

# Clever Ideas

Unit 1 Week 1

## Essential Question:

Where do good ideas come from?

### **Comprehension Strategy:** Make Predications

- Good readers use clues from the story to make a prediction.
- Students may stop to confirm or revise their predictions if necessary.
- Often, students may find that making predictions will help them understand why a character speaks and acts in certain ways.

### **Comprehension Skill:** Sequence

- Students can summarize the plot by putting a story's key events in sequence.
- Remind students that putting key events in order will help them understand the story.

### **Genre:** Fairy Tale

- Fairy tales have a main character that must go on a long journey or complete a difficult task.
- Fairy tales usually contain imaginary creatures such as dragons.
- Fairy tales end happily.

### **Grammar Skill:** Sentences

#### **Vocabulary**

flattened	frantically
muttered	gracious
stale	official
brainstorm	original

### **Vocabulary Strategy:**

#### Synonyms

- To find synonyms, students can look for words, separated by commas that are near the unfamiliar word. These words may have the same meaning as the unknown word.

### **Spelling Words:**

1. flat
2. cash
3. band
4. bell
5. left
6. shelf
7. wealth
8. grim
9. mill
10. hint
11. plot
12. dock
13. blot
14. odd
15. sum
16. plum
17. bluff
18. crunch
19. build
20. gym
21. snack
22. step
23. pond
24. heavy
25. shovel

# Think of Others

Unit 1 Week 2

## Essential Question:

How do your actions affect others?

### **Comprehension Strategy:** Make Predications

- Good readers use clues from the story to make a prediction.
- Students may stop to confirm or revise their predictions if necessary.
- Often, students may find that making predictions will help them understand why a character speaks and acts in certain ways.

### **Spelling Words:**

1. major
2. clay
3. stray
4. today
5. bail
6. rail
7. drain
8. faint
9. claim
10. pale
11. face
12. graze
13. cane
14. slate
15. ache
16. flame
17. steak
18. break
19. eight
20. they
21. obey
22. grim
23. plum
24. cash
25. neighbor
26. railway

### **Comprehension Skill:** Problem & Solution

- Students need to identify the story's problem. The problem is what the main characters want to do, change, or find out.
- Students need to identify the steps that the characters take to solve their problem. Characters reveal their traits through the steps they take to solve their problem.
- The way in which the problem is finally solved is called the solution.

### **Genre:** Realistic Fiction

- Realistic fiction tells a made-up story.
- Realistic fiction features characters, settings, and events that could exist in real life.
- Realistic fiction usually includes dialogue.

### **Grammar Skill:** Subjects & Predicates

#### **Vocabulary**

accountable	advise
desperately	hesitated
humiliated	inspiration
self-esteem	uncomfortably

### **Vocabulary Strategy:**

#### Idioms

- An idiom probably will not make sense in context if it is read as though it were an ordinary phrase.
- When students find idioms, they should look for clues in the sentence or paragraph to help find their figurative meaning.

# Take Action

Unit 1 Week 3

## Essential Question:

How do people respond to natural disasters?

### **Comprehension Strategy:** Reread

- Good readers reread something that they do not understand.
- When they encounter challenging text, students can reread that section. They may need to reread more than once to make sure they understand.
- Students may find that rereading improves their comprehension of informational texts.

### **Comprehension Skill:** Compare & Contrast

- When you compare, you tell how things are alike.
- When you contrast, you tell how things are different.
- An author may use signal words such as same, but, both, and like to signal comparisons.

### **Genre:** Expository

- Explains facts about a topic. Topics include a real person, an actual event, a real place, or a real thing.
- May include text features such as headings, photographs and captions, and diagrams.

### **Grammar Skill:** Simple & Compound Sentences

#### **Vocabulary**

alter	collapse
crisis	destruction
hazard	substantial
unpredictable	severe

### **Vocabulary Strategy:**

#### Multiple-Meaning Words

- Some words are multiple-meaning words. They have more than one meaning.
- Students can use the words and phrases near a multiple meaning word to figure out its meaning.

### **Spelling Words:**

1. evening
2. zebra
3. breathe
4. league
5. squeaky
6. healer
7. sleek
8. indeed
9. reef
10. deed
11. speech
12. wheeze
13. concrete
14. scheme
15. belief
16. chief
17. honey
18. donkey
19. family
20. weary
21. bail
22. pale
23. eight
24. appeal
25. freedom

# Ideas in Motion

Unit 1 Week 4

## Essential Question:

How can science help you understand how things work?

### **Comprehension Strategy:** Reread

- Good readers reread something they do not understand.
- When students encounter unclear or difficult text, they can reread that section. They may need to reread more than once to make sure they understand.
- Students may find that rereading improves their understanding of narrative nonfiction.

### **Comprehension Skill:** Cause & Effect

- A cause is why something happens. An effect is what happens.
- Students can look for signal words such as because, due to, so, and as a result to find causes and effects in a text.
- Then they can use the cause-and-effect relationships they find to understand how or why things happen in the text.

### **Genre:** Narrative Nonfiction

- Tells a story that includes facts and examples about a topic. The characters in the story share or learn facts.
- May include text features such as headings, photographs and captions, and speech balloons.

### **Grammar Skill:** Clauses & Complex Sentences

#### **Vocabulary**

accelerate	advantage
capabilities	friction
gravity	identity
inquiry	thrilling

### **Vocabulary Strategy:**

#### Context Clues

- To find context clues, students can look at words surrounding the unfamiliar word. These words might be definitions, examples, or restatements of the word's meaning.
- Context clues can appear in the same sentence as an unfamiliar word or somewhere in the same paragraph.

### **Spelling Words:**

1. climb
2. minding
3. pies
4. die
5. height
6. sigh
7. fright
8. slight
9. drive
10. file
11. kite
12. prime
13. pride
14. slice
15. twice
16. wipe
17. pry
18. sly
19. shy
20. spy
21. chief
22. zebra
23. sleek
24. highway
25. wildlife

# Putting Ideas to Work

Unit 1 Week 5

## Essential Question:

How can starting a business help others?

### **Comprehension Strategy:** Reread

- Good readers reread parts of text they don't understand.
- When students have questions or don't understand complex ideas and vocabulary, they can reread to increase their understanding. It may help to reread more than once.

### **Comprehension Skill:** Main Idea & Key Details

- To find the main idea, students can look for important details in a text or part of a text and consider what they have in common.
- Identifying the main idea and key details will also help students summarize the text.

### **Genre:** Persuasive Article

- States the author's opinion on a topic.
- Supports the author's opinion with facts and examples.
- A persuasive article often includes text features such as headings and bar graphs.

### **Grammar Skill:** Run-on Sentences

#### **Vocabulary**

compassionate	enterprise
exceptional	funds
innovative	process
routine	undertaking

### **Vocabulary Strategy:**

#### Suffixes

- A suffix is a word part added to the end of a word to change its meaning. Students can use the suffix and their knowledge of the root word to help define an unfamiliar word.
- Three common suffixes are: -ly (done in a way of), -ive (related or belonging to), and -ful (full of or characterized by).

### **Spelling Words:**

1. bolt
2. mold
3. toll
4. shadow
5. flow
6. mows
7. lower
8. blown
9. quote
10. mole
11. stone
12. stove
13. chose
14. sole
15. stole
16. goal
17. groan
18. load
19. roasting
20. woe
21. kite
22. fright
23. climb
24. coaster
25. motor

# Literary Lessons

Unit 2 Week 1

## Essential Question:

What are some messages in animal stories?

### **Comprehension Strategy:** Ask & Answer Questions

- Good readers ask questions when there are parts of a story they do not understand.
- Questions can be about why a character acts a certain way or why an event occurs.
- Students can reread a passage of text to find the answer to a question.

### **Comprehension Skill:** Theme

- Readers can use the theme of the story to help them understand what the author intended to say or teach.
- Authors do not usually state the theme. What characters say and do in a story and what happens as a result can help readers find the theme.
- The theme of a folktale is usually a lesson about human behavior.

### **Genre:** Folktale

- Folktales are based on the traditions and beliefs of a people or region. This folktale is based on Iranian culture.
- Folktales are passed down from generation to generation. Students may find oral storytelling cues like long ago or once upon a time.

### **Grammar Skill:** Common & Proper Nouns

#### **Vocabulary**

attracted	dazzling
fabric	greed
honest	requested
soared	trudged

### **Vocabulary Strategy:**

#### Root Words

- The root is the simplest form of a word. Students can look for a root they recognize inside a longer word to find the overall meaning.
- The root may be at the beginning of the word, with a longer ending attached.

### **Spelling Words:**

1. unblock
2. unborn
3. unchain
4. unload
5. unlock
6. recall
7. relearn
8. resell
9. rewash
10. rewind
11. imperfect
12. indirect
13. incorrect
14. illegal
15. overact
16. overheat
17. subway
18. premix
19. preplan
20. supersize
21. stone
22. blown
23. lower
24. interact
25. transmit

# Animals in Fiction

Unit 2 Week 2

## Essential Question:

How do animal characters change familiar stories?

### **Comprehension Strategy: Ask & Answer Questions**

- When students read a drama, they may not understand all of it. Remind students that it helps to ask questions about what they do not understand. Then they can read to find the answers. When reading a dramatic scene or play, students may ask:
  - What is this story about? Why is the character talking or acting a certain way? What problem does the main character have?"

### **Comprehension Skill: Theme**

- To identify the theme, students must pay attention to the characters' words and actions.
  - Then they must think about what happens as a result of these actions.
  - Students should ask themselves, "What message does the author want to get across to the reader?"

### **Genre: Drama**

- A drama gives the setting and a list of characters.
- A drama is divided into parts called acts or scenes.
- A drama provides stage directions and is written in dialogue.

### **Grammar Skill: Singular & Plural Nouns**

#### **Vocabulary**

annoyed      attitude  
commotion      cranky  
familiar      frustrated  
selfish      specialty

### **Vocabulary Strategy:**

#### Antonyms

- Students can look for other nearby words and phrases that give examples or provide a further description of the word. Students can use these clues to try to determine the word's meaning.
- Sometimes there will not be adequate context clues in the surrounding text. In this case, students should use affixes.

### **Spelling Words:**

1. thirty
2. width
3. northern
4. fifth
5. choose
6. touch
7. chef
8. chance
9. pitcher
10. kitchen
11. sketched
12. ketchup
13. snatch
14. stretching
15. rush
16. whine
17. whirl
18. bring
19. graph
20. photo
21. unload
22. relearn
23. subway
24. expression
25. theater



# Natural Connections

Unit 2 Week 3

## Essential Question:

How are all living things connected?

### **Comprehension Strategy:** Summarize

- After reading a passage, students should ask, “Which details are important, and which are unimportant?” Guide students to sort the information in the passage to pull out the most important details.
- Once students have identified the most important details, they should retell those details in a logical order using their own words.

### **Comprehension Skill:** Main Idea & Key Details

- To find the main idea, students must first review the key details, or the information the author presents, and decide which details are the most important.
- Then they decide what these details have in common, or how they are connected. This will help them determine the main idea.

### **Genre:** Narrative Nonfiction

- It tells a true story about an event.
- It presents information in sequence, or the order in which events actually occurred.
- It presents information in an engaging way, so that it reads like a story.

### **Grammar Skill:** Irregular Plural Nouns

#### **Vocabulary**

crumbled	droughts
ecosystem	extinct
flourished	fragile
imbalance	ripples

### **Vocabulary Strategy:**

#### Context Clues

- Context clues are words or phrases near an unfamiliar word that can help students understand its meaning. Some context clues are sentence clues that appear in the sentences surrounding the words.
- Some context clues help by providing another name for an unfamiliar word.

### **Spelling Words:**

1. shred
2. shriek
3. shrimp
4. shrink
5. script
6. screw
7. screech
8. straighten
9. straps
10. strand
11. sprout
12. sprawl
13. sprang
14. splashing
15. splotch
16. thrill
17. throb
18. throat
19. thrift
20. through
21. choose
22. photo
23. whine
24. threaten
25. strictly



# Adaptations

Unit 2 Week 4

## Essential Question:

What helps an animal survive?

### **Comprehension Strategy:** Summarize

- After reading a passage, students should consider which details are most important. By identifying those key details, students can find the information they should include when they summarize.
- Once students have identified the most important details, they should retell the details in their own words. They should present the details in a logical order.

### **Comprehension Skill:** Main Idea & Key Details

- To find the main idea, students must first review the key details, or the information the author presents, and decide which details are the most important.
- Then they decide what these details have in common, or how they are connected. This will help them determine the main idea.

### **Genre:** Expository Text

- Expository text gives important facts about a topic. Topics include a real person, an actual event, a real place, or a real thing
- Expository text may include text features such as headings, photographs and captions, diagrams, maps, and time lines.

### **Grammar Skill:** Possessive Nouns

#### **Vocabulary**

camouflaged	dribbles
extraordinary	poisonous
pounce	predator
prey	vibrations

### **Vocabulary Strategy:**

#### Prefixes

- Common prefixes include un- (not), re- (again), and dis- (opposite of).
- When students encounter words they do not know, they should check to see if they can split the word up into a recognizable root word and a prefix.

### **Spelling Words:**

1. dart
2. guard
3. award
4. backyard
5. argue
6. spark
7. target
8. smart
9. charge
10. carpet
11. warp
12. door
13. fort
14. morning
15. stork
16. cord
17. worn
18. stormy
19. core
20. bore
21. screech
22. shrimp
23. throat
24. charcoal
25. forecast

# Animals All Around

Unit 2 Week 5

## Essential Question:

How are writers inspired by animals?

### **Comprehension Strategy:** Meter & Rhyme

- Meter is the arrangement of accented and unaccented syllables in a line of poetry. The way the syllables are arranged and accented creates rhythm.

Words rhyme when their endings sound the same, as in time and climb.

### **Comprehension Skill:** Point of View

- To determine the speaker, students can look at the pronouns the author uses. The pronouns I, we, and me signal that the speaker is a character in the poem. The pronouns he, her, and they signal that the speaker is outside of the action and telling about the characters or events.

### **Genre:** Lyric Poetry & Haiku

- Lyric poetry expresses the thoughts and feelings of the poet.
- It often has end rhymes.
- Haiku uses three short lines to describe a scene or a moment.
- It has a first and last line of five syllables and a second line of seven syllables.

### **Grammar Skill:** Combining Sentences

#### **Vocabulary**

brittle creative

descriptive outstretched

### **Vocabulary Strategy:**

#### Figurative Language

- A simile is a comparison of two unlike things using the words like or as. The room was as hot as an oven is an example of a simile.

- A metaphor is the comparison of two unlike things without the use of like or as. The grass was a green carpet is an example of a metaphor.

### **Spelling Words:**

1. sickly
2. hardly
3. quickly
4. slowly
5. carefully
6. wonderful
7. beautiful
8. graceful
9. spoonful
10. darkness
11. shapeless
12. ageless
13. illness
14. goodness
15. spotless
16. painless
17. weakness
18. darkest
19. clearest
20. thoughtful
21. door
22. smart
23. argue
24. brilliantly
25. straightest

# Friendship

Unit 3 Week 1

## Essential Question:

How can you make new friends feel welcome?

### **Comprehension Strategy:** Visualize

- Good readers pay attention to the descriptive language the author uses.
- When students read a section, they should confirm word meanings and make sure they understand exactly how the author is describing a character, setting, or situation. They can then close their eyes and try to see a picture.

### **Comprehension Skill:** Point of View

- The pronouns he, she, and they signal that the story has a **third-person** narrator. The pronouns I, we, and me signal a **first-person** narrator.
- A third-person narrator is not part of the story, but can tell the reader how all the characters feel and think. A first-person narrator is a character in the story.

### **Genre:** Fantasy

- A fantasy has elements that could not occur in real life. These elements can include characters who have magical qualities or places that do not actually exist.
- A fantasy usually includes illustrations. Readers can look for visual clues about the characters, setting, and events in the illustrations.

### **Grammar Skill:** Verbs

#### **Vocabulary**

acquaintance	cautiously
complementary	jumble
logical	scornfully
scrounging	trustworthy

### **Vocabulary Strategy:**

#### Context Clues

- To find paragraph clues, students can look for words or phrases in a sentence or a paragraph near the unfamiliar word. These words and phrases may provide a further description of the unfamiliar word. Students can use these clues to determine the meaning.

### **Spelling Words:**

1. herb
2. person
3. sternly
4. serpent
5. worse
6. pearl
7. dirty
8. birth
9. shirt
10. twirl
11. swirl
12. purse
13. curl
14. curve
15. curb
16. hurl
17. turkey
18. turnip
19. purpose
20. blurred
21. slowly
22. quickly
23. beautiful
24. spurt
25. further

# Helping the Community

Unit 3 Week 2

## Essential Question:

In what ways can you help your community?

### **Comprehension Strategy:** Visualize

- Good readers use details from a story to help them visualize.
- Students can close their eyes and try to picture a character, event, or setting.
- As they read and get new information, students should change the details in their pictures.

### **Comprehension Skill:** Point of View

- To determine the narrator of a story, students should look for pronouns. The pronouns I, me, or us, indicate that the story is told by a first-person narrator.
- A first-person narrator is a character in the story. The reader knows only the thoughts and feelings, or point of view, of this character.

### **Genre:** Realistic Fiction

- Realistic fiction uses characters who talk, think, and act like real people.
- Events in realistic fiction can happen in real life.
- Realistic fiction may also include flashbacks. Authors may not always present events in the order in which they occurred.

### **Grammar Skill:** Verb Tenses

#### **Vocabulary**

assigned	generosity
gingerly	mature
organizations	residents
scattered	selective

### **Vocabulary Strategy:**

#### Context Clues

- Authors sometimes give a definition for an unfamiliar word or offer a restatement of the word in a simpler way.
- Students can look for words and phrases, separated by commas, in the same sentence as the unfamiliar word.

### **Spelling Words:**

1. wrinkle
2. wriggle
3. wrapper
4. wrench
5. answer
6. knead
7. knives
8. known
9. kneel
10. knew
11. plumber
12. combs
13. thumbs
14. lambs
15. condemn
16. resign
17. doubtful
18. hour
19. honest
20. honor
21. person
22. curl
23. shirt
24. knuckles
25. wrestle

# Liberty & Justice

Unit 3 Week 3

## Essential Question:

How can one person make a difference?

### **Comprehension Strategy:** Reread

- Good readers reread something that they do not understand.
- When they encounter unclear or difficult text, students can stop and reread that section. They may need to reread it more than once before they understand it.
- Often, students may find that rereading will improve their understanding of informational texts.

### **Comprehension Skill:** Author's Point of View

- To find the author's point of view students must first look for details that reveal the author's position on a topic.
- As they read, students should ask themselves, "What is the author's attitude about this? What clues in the text reveal this attitude?"

### **Genre:** Biography

- A biography is the story of a real person's life. It is written by another person.
- A biography usually presents events from the person's life in chronological order.

### **Grammar Skill:** Main and Helping Verbs

#### **Vocabulary**

boycott	encouragement
fulfill	injustice
mistreated	protest
qualified	registered

### **Vocabulary Strategy:**

#### Synonyms & Antonyms

- To find synonyms or antonyms, students can look at the sentences surrounding the unfamiliar word.
- Synonyms may have the same meaning as the unknown word. Antonyms may have the opposite meaning.

### **Spelling Words:**

1. center
2. once
3. scene
4. spice
5. circus
6. cement
7. police
8. certain
9. ounce
10. glance
11. germs
12. bridge
13. badge
14. strange
15. orange
16. ginger
17. wedge
18. arrange
19. sponge
20. village
21. combs
22. kneel
23. wrench
24. general
25. ceremony

# Powerful Words

Unit 3 Week 4

## Essential Question:

How can words lead to change?

### **Comprehension Strategy:** Reread

- Good readers reread sentences or paragraphs that contain facts and details they do not understand.
- When they encounter unclear or difficult text, students can stop and reread that section. They may need to reread it more than once before they understand it.

### **Comprehension Skill:** Author's Point of View

- An author's purpose for writing can be to entertain, to inform, to persuade, or to inquire. Authors write imaginative and personal narratives to entertain. They write expository nonfiction to inform. They write persuasive articles to influence the reader's opinion.
- To evaluate the author's point of view, students should ask themselves these questions as they read.

### **Genre:** Biography

- A biography is a kind of nonfiction. It is a story about the life of a real person written by someone else.
- A biography usually includes information about the place and time in which the person lived. Events are presented chronologically.

### **Grammar Skill:** Linking Verbs

#### **Vocabulary**

address      divided  
haste      opposed  
perish      proclamation  
shattered      tension

### **Vocabulary Strategy:**

#### Latin & Greek Suffixes

- Two common Latin suffixes are -ment, meaning "the act or process of," and -able, meaning "capable of." Example words are development, which means "the process of developing" and breakable, which means "capable of being broken."
- A common Greek suffix is -ist, meaning "one who practices." For example, a chemist is someone who practices chemistry.
- As students read, they should look for Latin and Greek suffixes in unfamiliar words. The suffixes provide clues to the meanings of the words.

### **Spelling Words:**

1. clams
2. mints
3. props
4. arches
5. dresses
6. parents
7. caves
8. glasses
9. hobbies
10. engines
11. couches
12. arrows
13. enemies
14. babies
15. ranches
16. patches
17. mistakes
18. supplies
19. mosses
20. armies
21. circus
22. germs
23. spice
24. batteries
25. compasses



# Feeding the World

Unit 3 Week 5

## Essential Question:

In what ways can advances in science be helpful or harmful?

### **Comprehension Strategy:** Reread

- Good readers reread something that they do not understand.
- Students can reread that section. They may need to reread more than once to make sure they understand.
- Students may find that that rereading improves their comprehension of persuasive texts.

### **Comprehension Skill:** Author's Point of View

- To find the author's point of view, students must first look for details that reveal the author's position on a topic.
- As they read, students should ask themselves, "What is the author's position on this topic? What clues in the text reveal this position?"

### **Genre:** Persuasive Article

- A persuasive article states the author's position on a topic.
- A persuasive article often uses facts and examples to support the author's position and to convince readers to agree with the position.
- A persuasive article may include text features such as charts and maps.

### **Grammar Skill:** Irregular Verbs

#### **Vocabulary**

advancements	agriculture
characteristics	concerns
disagree	inherit
prevalent	resistance

### **Vocabulary Strategy:**

#### Greek Roots

- Many English words originate from words in the ancient Greek language. Learning common Greek roots can help students define many other words.
- Three common Greek roots are: gen, meaning "race" or "kind"; phys, meaning "nature"; and chron, meaning "time." These roots may appear at the beginning, middle, or end of a word.

### **Spelling Words:**

1. fishbowl
2. lookout
3. yardstick
4. desktop
5. campfire
6. overhead
7. waterproof
8. grandparent
9. railroad
10. snowstorm
11. loudspeaker
12. bookcase
13. bedroom
14. blindfold
15. newborn
16. bedspread
17. yourself
18. overdo
19. clothesline
20. undertake
21. dresses
22. arrows
23. babies
24. eyesight
25. paperweight



# Our Government

Unit 4 Week 1

## Essential Question:

Why do we need government?

### **Comprehension Strategy:** Ask & Answer Questions

- Good readers ask questions about something they do not understand and then look for answers.
- When they encounter a difficult section of text, students can ask questions to help them understand it. They may need to reread to find the answers to their questions.

### **Comprehension Skill:** Cause & Effect

- To find a cause-and-effect relationship, students should look for an event or action that causes something to happen. Then students can identify the effect, or what happens as a result.
- Signal words and phrases such as because, so, since, and as a result often indicate cause-and-effect relationships.

### **Genre:** Narrative Nonfiction

- Narrative nonfiction is a type of nonfiction that is written in the form of a story. It is told by a narrator and presents information in an engaging way.
- The information is usually presented in a logical order. The author may use cause-and-effect relationships to present information.

### **Grammar Skill:** Pronouns & Antecedents

#### **Vocabulary**

amendments	commitment
compromise	democracy
eventually	legislation
privilege	version

### **Vocabulary Strategy:**

#### Latin Roots

- Students can look for familiar Latin roots within a word to help them figure out part or all of a word's meaning.
- Example: dent means "tooth"; commun means "common"; and spect means "look."

### **Spelling Words:**

1. tasted
2. ripping
3. forced
4. flipping
5. tapped
6. flipped
7. scared
8. flagged
9. ripped
10. skipped
11. tapping
12. saved
13. skipping
14. scaring
15. flagging
16. discussed
17. saving
18. tasting
19. forcing
20. discussing
21. bedspread
22. desktop
23. snowstorm
24. outwitted
25. underscoring

# Leadership

Unit 4 Week 2

## Essential Question:

Why do people run for public office?

### **Comprehension Strategy:** Make Predictions

- When readers make predictions, they say what events they think will happen later on in the story.
- A prediction is more than just a guess; a prediction is based on events that have already happened in the story.
- As readers progress, they should check to see if their predictions have proven correct, or if their predictions require revision.

### **Comprehension Skill:** Point of View

- When the story is told by one of the characters, it has a first-person narrator. This means that the reader can only know and see what this character knows and sees.
- When the story is told by someone who is not part of the story, it is told by a third-person narrator. This means the reader might know and see what all the characters know and see.

### **Genre:** Fantasy

- Fantasy is a type of fiction.
- It includes invented people, places, things, and events that are not only made up, but impossible in the real world.
- Many fantasy stories include illustrations to help readers understand the made-up people, places, and things they describe.

### **Grammar Skill:** Subject & Object Pronouns

#### **Vocabulary**

accompanies	campaign
governor	intend
opponent	overwhelming
tolerate	weary

### **Vocabulary Strategy:**

#### Idioms

- An idiom is a phrase or expression whose meaning cannot be understood by interpreting the words contained within it literally.
- Students can try to find the meaning of an idiom by using context clues, reading the surrounding sentences in the paragraph, and seeing how the idiom fits in.

### **Spelling Words:**

1. funnier
2. families
3. pennies
4. worried
5. replied
6. varied
7. marries
8. carries
9. easily
10. silliest
11. jumpier
12. emptier
13. merrier
14. applied
15. cozily
16. sorriest
17. prettily
18. lazier
19. happiest
20. dizziest
21. scaring
22. tasting
23. skipped
24. handily
25. factories

# Breakthroughs

Unit 4 Week 3

## Essential Question:

How do inventions & technology affect your life?

### **Comprehension Strategy:** Make Predictions

- Good readers use clues from the story to make predictions.
- Students may stop, confirm, and revise their predictions if necessary.
- Often, students may find that making predictions will help them understand and remember why events happen in a certain way.

### **Comprehension Skill:** Point of View

- To determine the narrator of a story, students should look for pronouns. Pronouns such as he, she, or they indicate that the story is told by a third-person narrator.
- A third-person narrator is not a character in the story. A third-person narrator may reveal the thoughts and feelings of one, several, or all the characters in the story.

### **Genre:** Historical Fiction

- Historical fiction has realistic characters, events, and settings.
- Historical fiction is set in the past and is based on real events. The plot takes place in a definite period of time in history and in a real place.

### **Grammar Skill:** Pronoun-Verb Agreement

#### **Vocabulary**

decade	directing
engineering	gleaming
scouted	squirmed
technology	tinkering

### **Vocabulary Strategy:**

#### Synonyms

- Sometimes the author will use a synonym, another word or phrase that has the same or a similar meaning to the unfamiliar word, in a surrounding sentence or paragraph.
- Students can also look for other nearby words and phrases that give examples or provide a further description of the word.

### **Spelling Words:**

1. mood
2. stoop
3. zoom
4. crew
5. stew
6. ruler
7. produce
8. issue
9. tutor
10. truth
11. bruised
12. juicy
13. suits
14. group
15. you'll
16. huge
17. crook
18. wool
19. used
20. should
21. pennies
22. prettily
23. funnier
24. barbeque
25. crooked

# Wonders in the Sky

Unit 4 Week 4

## Essential Question:

How do you explain what you see in the sky?

### **Comprehension Strategy:** Ask & Answer Questions

- Good readers ask questions about something they do not understand and then look for answers.
- When students encounter a difficult section of text, they can ask a question that would help them understand it. They may need to reread to find an answer to the question.

### **Comprehension Skill:** Cause & Effect

- To find a cause-and-effect relationship, students should look for an event or action that causes something to happen. Then students can identify what happens as a result of that event or action.
- Signal words and phrases such as cause, effect and as a result help identify cause-and-effect relationships

### **Genre:** Expository Text

- Expository text is a type of nonfiction that explains facts and information about a topic.
- The information is usually presented in logical order. The author may use cause-and-effect relationships to present information.

### **Grammar Skill:** Possessive Pronouns

### **Vocabulary**

astronomer	crescent
phases	rotates
series	sliver
specific	telescope

### **Vocabulary Strategy:** Context Clues

- Students can look for paragraph clues to help them figure out the meanings of unfamiliar words.
- Students should look for clues within the same paragraph that will help them understand the meaning of a word.

### **Spelling Words:**

1. noises
2. voices
3. rejoice
4. annoy
5. destroy
6. voyage
7. mound
8. south
9. pound
10. hound
11. pouch
12. thousand
13. wound
14. grouch
15. cowboy
16. gown
17. frown
18. howling
19. flower
20. tower
21. crook
22. zoom
23. group
24. drought
25. downtown

# Achievements

Unit 4 Week 5

## Essential Question:

How do writers look at success in different ways?

### **Comprehension Strategy:** Stanza & Repetition

- Stanzas can be the same length and have a rhyme scheme.
- Stanzas can also vary in length and not rhyme.
- Repetition is used for rhythmic effect and emphasis.
- Many poets use repetition to express their ideas in interesting ways. It can also add to the emotional impact of a poem.

### **Spelling Words:**

1. caught
2. laws
3. drawn
4. strawberry
5. straw
6. awe
7. shawl
8. alter
9. halt
10. talking
11. walker
12. chalk
13. stalk
14. small
15. caller
16. squall
17. cough
18. fought
19. thought
20. false
21. south
22. pouch
23. annoy
24. wallpaper
25. awkward

### **Comprehension Skill:** Theme

- To identify the theme, students must pay attention to the narrator's or characters' words and actions.
- Then they must think about what happens as a result of these actions.
- Students should ask themselves, "What message does the poet want to get across to the reader?"

### **Genre:** Narrative Poem

- A narrative poem tells a story and has characters. The narrator is sometimes a character.
- A narrative poem is about fictional or real events. Narrative poems can read like a story.
- A narrative poem may be written in stanzas.

### **Grammar Skill:** Pronouns & Homophones

### **Vocabulary Strategy:**

#### Connotation & Denotation

- Connotation is the meaning suggested by a word in addition to its literal meaning. It is the feeling or idea associated with a word. Denotation is the dictionary's definition of a word.

### **Vocabulary**

attain      dangling

hovering      triumph

# Making it Happen

Unit 5 Week 1

## Essential Question:

In what ways do people show they care about each other?

### **Comprehension Strategy:** Visualize

- Good readers use details from a story to help them visualize.
- Students can try to picture a variety of story elements, including characters, events, or settings.

### **Comprehension Skill:** Character, Setting, Plot: Problem & Solution

- Students need to identify the story's problem. The problem is what the main characters want to do, change, or find out.
- Students need to identify the steps that the characters take to solve their problem. Characters reveal their traits through the steps they take to solve their problem.
- The way in which the problem is finally solved is called the solution.

### **Spelling Words:**

1. blanket
2. blossom
3. dipper
4. distant
5. foggy
6. fossil
7. member
8. nodded
9. planner
10. plastic
11. rumbles
12. slender
13. summer
14. swallow
15. tablet
16. thriller
17. traffic
18. welcome
19. willow
20. witness
21. talking
22. drawn
23. shawl
24. cupboard
25. friendly

### **Genre:** Realistic Fiction

- Realistic fiction is a made-up story.
- Realistic fiction has characters, settings, and events that could exist in real life.
- Realistic fiction may contain literary elements such as foreshadowing.

### **Grammar Skill:** Adjective

### **Vocabulary Strategy:**

#### Figurative Language

- A simile is the comparison of two unlike things using the words like or as.
- A metaphor is the comparison of two unlike things without the use of like or as.

### **Vocabulary**

bouquet	emotion
encircle	express
fussy	portraits
sparkles	whirl

# On the Move

Unit 5 Week 2

## Essential Question:

What are some reasons people move west?

### **Comprehension Strategy:** Visualize

- When readers visualize a scene, they form a picture of it in their heads.
- Before trying to visualize, students should reread the passage while looking out for descriptive language.

### **Spelling Words:**

1. famous

2. radar

3. razor

4. vacancy

5. beside

6. beyond

7. defend

8. delay

9. demand

10. prevent

11. secret

12. veto

13. bison

14. diver

15. cider

16. silence

17. clover

18. spoken

19. stolen

20. tulip

21. swallow

22. plastic

23. rumbles

24. request

25. sequence

### **Comprehension Skill:** Cause & Effect

- cause is an event or action that makes something happen.
- An effect is what happens as a result of the event or action.
- Students should be aware that story elements like the setting and characters' thoughts play an important role when determining an event's causes and effects.

### **Genre:** Tall Tale

- A tall tale is a type of folktale, which means that it is passed down orally through generations of a culture.
- A tall tale includes larger-than-life characters whose unusual talents or qualities allow them to do impossible things.

### **Grammar Skill:** Articles

### **Vocabulary Strategy:**

#### Homographs

- Homographs are words that are spelled the same but have different meanings and different origins.
- In order to understand a homograph's meaning, it is important to pay attention to its context and the role it plays in the sentence.

### **Vocabulary**

plunging  
scoffed  
shrivel  
topple

prospector  
settlement  
territories  
withered



# Inventions

Unit 5 Week 3

## Essential Question:

How can inventions solve problems?

### **Comprehension Strategy:** Summarize

- Good readers identify the key details of each section of text.
- Students may reread parts of text to find more important details to include in their summaries.
- Students should remember that a summary should be shorter than the part of text they are summarizing, because a summary should contain only the most important facts and details.

### **Comprehension Skill:** Problem & Solution

- Identifying the problems and the steps or actions taken to solve them can help students understand the main ideas of the text.
- To find problems and their solutions in a text, students can look for signal words such as consequently and as a result.

### **Genre:** Biography

- The story of a person's life written by another person. The subject is often a person who has contributed something special to society.
- Usually presents the events of a person's life in chronological order, or in the order they occurred.
- Often includes text features.

### **Grammar Skill:** Adjectives that Compare

#### **Vocabulary**

dizzy	experiment
genuine	hilarious
mischievous	nowadays
politician	procedure

### **Vocabulary Strategy:**

#### Greek Roots

- Many English words originate from words in the ancient Greek language. Learning common Greek roots can help students define many other words.
- Four common Greek roots are: cycl ("circular"), deca ("ten"), photo ("light") and graph ("draw or write"). These roots may appear at the beginning, middle, or end of a word.

### **Spelling Words:**

1. brain
2. staircase
3. domain
4. praise
5. trainer
6. oatmeal
7. beneath
8. repeat
9. reveal
10. increase
11. sneak
12. boast
13. afloat
14. croak
15. compound
16. discount
17. speed
18. sleeve
19. sheep
20. baboon
21. secret
22. diver
23. spoken
24. employee
25. reindeer

# Zoom In

Unit 5 Week 4

## Essential Question:

What can you discover when you look closely at something?

### **Comprehension Strategy:** Summarize

- After reading a passage, students should ask, which details are important, and which are unimportant. Students need to sort the information in the passage to pull out the most important details.
- Once students have identified the most important details, they should retell those details in a logical order using their own words. Students should leave out any unimportant details when they summarize.

### **Comprehension Skill:** Sequence

- As students read, they should ask themselves, When is this event taking place? This will help them identify in which order information is presented.
- Look for words and phrases that signal order, such as first, next, last, and finally, as well as dates and other time phrases.

### **Genre:** Expository Text

- Gives facts and information about a topic. Topics include a real person, an actual event, a real place, or a real thing.
- May include text features such as headings, photographs and captions, diagrams, maps, etc.

### **Grammar Skill:** Comparing with More & Most

#### **Vocabulary**

cling	dissolves
gritty	humid
magnify	microscope
mingle	typical

### **Vocabulary Strategy:**

#### Context Clues

- Sometimes the author will use an antonym, another word or phrase that means the opposite of the unfamiliar word.
- Students can also look for other nearby words and phrases that give examples or provide a further description of the word. Students can use these clues to try to determine the word's meaning.

### **Spelling Words:**

1. grocer
2. pepper
3. barber
4. grader
5. polar
6. tanker
7. singer
8. enter
9. odor
10. collar
11. zipper
12. powder
13. danger
14. cheddar
15. popular
16. harbor
17. anchor
18. elevator
19. daughter
20. victor
21. increase
22. oatmeal
23. sleeve
24. conductor
25. waiter

# Digging up the Past

Unit 5 Week 5

## Essential Question:

How can learning about the past help you understand the present?

### **Comprehension Strategy:** Summarize

- Students should first consider which details in a passage are the most important.
- Once students have identified the most important details, they should retell those details in a logical order using their own words.

### **Comprehension Skill:** Sequence

- As students read, they should ask themselves, “When is this event taking place?” This will help them identify in which order information is presented.
- Students should look for words and phrases that signal time, such as first, next, last, and finally, as well as dates and other time phrases.

### **Genre:** Informational Article

- Gives facts and information about a topic. Topics include an actual event, person, place, or thing.
- Usually includes text features that help students to understand the topic, such as sidebars, maps, photos, headings, and captions.

### **Grammar Skill:** Comparing with Good & Bad

#### **Vocabulary**

archaeology	document
era	evidence
expedition	permanent
tremendous	uncover

### **Vocabulary Strategy:**

#### Figurative Language

- Proverbs and adages are common sayings that get passed on over time.
- Every culture has its own popular proverbs and adages.
- Students should use context clues to find the meaning of an unfamiliar proverb or adage.

### **Spelling Words:**

1. pebble
2. humble
3. double
4. gamble
5. trouble
6. uncle
7. needle
8. fiddle
9. cuddle
10. cradle
11. jungle
12. single
13. marble
14. ramble
15. tackle
16. ankle
17. freckle
18. buckle
19. hustle
20. tangle
21. barber
22. anchor
23. cheddar
24. staple
25. stifle

# Old and New

Unit 6 Week 1

## Essential Question:

How do traditions connect people?

### **Comprehension Strategy:** Reread

- Good readers reread sentences or paragraphs that they do not understand. They stop and think about what they already know and make connections as they reread the text
- When they encounter new or challenging information, students can reread that section. They may need to reread more than once to make sure they understand.

### **Comprehension Skill:** Theme

- To identify the theme, students should pay close attention to what characters say and feel and how they resolve any problems.
- Encourage students to keep track of important ideas, messages, or lessons and explain how they are conveyed through details in the text.
- Students will make inferences, using details in the text.

### **Genre:** Historical Fiction

- Has realistic characters, events, and settings.
- Is set in the past and is based on real events that happened during a specific period in history.
- Can have fictional characters and characters that are based on real people.

### **Grammar Skill:** Adverbs

#### **Vocabulary**

ancestors	despised
endurance	forfeit
honor	intensity
irritating	retreated

### **Vocabulary Strategy:**

#### Connotation & Denotation

- A word's denotation is the literal definition of a word that you would find in a dictionary.
- A word's connotation is the feeling of a word or the effect that it has on the reader.

### **Spelling Words:**

1. shaken
2. sunken
3. eleven
4. woven
5. widen
6. ridden
7. proven
8. often
9. robin
10. cousin
11. raisin
12. muffin
13. penguin
14. button
15. reason
16. cotton
17. wagon
18. dragon
19. common
20. skeleton
21. uncle
22. double
23. paddle
24. toughen
25. vitamin

# Notes from the Past

Unit 6 Week 2

## Essential Question:

Why is it important to keep a record of the past?

### **Comprehension Strategy:** Reread

- Good readers reread paragraphs and sections that they do not understand. They stop and think about the information. If they are still unsure about what they are reading, they reread again.
- When students encounter unfamiliar facts and information, they can reread that section to improve their understanding.

### **Comprehension Skill:** Theme

- The theme is often implied rather than stated directly.
- To identify the theme, students must pay attention to the characters' words and actions and what happens to them.
- Students should ask themselves, "What message does the author want to get across to the reader?"

### **Genre:** Historical Fiction

- Has realistic characters, events, and settings.
- Is set in the past and is based on real events.
- Has fictional characters that are interwoven with characters based on real people in history.

### **Grammar Skill:** Comparing Adverbs

#### **Vocabulary**

depicts	detested
discarded	eldest
ignored	obedience
refuge	treacherous

### **Vocabulary Strategy:**

#### Homophones

- Homophone pairs, such as there and their, are easily confused.
- Students can use prior knowledge of familiar homophones along with context clues to help them understand the meaning of a homophone in a text.

### **Spelling Words:**

1. root
2. route
3. tail
4. tale
5. wade
6. weighed
7. prince
8. prints
9. doe
10. dough
11. moose
12. mousse
13. we've
14. weave
15. who's
16. whose
17. bolder
18. boulder
19. patience
20. patients
21. cotton
22. muffin
23. eleven
24. straight
25. strait

# Resources

Unit 6 Week 3

## Essential Question:

How have our energy resources changed over the years?

### **Comprehension Strategy:** Ask and Answer Questions

- Good readers ask questions about something they do not understand and then look for answers.
- When students encounter a difficult section of text, they can ask a question that would help them understand it. They may need to reread to find an answer to the question.
- Asking and answering questions will improve their comprehension

### **Comprehension Skill:** Main Idea & Key Details

- To find the main idea, students must first review the key details, or the information the author presents, and decide which details are the most important.
- Then they decide what these details have in common, or how they are connected. This will help them determine the main idea.

### **Genre:** Informational Text: Narrative Nonfiction

- Tells a story that includes facts and examples about a topic. The characters in the story share or learn facts.
- May include text features such as headings, photos and captions.

### **Grammar Skill:** Negatives

#### **Vocabulary**

coincidence	consequences
consume	converted
efficient	incredible
installed	renewable

### **Vocabulary Strategy:**

#### Latin & Greek Prefixes

- As students read, they should look for Latin and Greek prefixes in unfamiliar words. The prefixes provide clues to the meanings of the words.
- Other context clues tell more about the unfamiliar word by saying what it does or how it is being used.

### **Spelling Words:**

1. discourage
2. disappoint
3. disbelief
4. distrust
5. disloyal
6. misplace
7. mislabel
8. mislead
9. misstep
10. misnumber
11. nonfat
12. nonfiction
13. nonsense
14. nonstop
15. unable
16. unplug
17. uncertain
18. uncomfortable
19. uncover
20. unclean
21. prince
22. weighed
23. bolder
24. mishap
25. unravel



# Money Matters

Unit 6 Week 4

## Essential Question:

What has been the role of money over time?

### **Comprehension Strategy:** Ask and Answer Questions

- Students should ask questions about information they do not understand and then look for answers in the text. Any prior knowledge they may have about the topic will also help. Students can ask questions to help them understand difficult sections of text. They may need to reread to find the answers to their questions.

### **Comprehension Skill:** Main Idea & Key Details

- Students should first review the key details, or the information the author presents, and decide which details are the most important.
- Students may find that rereading will help them identify important details in informational texts.
- Then students should think about what the details have in common in order to determine the main idea.

### **Genre:** Expository Text

- Expository text gives facts and information about a topic. The author has been careful to verify the facts.
- May include text features such as headings, glossaries, images and captions, diagrams, maps, and time lines, though an expository text does not always contain these features.

### **Grammar Skill:** Prepositions

#### **Vocabulary**

currency	economics
entrepreneur	global
invest	marketplace
merchandise	transaction

### **Vocabulary Strategy:**

#### Proverbs & Adages

- In expository text, proverbs and adages are sometimes used to help illustrate a point about the topic.
- Proverbs and adages usually explain a general truth or observation.
- Students should use paragraph clues to find the meaning of an unfamiliar proverb or adage.

### **Spelling Words:**

1. wireless
2. sunny
3. furry
4. really
5. hairy
6. barely
7. tasteless
8. handful
9. lifeless
10. fitness
11. hopefully
12. happiness
13. fullness
14. sorrowful
15. gently
16. sickness
17. joyfully
18. aimless
19. breathless
20. certainly
21. disappoint
22. nonfat
23. misnumber
24. superbly
25. successfully



# Finding My Place

Unit 6 Week 5

## Essential Question:

What shapes a person's identity?

### **Comprehension Skill:** Theme

- To identify the theme, students must pay attention to the narrator's or characters' words and actions.
- Then they must think about what happens as a result of these actions.
- Students should ask themselves, "What message does the poet want to get across to the reader?"

### Spelling Words:

1. unchanged
2. unnamed
3. restate
4. reverse
5. infrequent
6. invisible
7. prepaid
8. displease
9. action
10. establishment
11. oversized
12. prejudice
13. interstate
14. intersect
15. deflate
16. semiweekly
17. happily
18. kindness
19. finally
20. fearful
21. really
22. handful
23. happiness
24. transplant
25. superhuman

### **Genre:** Free Verse Poetry

- Free verse poetry does not have a rhyme scheme.
- Free verse poetry does not have a metrical pattern.
- Free verse poetry may have irregular lines.

### **Grammar Skill:** Sentences using Prepositions

### **Vocabulary**

gobble  
mist

individuality  
roots

### **Vocabulary Strategy:**

#### Figurative Language

- A simile is a comparison of two unlike things using the words like or as. The room was as hot as an oven is an example of a simile.
- A metaphor is the comparison of two unlike things without the use of like or as. The grass was a green carpet is an example of a metaphor.