

STRANDS

UNIT NAME	UNIT DESCRIPTION	GENRES	PHONICS	WORD STUDY	GRAMMAR	RESEARCH SKILLS	COMPREHENSION SKILLS	TEXT	WRITING	
Unit 1	Here We Grow!	Focus on increasing comprehension of narrative fiction, by improving skills in prediction, sequencing, and categorization; also, nouns and compound words	<ul style="list-style-type: none"> • Fiction 	<ul style="list-style-type: none"> • Differentiating words with double consonants from those without double consonants in the context of a complete sentence 	<ul style="list-style-type: none"> • Constructing a new word by combining the two words that make a compound word 	<ul style="list-style-type: none"> • Recognizing that nouns are words for people, places, and things • Selecting the singular or plural form of a regular noun to complete a sentence 	<ul style="list-style-type: none"> • Recognizing the distinguishing features of a map's compass rose • Interpreting a simple map and selecting the correct answers to a variety of questions about the map 	<ul style="list-style-type: none"> • Identifying parts of a book, including title, author, and illustrator • Making a prediction about a story based on an illustration and the title • Sequencing events from a narrative fiction story • Categorizing character traits 	<ul style="list-style-type: none"> • Reading narrative fiction texts to build vocabulary, fluency, and comprehension skills • Developing knowledge of increasingly complex written syntactic structure through reading and being read to from a variety of texts 	<ul style="list-style-type: none"> • Making a written prediction about a story based on an illustration and the title • Writing a recount in the order that events occur using a beginning, middle, and end
Unit 2	What Do You Know?	Focus on elements of nonfiction text, including main topic and details; also, adjectives and types of sentences	<ul style="list-style-type: none"> • Informational text 	<ul style="list-style-type: none"> • Creating sentences that include words ending in y, k, and ck 		<ul style="list-style-type: none"> • Recognizing and using adjectives as words that describe nouns • Using knowledge of types of sentences to discriminate between statements, exclamations, and questions 	<ul style="list-style-type: none"> • Recognizing the distinguishing elements of nonfiction, informational books • Identifying the word that tells the main topic in a short passage • Recalling and matching details to main ideas • Using a table of contents, glossary and index to locate information 	<ul style="list-style-type: none"> • Reading informational book to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> • Writing different types of sentences including a question, exclamation, and statement 	
Unit 3	Food for Thought	Focus on elements of an informational magazine article, of a chart, and of a procedure; also verbs and contractions	<ul style="list-style-type: none"> • Informational text (magazine article) 	<ul style="list-style-type: none"> • Identifying the word that contains the /or/ sound, spelled "our," "oor," "ore," or "or," in the context of a complete sentence 	<ul style="list-style-type: none"> • Matching the vocabulary words to their definitions when given subject-related words from an informational text • Matching the contractions to the two words that form each of the contractions, using second-grade vocabulary 	<ul style="list-style-type: none"> • Recognizing and selecting verbs as action words in a sentence 	<ul style="list-style-type: none"> • Recognizing the components of a chart, including the rows and columns of information • Interpreting a chart 	<ul style="list-style-type: none"> • Writing predictions • Recognizing the distinguishing features of informational magazine articles including title, author, heading, and picture • Sequencing steps in a procedure 	<ul style="list-style-type: none"> • Reading informational texts in the form of magazine articles to build vocabulary, fluency, and comprehension skills • Reading procedures to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> • Formulating and writing questions for inquiry and investigation • Writing a procedure

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Unit 4	Folk and Fairy Tales	Focus on setting, characters, and plot, categorizing these elements from a folk tale and from a fairy tale and matching problems to solutions; also adverbs and prefixes	<ul style="list-style-type: none"> Folk tale Fairy tale 	<ul style="list-style-type: none"> Identifying words that belong to the “-eer,” “-ear,” or “-end” word families 	<ul style="list-style-type: none"> Constructing a new word by adding the prefix “un,” “dis,” or “re” Separating the prefix “un,” “dis,” or “re” from the base word 	<ul style="list-style-type: none"> Recognizing and selecting adverbs as words that describe an action 	<ul style="list-style-type: none"> Sequencing events from a folk tale Matching the problems to solutions that occur in a fictional play Categorizing settings, characters, and plots from two similar stories 	<ul style="list-style-type: none"> Reading folk tales in play format to build vocabulary, fluency, and comprehension skills Reading fairy tales to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> Writing dialogue for a play 	
Unit 5	Nature Poems	Focus on distinguishing features of poetry, such as descriptive language, rhyming and acrostic format; also, verbs and suffixes	Poetry	<ul style="list-style-type: none"> Identifying rhyming words in a poem Creating sentences that include words with the sound /air/, spelled “are” and “air” 	<ul style="list-style-type: none"> Separating the suffix “ly,” “ful,” or “er” from the base word 	<ul style="list-style-type: none"> Recognizing and selecting the verb, adjective, adverb to complete a sentence 	<ul style="list-style-type: none"> Recognizing the distinguishing features of poetry including descriptive language, rhythm, rhyme, and pattern Visualizing what is being described in a poem 	<ul style="list-style-type: none"> Reading poetry to build vocabulary, fluency, and comprehension skills. 	<ul style="list-style-type: none"> Completing sentences with descriptive words Writing a poem that follows a prescribed format 	
Unit 6	All About Aardvarks	Focus on the distinguishing parts of an encyclopedia entry and of a report; also, proper nouns and antonyms	Informational text	<ul style="list-style-type: none"> Identifying the word that contains the /ew/ sound, spelled “ew,” “oo,” or “ou,” in the context of a complete sentence 	<ul style="list-style-type: none"> Matching the vocabulary words to their definitions when given subject-related words from an informational text Matching the pairs of words that are antonyms, using second-grade vocabulary 	<ul style="list-style-type: none"> Recognizing a proper noun is a name for a specific person, place, or thing and is capitalized, and finding it in the context of a sentence 	<ul style="list-style-type: none"> Recognizing the distinguishing parts of an encyclopedia entry, including headings and guide words Recalling and matching factual information to specific headings Recognizing the distinguishing elements of a report including a system of organization and main ideas 	<ul style="list-style-type: none"> Reading encyclopedia entries to build vocabulary, fluency, and comprehension skills Reading student reports to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> Formulating and writing questions for inquiry and investigation 	
Unit 7	Dive in with Dolphins	Focus on the distinguishing elements of myths, basic features of a map legend, and matching cause to effect in an informational article; also, pronouns and homonyms	<ul style="list-style-type: none"> Myth Informational text 	<ul style="list-style-type: none"> Identifying words that belong to the “-ove,” “-elf,” or “-ink” word families 	<ul style="list-style-type: none"> Using second-grade vocabulary, recognizing that homonyms are words that sound the same but have different meanings 	<ul style="list-style-type: none"> Recognizing and selecting pronouns as words that may take the place of nouns 	<ul style="list-style-type: none"> Recognizing the features of a map legend Interpreting a map with a key and selecting the correct answers to a variety of questions about the map 	<ul style="list-style-type: none"> Recognizing the distinguishing elements of myths including human and nonhuman characters and telling for the purpose of explaining the unknown Sequencing events from a myth Matching causes to effects that occur in an informational article 	<ul style="list-style-type: none"> Reading myths to build vocabulary, fluency, and comprehension skills Reading informational texts in the form of an informational book to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> Making a written prediction about a story based on an illustration and the title Creating an original story that has a clear problem and solution Creating an original myth

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Unit 8	Kids Then and Now	Focus on the distinguishing elements of historical fiction, and of letters; also possessive nouns and abbreviations	<ul style="list-style-type: none"> Historical fiction E-mail 	<ul style="list-style-type: none"> Recognizing that one strategy for reading new words is to sound out a word, syllable by syllable Creating sentences that include words with the sound /oo/, as in “food,” spelled “oo” and “ou” 	<ul style="list-style-type: none"> Matching a complete word with its abbreviation, using second-grade vocabulary 	<ul style="list-style-type: none"> Recognizing and identifying a possessive noun as a noun that shows ownership by adding an apostrophe and an “s” 	<ul style="list-style-type: none"> Recognizing the distinguishing elements of historical fiction Using a Venn diagram to categorize how life in a historical fiction story was similar to and different from life today Sequencing events from a historical fiction story Recognizing the distinguishing parts and purposes of letters 	<ul style="list-style-type: none"> Reading historical fiction in diary format and in the form of a letter to build vocabulary, fluency, and comprehension skills Reading e-mail messages to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> Formulating and writing questions for inquiry and investigation Writing a letter that includes all of the parts of a friendly letter 	
Unit 9	An Amazing Life	Focus on the distinguishing elements of a biography, and, using this biography, on summarizing and on interpreting a timeline; also, subject-verb agreement and synonyms	<ul style="list-style-type: none"> Biographies 	<ul style="list-style-type: none"> Identifying the word that contains the /aw/ sound, spelled “a,” “aw,” “au,” “all,” or “ough,” in the context of a complete sentence 	<ul style="list-style-type: none"> Matching the pairs of words that are synonyms, using second-grade vocabulary 	<ul style="list-style-type: none"> Recognizing that sentences require subject-verb agreement Selecting correct subject-verb agreement in a sentence 	<ul style="list-style-type: none"> Recognizing the purpose and components of a timeline, including sequenced events with dates Interpreting a simple timeline 	<ul style="list-style-type: none"> Recognizing the distinguishing elements of a biography, including that it is written about a real person by someone else Select the most appropriate summary for a passage Match problems to solutions Categorizing how the subject of a biography was similar and different as a child and as an adult 	<ul style="list-style-type: none"> Reading biographies to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> Formulating and writing questions for inquiry and investigation
Unit 10	An Adventure in the City	Focus on the distinguishing elements of adventure fiction, and, using this fiction, drawing inferences and logical conclusions, and matching causes to effects; also compound subject, irregular verbs, and compound words	<ul style="list-style-type: none"> Adventure fiction (chapter book) 	<ul style="list-style-type: none"> Identifying words with the initial blends “str,” “spr,” and “thr” 	<ul style="list-style-type: none"> Matching vocabulary words to their definitions when given vocabulary from a fiction story Using second-grade vocabulary, recognizing that compound words are two meaningful words placed together to create a new word 	<ul style="list-style-type: none"> Recognizing that when two subjects are doing the same action, a sentence can be written with a compound subject Selecting the irregular verb to complete a sentence 	<ul style="list-style-type: none"> Use inference and draw logical conclusions based on information in a passage Matching causes to effects that occur in an adventure fiction story Recognizing the distinguishing elements of an adventure fiction story including setting, plot, and characters facing the unknown or unexpected 	<ul style="list-style-type: none"> Reading adventure fiction stories to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> Writing a list of items appropriate to a setting Writing about how a character’s choices affect the plot of a story Writing a new ending to a story 	

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Unit 11	Out of This World	Focus on the distinguishing elements of a newspaper article, and on writing questions for inquiry; also, commas, compound words, prefixes, and suffixes	<ul style="list-style-type: none"> Informational text 	<ul style="list-style-type: none"> Creating sentences that include words with the sound /wa/, as in “water” 	<ul style="list-style-type: none"> Constructing a new word by combining the two words that make a compound word Separating a compound word into two meaningful words Separating the prefix “un,” “dis,” or “re” from the base word Separating the suffix “ly,” “ful,” or “er” from the base word 	<ul style="list-style-type: none"> Recognizing that commas are used to separate words in a list within a sentence Locating the sentence with commas in a series when given a short passage Selecting the irregular verb in the past tense to complete a sentence 	<ul style="list-style-type: none"> Recognizing the distinguishing elements of a newspaper article including who, what, when, where, and why 	<ul style="list-style-type: none"> Reading newspaper articles to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> Recalling information from an informational text in order to write responses to questions Formulating and writing questions for inquiry and investigation, including “who,” “what,” “when,” “where,” “why,” and “how”
Unit 12	It’s a Mystery	Focus on the distinguishing elements of a mystery, and analyze how information in a story influences plot development; also, compound predicates and irregular nouns	<ul style="list-style-type: none"> Mystery (chapter book) 	<ul style="list-style-type: none"> Identifying the word that contains the spelling “ome” or “ove,” in the context of a complete sentence 	<ul style="list-style-type: none"> Recognizing that one strategy for reading new words is to find smaller words within the new word Matching the singular and plural of irregular nouns, such as “elf”/“elves” and “penny”/“pennies,” using second-grade vocabulary 	<ul style="list-style-type: none"> Recognizing that when a subject is doing two related actions, a sentence can be written with a compound predicate Recognizing a sentence that has a compound predicate 	<ul style="list-style-type: none"> Inferring what different characters in a mystery story are most likely to be thinking Matching the problems to solutions that occur in a mystery story Recognizing the distinguishing elements of a mystery including clues, events, suspects, and solutions 	<ul style="list-style-type: none"> Reading mystery chapter books to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> Formulating and writing questions for inquiry and investigation Analyzing and recording how information in a story influences plot development Writing a new ending to a story
Unit 13	In the Mountains	Focus on distinguishing characteristics of an informational book and differentiate its purpose from that of narrative fiction; also, types of sentences and compound words	<ul style="list-style-type: none"> Narrative fiction Informational text 	<ul style="list-style-type: none"> Identifying words that belong to the “-ief” (long /e/) word family and to the “-ait,” “-aid,” “-ail,” and “-ay” (long /a/) word families 	<ul style="list-style-type: none"> Constructing a new word by combining the two words that make a compound word Separating a compound word into two meaningful words 	<ul style="list-style-type: none"> Selecting the noun or adjective to complete a sentence Distinguishing the difference between a statement, exclamation, and question 	<ul style="list-style-type: none"> Recognizing the distinguishing components of an informational book including table of contents, index, and glossary Identifying the most appropriate source for different purposes of reading Using a table of contents, glossary, and index to identify and select correct answers 	<ul style="list-style-type: none"> Reading narrative fiction texts to build vocabulary, fluency, and comprehension skills Reading informational texts in the form of an informational book to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> Writing a narrative fiction sentence based on an informational sentence Writing a short story based on a narrative fiction sentence Choosing and writing either nonfiction or fiction

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Unit 14	An Inventor's Life Focus on the distinguishing characteristics of a biography, and, using this biography, recalling information, analyzing main ideas, and interpreting a timeline; also, verbs, adverbs, and prefixes	• Biographies	<ul style="list-style-type: none"> • Creating sentences that include words with the long /i/ sound, spelled "igh" and "y" • Creating sentences that include words with the long /o/ sound, spelled "ow" and "oe" 	<ul style="list-style-type: none"> • Constructing a new word by adding the prefix "mis," "non," or "pre" • Separating the prefix "mis," "non," or "pre" from the base word 	<ul style="list-style-type: none"> • Selecting the verb or the adverb to complete a sentence 	<ul style="list-style-type: none"> • Recognizing the purpose and components of a timeline, including sequenced events with dates • Interpreting a simple timeline 	<ul style="list-style-type: none"> • Recognizing the distinguishing elements of a biography • Recalling and matching factual information to specific headings • Analyzing the main ideas in a biography 	<ul style="list-style-type: none"> • Reading biographies to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> • Making a written prediction about a story based on an illustration and the title • Formulating and writing questions for inquiry and investigation
Unit 15	Baseball's Best	• Informational text (newspaper article)	<ul style="list-style-type: none"> • Identifying the word that contains the complex initial blend "thr" or "spl" in the context of a complete sentence 	<ul style="list-style-type: none"> • Matching vocabulary words and common phrases to their definitions • Constructing a new word by adding the suffix "est," "en," "less," or "ness" • Separating the suffix "est," "en," "less," or "ness" from the base word • Matching singular and plural of irregular nouns, using third-grade vocabulary 			<ul style="list-style-type: none"> • Recognizing the distinguishing features of a newspaper article including dates, headlines, photos, authors, and facts • Selecting the most appropriate summary of a passage • Recalling and matching factual information to specific headings 	<ul style="list-style-type: none"> • Reading newspaper articles to build vocabulary, fluency, and comprehension skills • Reading stories found at a computer kiosk to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> • Analyzing the distinguishing features of a newspaper article • Writing a newspaper article that tells who, what, when, where, why, and how.
Unit 16	An African Folk Tale Using a folk tale, focus on reading for comprehension, using context clues, making predictions based on an illustration, summarizing, and considering character's point of view; also, conjunctions and contractions	• Folk tale	<ul style="list-style-type: none"> • Identifying words that belong to the "-ung," "-ank," "-unk," "-ild," or "-ift" word families 	<ul style="list-style-type: none"> • Matching the contractions to the two words that form each of the contractions, using third-grade vocabulary 	<ul style="list-style-type: none"> • Recognizing that the conjunctions "and," "but," and "or" can be used to combine thoughts into one sentence • Finding the conjunction in the context of a sentence 		<ul style="list-style-type: none"> • Recognizing that one strategy for reading new words is to read the words that come before and after the new word, looking for context clues • Making a written prediction based on an illustration • Selecting the most appropriate summary of a passage 	<ul style="list-style-type: none"> • Reading folk tales to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> • Making a written prediction based on an illustration • Assuming a character's point of view by writing a letter • Creating an original legend

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Unit 17	True to Life	Focus on character, plot, and setting in a realistic fiction chapter book, including protagonist and antagonist in the story; also, verb tenses, synonyms, and antonyms	<ul style="list-style-type: none"> Realistic fiction (chapter book) 	<ul style="list-style-type: none"> Creating sentences that include words with the /ou/ sound, as in “group” and “through” Creating sentences that include words with the long /oo/ sound, spelled “ew” and “ue” 	<ul style="list-style-type: none"> Matching the pairs of words that are antonyms, using third-grade vocabulary Matching the pairs of words that are synonyms, using third-grade vocabulary 	<ul style="list-style-type: none"> Recognizing verbs in the past, present, and future tense Finding the verb in the context of a sentence Finding the adverb in the context of a sentence 	<ul style="list-style-type: none"> Inferring what different characters are most likely to be thinking after reading a fiction chapter book Recalling and matching characters, plot, and setting Categorizing the character traits of a protagonist and an antagonist in a story, using a Venn diagram 	<ul style="list-style-type: none"> Reading realistic fiction chapter books to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> Writing about how the setting influences a story 	
Unit 18	Wilderness Adventure	Focus on the distinguishing elements of an adventure fiction story and of a journal, and, using this material, on sequencing, a schedule, and categorizing facts and opinions; also, subject-verb agreement	<ul style="list-style-type: none"> Adventure fiction Journal 	<ul style="list-style-type: none"> Identifying the word that contains the /k/ sound, spelled “ch,” or the /sk/ sound, spelled “sch,” in the context of a complete sentence 		<ul style="list-style-type: none"> Selecting correct subject-verb agreement in a sentence 	<ul style="list-style-type: none"> Recognizing the components of a schedule, including the rows and columns Interpreting a schedule 	<ul style="list-style-type: none"> Recognizing the distinguishing elements of an adventure fiction story, including setting, plot, and characters facing the unknown or unexpected Sequencing events from an adventure fiction story, including problems and solutions Categorizing facts and opinions Recognizing the distinguishing components of a journal, including dates, places, thoughts, events, and feelings 	<ul style="list-style-type: none"> Reading adventure fiction in the form of a journal to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> Creating an original story that has a clear problem and solution Writing an original journal entry
Unit 19	A Visit to the Aquarium	Focus on the distinguishing parts of a brochure and persuasive writing, categorizing characteristics of informational and persuasive texts; also, pronoun-antecedent agreement, commas, and compound words	<ul style="list-style-type: none"> Persuasive text (brochure) 	<ul style="list-style-type: none"> Identifying words with “kn,” “wr,” and “mb,” in which one letter is silent 	<ul style="list-style-type: none"> Using third-grade vocabulary, recognizing that compound words are two meaningful words placed together to create a new word 	<ul style="list-style-type: none"> Selecting the correct pronoun-antecedent agreement Recognizing that commas are used to separate words in a list within a sentence Recognizing that commas tell the reader where to pause in a sentence 	<ul style="list-style-type: none"> Recognizing the elements of a bar graph, including the bars and the x and y axes Interpreting a graph Recalling and sorting factual information to specific headings 	<ul style="list-style-type: none"> Recognizing the distinguishing parts of a brochure and elements of persuasive writing Categorizing text from a plaque and a brochure Categorizing characteristics of informational and persuasive texts 	<ul style="list-style-type: none"> Reading informational texts in the form of brochures to build vocabulary, fluency, and comprehension skills Reading informational texts in the form of explanatory plaques to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> Writing a persuasive paragraph

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Unit 20	Tall Tales	Focus on distinguishing features of tall tales, including exaggeration and humor, and using a tall tale to analyze character point of view and to match causes to effects; also, possessive nouns and homonyms	<ul style="list-style-type: none"> Tall tales 	<ul style="list-style-type: none"> Creating sentences that include words with an “le” ending 	<ul style="list-style-type: none"> Matching the vocabulary words to their definitions when given words from a tall tale Using third-grade vocabulary, recognizing that homonyms are words that sound the same but have different meanings 	<ul style="list-style-type: none"> Selecting the possessive noun to complete a sentence Selecting an adjective to complete a sentence Selecting an adverb to complete a sentence 	<ul style="list-style-type: none"> Recognizing the distinguishing features of a tall tale, including exaggerations and humor Visualizing what is being described in a tall tale Matching causes to effects after reading a tall tale 	<ul style="list-style-type: none"> Reading tall tales to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> Formulating and writing questions for inquiry and investigation Responding to a question from a character’s point of view Rewriting sentences to include exaggerations Creating sentences that include words with an “le” ending
Unit 21	Long Ago in Mexico	Using historical fiction, focus on the influence of time period on plot, the categorization of aspects of the past and present, and map skills; also, prefixes	<ul style="list-style-type: none"> Historical fiction (chapter book) 	<ul style="list-style-type: none"> Identifying the word that contains the short /e/ sound, spelled “ea,” or the long /e/ sound, spelled “ea,” in the context of a complete sentence 	<ul style="list-style-type: none"> Constructing a new word by adding the prefix “mis,” “non,” or “pre” Separating the prefix “mis,” “non,” or “pre” from the base word 	<ul style="list-style-type: none"> Recognizing the features of a map, including a legend and a compass rose Interpreting a map with a key and selecting the correct answers to a variety of questions about the map 	<ul style="list-style-type: none"> Categorizing how life in a historical fiction story was similar to and different from life today Using a glossary to find a definition for a specific word Analyzing how the time period of a story influences the plot 	<ul style="list-style-type: none"> Reading historical fiction chapter books to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> Writing a comparison of a character’s life in a historical fiction story to present day life Writing a story that takes place during a specific historical time period
Unit 22	Up Periscope	Focus on the distinguishing characteristics of a technical text, including diagrams and explanations of how something works, and of procedures, including sequencing steps; also, pronouns, contractions, and abbreviations	<ul style="list-style-type: none"> Informational text 	<ul style="list-style-type: none"> Identifying words with the /j/ sound, spelled “dge” and “ge,” and the /f/ sound, spelled “ph” 	<ul style="list-style-type: none"> Matching the vocabulary words to their definitions when given subject-related words from an informational text Matching the contractions to the two words that form each of the contractions, using third-grade vocabulary Matching the complete word with its abbreviation, using third-grade vocabulary 	<ul style="list-style-type: none"> Recognizing that a pronoun is a word that may take the place of a noun Finding the pronoun in the context of a sentence 	<ul style="list-style-type: none"> Recognizing and interpreting the distinguishing features of a cutaway diagram, including call-outs Recognizing the distinguishing components of a technical text, including diagrams and explanations of how something works Recognizing the distinguishing components of procedures, including the title, materials, and steps Sequencing steps in a procedure 	<ul style="list-style-type: none"> Reading informational, technical texts to build vocabulary, fluency, and comprehension skills Reading technical procedures to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> Making a written prediction based on an illustration Writing a procedure

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UNIT NAME	UNIT DESCRIPTION	GENRES	PHONICS	WORD STUDY	GRAMMAR	RESEARCH SKILLS	COMPREHENSION SKILLS	TEXT	WRITING
Unit 23	Super-Size Sci-Fi	Using science fiction, focus on aspects of character, plot, and setting, such as matching problem to solution and making inferences about characters; also proper nouns, antonyms, and synonyms	<ul style="list-style-type: none"> • Science fiction 	<ul style="list-style-type: none"> • Creating sentences that include words with the short /o/ sound, spelled "ough" • Creating sentences that include words with the short /u/ sound, spelled "ou" 	<ul style="list-style-type: none"> • Matching the pairs of words that are antonyms, using third-grade vocabulary • Matching the pairs of words that are synonyms, using third-grade vocabulary 	<ul style="list-style-type: none"> • Recognizing that a proper noun is a name for a specific person, place, or thing and is capitalized • Finding all of the nouns that are capitalized in a passage from a story 	<ul style="list-style-type: none"> • Matching the problems to solutions that occur in a science fiction story • Inferring what different characters are most likely to be thinking • Identifying the character or setting in a passage from a story • Recalling and matching characters, plot, and setting 	<ul style="list-style-type: none"> • Reading science fiction stories to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> • Creating sentences that include words with the short /o/ sound, spelled "ough" • Writing a science fiction story that includes exaggerations based on scientific or natural principles
Unit 24	A Trickster Tale	Using a legend, focus on sequencing events from a story, matching causes to effects, and strategies for reading new words; also irregular plurals, and homonyms	<ul style="list-style-type: none"> • Legend 	<ul style="list-style-type: none"> • Identifying the word that contains the long /e/ sound, spelled "y," or the long /i/ sound, spelled "y," in the context of a complete sentence 	<ul style="list-style-type: none"> • Recognizing strategies for reading new words: sound out syllable by syllable; find smaller words within the new word; and context clues • Matching singular and plural of irregular nouns, using third-grade vocabulary • Using advanced third-grade vocabulary, recognizing that homonyms are words that sound the same but have different meanings 		<ul style="list-style-type: none"> • Sequencing events from a legend • Matching causes to effects that occur in a legend 	<ul style="list-style-type: none"> • Reading legends to build vocabulary, fluency, and comprehension skills 	<ul style="list-style-type: none"> • Recalling and writing the ending to a legend • Writing a legend based on how something came to be