**Taught Daily**

|  |
| --- |
| **R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.** |
| **R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.** |
| **R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.** |
| **R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.** |
| **R5. Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week of: | Standard(s)**Essential Skill** | Foundational Skills | | | Reading and Responding | | Language Arts | Assessments |
|  |  | Phonological and Phonemic Awareness | Alphabetic Knowledge/  Phonics | High Frequency Words | Comprehension | Vocabulary  (focus words) | Writing and Grammar Focus |  |
|  |  |  |  |  |  |  |  |  |
| Week 1  Getting Started |  | Heggerty- Week 1 | Aa-Mm |  | Rhyme Stew  Question Words- who, what, when, where, how | sport, sway  stew, doodle  glide, sails  cherish, lovely  drools, whines, annoys | Alphabet Books |  |
| Week 2  Getting Started |  | Heggerty- Week 2 | Nn-Zz |  | Rhyme Stew | conductor  whizzing  jump, walk, hop  bare, “bundle up”  coast. loads  squawking, coiled | Alphabet Books  Intro to Writing  Writer’s Notebook |  |
| **Unit 1- What is School All About?** | | | | | | | | |
| Week 3  Unit 1 Lesson 1 |  | Heggerty- Week 3 | s, m, a, t (tt) | can  an  am  and | Making Connections  Compare Contrast  Story Elements  Genre Knowledge | **jitters**, besides, act, too, stinks, **rather**, again, fair, minute, poor | Writing about me- Intro to the Writing Process  Letter, word, sentence  (left to right, top to bottom) |  |
| Week 4  Unit 1 Lesson 2 |  | Heggerty- Week 4 | d, n, i, h | did  it  had  him  said  in | Asking and Answering Questions  Sequence  Cause and Effect  Story Elements  Author's Purpose | around, tour, **confusing**, introduce, trace, monitor, pleased, **careful**, enough | Writing Autobiographies  Common and Proper Nouns |  |
| Week 5  Unit 1 Lesson 3 |  | Heggerty- Week 5 | p, l, o, b | has  at | Predicting  Making Connections  Sequence  Compare and Contrast  Language Use  Genre Knowledge | squirm, during, when, explore, knowledge, create, manage, active | Writing Autobiographies  Singular and Plural Nouns |  |
| **Unit 2- What is kindness?** | | | | | | | | |
| Week 6  Unit 2 Lesson 1 |  | Heggerty Week 6 | c, al and all spelled /aw/, k and ck, and r | call | Summarizing  Visualizing  Making Inferences  Story Elements  Language Use | long  hot air balloon  fine  **feeling**  **except**  chicken  better  cried  scampered | Writing a Description   * Prewriting * Drafting Revising * Editing and Publishing   Adjectives |  |
| Week 7  Unit 2 Lesson 2 |  | Heggerty Week 7 | f, ff, ss, g, j | look  was  what  got  big  all  if | Making Connections  Summarizing  Making Inferences  Fact and Opinion  Point of View  Text Feature | company  glanced  **disagree**  situations  tough  lend  suggests  **solution** | Writing a Narrative   * Prewriting * Drafting   Possessive Nouns |  |
| Week 8  Unit 2 Lesson 3 |  | Heggerty Week 8 | dge, u, z, zz, /s/ spelled z | to  get  ask  of  as  he  his  just | Predicting  Asking and Answering Questions  Cause and Effect  Main Idea and Details  Story ELements  Point of View | stormed  solve  **conflict**  neighborhood  foreign  customs  **differ**  access | Writing a Narrative   * Revising * Revising with a partner * Editing and Publishing * Presenting |  |
|  |  | Review | Floss? |  |  |  |  |  |
| **Unit 3- What is a cycle?** | | | | | | | | |
| Week 9  Unit 3 Lesson 1 |  | Heggerty  Week 9 | x, /e/ spelled e, /ed/,/d/ & /t/spelled -ed | down  its  red  help  six | Clarifying  Visualizing  Summarizing  Main Idea and Details  Sequence  Genre Knowledge  Author’s Purpose  Language Use  Point of View | ripened  **bundle**  before  hour  **through**  calendar  midnight  season  bloom  ahead | Writing Description   * Prewriting * Drafting * Revising * Editing & Publishing |  |
| Week 10  Unit 3 Lesson 2 |  | Heggerty  Week 10 | /e/ spelled \_ea\_, sh, th, ch, tch | then  this  that  jump | Visualizing  Predicting  Asking & Answering Questions  Summarizing  Making Inferences  Compare & Contrast  Cause & Effect  Sequence  Story Elements: Setting & Character  Genre Knowledge  Author’s Purpose | studied  covered  shook  **melted**  bud  along  **cycle**  evaporated | Writing Description   * Prewriting * Drafting * Revising * Editing & Publishing |  |
| Week 11  Unit 3 Lesson 3 |  | Heggerty  Week 11 | or, ar, w\_, wh\_ | for  out  little  went  will  when  are | Asking & Answering Questions  Summarizing  Making Connections  Clarifying  Classify & Categorize  Sequence  Compare & Contrast  Text Features  Author’s Purpose  Genre Knowledge  Language Use | plant  plenty  soil  **sprout**  change  **stage**  shed | Writing Description   * Prewriting * Drafting |  |
| **Unit 4- How do you experience light and sound?** | | | | | | | | |
| Week 12  Unit 4 Lesson 1 |  | Heggerty  Week 12 | /er/ spelled er, ir, ur, ear  \_ng | girl  her  with  any  from  like  water  but  do  long  my  no  where | Summarizing  Visualizing  Clarifying  Cause & Effect  Compare & Contrast  Text Features  Author’s Purpose  Language Use  Genre Knowledge | bowed  sewn  shadow  where  light  something  **instead**  different  really  **constant** | Writing Description   * Drafting * Revising * Editing & Publishing * Presenting |  |
| Week 13  Unit 3 Lesson 2 |  | Heggerty  Week 13 | -al, -el, -il, -le  \_nk  /kw/ spelled qu | an  they  she | Summarizing  Asking & Answering Questions  Clarifying  Predicting  Fact & Opinion  Sequence  Cause & Effect  Text Features  Point of View  Story Elements: Plot & Setting | position  continues  phases  idea  **invent**  experiment  **cause**  finally | Writing Description   * Prewriting * Drafting * Revising * Editing & Publishing |  |
| Week 14  Unit 3 Lesson 3 |  | Heggerty  Week 14 | y, v, a\_e | yes  were | Clarifying  Visualizing  Predicting  Making Connections  Cause & Effect  Compare & Contrast  Making Inferences  Text Features  Language Use  Story Elements: Character & Plot  Author’s Purpose | sounds  vibrating  **signals**  bounce  ray  **contagious**  however  forgot | Writing Description   * Prewriting * Drafting * Revising * Editing & Publishing |  |
| **Cont. Unit 4 and/or REVIEW** | | | | | | | | |
| Week 15 |  | Heggerty  Week 15 |  |  |  |  |  |  |
| Week 16 |  | Heggerty  Week 16 |  |  |  |  |  |  |
| **Unit 5- What places make up a community?** | | | | | | | | |
| Week 17  Unit 5 Lesson 1 |  | Heggerty  Week 17 | Long I spelled i and i\_e  /S/ spelled ce  and ci\_  /j/ spelled ge and  gi\_ | ride  walk  we  well  make  them  you  go  after | Asking and Answering  questions  Summarizing  Making Connections  Visualizing  Classify and Categorize  Main Idea and Details  Text Features  Author's Purpose  Language Use  Point of View | grumpy  repair  types  fewer  citizens  facilities  **recreation**  **commute**  hectic  common | Writing an Opinion Statement  \*Prewriting  \*Drafting  \*Revising  \* Editing and publishing |  |
| Week 18  Unit 5 Lesson 2 |  | Heggerty  Week 18 | Long O spelled o and o\_e  Long U spelled u and u\_e | over | Clarifying  Summarizing  Making Connections  Classify and Categorize  Fact and Opinion  Making Inferences  Sequence  Author's Purpose  Text Features  Story Elements-  Character  Language Use | borrow  **symbols**  **compass**  practice  boarders  visit  arrive  sketched | Writing a Persuasive Poster  \*Prewriting  \* Drafting |  |
| Week 19  Unit 5 Lesson 3 |  | Heggerty  Week 19 | Long E spelled e  and e\_e, ee,  and ea | or  two  be  green  take | Predicting  Visualizing  Asking and Answering  questions  Clarifying  Making Inferences  Sequence  Fact and Opinion  Main Idea and Details  Story Elements: Plot and  Setting  Genre Knowledge  Point of View | local  worried  spread  enjoyed  fight  **station**  check  **equipment** | Writing a Persuasive Poster  \*Revising  \* Editing/ Proofreading  \*Publishing |  |
| Week 20 |  | Heggerty  Week 20 |  |  |  |  |  |  |
| **Unit 6- How are communities around the world similar?** | | | | | | | | |
| Week 21  Unit 6 Lesson 1 |  | Heggerty  Week 21 | Long E spelled \_y, \_ie\_, and \_ey | every  come  going  me  too  here  pretty  some | Asking and Answering  questions  Summarizing  Visualizing  Clarifying  Classify and Categorize  Compare and Contrast  Point of View  Text Features  Genre Knowledge | fool  offered  population  remote  climates  **transportation**  national  **responsibilities**  counts  cooperation | Responding to  Literature  \*Prewriting  \*Drafting  \*Revising  \*Editing and  Publishing |  |
| Week 22  Unit 6 Lesson 2 |  | Heggerty  Week 22 | /s/ spelled cy, s, ce, ci\_, and cy  Long A spelled ai\_ and \_ay | could  day  way | Asking and Answering  questions  Making Connections  Clarifying  Visualizing  Fact and Opinion  Making Inferences  Classify and Categorize  Story Elements:  Character  Text Features  Language Use | **recipe**  memories  originally  probably  dipped  join  **instrument**  ceremony | Responding to  Literature  \*Prewriting  \*Drafting  \*Revising  \*Editing and  Publishing |  |
| Week 23  Unit 6 Lesson 3 |  | Heggerty  Week 23 | Long I spelled \_igh, \_y, and \_ie | sleep  don’t  came  right | Summarizing  Visualizing  Asking and Answering  questions  Making Connections  Sequence  Main Idea and Details  Compare and Contrast  Story Elements: Setting  and Plot  Text Features  Author’s Purpose  Language Use | nearly  crops  weave  attraction  **uniform**  often  herd  **attend** | Responding to Literature  \*Prewriting  \*Drafting  \*Revising  \*Editing and  Publishing |  |
| **Unit 7- How do the parts of a plant help it grow?** | | | | | | | | |
| Week 24  Unit 7 Lesson 1 |  | Heggerty Week 24 | /o/ spelled oa and ow  /u/ spelled ew and uw | their  away | Making Connections  Predicting  Clarifying  Visualizing  Cause and Effect  Sequence  Text Features  Genre Knowledge  Point of View  Language Use | drawing  eagerly  reproduce  life cycle  bulb  base  nutrients  carries  factories  decay | Writing an Opinion  \*Prewriting  \*Drafting  Possessive Nouns  Personal and Indefinite Pronouns |  |
| Week 25  Unit 7 Lesson 2 |  | Heggerty Week 25 | /m/ spelled mb  /n/ spelled kn  /r/ spelled wr  /u/ spelled ue | how  know  want  one  now  saw  old  would | Asking and Answering  questions  Predicting  Visualizing  Clarifying  Cause and effect  Sequence  Point of View  Text Features  Genre Knowledge  Language Use | coating  float  place  structures  survive  store  edible  contain  purpose | Writing an Opinion  \*Revising  \*Editing  \*Publish  \*Respond to others  Writing  Possessive Nouns |  |
| Week 26  Unit 7 Lesson 3 |  | Heggerty Week 26 | /oo/ spelled oo  /oo/ spelled u  /oo/ spelled ue | blue | Asking and Answering  question  Summarizing  Classify and Categorize  Making Inferences  Language Use  Author’s Purpose | growth system spines important layers harm respond defend digest | Writing an Opinion  • Prewriting  • Drafting  Adjectives and Adverbs in Sentence Expansion |  |
| **Unit - Why do animals have different features?** | | | | | | | | |
| Week 27  Unit 8 Lesson 1 |  | Heggerty Week 27 | /͝/ spelled \_ew /͝/ spelled u\_e /oo/ spelled oo | very good | Comprehension Strategies • Asking and Answering Questions • Making Connections • Summarizing • Visualizing Access Complex Text • Classify and Categorize • Compare and Contrast Writer's Craft • Text Features • Language Use | ostrich  shelter  pecks  beak  tie  believe  energy  notes  sensitive  resting | Writing an Opinion  • Revising  • Editing and Publishing • Prewriting  Prepositions |  |
| Week 28  Unit 8 Lesson 2 |  | Heggerty Week 28 | /ow/ spelled \_ow /ow/ spelled ou\_ /aw/ spelled au\_ /aw/ spelled aw Review | brown  about  around  by | Comprehension Strategies • Making Connections • Summarizing • Clarifying • Predicting Access Complex Text • Cause and Effect • Sequence • Main Idea and Details • Making Inferences Writer's Craft • Author's Purpose • Genre Knowledge • Story Elemen | pests  harvest  lays  larva  pupa  pale  leap  someday | Writing an Opinion  • Drafting  • Revising  • Edit and Publish |  |
| Week 29  Unit 8 Lesson 3 |  | Heggerty Week 29 | /aw/ spelled augh /aw/ spelled ough /oi/ spelled oi /oi/ spelled \_oy | into  boy  before  yellow | Comprehension Strategies • Asking and Answering Questions • Clarifying Access Complex Text • Compare and Contrast • Fact and Opinion Writer's Craft • Genre Knowledge • Language Use | sleek  scales  propel  webbed  length  sprint  nectar  downy  slither | Writing an Opinion  • Prewriting  • Draft  • Revise  • Editing and Publishing  Contractions |  |
| **Unit 9 - WHat does it mean to be patriotic?** | | | | | | | | |
| Week 30  Unit 9 Lesson 1 |  | Heggerty Week 30 | Prefixes un and dis  Review | your | Comprehension Strategies • Making Connections • Summarizing • Clarifying • Visualizing Access Complex Text • Classify and Categorize • Main Idea and Details Writer’s Craft • Point of View • Text Features • Genre Knowledge | announcements treat  patriotism represent  honor  salute  anthem environment operates  exist | Writing an Informative Summary  • Prewriting  • Drafting  Present- and Past-Tense Verbs |  |
| Week 31  Unit 9 Lesson 2 |  | Heggerty Week 31 | Prefixes im-, in, and re  Review |  | Comprehension Strategies • Asking and Answering Questions • Predicting • Clarifying • Summarizing Access Complex Text • Cause and Effect • Fact and Opinion • Main Idea and Details Writer’s Craft • Story Elements: Plot • Story Elements: Setting • Author’s Purpose | process  elected accessible compromises veterans  duty  sacrifices  rank | Writing an Informative Summary  • Revising  • Editing  • Publish  • Share  Past-Tense Verbs Verbs Ending in -y |  |
| Week 32  Unit 9 Lesson 3 |  | Heggerty Week 32 | /ā/ spelled a, a\_e, ai, and \_ay; /a/ spelled a Review |  | Comprehension Strategies • Clarifying • Visualizing Access Complex Text • Compare and Contrast • Making Inferences Writer’s Craft • Author’s Purpose • Language Use | nation  freedom  miners skyscrapers glimmer  vast  tribes  horizon | Writing a Description  • Prewriting  • Drafting  Future-Tense Verbs |  |
| **Unit 10- WHat can symbols tell us?** | | | | | | | | |
| Week 33  Unit 10 Lesson 1 |  | Heggerty Week 33 | Review / ī/ spelled i, i\_e, \_igh, \_ie, and \_y; /i/ spelled i |  | Comprehension Strategies • Clarifying • Visualizing • Asking and Answering Questions • Making Connections Access Complex Text • Fact and Opinion • Main Idea and Details • Compare and Contrast Writer’s Craft • Language Use • Text Features • Author’s Purpose | barrels  icon  proud composed preserve  fragile  values  banner  fort  spangled | Writing a Report  • Prewriting  • Drafting  Conjunctions |  |
| Week 34  Unit 10 Lesson 2 |  | Heggerty Week 34 | Review /ō/ spelled o, o\_e, oa\_, and \_ow; /o/ spelled o |  | Comprehension Strategies • Predicting • Summarizing Access Complex Text • Classify and Categorize • Sequence Writer’s Craft • Story Elements: Setting • Story Elements: Plot • Text Features | torch  sculptor  model  hosting  shore  immigrants qualities  humble | Writing a Report  • Revising  • Editing  • Publishing  Conjunctions and Compound Sentences |  |
| Week 35  Unit 10 Lesson 3 |  | Heggerty Week 35 | eview /ū/ spelled u, u\_e, \_ew, and \_ue; /u/ spelled u |  | Comprehension Strategies • Making Connections • Predicting • Clarifying • Visualizing Access Complex Text • Cause and Effect • Sequence Writer’s Craft • Story Elements: Character • Story Elements: Plot | memorial  figure challenges equality monument archives  vault  declaration | Writing a Report  • Revising  • Editing  • Publishing  Review Kinds of Sentences |  |
| 36  Last Week of School | REVIEW Week | | | | | | | |