|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 VCCV  Explanation | 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 🡪 cats  If a word ends in s, ss, ch, sh, or x, add –es to make the word plural.  Ex.: glass 🡪 glasses  wash 🡪 washes  If 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 | bat  battery  blew  fuel  plug  term  vision | carpenter  carpetmaker  knowledge  marketplace  merchant  plenty  straying  thread | gear  parka  splendid  twitch  willow  yanked | laundry  section  shelves  spoiled  store  thousands  traded  variety | arranged  bundles  dangerously  errands  excitedly  steady  unwrapped  wobbled |
| Spelling  Words | happen  lettuce  basket  winter  sister  monster  supper  subject  lesson  spelling  napkin  collar  traffic  suggest  puppet | pennies  inches  plants  families  bodies  glasses  wishes  pockets  lists  copies  parties  bunches  crashes  supplies  pencils | using  getting  easiest  swimming  heavier  greatest  pleased  emptied  leaving  worried  strangest  freezing  funniest  angrier  shopped | clean  agree  teeth  dream  grain  coach  display  window  shadow  cheese  peach  braid  Sunday  float  thrown | proud  shower  hour  amount  voyage  choice  avoid  thousand  prowl  employ  bounce  poison  annoy  appoint  broil |
| 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.”

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 | cuddles  flippers  frozen  hatch  pecks  preen  snuggles | adorable  compassionate  exactly  iguana  mature  mention  trophies | butterflies  collection  enormous  scattered  shoelaces  strain | bottom  cheated  clever  crops  lazy  partners  wealth | bill  goo  hunters  material  platform  tons  twigs |
| Spelling  Words | finish  pilot  even  wagon  music  silent  rapid  female  lemon  pupil  focus  robot  tulip  camel  salad | handle  trouble  simple  people  middle  table  little  gentle  poodle  pickle  noodle  saddle  juggle  uncle  riddle | sunglasses  football  homework  haircut  popcorn  railroad  snowstorm  earring  scarecrow  blueberry  butterflies  lawnmower  campground  sandbox  toothbrush | splash  throw  three  square  scream  strike  street  split  splurge  thrill  strength  squeak  throne  scratch  squeeze | father  chapter  other  alphabet  watch  English  weather  catch  fashion  shrink  pitcher  flash  athlete  trophy  nephew |
| 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.”

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 with  wr, 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- = not  re- = again  mis- = wrong, not  dis- = not, opposite  non- = not  When 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 do  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 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 | Appropriate  Phrasing | Expression | Expression |
| Genre of  Main Selection | Expository Text | Drama | Expository Text | Fiction | Narrative Text |
| Main Selection Vocabulary | area  artificial  grapevine  preservative  proof  raise  raisin | antlers  imagined  languages  narrator  overhead  poked | dim  gas  gigantic  ladle  patterns  shine  temperature | anxiously  bay  blizzards  channel  chipped  melody  supplies  surrounded  symphony | lofty  incredible  noble  search  stinging  topic  unseen  survivors  waterless |
| Spelling  Words | let's  he’d  you’ll  can’t  I’d  won’t  haven’t  hasn’t  she’d  they’ll  when’s  we’d  should’ve  wasn’t  didn’t | unhappy  recall  disappear  unload  mistake  misspell  dislike  replace  mislead  disagree  rewrite  unroll  unknown  dishonest  react | clock  large  page  mark  kitten  judge  crack  edge  pocket  brake  change  ridge  jacket  badge  orange | beautiful  safely  kindness  finally  spotless  worthless  illness  helpful  daily  suddenly  wireless  quietly  fairness  cheerful  painful | thumb  gnaw  written  know  climb  design  wrist  crumb  assign  wrench  knot  wrinkle  lamb  knob  knit |
| 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 Pattern  VCCV |
| 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 of  mid- = in the middle position  over- too much/above  out- = to the greatest extent  bi- = two  de- = 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 | Appropriate  Phrasing | Rate |
| Genre of  Main Selection | Biography | Expository Text | Biography | Biography | Folk Tale |
| Main Selection Vocabulary | disease  guard  freeze  terrible  study  popular  sports  basketball | average  depth  deserts  erupted  outrun  peak  tides  waterfalls | attic  board  chores  customer  labeled  spare  stamps | celebrate  continued  current  drowned  medals  stirred  strokes | clutched  echoed  gully  reeds  scrambled  thatch  valley |
| Spelling  Words | wolves  knives  feet  men  children  women  sheep  heroes  scarves  mice  geese  cuffs  elves  banjos  halves | third  early  world  certain  dirty  herself  earth  word  perfect  verb  nerve  worm  thirsty  workout  earn | prepaid  midnight  overflow  outdoors  outline  overgrown  prefix  Midwest  pretest  midpoint  outgoing  overtime  overdue  outside  outfield | dentist  editor  artist  hostess  actress  swimmer  seller  tutor  tourist  organist  lioness  shipper  chemist  investor  conductor | monster  surprise  hundred  complete  control  sample  instant  inspect  pilgrim  contrast  explode  district  address  substance  children |
| 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 | cotton  festival  graceful  handkerchief  paces  pale  rhythm  snug | bouquet  circus  difficult  nibbling  pier  soars  swallow | airport  cellar  curious  delicious  described  farewell  homesick  memories  raindrops | bakery  batch  boils  braided  dough  ingredients  mixture | cardboard  feast  fierce  flights  pitcher  ruined  stoops  treasure |
| Spelling  Words | create  medium  piano  idea  radio  video  studio  violin  duo  patio  rodeo  pioneer  trio  stadium  audio | to  too  two  week  weak  road  rode  stair  stare  bear  bare  write  right  new  knew | because  though  taught  bought  touch  would  author  could  enough  sausage  fought  should  faucet  daughter  brought | ceiling  neighbor  either  eighteen  height  neither  weight  leisure  protein  freight  receive  weigh  deceive  sleigh  conceited | rocky  foolish  rainy  childhood  selfish  treatment  movement  neighborhood  childish  parenthood  crunchy  bumpy  payment  sleepy  shipment |
| 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.