

Module	LO #	Sight Words	Spelling Words	Vocabulary Words	Objectives
My Adventures	1.1	and, away, big, blue, can, come, down, find, for, funny, go	Flag, crab, sled, drip, trim, clog, flop, drum, club	frighten, wander, stray, romp, boisterous, harness	1) Use the CCVC pattern to read words 2) Spell words with the CCVC pattern 3) Determine the meaning of words using context clues 4) Reading sight words
	1.2				1) Identify the components of a simple sentence 2) Identify appropriate punctuation marks
	1.3				1) Record yourself as you read narrative 2) Describe how you read
	1.4				1) Read a story about a personal adventure 2) Identify characteristics of story structure 3) Identify words with the CCVC pattern
	1.5				1) Identify characteristics of the narrative genre 2) List the steps in the writing process 3) Write a personal adventure story
Space Adventures	2.1	help, here, I, in, is, it, jump, little, look, make, me, my	cute, cave, mice, note, robe, rule, face, kite	explore, solar, system, gravity, orbit, constellation, space	1) Use the CVCe pattern to read words 2) Spell words with the CVCe pattern 3) Use a dictionary to define reading selection vocabulary words 4) Reading sight words
	2.2				Distinguish sentences from non-sentences
	2.3				1) Record yourself as you read informational text 2) Describe how you read

	2.4				<ul style="list-style-type: none"> 1) Read a story about a space adventure 2) Read informational text about NASA 3) Summarize the text
	2.5				<ul style="list-style-type: none"> 1) Describe the audience and purpose for writing 2) Identify the parts of a paragraph 3) Write a paragraph about space
Ocean Adventures	3.1	not, one, play, red, run, said, see, the, three, to, two, up	nail, meat, suit, road, read, float, blue, rain	swift, predator, magnificent, journey, coast, crew	<ul style="list-style-type: none"> 1) Use the CVVC pattern to read words 2) Spell words with the CVVC pattern 3) Use a thesaurus to define reading selection vocabulary words 4) Reading sight words
	3.2				<ul style="list-style-type: none"> 1) Identify compound nouns and verbs in sentences 2) Explain why compound nouns and verbs are used when writing
	3.3				<ul style="list-style-type: none"> 1) Record yourself as you read 2) Identify the proper phrasing of groups of words when you read
	3.4				<ul style="list-style-type: none"> 1) Read informational text about an ocean adventure 2) Make inferences when reading informational text
	3.5				<ul style="list-style-type: none"> 1) Write a paragraph to perform a task 2) Tell a person how to do something

Fables	4.1	we, where, yellow, you, all, am, are, at, ate, be, black	sweet, meet, mean, deal, beach, seen, green, street, queen	cupboard, gnaw, peace, fine, cellar, trap	1) Use the ee and ea pattern to read words 2) Spell words with the ee and ea pattern 3) Identify synonyms and antonyms 4) Read sight words
	4.2				1) Identify the components of a compound sentence 2) Distinguish compound sentences
	4.3				1) Record yourself as you read 2) Identify your reading rate
	4.4				1) Identify the components of a fable 2) Read fables 3) Analyze the characters in a story
	4.5				1) Write a story based on a fable 2) Retell a fable
Myths	5.1	brown, but, came, did, do, eat, four, get, good, have, he, into	boil, boy, joy, toy, soil, foil, join, coin	treasure, wealthy, satisfy, astonished, frenzy, despair	1) Use the oi and oy pattern to read words 2) Spell words with the oi and oy pattern 3) Identify and define words with the prefixes pre and mis 4) Read sight words

	5.2				Identify and distinguish common and proper nouns
	5.3				Use appropriate expression when reading
	5.4				Analyze the elements of a good story.
	5.5				Revise writing
Why Tales	6.1	like, must, new, no, now, on, our, out, please, pretty, ran, ride	took, book, foot, good, out, loud, shout, cloud	lazy, desert, yoke, plow, magic, reflection	1) Use the oo and ow pattern to read words 2) Spell words with the oo and ow pattern 3) Use word family patterns to make new words 4) Read sight words
	6.2				Identify and use common plural nouns
	6.3				Use appropriate intonation when reading.

	6.4				Identify the organizational structure for compare and contrast text
	6.5				1) Use what has been learned about grammar and mechanics to edit story 2) Tell a story using appropriate details
Solving Problems	7.1	saw, say, she, so, soon, that, there, they, this, too, under, want	high, right, fight, sight, sky, by, my, cry	harsh, capture, doze, outcome, starve, risk	1) Use the i, ie, and igh pattern to read words 2) Spell words with the i, ie, and igh pattern 3) Use dictionary guide words to find words in the dictionary 4) Read sight words
	7.2				Identify and use concrete and abstract nouns
	7.3				Listen to your reading to monitor rate, expression, and intonation
	7.4				Identify and distinguish between literal and nonliteral meaning
	7.5				Write a clear topic sentence

Asking Questions	8.1	was, well, went, what, white, who, will, with, yes, after, again, an	telescope, history, monster, crystal, rescue, discover	struggled, volunteer, predict, delicate, diagram, gasp	1) Read two letter blends words in text 2) Spell words that begin with two letter blends 3) Identify synonyms and antonyms 4) Read sight words
	8.2				Identify and use verbs in sentences, sight words and vocabulary words
	8.3				Listen to your reading to monitor rate, expression, and intonation
	8.4				Sequence events in informational text
	8.5				Formulate and write an opinion on a topic
Inventions	9.1	any, as, ask, by, could, every, fly, from, give, going, had, has	scrap, splash, split, spray, spring, squeak, strap, string	process, prey, suitable, clever, method, intelligent	1) Read three letter blend words 2) Spell words with three letter beginning blends 3) Identify the meaning of words with the prefixes non,over, and re

	9.2				1) Read three letter blend words 2) Spell words with three letter beginning blends 3) Identify the meaning of words with the prefixes non, over, and re
	9.3				Listen to your reading to monitor rate, expression, and intonation
	9.4				Read nonfiction text and ask questions as you read.
	9.5				1) Write clear topic sentences 2) respond to a different opinion
Pond Animals	10.1	here, him, his, how, just, know, let, live, may, of, old, once	three, thread, throne, throat, throb, thrill	distressed, urged, satisfied, inquired, stylish, assortment	1) Read three letter blend words 2) Spell words with three letter beginning blends 3) Identify the meaning of words with the suffix ful
	10.2				Distinguish the difference between past and present tense
	10.3				Listen to your reading to monitor rate, expression, and intonation

	10.4				Read nonfiction text to find the main idea
	10.5				Write a compare and contrast paragraph about pond animals
Animal Friends	11.1	open, over, put, round, some, stop, take, thank, them, then, think, walk	food, mood, noodle, moon, spoon, boot, zoo, goose, poodle, raccoon	impatient, overlooked, wry, fond, devoured, sullen	1) Read words with the vowel diphthongs ow and ou 2) Spell words with vowel diphthongs 3) Identify words with multiple meanings
	11.2				Reduce repetition in writing with pronouns
	11.3				Listen to your reading to monitor rate, expression, and intonation
	11.4				Read nonfiction text
	11.5				1) Write a paragraph about an animal friend 2) Discuss your paragraph with a friend

Night Animals	12.1	were, when, always, around, because, been, before, best, both, buy, call, cold	crawl, lawn, yawn, hawk, author, haunt, pause, sauce	gloom, nook, dismal, dispute, roam, morsel	1) Read words with the vowel patterns au and aw 2) Spell words with the vowel patterns 3) Identify words with multiple meanings
	12.2				Examine pronouns and the antecedents
	12.3				Listen to your reading to monitor rate, expression, and intonation
	12.4				Read and summarize nonfiction text. Answer text dependent questions
	12.5				1) Write a paragraph about a night animal 2) Explain the difference between night animals and day animals to a friend

Rural vs. City	13.1	does, fast, first, five, found, gave, goes, green, its, made, many, off	knife, knew, knight, thumb, doubt, tomb	city, dull, intend, patience, rural, avoid	1) Read words with silent letter sounds kn and b 2) Spell words with the letter sounds 3) Use context clues to identify the meaning of words
	13.2				1) Use commas in word lists 2) Use articles a, and, the
	13.3				Listen to your reading to monitor rate, expression, and intonation
	13.4				Read and summarize nonfiction text about rural and city areas and draw conclusions.
	13.5				1) Write a paragraph to contrast city and rural areas 2) Identify linking words to contrast
Jobs in the Community	14.1	or, pull, read, right, sing, sit, sleep, tell, their, these, those, upon	toil, noisy, point, oyster, royal, destroy	responsible, average, resident, ability, perform, prevent	1) Read words with the vowel sounds oi and oy 2) Spell words with the vowel sounds 3) Interpret idioms

	14.2				Identify the subject of a sentence
	14.3				Listen to your reading to monitor rate, expression, and intonation
	14.4				1) Read and summarize nonfiction text about jobs in the community 2) Identify cause and effect organizational structure
	14.5				1) Write a paragraph to discuss what causes jobs to come to a community.
Community Leaders	15.1	together, us, use, very, wash, which, why, wish, work, would, write, your	faster, bigger, louder, shorter, wisest, kindest, hottest, strangest	respect, solution, vision, cooperation, dedicate, goal	1) Read words with the ending sounds er and est 2) Spell words with the sounds er and est
	15.2				1) Distinguish comparative and superlative adjectives in sentences 2) Use quotation marks and commas to identify speech
	15.3				Listen to your reading to monitor rate, expression, and intonation

	15.4				1) Read and summarize nonfiction text about leaders 2) Identify characteristics of biographies/autobiographies
	15.5				1) Write a paragraph of biographic information
The Presidency	16.1	don't, better, bring, carry, clean, cut, done, draw, drink, eight, fall, far	there, they're, their, roll, role, where, wear, ware	symbol, globe, unite, leadership, wisdom, nation	1) Write words with the contraction n't 2) Explain words that are homophones
	16.2				Examine subject and verb agreement
	16.3				Listen to your reading to monitor rate, expression, and intonation
	16.4				1) Read and summarize nonfiction text about the work of one of the Presidents of the United States
	16.5				1) Write a paragraph to discuss what causes jobs to come to a community.

Winter Holidays	17.1	full, got, grow, hold, hot, hurt, if, keep, kind, laugh, light, long, try, warm	way, weight, symbol, cymbal, sun, son	culture, arrange, customs, pastime, tradition, belief	1) Write words with the contraction 'd 2) Examine more homophones
	17.2				Write sentences according to time.
	17.3				Listen to your reading to monitor rate, expression, and intonation
	17.4				1) Read and summarize nonfiction text about winter holidays around the world
	17.5				1) Write a paragraph identify the 5Ws about your own paragraph.
Time and New Years	18.1	much, myself, never, only, own, pick, seven, shall, show, six, small, start, ten, today	tear, product, wind, object, bass, desert	advice, approach, resolution, focus, brilliant, habit	1) Write words with the contraction 've 2) Examine words that are homographs

	18.2				Review use of nouns, verbs, and pronouns
	18.3				Listen to your reading to monitor rate, expression, and intonation
	18.4				1) Read and summarize nonfiction text about time and new year (story about midnight in U.S. and time in another part of the country) 2) Identify the structural characteristics of compare/contrast, cause/effect, and 5W text.
	18.5				1) Choose a topic and write a paragraph with the appropriate organizational structure