

**Unit 5: Teamwork**

Unit Summary: Students will read *The Bremen Town Musicians* to understand that working together solves problems, may keep us safe, and gets the job done. *One Good Turn Deserves Another* will open conversations centered around resolving conflicts, sharing responsibility, and helping those in need.

Students support their Reading foundational skills by identifying and reading long and short vowel one-syllable words. Grade level strategies are used to decode unknown words, as well as sentence context and illustrations or pictures. Students retell fables and determine the central message or lesson. Writing an Opinion piece begins with understanding the difference between fact and opinion with a personal topic or text.

Performance Skills:

- I can answer retell a fable or folktale and explain the lesson in the story.
- I can tell how stories from different places are alike or different.
- I can use nouns that name groups of things.
- I can use apostrophes in contractions and to show possession.
- I can spell words using patterns.
- I can write my thoughts and opinions about a topic or book I've read.
- I can use complete sentences when I write, speak, and answer questions.
- I can write a closing statement.

Academic Vocabulary/Words to Understand:

retell, recount, fable, folktale, culture, lesson, moral, conflict, plot, major events, vowel teams, collective nouns, apostrophe, predicate, opinion, linking words, reasons, topic sentence, conclusion, clarification

Unit 6: Creative Ideas

Unit Summary: The Unit 3 book *Pearl and Wagner: Two Good Friends* helps students understand that support from others helps creative ideas turn into inventions. *Dear Juno* helps students understand that we communicate through speaking, writing, signs and symbols, and our actions and behaviors.

Reading foundational skills now include using context to confirm or self-correct word recognition and understanding. Students are able to describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. Commas are used in greetings and closing of letters. Students understand how to make real-life connections between words and their use (ex: describe foods that are spicy).

Performance Skills:

- I can ask questions to show I understand important details in a story.
- I can tell the important details about how a story begins and ends.
- I can use the illustration and text to tell about the setting, characters, and plot of a story.
- I can read fluently and with expression.
- I can use plural nouns that don't follow specific rules.
- I can explain how two words are similar but can have slightly different meanings.
- I can connect my comments to what others have said.
- I can ask questions when I don't understand.

Academic Vocabulary/Words to Understand:

complete sentence, conclusion, making connections, accurately, automaticity, irregular plural nouns, opposite/antonym, synonyms, adjectives, describing verbs

Unit 7: Thoughts That Are Unique

Unit Summary: *Anansi Goes Fishing*, when read by students, will help them understand that creative thinking can solve problems when something is used in a different way and there is a good plan in place. *Rosa and Blanca* is based around the reality of sharing and helping others and using clever thinking to enhance creative ideas.

Students will acknowledge differences in the points of view of characters, even speaking in different voices for each character. Close reading to understand the key points made by the author will help students identify the central message or theme. Students will use various text features to locate key facts or information in a text efficiently.

Performance Skills:

- I can ask and answer question to show understanding of important details in a story.
- I can use different voices for characters.
- I can identify the main idea of a text.
- I can state the focus of the paragraphs within a text.
- I can use text features to find information quickly.
- I can figure out the meaning of a word by knowing the meaning of parts of the word.
- I can write my thoughts about a topic and give reasons to support my opinion.

Academic Vocabulary/Words to Understand:

introduction, conclusion, points of view, expression, dialogue, culture, text features, comma, audio, voice

Unit 8: Creative Ideas and Our Changing World

Unit Summary: For this unit, students will read *A Weed is a Flower* and *A Froggy Fable* to understand how change can sometimes be difficult, can be a bit scary, and can also be comforting.

To continue building Reading foundational skills, students are now reading on-level text with purpose and understanding. Writing opinions on personal topics or books read are now seen as a complete piece and are shared with peers. Author's purpose is identified and includes what the author wants to answer, explain, or describe.

Performance Skills:

- I can retell a fable or folktale and explain the lesson.
- I can ask questions to show I understand important details in a story.
- I can read and understand stories at my grade level.
- I can put events or ideas in order and explain how they go together.
- I can use adjectives and adverbs to make a sentence clearer.
- I can read and understand Informational text at my grade level.
- I can read second grade words that can not be sounded out.
- I can work with others to write.
- I can answer a question by thinking about something that happened to me.

Academic Vocabulary/Words to Understand:

questioning, genres, fables, folktales, author's purpose, autobiography, biography, expository, adjectives, adverbs, context clues, background knowledge