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| **Unit 1 At A Glance**Created by S. Wittenberg, 2014 | 1. When Charlie McButton Lost Power | 2. What About Me? | 3. Kumak’s Fish | 4. Supermarket | 5. My Rows and Piles of Coins |
| Phonics & Spelling Skill | Short Vowels VCCVExplanation | Plurals –s, -es, -ies | Adding –ed, -ing, -er, -est | Long Vowel Diagraphs | Sounds in out and toy |
| Phonics Generalizations | CVC - When there is only one vowel at the beginning or in the middle of a word or syllable, it usually stands for its short sound.VC/CV – If a word has two consonants together in the middle (other than diagraphs or blends), divide between them. | Add –s to most words to make them plural.Ex.: cat 🡪 catsIf a word ends in s, ss, ch, sh, or x, add –es to make the word plural.Ex.: glass 🡪 glasses wash 🡪 washesIf a word ends with consonant y, you fire the y, hire the i, and then add es. Ex.: family 🡪 families | When you recognize a word ending, cover it, read the base word first, read the ending, and then put the parts together to read the whole word. | CVVC – When two vowels appear together in a word or syllable, the first usually stands for it long sound and the second is silent. | Sometimes the letters ou and ow stand for the diphthong /ou/. The letters oi and oy stand for the diphthong /oi/. In a diphthong, each vowel contributes to the sound heard. |
| Comprehension Skill | Character, Setting, & Theme | Sequence | Sequence | Compare & Contrast | Author’s Purpose |
| Comprehension Strategy | Background Knowledge | Summarize | Visualize | Background Knowledge | Story Structure |
| Vocabulary Strategy & Skill | Context Clues & Homonyms | Word Structure & Compound Words | Dictionary & Glossary & Unknown Words | Context Clues & Multiple-Meaning Words | Word Structure & Prefixes & Suffixes |
| Literary Terms | Rhythm and Cadence | Point of View | Exaggeration and Hyperbole | Sensory Details | Simile |
| Fluency | Accuracy | Rate | Express Characterization | Accuracy | Appropriate Phrasing |
| Genre of Main Selection | Narrative Poem | Fable | Tall Tale | Expository Text | Realistic Fiction |
| Main Selection Vocabulary | batbatteryblewfuelplugtermvision | carpentercarpetmakerknowledgemarketplacemerchantplentystrayingthread | gearparkasplendidtwitchwillowyanked | laundrysectionshelvesspoiledstorethousandstradedvariety | arrangedbundlesdangerouslyerrandsexcitedlysteadyunwrappedwobbled |
| Spelling Words | happenlettucebasketwintersistermonstersuppersubjectlessonspellingnapkincollartrafficsuggestpuppet | penniesinchesplantsfamiliesbodiesglasseswishespocketslistscopiespartiesbunchescrashessuppliespencils | usinggettingeasiestswimmingheaviergreatestpleasedemptiedleavingworriedstrangestfreezingfunniestangriershopped | cleanagreeteethdreamgraincoachdisplaywindowshadowcheesepeachbraidSundayfloatthrown | proudshowerhouramountvoyagechoiceavoidthousandprowlemploybouncepoisonannoyappointbroil |
| Grammar Convention | Sentences | Subjects & Predicates | Declarative & Interrogative Sentences | Imperative &Exclamatory Sentences | Compound Sentences |

**Unit 1 Fluency Goal: Read 80 to 90 words per minute**

**Tips for Modeling Fluency:**

1. Accuracy – “I will read every word in this passage without leaving any words out or substituting any words. If I change a word or leave one out, I might change the meaning.”
2. Rate – “When I read this story, I don’t want to read too fast or too slow. I want to sound as if I am speaking.”
3. Accuracy/Rate – “When I read this story, I can read it quickly. I know all the words, and it is easy to read. When I read this article, I will have to go more slowly so that I understand what it is about.”
4. Characterization – “I will read the words inside the quotation marks as if I were that character. I want to show each character’s personality.”

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| **Unit 2 At A Glance**Created by S. Wittenberg, 2014 | 6. Penguin Chick | 7. I Wanna Iguana | 8. Prudy’s Problem and How She Solved It | 9. Tops & Bottoms | 10. Amazing Bird Nests |
| Phonics & Spelling Skill | Syllable Patterns V/CV, VC/V | Words Ending in ie | Compound Words | Words with spl, thr, squ, str | Digraphs sh, th, ph, ch, ng |
| Phonics Generalizations | V/CV, VC/V – When a word or a syllable ends with a single vowel, the vowel sound is usually long. When it ends with a consonant, the vowel sound is usually short. | C + le – If a word ends in a consonant plus –le, those three letters usually make up the last syllable of the word. | A compound is a word made up of two or more shorter words. | Consonant blends consist of two or more letters whose sounds are blended together when pronouncing a word. | Consonant digraphs consist of two or three consonants that stand for a single sound. |
| Comprehension Skill | Main Idea and Details | Compare and Contrast | Draw Conclusions  | Author’s Purpose | Main Idea and Details |
| Comprehension Strategy | Monitor and Clarify | Visualize | Questioning | Predict and Set Purpose | Text Structure |
| Vocabulary Strategy & Skill | Context Clues & Synonyms | Context Clues & Unfamiliar Words | Word Structure & Compound Words | Context Clues & Antonyms | Context Clues & Unfamiliar Words |
| Literary Terms | Author’s Craft | Humor | Onomatopoeia | Dialogue and Narration | Imagery |
| Fluency | Accuracy | Expression | Rate | Appropriate Phasing | Rate |
| Genre of Main Selection | Expository Text | Realistic Fiction | Fantasy | Animal Fantasy | Expository Text |
| Main Selection Vocabulary | cuddlesflippersfrozenhatchpeckspreensnuggles | adorablecompassionateexactlyiguanamaturementiontrophies | butterfliescollectionenormousscatteredshoelacesstrain | bottomcheatedclevercropslazypartnerswealth | billgoohuntersmaterialplatformtonstwigs |
| Spelling Words | finishpilotevenwagonmusicsilentrapidfemalelemonpupilfocusrobottulipcamelsalad | handletroublesimplepeoplemiddletablelittlegentlepoodlepicklenoodlesaddlejuggleuncleriddle | sunglassesfootballhomeworkhaircutpopcornrailroadsnowstormearringscarecrowblueberrybutterflieslawnmowercampgroundsandboxtoothbrush | splashthrowthreesquarescreamstrikestreetsplitsplurgethrillstrengthsqueakthronescratchsqueeze | fatherchapterotheralphabetwatchEnglishweathercatchfashionshrinkpitcherflashathletetrophynephew |
| Grammar Convention | Common and Proper Nouns | Singular and Plural Nouns | Irregular Plural Nouns | Singular Possessive Nouns | Plural Possessive Nouns |

**Unit 2 Fluency Goal: Read 85 to 95 words per minute**

**Tips for Modeling Fluency (continued from Unit 1):**

1. Phrasing – “When I read the selection the first time, I just read each word, and I didn’t pay attention to punctuation marks. The second time I read it, I read the words in meaningful chunks-phrases, clauses, and sentences. The punctuation marks helped me to know where to stop or pause.”
2. Phrasing/Commas – “When I see a comma, I know that I should take a brief pause before continuing. Also, I know that I should read the group of words within the commas together. I shouldn’t read word-by-word.”
3. Expression – “When I read this passage the first time, I didn’t show any excitement in my voice. This is an exciting story. The author would like the way I read it the second time. What did I do differently in the second reading?”
4. Expression/Intonation – “When I see a word written in a different type, I think about how the author might want me to say that work. If the type is large or **boldface**, I think I should use a loud voice. I have to think about how to emphasize words that are in a different typeface.”
5. Punctuation/Intonation –“When I see an exclamation mark (!), I know that I should speak the words in that sentence with a lot of emotion.”
6. Silent Reading – “When I have something to read, I look for a comfortable place to read away from distractions. I want to concentrate on what I’m reading. If I get distracted, I don’t read carefully. Then I don’t understand what I’m reading, and I have to begin again.”
7. Silent Reading/Self-Correction – “When I read this selection, I substituted the words \_\_\_ for the words \_\_\_. The selection didn’t make sense to me then. When that happens, I go back and correct my mistake.”

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| **Unit 3 At A Glance**Created by S. Wittenberg, 2014 | 1. How Do You

Raise a Raisin? | 12. Pushing Up the Sky | 13. Seeing Stars | 14. A Symphony of Whales | 15. Around One Cactus |
| Phonics & Spelling Skill | Contractions | Prefixes: un-, re-, mis-, dis-, non- | Consonant Sounds/j/, /s/, /k/ | Suffixes: -ly, -ful, -ness, -less, -able, -ible | Consonants withwr, kn, mb, gn, st |
| Phonics Generalizations | A contraction is a shortened form of two words. An apostrophe appears where letters have been dropped from the original words. | When a prefix is added to the beginning of a word, the meaning of the word changes.un- = notre- = againmis- = wrong, notdis- = not, oppositenon- = notWhen you recognize a word with a prefix, cover the prefix, read the base word first, read the prefix, and then read the whole word. | The soft sounds of g /j/ can be spelled g, j, or dge. The sound /s/ can be spelled s or c. The sound /k/ can be spelled c, k, ck, or ch. | When a suffix is added to the end of a word, the meaning of the word changes.-ly = tells how-ful = full of -ness = state/quality of-less = without-able & -ible = is/can doWhen you recognize a word with a suffix, cover the suffix, read the base word first, read the suffix, and then read the whole word.  | When a word begins with kn, the k is silent; with wr, the w is silent; wigh gn, the g is silent. When st appears in the middle of a word, the t is sometimes silent. When a word ends with gn, the g is silent; with mb, the b is silent. |
| Comprehension Skill | Draw Conclusions  | Character, Setting, Plot | Graphic Sources | Generalize | Cause and Effect |
| Comprehension Strategy | Important Ideas | Inferring | Text Structure | Story Structure | Predict and Set Purpose |
| Vocabulary Strategy & Skill | Context Clues & Homophones | Dictionary & Glossary& Unknown Words | Dictionary & Glossary& Unknown Words | Context Clues& Unfamiliar Words | Word Structure &Prefixes and Suffixes |
| Literary Terms | Imagery | Structural Elements of a Play | Simile and Metaphor | Word Choice | Rhyme |
| Fluency | Expression | Accuracy | AppropriatePhrasing | Expression | Expression |
| Genre of Main Selection | Expository Text | Drama | Expository Text | Fiction | Narrative Text |
| Main Selection Vocabulary | areaartificialgrapevinepreservativeproofraiseraisin | antlersimaginedlanguagesnarratoroverheadpoked | dimgasgiganticladlepatternsshinetemperature | anxiouslybayblizzardschannelchippedmelodysuppliessurroundedsymphony | loftyincrediblenoblesearchstingingtopicunseensurvivorswaterless |
| Spelling Words | let'she’dyou’llcan’tI’dwon’thaven’thasn’tshe’dthey’llwhen’swe’dshould’vewasn’tdidn’t | unhappyrecalldisappearunloadmistakemisspelldislikereplacemisleaddisagreerewriteunrollunknowndishonestreact | clocklargepagemarkkittenjudgecrackedgepocketbrakechangeridgejacketbadgeorange | beautifulsafelykindnessfinallyspotlessworthlessillnesshelpfuldailysuddenlywirelessquietlyfairnesscheerfulpainful | thumbgnawwrittenknowclimbdesignwristcrumbassignwrenchknotwrinklelambknobknit |
| Grammar Convention | Action and Linking Verbs | Main and Helping Verbs | Subject-Verb Agreement | Present, Past, and Future Tense | Irregular Verbs |

**Unit 3 Fluency Goal: Read 90 to 100 words per minute**

**Strategies to Build Comprehension/Understanding**: Author’s Purpose, Cause and Effect, Compare and Contrast, Draw Conclusions, Fact and Opinion, Generalize, Graphic Sources, Literary Elements, Main Idea and Details, Sequence, Background Knowledge, Important Ideas, Inferring, Monitor and Clarify, Predict and Set Purpose, Preview, Questioning, Story Structure, Summarize, Text Structure, and Visualize. Good readers will use a multiple of these strategies all at the same time while trying to comprehend what they are reading.

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| **Unit 4 At A Glance**Created by S. Wittenberg, 2014 | 16. The Man Who Invented Basketball | 17. Hottest, Coldest, Highest, Deepest | 18. Rocks in His Head | 19. America’s Champion Swimmer | 20. Fly, Eagle Fly! An African Tale |
| Phonics & Spelling Skill | Irregular Plurals | Vowels with r | Prefixes: pre-, mid-, over-, out-, bi-, de- | Suffixes: -er, -or, -ess, -ist | Syllable PatternVCCV |
| Phonics Generalizations | Words that are plural, but do not fit the regular plural form of adding –s or –es.Ex.: leaf 🡪 leaves child 🡪 children | A vowel followed by the letter r has a sound that is neither short nor long, but r-controlled | pre- = before/in front ofmid- = in the middle positionover- too much/aboveout- = to the greatest extentbi- = twode- = to do the opposite of/down/lower/to take away/remover | These suffixes name a person. Ex.: painter = a person who paints.When you recognize a word with a suffix, cover the suffix, read the base word first, read the suffix, and then read the whole word.  | When three consonants are together in the middle of a word, divide the word between the single consonant and the blend or digraph. |
| Comprehension Skill | Generalize  | Graphic Sources | Fact and Opinion | Fact and Opinion | Cause and Effect |
| Comprehension Strategy | Summarize | Important Ideas | Inferring | Questioning | Monitor and Clarify |
| Vocabulary Strategy & Skill | Context Clues & Unfamiliar Words | Dictionary & Glossary& Unknown Words | Context Clues & Multiple-Meaning Words | Context Clues & Multiple-Meaning Words | Dictionary & Glossary& Unknown Words |
| Literary Terms | Point of View | Author’s Craft | Idioms | Word Choice | Sensory Details |
| Fluency | Accuracy | Appropriate Phrasing and Punctuation | Expression | AppropriatePhrasing | Rate |
| Genre of Main Selection | Biography | Expository Text | Biography | Biography | Folk Tale |
| Main Selection Vocabulary | diseaseguardfreezeterriblestudypopularsportsbasketball | averagedepthdesertseruptedoutrunpeaktideswaterfalls | atticboardchorescustomerlabeledsparestamps | celebratecontinuedcurrentdrownedmedalsstirredstrokes | clutchedechoedgullyreedsscrambledthatchvalley |
| Spelling Words | wolvesknivesfeetmenchildrenwomensheepheroesscarvesmicegeesecuffselvesbanjoshalves | thirdearlyworldcertaindirtyherselfearthwordperfectverbnervewormthirstyworkoutearn | prepaidmidnightoverflowoutdoorsoutlineovergrownprefixMidwestpretestmidpointoutgoingovertimeoverdueoutsideoutfield | dentisteditorartisthostessactressswimmersellertutortouristorganistlionessshipperchemistinvestorconductor | monstersurprisehundredcompletecontrolsampleinstantinspectpilgrimcontrastexplodedistrictaddresssubstancechildren |
| Grammar Convention | Singular and Plural Pronouns | Subject and Object Pronouns | Possessive Pronouns | Contractions | Prepositions |

**Unit 4 Fluency Goal: Read 95 to 105 words per minute**

**Strategies to Build Comprehension/Understanding**:

1. The author’s purpose means the author’s reason(s) for writing a story or selection. An author may write to entertain, inform, express, or persuade.
2. A cause is why something happens. An effect is what happens.
3. Comparing and contrasting are the basic reasoning devices to help us understand the unknown by using the known. To compare is to decide how things are alike; to contrast is decide how they are different. Often the term compare alone means to look for both likenesses and differences.
4. Drawing conclusions is using information from the text and from the reader’s background to make decisions about characters and events in a selection.
5. A statement of fact can be proved true or false. It can be checked and verified or disproved. A statement of opinion is someone’s judgment, belief, or way of thinking about something. It cannot be proved true or false.
6. A generalization is a specific kind of conclusion. A generalization is a broad statement or rule that applies to many examples.

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| **Unit 5 At A Glance**Created by S. Wittenberg, 2014 | 21. Suki’s Kimono | 22. I Love Saturdays y domingos | 23. Good-Bye, 382 Shin Dang Dong | 24. Jalapeno Bagels | 25. Me and Uncle Romie |
| Phonics & Spelling Skill | Syllables CVVC | Homophones | Vowel Sound in ball | Vowel Patterns ei, eigh | Suffixes: –y, -ish,-hood, -ment |
| Phonics Generalizations | Syllable Pattern V/V: Sometimes when two vowels come together, they each stand for a long vowel sound.a, au, aw, al: The letters au, aw, and a followed by l or ll can stand for the vowel sound in ball, /o/.augh, ough: When au or ou is followed by gh, the au or ou may stand for the vowel sound in ball, /o/, and the letters gh are silent. |
| Comprehension Skill | Compare and Contrast | Main Idea and Details | Sequence | Draw Conclusions | Author’s Purpose |
| Comprehension Strategy | Visualize | Inferring | Monitor and Clarify | Summarize | Background Knowledge |
| Vocabulary Strategy & Skill | Context Clues & Synonyms | Context Clues & Homophones | Word Structure& Compound Words | Context Clues & Unfamiliar Words  | Context Clues& Homonyms |
| Literary Terms | Word Choice | Point of View | Mood | Dialogue and Narration | Onomatopoeia |
| Fluency | Rate | Accuracy | Expression and Punctuation | Accuracy | Appropriate Phrasing |
| Genre of Main Selection | Realistic Fiction | Realistic Fiction | Realistic Fiction | Realistic Fiction | Historical Fiction |
| Main Selection Vocabulary | cottonfestivalgracefulhandkerchiefpacespalerhythmsnug | bouquetcircusdifficultnibblingpiersoarsswallow | airportcellarcuriousdeliciousdescribedfarewellhomesickmemoriesraindrops | bakerybatchboilsbraideddoughingredientsmixture | cardboardfeastfierceflightspitcherruinedstoopstreasure |
| Spelling Words | createmediumpianoidearadiovideostudioviolinduopatiorodeopioneertriostadiumaudio | totootwoweekweakroadrodestairstarebearbarewriterightnewknew | becausethoughtaughtboughttouchwouldauthorcouldenoughsausagefoughtshouldfaucetdaughterbrought | ceilingneighboreithereighteenheightneitherweightleisureproteinfreightreceiveweighdeceivesleighconceited | rockyfoolishrainychildhoodselfishtreatmentmovementneighborhoodchildishparenthoodcrunchybumpypaymentsleepyshipment |
| Grammar Convention | Adjectives and Articles | Adjective that Compare | Adverbs | Adverbs that Compare | Conjunctions |

**Unit 5 Fluency Goal: Read 102 to 112 words per minute**

**Strategies to Build Comprehension/Understanding (Continued from Unit 4)**:

1. Graphic Sources show information visually, or in a way you can see. Graphic sources relate to the information in the text around them.
2. Literary elements include the four main components of a story: character, plot, setting, and theme. These elements are often taught separately.
3. The main idea is the most important idea about the topic. When the main idea is not stated in a single sentence, readers must figure it out on their own and state it in their own words. Details are small pieces of information that tell more about the main idea.
4. Sequence is the order in which things happen in a story or selection. Keeping track of a sequence of events may help in understanding some selections.
5. Good readers use background knowledge, or what they know from previous reading or personal experience, to help them understand what they read.
6. Important ideas are essential information in nonfiction selections and often lead to the main idea of the selection.
7. Inferring is combining evidence from the text with background knowledge to make decisions that are not directly stated in the text.
8. Good readers monitor their reading to check their understanding. When something doesn’t make sense, they look for ways to clarify.
9. Good readers set a purpose for reading and use clues to help them predict what will happen next in a story.
10. Before they begin reading, good readers preview, or look ahead at, what they are going to read.
11. Good readers ask themselves questions before, during, and after they read to help them understand what they are reading.
12. Good readers think about story structure, or how fictional stories are organized. Story structure helps readers understand, recall, and appreciate stories.
13. Good readers summarize, use their own words to retell the important ideas or events in a story. This helps readers pick out the most important information.
14. Good readers look at text structure, or how expository text is organized. They look for patterns that tell how ideas or events are connected.
15. Good reads use their background knowledge to help them visualize, or create a picture in their mind, as they read.