**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 |  |
| August 8th – 12th  |  |  |  |  |  |  |  |  |
| August 15th- 19th Getting Started |  | Heggerty- Week 1 | Aa-Mm |  | Rhyme StewQuestion Words- who, what, when, where, how | sport, swaystew, doodleglide, sailscherish, lovelydrools, whines, annoys | Alphabet Books |  |
| August 22nd- 26th Getting Started  |  | Heggerty- Week 2 | Nn-Zz |  | Rhyme Stew | conductor whizzingjump, walk, hopbare, “bundle up”coast. loadssquawking, coiled | Alphabet BooksIntro to WritingWriter’s Notebook |  |
| **Unit 1- What is School All About?** |
| August 29th- September 2nd Unit 1 Lesson 1 |  | Heggerty- Week 3 | s, m, a, t (tt) | can anamand | Making ConnectionsCompare ContrastStory ElementsGenre Knowledge | **jitters**, besides, act, too, stinks, **rather**, again, fair, minute, poor | Writing about me- Intro to the Writing ProcessLetter, word, sentence(left to right, top to bottom) |  |
| September 6th- 9th (4-day week)Unit 1 Lesson 2 |  | Heggerty- Week 4 | d, n, i, h | didithadhimsaidin | Asking and Answering QuestionsSequenceCause and EffectStory ElementsAuthor's Purpose | around, tour, **confusing**, introduce, trace, monitor, pleased, **careful**, enough | Writing AutobiographiesCommon and Proper Nouns |  |
| September 12th- 16th (4-day week)Unit 1 Lesson 3 |  | Heggerty- Week 5 | p, l, o, b  | hasat | PredictingMaking ConnectionsSequenceCompare and ContrastLanguage Use Genre Knowledge | squirm, during, when, explore, knowledge, create, manage, active | Writing AutobiographiesSingular and Plural Nouns |  |
| **Unit 2- What is kindness?** |
| September 19th- 23rdUnit 2 Lesson 1  |  | Heggerty Week 6 | c, al and all spelled /aw/, k and ck, and r | call | SummarizingVisualizingMaking InferencesStory ElementsLanguage Use | longhot air balloonfine**feeling****except**chickenbettercriedscampered | Writing a Description* Prewriting
* Drafting Revising
* Editing and Publishing

Adjectives |  |
| September 26th- 30th Unit 2 Lesson 2 |  | Heggerty Week 7 | f, ff, ss, g, j | lookwaswhatgot bigallif | Making ConnectionsSummarizingMaking InferencesFact and OpinionPoint of ViewText Feature | companyglanced**disagree**situationstoughlendsuggests**solution** | Writing a Narrative* Prewriting
* Drafting

Possessive Nouns |  |
| October 3rd- 7th Unit 2 Lesson 3 |  | Heggerty Week 8 | dge, u, z, zz, /s/ spelled z | togetaskofashehisjust | PredictingAsking and Answering QuestionsCause and EffectMain Idea and DetailsStory ELementsPoint of View | stormedsolve**conflict**neighborhoodforeign customs**differ**access | Writing a Narrative* Revising
* Revising with a partner
* Editing and Publishing
* Presenting
 |  |
| October 13th- 14th (2-day week) |  | Review  | Floss? |  |  |  |  |  |
| **Unit 3- What is a cycle?** |
| October 17th- 21st Unit 3 Lesson 1 |  | Heggerty Week 9 | x, /e/ spelled e, /ed/,/d/ & /t/spelled -ed | downitsredhelpsix | ClarifyingVisualizingSummarizingMain Idea and DetailsSequenceGenre KnowledgeAuthor’s PurposeLanguage UsePoint of View | ripened**bundle**beforehour**through**calendarmidnightseasonbloomahead | Writing Description* Prewriting
* Drafting
* Revising
* Editing & Publishing
 |  |
| October 24th- 28th Unit 3 Lesson 2 |  | HeggertyWeek 10 | /e/ spelled \_ea\_, sh, th, ch, tch | thenthisthatjump | VisualizingPredictingAsking & Answering QuestionsSummarizingMaking InferencesCompare & ContrastCause & EffectSequenceStory Elements: Setting & CharacterGenre KnowledgeAuthor’s Purpose | studiedcoveredshook**melted**budalong**cycle**evaporated | Writing Description* Prewriting
* Drafting
* Revising
* Editing & Publishing
 |  |
| October 31st- November 4th Unit 3 Lesson 3 |  | Heggerty Week 11 | or, ar, w\_, wh\_ | foroutlittlewentwillwhenare | Asking & Answering QuestionsSummarizingMaking ConnectionsClarifyingClassify & CategorizeSequenceCompare & ContrastText FeaturesAuthor’s PurposeGenre KnowledgeLanguage Use | plantplentysoil**sprout**change**stage**shed | Writing Description* Prewriting
* Drafting
 |  |
| **Unit 4- How do you experience light and sound?** |
| November 7th- November 10th(4-day week)Unit 4 Lesson 1 |  | Heggerty Week 12 | /er/ spelled er, ir, ur, ear\_ng | girlherwithanyfromlikewaterbutdolongmynowhere | SummarizingVisualizingClarifyingCause & EffectCompare & ContrastText FeaturesAuthor’s PurposeLanguage UseGenre Knowledge | bowedsewnshadowwherelightsomething**instead**differentreally**constant** | Writing Description* Drafting
* Revising
* Editing & Publishing
* Presenting
 |  |
| November 14th- 18thUnit 3 Lesson 2  |  | Heggerty Week 13 | -al, -el, -il, -le\_nk/kw/ spelled qu | antheyshe | SummarizingAsking & Answering QuestionsClarifyingPredictingFact & OpinionSequenceCause & EffectText FeaturesPoint of ViewStory Elements: Plot & Setting | positioncontinuesphasesidea**invent**experiment**cause**finally | Writing Description* Prewriting
* Drafting
* Revising
* Editing & Publishing
 |  |
| November 28th – December 2nd Unit 3 Lesson 3 |  | HeggertyWeek 14 | y, v, a\_e | yeswere | ClarifyingVisualizingPredictingMaking ConnectionsCause & EffectCompare & ContrastMaking InferencesText FeaturesLanguage UseStory Elements: Character & PlotAuthor’s Purpose | soundsvibrating**signals**bounceray**contagious**howeverforgot | Writing Description* Prewriting
* Drafting
* Revising
* Editing & Publishing
 |  |
| **Cont. Unit 4 and/or REVIEW** |
| December 5th- 9th  |  | Heggerty Week 15 |  |  |  |  |  |  |
| December 12th- 16th  |  | Heggerty Week 16 |  |  |  |  |  |  |
| **Unit 5- What places make up a community?** |
| January 4th- 6th (3-day week)Unit 5 Lesson 1 |  | Heggerty Week 17 | Long I spelled i and i\_e/S/ spelled ce and ci\_/j/ spelled ge and gi\_ | ridewalkwewellmakethemyou go after | Asking and Answering  questionsSummarizingMaking ConnectionsVisualizing Classify and CategorizeMain Idea and DetailsText FeaturesAuthor's PurposeLanguage UsePoint of View | grumpyrepairtypesfewer citizensfacilities**recreation** **commute**hecticcommon | Writing an Opinion Statement\*Prewriting\*Drafting\*Revising\* Editing and publishing  |  |
| January 9th- 13th Unit 5 Lesson 2 |  | HeggertyWeek 18 | Long O spelled o and o\_eLong U spelled u and u\_e | over | ClarifyingSummarizingMaking ConnectionsClassify and CategorizeFact and OpinionMaking InferencesSequence Author's PurposeText FeaturesStory Elements- CharacterLanguage Use  | borrow**symbols****compass**practiceboardersvisitarrive sketched | Writing a Persuasive Poster \*Prewriting \* Drafting  |  |
| January 17th- 20th (4-day week)Unit 5 Lesson 3 |  | Heggerty Week 19 | Long E spelled e  and e\_e, ee,  and ea | ortwobegreentake | PredictingVisualizingAsking and Answering questionsClarifyingMaking InferencesSequenceFact and OpinionMain Idea and DetailsStory Elements: Plot and  SettingGenre KnowledgePoint of View | local worried spreadenjoyedfight**station**check**equipment** | Writing a Persuasive Poster \*Revising \* Editing/ Proofreading \*Publishing  |  |
| January 23rd- 27th  |  | HeggertyWeek 20 |  |  |  |  |  |  |
| **Unit 6- How are communities around the world similar?** |
| January 30th- February 3rd Unit 6 Lesson 1 |  | Heggerty Week 21 | Long E spelled \_y, \_ie\_, and \_ey | everycomegoingmetooherepretty some | Asking and Answering questionsSummarizingVisualizingClarifyingClassify and CategorizeCompare and ContrastPoint of ViewText FeaturesGenre Knowledge | foolofferedpopulationremoteclimates**transportation**national**responsibilities**countscooperation | Responding to  Literature \*Prewriting \*Drafting \*Revising \*Editing and  Publishing |  |
| February 6th- 10th Unit 6 Lesson 2 |  | HeggertyWeek 22 | /s/ spelled cy, s, ce, ci\_, and cyLong A spelled ai\_ and \_ay | coulddayway | Asking and Answering  questionsMaking ConnectionsClarifyingVisualizingFact and OpinionMaking InferencesClassify and CategorizeStory Elements:  CharacterText FeaturesLanguage Use | **recipe**memoriesoriginallyprobablydipped join**instrument**ceremony | Responding to  Literature \*Prewriting \*Drafting \*Revising \*Editing and Publishing |  |
| February 13th – 17th (4-day week)Unit 6 Lesson 3 |  | HeggertyWeek 23 | Long I spelled \_igh, \_y, and \_ie | sleepdon’t cameright | SummarizingVisualizingAsking and Answering questionsMaking ConnectionsSequenceMain Idea and DetailsCompare and ContrastStory Elements: Setting  and PlotText FeaturesAuthor’s PurposeLanguage Use | nearlycropsweaveattraction**uniform**oftenherd**attend**  | Responding to Literature \*Prewriting \*Drafting \*Revising \*Editing and Publishing  |  |
| **Unit 7- How do the parts of a plant help it grow?** |
| February 21st- 24th (4-day week)Unit 7 Lesson 1 |  | Heggerty Week 24 | /o/ spelled oa and ow/u/ spelled ew and uw | their away | Making Connections PredictingClarifyingVisualizingCause and EffectSequenceText FeaturesGenre KnowledgePoint of ViewLanguage Use | drawingeagerlyreproducelife cyclebulbbasenutrientscarriesfactoriesdecay | Writing an Opinion \*Prewriting \*DraftingPossessive NounsPersonal and Indefinite Pronouns |  |
| February 27th- March 3rd Unit 7 Lesson 2 |  | Heggerty Week 25 | /m/ spelled mb/n/ spelled kn/r/ spelled wr/u/ spelled ue | howknowwantonenowsawoldwould | Asking and Answering questionsPredictingVisualizingClarifyingCause and effectSequencePoint of ViewText FeaturesGenre KnowledgeLanguage Use | coatingfloatplacestructuressurvivestoreediblecontainpurpose | Writing an Opinion \*Revising \*Editing  \*Publish  \*Respond to others WritingPossessive Nouns |  |
| March 6th- 10th Unit 7 Lesson 3 |  | Heggerty Week 26 | /oo/ spelled oo/oo/ spelled u/oo/ spelled ue | blue | Asking and Answering questionSummarizingClassify and CategorizeMaking InferencesLanguage UseAuthor’s Purpose | growth system spines important layers harm respond defend digest | Writing an Opinion • Prewriting  • DraftingAdjectives and Adverbs in Sentence Expansion |  |
| **Unit - Why do animals have different features?** |
| March 13th- 17th 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 shelterpecks beak tie believe energy notes sensitive resting | Writing an Opinion • Revising • Editing and Publishing • PrewritingPrepositions |  |
| March 20th- 24th Unit 8 Lesson 2 |  | Heggerty Week 28 | /ow/ spelled \_ow /ow/ spelled ou\_ /aw/ spelled au\_ /aw/ spelled aw Review | brownabout 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 |  |
| April 3rd- 6th (4-day week)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 PublishingContractions |  |
| **Unit 9 - WHat does it mean to be patriotic?** |
| April 10th- 14th Unit 9 Lesson 1 |  | Heggerty Week 30 | Prefixes un and disReview | 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 treatpatriotism representhonor salute anthem environment operates exist | Writing an Informative Summary • Prewriting • DraftingPresent- and Past-Tense Verbs |  |
| April 17th- 21st Unit 9 Lesson 2 |  | Heggerty Week 31 | Prefixes im-, in, and reReview |  | 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 • SharePast-Tense Verbs Verbs Ending in -y |  |
| April 24th- 28th 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  | nationfreedom miners skyscrapers glimmer vast tribes horizon | Writing a Description • Prewriting  • DraftingFuture-Tense Verbs |  |
| **Unit 10- WHat can symbols tell us?** |
| May 1st- May 5th 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  |  |
| May 8th- 12th 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 • PublishingConjunctions and Compound Sentences |  |
| May 15th- 19th 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  | memorialfigure challenges equality monument archives vault declaration | Writing a Report • Revising • Editing • PublishingReview Kinds of Sentences |  |
| May 22nd- 25th (4-day week)Last Week of School | REVIEW Week |