Endings</p> <p>Week 4 Contractions</p> <p><i>Differentiated Spelling Lists available</i></p> | <p>Week 3 Expression and Phrasing</p> <p>Week 4 Rate</p> | <p>Respond to Reading</p> <p>Writing Process Expository Essay Revise: Logical Order Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: More Plural Nouns; Plural Nouns and Appositives Week 4: Possessive Nouns; Adding -s or -'s</p> | <p>Product: Make an Illustrated Food Web</p> <p>Study Skill: Research Plan</p> <p>Blast: Stand by Your Plan</p> |
| | <p>Literary Elements: Repetition and Rhyme</p> <p>Skill: Theme</p> <p>Author's Craft: Voice</p> | <p>Closed Syllables</p> <p><i>Differentiated Spelling Lists available</i></p> | <p>Expression and Phrasing</p> | <p>Respond to Reading</p> <p>Writing Process Narrative Poem Expert Model: Narrative Poem Plan: Sensory Language Draft: Figurative Language</p> <p>Grammar and Mechanics Week 5: Prepositional Phrases; Punctuating Titles and Letters</p> | <p>Product: Create an Illustration</p> <p>Study Skill: Figurative Language</p> <p>Blast: Reaching a Goal</p> |

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| Genre Focus | Read Aloud | Shared Read | Literature Anthology | Leveled Reader | Vocabulary |
|--|--|--|--|--|--|
| <p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Realistic Fiction</p> <p>Essential Question: What can learning about different cultures teach us?</p> <p>Literary Elements: Dialogue</p> <p><i>Differentiated Genre Passages available</i></p> | <p>Interactive Read Aloud: “Foods for Thought”</p> | <p>“A Reluctant Traveler” Genre: Realistic Fiction Lexile: 770L</p> <p><i>ELL Scaffolded Shared Read available</i></p> | <p>Anchor Text <i>They Don’t Mean It!</i> Genre: Realistic Fiction Lexile: 870L</p> <p>Paired Selection “Where Did That Come From?” Genre: Expository Text Lexile: 940L</p> | <p>Main Selections Genre: Realistic Fiction A: <i>All the Way from Europe</i> Lexile: 690L O: <i>Dancing the Flamenco</i> Lexile: 790L ELL: <i>Dancing the Flamenco</i> Lexile: 510L B: <i>A Vacation in Minnesota</i> Lexile: 950L</p> <p>Paired Selections Genre: Expository Text A: “A Sporting Gift” O: “Flamenco” ELL: “Flamenco” B: “The Scandinavian State?”</p> | <p>Words: appreciation, blurted, complimenting, congratulate, contradicted, critical, cultural, misunderstanding</p> <p>Strategy: Context Clues: Cause and Effect</p> <p>Strategy: Adages</p> |
| <p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Expository Text</p> <p>Essential Question: What benefits come from people working as a group?</p> <p>Text Structure: Problem and Solution</p> <p><i>Differentiated Genre Passages available</i></p> | <p>Interactive Read Aloud: “Teamwork in Space”</p> | <p>“Gulf Spill Superheroes” Genre: Expository Text Lexile: 860L</p> <p><i>ELL Scaffolded Shared Read available</i></p> | <p>Anchor Text <i>Winter’s Tail</i> Genre: Expository Text Lexile: 940L</p> <p>Paired Selection “Helping Hands” Genre: Expository Text Lexile: 1040L</p> | <p>Main Selections Genre: Expository Text A: <i>The Power of a Team</i> Lexile: 740L O: <i>The Power of a Team</i> Lexile: 900L ELL: <i>The Power of a Team</i> Lexile: 800L B: <i>The Power of a Team</i> Lexile: 1010L</p> <p>Paired Selections Genre: Expository Text A: “Hands on the Wheel” O: “Hands on the Wheel” ELL: “Hands on the Wheel” B: “Hands on the Wheel”</p> | <p>Words: artificial, collaborate, dedicated, flexible, function, mimic, obstacle, techniques</p> <p>Strategy: Latin Roots</p> <p>Strategy: Similes and Metaphors</p> |
| <p>Genre Study 3: Week 5</p> <p>Genre: Argumentative Text</p> <p>Essential Question: How do we explain what happened in the past?</p> <p>Text Structure: Compare and Contrast</p> <p><i>Differentiated Genre Passages available</i></p> | <p>Interactive Read Aloud: “Stonehenge: Puzzle from the Past”</p> | <p>“What Was the Purpose of the Inca’s Knotted Strings?” Genre: Argumentative Text Lexile: 920L</p> <p><i>ELL Scaffolded Shared Read available</i></p> | <p>Anchor Text <i>Machu Picchu: Ancient City</i> Genre: Argumentative Text Lexile: 990L</p> <p>Paired Selection “Dig This Technology!” Genre: Expository Text Lexile: 970L</p> | <p>Main Selections Genre: Expository Text A: <i>The Ancestral Puebloans</i> Lexile: 820L O: <i>The Ancestral Puebloans</i> Lexile: 920L ELL: <i>The Ancestral Puebloans</i> Lexile: 840L B: <i>The Ancestral Puebloans</i> Lexile: 990L</p> <p>Paired Selections Genre: Persuasive Article A: “The Ancestral Puebloans Were Astronomers” O: “The Ancestral Puebloans Were Astronomers” ELL: “The Ancestral Puebloans Were Astronomers” B: “The Ancestral Puebloans Were Astronomers”</p> | <p>Words: archaeologist, era, fragments, historian, intact, preserved, reconstruct, remnants</p> <p>Strategy: Context Clues: Sentence Clues</p> |

| Week 6 | Reading Digitally | Fluency | Show What You Learned | Extend Your Learning | Writing | Presentation Options |
|----------------------------|--|---|--|---|--|---|
| Review, Extend, and Assess | <p>Genre: Online Article “Animal Survivors”</p> | <p>Reader’s Theater: “A Thousand Miles to Freedom”</p> | <p>Passage 1 Genre: Expository Text: “Teamwork and Destiny” Passage 2 Genre: Realistic Fiction: “The Promise of a Paper Lantern”</p> | <p>Analyze Hyperbole; Main Idea and Key Details; Identify the Purpose of Insets Connect to Content Create a Sidebar Parts of a Dolphin</p> | <p>Writing Process Persuasive Article Revise: Precise Language Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> | <p>Reader’s Theater Research and Inquiry Space Writing</p> |

| | Comprehension | Phonics and Spelling | Fluency | Writing and Grammar | Research and Inquiry |
|--|---|---|--|--|---|
| | <p>Strategy: Summarize</p> <p>Skill: Theme</p> <p>Author's Craft: Author's Purpose</p> | <p>Week 1 Open Syllables</p> <p>Week 2 Open Syllables (V/V)</p> <p><i>Differentiated Spelling Lists available</i></p> | <p>Week 1 Intonation</p> <p>Week 2 Expression and Phrasing</p> | <p>Respond to Reading</p> <p>Writing Process Realistic Fiction Expert Model: Realistic Fiction Plan: Develop Characters Draft: Sequence</p> <p>Grammar and Mechanics Week 1: Action Verbs; Subject-Verb Agreement Week 2: Verb Tenses; Avoid Shifting Tenses</p> | <p>Product: Create a Pamphlet</p> <p>Study Skill: Identify and Gather Information</p> <p>Blast: A Special Day</p> |
| | <p>Strategy: Ask and Answer Questions</p> <p>Skill: Main Idea and Key Details</p> <p>Author's Craft: Literal and Figurative Language</p> | <p>Week 3 Vowel Team Syllables</p> <p>Week 4 Consonant + /e Syllables</p> <p><i>Differentiated Spelling Lists available</i></p> | <p>Week 3 Accuracy and Rate</p> <p>Week 4 Rate</p> | <p>Respond to Reading</p> <p>Writing Process Realistic Fiction Revise: Word Choice Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Main and Helping Verbs; Special Helping Verbs; Contractions; Troublesome Words Week 4: Linking Verbs; Punctuating Titles and Product Names</p> | <p>Product: Create a Television Segment</p> <p>Study Skill: Generate and Clarify Questions</p> <p>Blast: Two Heads Are Better Than One</p> |
| | <p>Strategy: Summarize</p> <p>Skill: Author's Point of View</p> <p>Author's Craft: Figurative Language</p> | <p>r-controlled Vowel Syllables</p> <p><i>Differentiated Spelling Lists available</i></p> | <p>Accuracy and Rate</p> | <p>Respond to Reading</p> <p>Writing Process Persuasive Article Expert Model: Argumentative Text Plan: Specific Facts and Details Draft: Logical Order</p> <p>Grammar and Mechanics Week 5: Irregular Verbs; Correct Verb Usage</p> | <p>Product: Research Presentation</p> <p>Study Skill: Audio and Visual Features</p> <p>Blast: Remnants of the Past</p> |

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|--|---|--|--|--|---|
| <p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Biography</p> <p>Essential Question: What can people do to bring about a positive change?</p> <p>Text Features: Photographs and Captions</p> <p><i>Differentiated Genre Passages available</i></p> | <p>Interactive Read Aloud: “Fighting for Change”</p> | <p>“Frederick Douglass: Freedom’s Voice” Genre: Biography Lexile: 830L</p> <p><i>ELL Scaffolded Shared Read available</i></p> | <p>Anchor Text <i>Rosa</i> Genre: Biography Lexile: 860L</p> <p>Paired Selection “Our Voices, Our Votes” Genre: Expository Text Lexile: 920L</p> | <p>Main Selections Genre: Biography A: <i>Jane Addams: A Woman of Action</i>; Lexile: 700L O: <i>Jane Addams: A Woman of Action</i>; Lexile: 910L ELL: <i>Jane Addams: A Woman of Action</i>; Lexile: 710L B: <i>Jane Addams: A Woman of Action</i>; Lexile: 1000L</p> <p>Paired Selections Genre: Expository Text A: “Gus García Takes on Texas” O: “Gus García Takes on Texas” ELL: “Gus García Takes on Texas” B: “Gus García Takes on Texas”</p> | <p>Words: anticipation, defy, entitled, neutral, outspoken, reserved, sought, unequal</p> <p>Strategy: Prefixes and Suffixes</p> <p>Strategy: Hyperbole</p> |
| <p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Drama</p> <p>Essential Question: What can you discover when you give things a second look?</p> <p>Structural Elements</p> <p><i>Differentiated Genre Passages available</i></p> | <p>Interactive Read Aloud: “The Mystery Riddle”</p> | <p>“Where’s Brownie?” Genre: Drama Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p> | <p>Anchor Text <i>A Window into History: The Mystery of the Cellar Window</i> Genre: Drama Lexile: NP</p> <p>Paired Selection “A Boy, a Horse, and a Fiddle” Genre: Legend Lexile: 950L</p> | <p>Main Selections Genre: Drama A: <i>The Mysterious Teacher</i> Lexile: NP O: <i>The Unusually Clever Dog</i> Lexile: NP ELL: <i>The Unusually Clever Dog</i>; Lexile: NP B: <i>The Surprise Party</i> Lexile: NP</p> <p>Paired Selections Genre: Realistic Fiction A: “The Case of the Missing Nectarine” O: “The Gift Basket” ELL: “The Gift Basket” B: “The Clothes Thief”</p> | <p>Words: astounded, concealed, inquisitive, interpret, perplexed, precise, reconsider, suspicious</p> <p>Strategy: Adages and Proverbs</p> <p>Strategy: Synonyms and Antonyms</p> |
| <p>Genre Study 3: Week 5</p> <p>Genre: Poetry</p> <p>Essential Question: How do you express something that is important to you?</p> <p>Text Structure: Lyric and Free Verse</p> <p><i>Differentiated Genre Passages available</i></p> | <p>Interactive Read Aloud: “I’m a Swimmer”</p> | <p>“How Do I Hold the Summer?” “Catching a Fly,” “When I Dance” Genre: Lyric and Free Verse Poetry Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p> | <p>Anchor Text “Words Free as Confetti,” “Dreams” Genre: Free Verse and Lyric Poetry Lexile: NP</p> <p>Paired Selection “A Story of How a Wall Stands” Genre: Free Verse Poetry Lexile: NP</p> | <p>Main Selections Genre: Realistic Fiction A: <i>Tell Me the Old, Old Stories</i>; Lexile: 650L O: <i>From Me to You</i> Lexile: 810L ELL: <i>From Me to You</i> Lexile: 580L B: <i>Every Picture Tells a Story</i> Lexile: 990L</p> <p>Paired Selections Genre: Poetry A: “Family Ties” O: “Dear Gina” ELL: “Sssh!” B: “The Eyes of a Bird”</p> | <p>Words: barren, expression, meaningful, plumes</p> <p>Poetry Terms: alliteration, lyric, meter, stanza</p> <p>Strategy: Simile and Metaphor</p> |

| Week 6 | Reading Digitally | Fluency | Show What You Learned | Extend Your Learning | Writing | Presentation Options |
|----------------------------|--|---|---|---|--|--|
| Review, Extend, and Assess | <p>Genre: Online Article “Droughtbusters”</p> | <p>Reader’s Theater: “The Golden Door”</p> | <p>Passage 1 Genre: Biography “Cesar Chavez: Hero of the Working People”</p> <p>Passage 2 Genre: Drama “A Dramatic Discovery”</p> | <p>Identify and Use Prefixes and Suffixes; Research Adages and Proverbs; Puns</p> <p>Connect to Content Analyze Flashback “Droughtbusters”</p> | <p>Writing Process Free Verse Poem Revise: Figurative Language Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> | <p>Reader’s Theater Research and Inquiry Inquiry Space Writing</p> |

| | Comprehension | Phonics and Spelling | Fluency | Writing and Grammar | Research and Inquiry |
|--|--|---|--|---|---|
| | <p>Strategy: Summarize</p> <p>Skill: Author's Point of View</p> <p>Author's Craft: Text Structure</p> | <p>Week 1 Words with Final /ə/ and /ən/</p> <p>Week 2 Prefixes</p> <p><i>Differentiated Spelling Lists available</i></p> | <p>Week 1 Expression</p> <p>Week 2 Accuracy and Rate</p> | <p>Respond to Reading</p> <p>Writing Process Biography Expert Model: Biography Plan: Focus on a Person Draft: Transitions</p> <p>Grammar and Mechanics Week 1: Pronouns and Antecedents; Pronoun-Antecedent Agreement Week 2: Kinds of Pronouns; Quotation Marks in Dialogue</p> | <p>Product: Design a Plaque</p> <p>Study Skill: Create a Bibliography</p> <p>Blast: Liberty and Justice for All</p> |
| | <p>Strategy: Visualize</p> <p>Skill: Point of View</p> <p>Author's Craft: Figurative Language</p> | <p>Week 3 Homographs</p> <p>Week 4 Words with /chər/ and /zhər/</p> <p><i>Differentiated Spelling Lists available</i></p> | <p>Week 3 Phrasing</p> <p>Week 4 Accuracy and Expression</p> | <p>Respond to Reading</p> <p>Writing Process Biography Revise: Strong Conclusion Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Pronoun-Verb Agreement; Abbreviations Week 4: Possessive Pronouns; Apostrophes, Possessives, and Reflexive Pronouns</p> | <p>Product: Write a Formal Letter</p> <p>Study Skill: Generate and Clarify Questions</p> <p>Blast: A Second Glance</p> |
| | <p>Literary Elements: Stanza and Meter</p> <p>Skill: Theme</p> <p>Author's Craft: Voice</p> | <p>Suffixes -ance and -ence</p> <p><i>Differentiated Spelling Lists available</i></p> | <p>Expression and Rate</p> | <p>Respond to Reading</p> <p>Writing Process Free Verse Poem Expert Model: Free Verse Poetry Plan: Imagery Draft: Visual Arrangement</p> <p>Grammar and Mechanics Week 5: Pronouns and Homophones; Punctuating Poetry</p> | <p>Product: Create a Timeline</p> <p>Study Skill: Relevant Information</p> <p>Blast: Expressions of Freedom</p> |

Scope and Sequence

| Genre Focus | Read Aloud | Shared Read | Literature Anthology | Leveled Reader | Vocabulary |
|--|---|---|---|---|---|
| <p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Expository Text</p> <p>Essential Question: How can scientific knowledge change over time?</p> <p>Text Features: Diagrams</p> <p><i>Differentiated Genre Passages available</i></p> | <p>Interactive Read Aloud: “The Sun: Our Star”</p> | <p>“Changing Views of Earth” Genre: Expository Text Lexile: 910L</p> <p><i>ELL Scaffolded Shared Read available</i></p> | <p>Anchor Text <i>When Is a Planet Not a Planet?</i> Genre: Expository Text Lexile: 980L</p> <p>Paired Selection “The Crow and the Pitcher” Genre: Fable Lexile: 640L</p> | <p>Main Selections Genre: Expository Text A: <i>Mars</i> Lexile: 700L O: <i>Mars</i> Lexile: 900L ELL: <i>Mars</i> Lexile: 700L B: <i>Mars</i> Lexile: 970L</p> <p>Paired Selections Genre: Science Fiction A: “Zach the Martian” O: “Zach the Martian” ELL: “Zach the Martian” B: “Zach the Martian”</p> | <p>Words: approximately, astronomical, calculation, criteria, diameter, evaluate, orbit, spheres</p> <p>Strategy: Greek Roots</p> <p>Strategy: Thesaurus</p> |
| <p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Historical Fiction</p> <p>Essential Question: How do shared experiences help people adapt to change?</p> <p>Literary Elements: Dialect</p> <p><i>Differentiated Genre Passages available</i></p> | <p>Interactive Read Aloud: “Starting Over”</p> | <p>“The Day the Rollets Got Their Moxie Back” Genre: Historical Fiction Lexile: 900L</p> <p><i>ELL Scaffolded Shared Read available</i></p> | <p>Anchor Text <i>Bud, Not Buddy</i> Genre: Historical Fiction Lexile: 950L</p> <p>Paired Selection “Musical Impressions of the Great Depression” Genre: Expository Text Lexile: 990L</p> | <p>Main Selections Genre: Historical Fiction A: <i>The Picture Palace</i> Lexile: 710L O: <i>Hard Times</i> Lexile: 830L ELL: <i>Hard Times</i> Lexile: 520L B: <i>Woodpecker Warriors</i> Lexile: 900L</p> <p>Paired Selections Genre: Expository Text A: “The Golden Age of Hollywood” O: “Chicago: Jazz Central” ELL: “Chicago: Jazz Central” B: “A Chance to Work”</p> | <p>Words: assume, guarantee, nominate, obviously, rely, supportive, sympathy, weakling</p> <p>Strategy: Idioms</p> <p>Strategy: Puns</p> |
| <p>Genre Study 3: Week 5</p> <p>Genre: Argumentative Text</p> <p>Essential Question: How do natural events and human activities affect the environment?</p> <p>Text Features: Charts and Headings</p> <p><i>Differentiated Genre Passages available</i></p> | <p>Interactive Read Aloud: “Dams: Harnessing the Power of Water”</p> | <p>“Should Plants and Animals from Other Places Live Here?” Genre: Argumentative Text Lexile: 930L</p> <p><i>ELL Scaffolded Shared Read available</i></p> | <p>Anchor Text <i>The Case of the Missing Bees</i> Genre: Argumentative Text Lexile: 950L</p> <p>Paired Selection “Busy, Beneficial Bees” Genre: Expository Text Lexile: 980L</p> | <p>Main Selections Genre: Expository Text A: <i>The Great Plains</i> Lexile: 760L O: <i>The Great Plains</i> Lexile: 910L ELL: <i>The Great Plains</i> Lexile: 830L B: <i>The Great Plains</i> Lexile: 1020L</p> <p>Paired Selections Genre: Persuasive Article A: “Save the Great Plains Wolves” O: “Save the Great Plains Wolves” ELL: “Save the Great Plains Wolves” B: “Save the Great Plains Wolves”</p> | <p>Words: agricultural, declined, disorder, identify, probable, thrive, unexpected, widespread</p> <p>Strategy: Root Words</p> |

| Week 6 | Reading Digitally | Fluency | Show What You Learned | Extend Your Learning | Writing | Presentation Options |
|----------------------------|--|--|--|---|---|---|
| Review, Extend, and Assess | <p>Genre: Online Article</p> <p>“Is Anybody Out There?”</p> | <p>Reader’s Theater: “Jane Addams and Hull House”</p> | <p>Passage 1 Genre: Argumentative Text “Wolves in Yellowstone”</p> <p>Passage 2 Genre: Historical Fiction “In a Dusty Kitchen”</p> | <p>Comparing Genres Historical Setting</p> <p>Connect to Content Foreshadowing Research About the New Deal “Is Anybody Out There?”</p> | <p>Writing Process Opinion Essay Revise: Sentence Structure Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> | <p>Reader’s Theater Research and Inquiry Inquiry Space Writing</p> |

| | Comprehension | Phonics and Spelling | Fluency | Writing and Grammar | Research and Inquiry |
|--|--|---|--|---|---|
| | <p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Author's Craft: Imagery</p> | <p>Week 1 Suffixes</p> <p>Week 2 Homophones</p> <p><i>Differentiated Spelling Lists available</i></p> | <p>Week 1 Expression</p> <p>Week 2 Accuracy and Phrasing</p> | <p>Respond to Reading</p> <p>Writing Process Research Report Expert Model: Expository Text Plan: Relevant Information Draft: Facts and Specific Details</p> <p>Grammar and Mechanics Week 1: Clauses; Appositives Week 2: Complex Sentences; Commas with Clauses</p> | <p>Product: Create a Podcast</p> <p>Study Skill: Paraphrasing Sources</p> <p>Blast: A Better World with Satellites</p> |
| | <p>Strategy: Make, Confirm, and Revise Predictions</p> <p>Skill: Character, Setting, Plot: Compare and Contrast</p> <p>Author's Craft: Text Structure</p> | <p>Week 3 Prefixes</p> <p>Week 4 Suffixes <i>-less</i> and <i>-ness</i></p> <p><i>Differentiated Spelling Lists available</i></p> | <p>Week 3 Rate</p> <p>Week 4 Accuracy</p> | <p>Respond to Reading</p> <p>Writing Process Research Report Revise: Logical Order Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Adjectives; Capitalization and Punctuation Week 4: Adjectives That Compare; Using <i>More</i> and <i>Most</i></p> | <p>Product: Create a Collage</p> <p>Study Skill: Credible Sources</p> <p>Blast: Shared Experiences Through Music</p> |
| | <p>Strategy: Ask and Answer Questions</p> <p>Skill: Author's Point of View</p> <p>Author's Craft: Word Choice: Puns</p> | <p>Suffix <i>-ion</i></p> <p><i>Differentiated Spelling Lists available</i></p> | <p>Accuracy and Rate</p> | <p>Respond to Reading</p> <p>Writing Process Opinion Essay Expert Model: Argumentative Text Plan: Develop Support Draft: Strong Conclusion</p> <p>Grammar and Mechanics Week 5: Comparing with <i>Good</i> and <i>Bad</i>; Irregular Comparative Forms</p> | <p>Product: Create a Mock Blog Report</p> <p>Study Skill: A Research Plan</p> <p>Blast: Leaving a Trace</p> |

Scope and Sequence

| Genre Focus | Read Aloud | Shared Read | Literature Anthology | Leveled Reader | Vocabulary |
|--|--|--|---|--|---|
| <p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Historical Fiction</p> <p>Essential Question: How do different groups contribute to a cause?</p> <p>Literary Elements: Flashback</p> <p><i>Differentiated Genre Passages available</i></p> | <p>Interactive Read Aloud: “Hope for the Troops”</p> | <p>“Shipped Out” Genre: Historical Fiction Lexile: 810L</p> <p><i>ELL Scaffolded Shared Read available</i></p> | <p>Anchor Text <i>The Unbreakable Code</i> Genre: Historical Fiction Lexile: 640L</p> <p>Paired Selection “Allies in Action” Genre: Expository Text Lexile: 870L</p> | <p>Main Selections Genre: Historical Fiction A: <i>Mrs. Gleeson’s Records</i> Lexile: 730L O: <i>Norberto’s Hat</i> Lexile: 770L ELL: <i>Norberto’s Hat</i> Lexile: 640L B: <i>The Victory Garden</i> Lexile: 900L</p> <p>Paired Selections Genre: Expository Text A: “Scrap Drives and Ration Books” O: “The Bracero Program” ELL: “The Bracero Program” B: “Gardening for Uncle Sam”</p> | <p>Words: bulletin, contributions, diversity, enlisted, intercept, operations, recruits, survival</p> <p>Strategy: Homophones</p> <p>Strategy: Literal and Figurative Language</p> |
| <p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Expository Text</p> <p>Essential Question: How are living things adapted to their environment?</p> <p>Text Features: Maps</p> <p><i>Differentiated Genre Passages available</i></p> | <p>Interactive Read Aloud: “Bacteria: They’re Everywhere”</p> | <p>“Mysterious Oceans” Genre: Expository Text Lexile: 980L</p> <p><i>ELL Scaffolded Shared Read available</i></p> | <p>Anchor Text <i>Survival at 40 Below</i> Genre: Expository Text Lexile: 990L</p> <p>Paired Selection “Why the Evergreen Trees Never Lose Their Leaves” Genre: Pourquoi Story Lexile: 850L</p> | <p>Main Selections Genre: Expository Text A: <i>Cave Creatures</i> Lexile: 760L O: <i>Cave Creatures</i> Lexile: 900L ELL: <i>Cave Creatures</i> Lexile: 750L B: <i>Cave Creatures</i> Lexile: 1010L</p> <p>Paired Selections Genre: Pourquoi Story A: “Why Bat Flies at Night” O: “Why Bat Flies at Night” ELL: “Why Bat Flies at Night” B: “Why Bat Flies at Night”</p> | <p>Words: adaptation, agile, cache, dormant, forage, frigid, hibernate, insulates</p> <p>Strategy: Context Clues: Paragraph Clues</p> <p>Strategy: Sound Devices</p> |
| <p>Genre Study 3: Week 5</p> <p>Genre: Poetry</p> <p>Essential Question: What can our connections to the world teach us?</p> <p>Text Structure: Lyric and Narrative Poetry</p> <p><i>Differentiated Genre Passages available</i></p> | <p>Interactive Read Aloud: “The Beat”</p> | <p>“To Travel!,” “Wild Blossoms” Genre: Lyric and Narrative Poetry Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p> | <p>Anchor Text “You Are My Music (Tú eres mi música),” “You and I” Genre: Lyric and Narrative Poetry Lexile: NP</p> <p>Paired Selection “A Time to Talk” Genre: Lyric Poetry Lexile: NP</p> | <p>Main Selections Genre: Realistic Fiction A: <i>Your World, My World</i> Lexile: 730L O: <i>Flying Home</i> Lexile: 790L ELL: <i>Flying Home</i> Lexile: 610L B: <i>Helping Out</i> Lexile: 940L</p> <p>Paired Selections Genre: Poetry A: “Do I Know You?” O: “Tell Me, Show Me” ELL: “Fun and Play” B: “A Journalistic Journey”</p> | <p>Words: blares, connection, errand, exchange</p> <p>Poetry Terms: assonance, consonance, imagery, personification</p> <p>Strategy: Personification</p> |

| Week 6 | Reading Digitally | Fluency | Show What You Learned | Extend Your Learning | Writing | Presentation Options |
|----------------------------|---|---|---|---|--|---|
| Review, Extend, and Assess | <p>Genre: Online Article</p> <p>“The Tortoise and the Solar Plant”</p> | <p>Reader’s Theater: “Round the World with Nellie Bly”</p> | <p>Passage 1 Genre: Expository Text “Animal Adaptations”</p> <p>Passage 2 Genre: Poetry “Connected”</p> | <p>Compare and Contrast Assess Stereotypes Identify Sound Devices</p> <p>Connect to Content Find and Evaluate Sources “The Tortoise and the Solar Plant”</p> | <p>Writing Process Lyric Poem Revise: Concrete Words Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> | <p>Reader’s Theater Research and Inquiry Space Writing</p> |

| | Comprehension | Phonics and Spelling | Fluency | Writing and Grammar | Research and Inquiry |
|--|--|--|---|---|---|
| | <p>Strategy: Summarize</p> <p>Skill: Theme</p> <p>Author's Craft: Print and Graphic Features</p> | <p>Week 1 Words with Greek Roots</p> <p>Week 2 Words with Latin Roots</p> <p><i>Differentiated Spelling Lists available</i></p> | <p>Week 1 Expression and Phrasing</p> <p>Week 2 Intonation</p> | <p>Respond to Reading</p> <p>Writing Process Historical Fiction Expert Model: Historical Fiction Plan: Sequence Draft: Develop Plot</p> <p>Grammar and Mechanics Week 1: Adverbs; Capitalization and Abbreviations in Letters and Formal E-mails Week 2: Adverbs That Compare; Using <i>good, well; more, most; -er, -est</i></p> | <p>Product: Create a Cause/Effect Chart</p> <p>Study Skill: Relevant Information</p> <p>Blast: Outstanding Contributions</p> |
| | <p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Author's Craft: Point of View: Third Person Limited Point of View</p> | <p>Week 3 Words from Mythology</p> <p>Week 4 Number Prefixes <i>uni-, bi-, tri-, cent-</i></p> <p><i>Differentiated Spelling Lists available</i></p> | <p>Week 3 Accuracy and Rate</p> <p>Week 4 Expression and Phrasing</p> | <p>Respond to Reading</p> <p>Writing Process Historical Fiction Revise: Transitions Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Negatives; Correct Double Negatives Week 4: Sentence Combining; Commas and Colons</p> | <p>Product: Create a Slideshow</p> <p>Study Skill: Photo Research</p> <p>Blast: Blending In</p> |
| | <p>Literary Elements: Assonance and Consonance</p> <p>Skill: Point of View</p> <p>Author's Craft: Imagery</p> | <p>Suffixes -ible, -able</p> <p><i>Differentiated Spelling Lists available</i></p> | <p>Expression and Phrasing</p> | <p>Respond to Reading</p> <p>Writing Process Lyric Poem Expert Model: Lyric Poem Plan: Sensory Language Draft: Rhyme</p> <p>Grammar and Mechanics Week 5: Prepositional Phrases; Pronouns in Prepositional Phrases</p> | <p>Product: Write an Email</p> <p>Study Skill: Formatting an Email</p> <p>Blast: Be Nice</p> |