

 | English 3D<sup>®</sup>  | Read 180<sup>®</sup>

Volume 1 Language Launch

Year 2: Units 4 – 6

20–30 Minutes of Instruction

Daily Lesson Plans (180 Days)

Unit 4: On the Map (Weeks 1 - 12) .....	3 Unit
5: What in the World? (Weeks 13 - 24) .....	9
Unit 6: Across Cultures (Weeks 25 - 36) .....	15

## Table of Contents

- Use this Pacing Guide if you have 20–30 minutes of instructional time. There are additional Pacing Guides for 45–60 minutes and 90+ minutes of instructional time available on Ed.
- This Pacing Guide contains two weeks of instruction per page. Each week is further broken down into the recommended daily lesson content.
- The Language Expectations and Objectives for each lesson appear on the first day instruction.
- To access the Lessons linked in this guide directly on Ed:
- Log in to Ed and open one of the Language Launch Teaching Guides
- Click the Lesson link in the Planning & Pacing Guide to open it on Ed

Unit 4: On the Map (60 days, 20–30 minutes instruction per day)		
Week 1		Learning Targets: I can...
Lesson 1	Assessment Day 1	Assess <ul style="list-style-type: none"> <li>• Administer the Unit 4 Pre-Test</li> </ul>
	Day 2	Introduce Unit 4 <ul style="list-style-type: none"> <li>• Make Observations</li> <li>• Meet the Unit Host, Shaan! <a href="#">On the Map</a></li> <li>• Vocabulary Builder: <i>map, compass, Earth, globe</i></li> </ul>
	Day 3	<ul style="list-style-type: none"> <li>• Interpreting Media: Anchor Video</li> </ul>
	Day 4	<ul style="list-style-type: none"> <li>• Vocabulary Builder: <i>geography, world, lost, direction</i></li> </ul>
	Day 5	<ul style="list-style-type: none"> <li>• Writing</li> </ul>
Week 2		I can...

Lesson 2	Day 6	<p><u><a href="#">Going Global</a></u></p> <ul style="list-style-type: none"> <li>Vocabulary Builder: <i>land, water, surface, continent, ocean, equator, prime meridian, hemisphere</i></li> <li>Language Builder: Present-Tense Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about continents and oceans using nouns.</li> <li>Listen closely to an audio clip of a presentation about geography and answer questions about details.</li> <li>Write about a world map using common and proper nouns and present-tense verbs.</li> </ul>
	Day 7	<ul style="list-style-type: none"> <li>Speaking and Listening</li> </ul>	
	Day 8	<ul style="list-style-type: none"> <li>Interpreting Media: Audio Clip</li> </ul>	
	Day 9	<ul style="list-style-type: none"> <li>Contrasting Long and Short Vowels</li> </ul>	
Lesson 3	Day 10	<ul style="list-style-type: none"> <li>Contrasting Long and Short Vowels</li> </ul>	<ul style="list-style-type: none"> <li>I can read and tell the difference between long and short vowel sounds I can read and tell the difference between long and short vowel sounds</li> </ul>

Unit 4: On the Map (continued)

Week 3	Learning Targets: I can...
--------	----------------------------

Lesson 3	Day 11	Great Outdoors: Speaking and Listening	<ul style="list-style-type: none"> <li>Read a text about physical geography and answer questions about details.</li> <li>Ask and answer questions about geography.</li> <li>Write about landforms and surface water using adjectives, verbs, and the pronouns <i>it</i> and <i>they</i>.</li> </ul>
	Day 12	<ul style="list-style-type: none"> <li>Interpreting Text: Make Observations</li> </ul>	
	Day 13	<ul style="list-style-type: none"> <li>Writing</li> </ul>	

Lesson 4	Day 14	Short 'i' sound Short 'o' sound	<ul style="list-style-type: none"> <li>I can read short i words smoothly and understand their meaning.</li> <li>1.2.4 Short o – I can read short o words fluently and use them in sentences.</li> </ul>
	Day 15	Short 'i' sound Short 'o' sound	

Week 4	<ul style="list-style-type: none"> <li>I can identify and read words with the -s ending.</li> </ul>
--------	---

Lesson 4	Day 16	Ending -s	<p>➤ I can read plural words fluently and understand their meaning.</p> <p>☐ Ask and answer questions about geography using nouns.</p> <p>☐ Read a poem to identify and analyze similes in the poem.</p> <p>☐ Write about places using adjectives.</p>
	Day 17	Ending -s	
Lesson 5	Day 18	<p><a href="#">Geography and People</a></p> <ul style="list-style-type: none"> <li>Vocabulary Builder: <i>physical feature, human activity, change, shape, size, bridge, island, beach</i></li> <li>Language Builder: Adjective Order</li> </ul>	
	Day 19	<ul style="list-style-type: none"> <li>Speaking and Listening</li> </ul>	
	Day 20	<ul style="list-style-type: none"> <li>Interpreting Text: Poem, "No Place on the Map" by Margarita Engle</li> </ul>	

Unit 4: On the Map (continued)		
Week 5		Learning Targets: I can...
Lesson 5	Day 21	<p>Geography and People (continued)</p> <ul style="list-style-type: none"> <li>Writing</li> </ul>
Lesson 6	Day 22	<p><a href="#">Mapping a Country</a></p> <ul style="list-style-type: none"> <li>Vocabulary Builder: <i>area, divide, region, state, territory, capital, border, coast</i></li> <li>Language Builder: Proper Nouns for Places</li> </ul>
	Day 23	<ul style="list-style-type: none"> <li>Speaking and Listening / Make observations about text</li> </ul>
	Day 24	<p>Short e ] Short u</p>
	Day 25	Contrasting Short Vowels
Week 6		<p>See <i>Language Expectations in Week 4, Day 18, Lesson 5.</i></p> <ul style="list-style-type: none"> <li>☐ Ask and answer questions about states using a map of the United States.</li> <li>☐ Observe and discuss maps of the United States.</li> <li>☐ Read a text about the United States and answer questions about key characteristics of the map.</li> <li>☐ I can recognize and pronounce words with the short e sound.</li> <li>☐ I can identify and read words with the short u sound.</li> <li>☐ I can compare and read words with different short vowel sounds</li> </ul>

Lesson 7	Day 26	<a href="#">Where Am I?</a> <ul style="list-style-type: none"> <li>Vocabulary Builder: <i>locate, legend, symbol, compass rose, north, south, east, west</i></li> <li>Language Builder: Giving Directions</li> </ul>	<input type="checkbox"/> Ask and answer questions about elements of a map using nouns. <input type="checkbox"/> Read a map and answer questions to identify symbols. <input type="checkbox"/> Write about locations of places on a map using cardinal and ordinal directions
	Day 27	<ul style="list-style-type: none"> <li>Speaking and Listening</li> </ul>	
	Day 28	<ul style="list-style-type: none"> <li>Interpreting Media: Map of California</li> </ul>	
	Day 29	<ul style="list-style-type: none"> <li>Understanding Syllables</li> </ul>	
Lesson 8	Day 30	<ul style="list-style-type: none"> <li>Two- and Three-Letter Blends</li> </ul>	<input type="checkbox"/> I can break words into syllables to help read and spell. <input type="checkbox"/> I can read and spell words with common blends
Unit 4: On the Map (continued)			
Week 7			Learning Targets: I can...
Lesson 8	Day 31	Digraph sh	<ul style="list-style-type: none"> <li>I can read and spell words with the 'sh' sound</li> <li>I can read words with 'sh' in sentences.</li> <li>I can identify and read words with ch and -tch patterns.</li> <li>I can use words with ch and -tch in reading.</li> <li>I can read words with 'th' fluently in context.</li> </ul>
	Day 32	ch, -tch sounds	
	Day 33	Th- sound	
Lesson 9	Day 34	<a href="#">Growing Population</a> <ul style="list-style-type: none"> <li>Vocabulary Builder: <i>population, thousand, million, billion, data, increase, decrease, estimate</i></li> <li>Language Builder: Large Numbers</li> </ul>	<input type="checkbox"/> Ask and answer questions about populations using large numbers. <input type="checkbox"/> Listen closely to an audio clip of a conversation and identify the main idea. <input type="checkbox"/> Write about a line graph about population using nouns, verbs, and

	Day 35	<ul style="list-style-type: none"> <li>• Speaking and Listening</li> </ul>	Numbers.
Week 8			
Lesson 9	Day 36	<ul style="list-style-type: none"> <li>• Interpreting Media: Audio Clip /Writing</li> </ul>	
	Day 37	<ul style="list-style-type: none"> <li>- Stressed &amp; Unstressed Syllables</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can recognize stressed and unstressed syllables to read words correctly.</li> </ul>
Lesson 10	Day 38	<p><a href="#">Going the Distance</a></p> <ul style="list-style-type: none"> <li>• Vocabulary Builder: <i>airplane, train, passenger, ticket, identification, security, depart, arrive</i></li> <li>• Language Builder: Verbs as Nouns</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer questions about traveling using noun phrases and verbs.</li> <li><input type="checkbox"/> Observe and discuss images showing modes of transportation.</li> <li><input type="checkbox"/> Read a text about long-distance transportation and answer questions about key details.</li> <li><input type="checkbox"/> Write about taking long-distance transportation using nouns, verbs, and gerunds.</li> </ul>
	Day 39	<ul style="list-style-type: none"> <li>• Speaking and Listening</li> </ul>	
	Day 40	<ul style="list-style-type: none"> <li>• Interpreting Text: Make Observations/Writing</li> </ul>	

Unit 4: On the Map (continued)			
Week 9			Learning Targets: I can...
Lesson 10	Day 41	Consonant + -le, -el, -al	<ul style="list-style-type: none"> <li>➤ I can read words with these syllable patterns (Consonant + -le, -el, -al)</li> </ul>
	Day 42	<p><a href="#">Moving and Migrating</a></p> <ul style="list-style-type: none"> <li>• Vocabulary Builder: <i>migrate, origin, refuge, opportunity, conflict, cause, effect, miss</i></li> <li>• Language Builder: Connecting Words: <i>so, because</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer questions about migration using nouns.</li> <li><input type="checkbox"/> Read a primary source to answer questions about point of view and cause and effect.</li> <li><input type="checkbox"/> Write a personal narrative about migration using first-person</li> </ul>

	Day 43	<ul style="list-style-type: none"> <li>Speaking and Listening</li> </ul>	pronouns and the connecting words <i>because</i> and <i>so</i> .
	Day 44	<ul style="list-style-type: none"> <li>Interpreting Text: Primary Source, "My Migration Story" by Vandí</li> </ul>	
	Day 45	<ul style="list-style-type: none"> <li>Writing</li> </ul>	
Week 10			
Lesson 12	Day 46	<u>History of Maps</u> <ul style="list-style-type: none"> <li>Vocabulary Builder: <i>accurate, atlas, chronological, clay, flat, history, latitude, longitude</i></li> <li>Language Builder: Time Words: <i>ago, since</i></li> </ul>	<input type="checkbox"/> Ask and answer questions about time using past-tense verbs and nouns. <input type="checkbox"/> Create a time line about mapmaking and write about it using the adverbs <i>ago</i> and <i>since</i> . <input type="checkbox"/> I can identify and read words ending with -es. <input type="checkbox"/> I can use -es words correctly when reading and writing
	Day 47	<ul style="list-style-type: none"> <li>Speaking and Listening / Writing</li> </ul>	
	Day 48	<ul style="list-style-type: none"> <li>Ending -es</li> </ul>	
	Day 49	<ul style="list-style-type: none"> <li>Ending -es</li> </ul>	
Lesson 13	Day 50	<u>Using a Map App</u> <ul style="list-style-type: none"> <li>Vocabulary Builder: <i>current, destination, route, traffic, downtown, intersection, GPS, technology</i></li> <li>Language Builder: Direction Words: <i>onto, toward</i></li> </ul>	<input type="checkbox"/> Ask and answer questions about map apps using nouns. <input type="checkbox"/> Read a map from a map app and answer questions. <input type="checkbox"/> Write directions based on the information from a map app using the prepositions <i>onto</i> and <i>toward</i> .
Unit 4: On the Map (continued)			
Week 11			Learning Targets: I can...
Lesson 13	Day 51	<ul style="list-style-type: none"> <li>Speaking and Listening</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ask and answer questions about map apps using nouns.</li> <li><input type="checkbox"/> Read a map from a map app and answer questions.</li> <li><input type="checkbox"/> Write directions based on the information from a map app using the prepositions <i>onto</i> and <i>toward</i>.</li> </ul>
	Day 52	<ul style="list-style-type: none"> <li>Interpreting Media: Map App</li> </ul>	
	Day 53	<ul style="list-style-type: none"> <li>Writing</li> </ul>	

Lesson 14	Day 54	<p><a href="#">Project: Explain How to Use a Map</a></p> <p>Project Prompt: Create a presentation to explain how to find a city on a map. Use direction words to describe where the city is located.</p> <ul style="list-style-type: none"> <li>• Planning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze a student project model and identify elements of an explanatory text.</li> <li><input type="checkbox"/> Write a paragraph to explain how to find a city on a map using nouns and direction words.</li> <li><input type="checkbox"/> Check and edit writing for organization, spelling, and capitalization.</li> <li><input type="checkbox"/> Create a presentation and use visuals.</li> </ul>
	Day 55	<ul style="list-style-type: none"> <li>• Drafting</li> </ul>	
Week 12			
Lesson 14	Day 56	<ul style="list-style-type: none"> <li>• Writing</li> </ul>	
	Day 57	<ul style="list-style-type: none"> <li>• Writing (continued)</li> </ul>	
	Day 58	<ul style="list-style-type: none"> <li>• Presenting</li> </ul>	
	Day 59	<ul style="list-style-type: none"> <li>• Presenting (continued)</li> </ul>	
Assessment	Day 60	<p>Assess and Celebrate</p> <ul style="list-style-type: none"> <li>• Administer the Unit 4 Test</li> <li>• Present Certificates of Achievement Celebrate students' success and growth by awarding certificates at the end of a unit.</li> </ul>	

Unit 5: What in the World? (60 days, 20–30 minutes instruction per day)		
Week 13		Learning Targets: I can...
Assessment	Day 61	<p>Assess</p> <ul style="list-style-type: none"> <li>• Administer the Unit 5 Pre-Test</li> </ul>

Lesson 1	Day 62	<p>Introduce Unit 5</p> <ul style="list-style-type: none"> <li>• Make Observations</li> <li>• Meet the Unit Host, Samira!</li> </ul> <p><a href="#">What in the World?</a></p> <ul style="list-style-type: none"> <li>• Vocabulary Builder: <i>animal, extinct, endangered, habitat</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> View a video to build knowledge about the unit topic of the environment.</li> <li><input type="checkbox"/> Categorize events from the video as a cause or an effect.</li> <li><input type="checkbox"/> Take notes on a video using new vocabulary words in context.</li> <li><input type="checkbox"/> Ask and answer questions about the environment using nouns.</li> <li><input type="checkbox"/> I can read words with long i spelled i_e.</li> <li><input type="checkbox"/> I can read long i words fluently and understand their meaning</li> </ul>
	Day 63	<ul style="list-style-type: none"> <li>• Interpreting Media: Anchor Video</li> </ul>	
	Day 64	<ul style="list-style-type: none"> <li>• Vocabulary Builder: <i>environment, balanced, connected, save/Writing</i></li> </ul>	
	Day 65	<ul style="list-style-type: none"> <li>• Long i (i_e)</li> </ul>	
Week 14			Learning Targets: I can...
Lesson 2	Day 66	<p><a href="#">The Ecosystem</a></p> <ul style="list-style-type: none"> <li>• Vocabulary Builder: <i>ecosystem, sun, plant, tree, air, survive, provide, grow</i></li> <li>• Language Builder: Articles: <i>a, an, the</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer questions about the ecosystem using articles and nouns.</li> <li><input type="checkbox"/> Read a poem to analyze the author's use of personification in the poem.</li> <li><input type="checkbox"/> Write about the ecosystem using the articles <i>the, a, and an</i>.</li> <li><input type="checkbox"/> I can read words with long o spelled o_e.</li> <li><input type="checkbox"/> I can read long o words fluently and understand their meaning</li> </ul>
	Day 67	<ul style="list-style-type: none"> <li>• Interpreting Text: Poem, <i>Instructions on Listening to the Trees</i> by Mahogany L. Browne - Speaking and Listening</li> </ul>	
	Day 68	<ul style="list-style-type: none"> <li>• Long (o_e)</li> </ul>	
	Day 69	<ul style="list-style-type: none"> <li>- Long (o_e)</li> </ul>	
Lesson 3	Day 70	<p><a href="#">Plants</a></p> <ul style="list-style-type: none"> <li>• Vocabulary Builder: <i>soil, root, common, rare, edible, poisonous, flower, identify</i></li> <li>• Language Builder: Pronouns: <i>it, they, them</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer questions about plants using nouns and pronouns.</li> <li><input type="checkbox"/> Read an informational sign for a plant and answer questions about details.</li> <li><input type="checkbox"/> Write about plants using subject and object pronouns.</li> </ul>

Unit 5: What in the World? (continued)

Week 15			I can...
Lesson 3	Day 71	Plants (continued) • Speaking and Listening/Informational Text	<input type="checkbox"/> Ask and answer questions about plants using nouns and pronouns. <input type="checkbox"/> Read an informational sign for a plant and answer questions about details. <input type="checkbox"/> Write about plants using subject and object pronouns. <input type="checkbox"/> I can write a paragraph using selected long o words.
	Day 72	• Writing	
	Day 73	- Long o (o_e) cont'd.	
Lesson 4	Day 74	- Soft 'c' and 'g'	➤ I can explain that c and g usually make their soft sounds when followed by e, i, or y  ➤ I can explain that c and g usually make their hard sounds when followed by a, o, or u  ➤ I can identify when to pronounce c and g as soft or hard in multisyllabic words.
	Day 75	- Hard 'c' and 'g'	
Week 16			
Lesson 4	Day 76	- Multisyllabic 'c' and 'g' words	
	Day 77	- Multisyllabic 'c' and 'g' words	
Lesson 5	Day 78	<a href="#">Break it Down!</a> • Vocabulary Builder: <i>organism, insect, worm, fungus, bacteria, decomposer, decay, nutrient</i> • Language Builder: Commas in a List	<input type="checkbox"/> Ask and answer questions about decomposers using noun phrases. <input type="checkbox"/> Observe and discuss images showing different decomposers. <input type="checkbox"/> Read a text about decomposers and answer questions about key details. <input type="checkbox"/> Write about decomposers using lists with serial commas.
	Day 79	• Speaking and Listening	
	Day 80	• Interpreting Text: Make Observations	

Unit 5: What in the World? (continued)			
Week 17		Learning Targets: I can...	
Lesson 5	Day 81	Break It Down! (continued) <ul style="list-style-type: none"> <li>• Writing</li> </ul>	<input type="checkbox"/> Write about decomposers using lists with serial commas  <input type="checkbox"/> Ask and answer questions about animal habitats using plural nouns. <input type="checkbox"/> Observe and discuss images showing different habitats. <input type="checkbox"/> Read a text about habitats and answer questions. <input type="checkbox"/> Write about habitats using noun phrases.
	Day 82	<u>Habitats</u> <ul style="list-style-type: none"> <li>• Vocabulary Builder: <i>desert, forest, grassland, savanna, tundra, freshwater, marine, coral reef</i></li> <li>• Language Builder: Noun Phrases</li> </ul>	
Day 83	<ul style="list-style-type: none"> <li>• Speaking and Listening</li> </ul>		
Day 84	<ul style="list-style-type: none"> <li>• Interpreting Text: Make Observations</li> </ul>		
Day 85	<ul style="list-style-type: none"> <li>• Writing</li> </ul>		
Week 18		I can	
Lesson 7	Day 86	<ul style="list-style-type: none"> <li>• 2.11.2 Long u (u_e)-</li> </ul>	<input type="checkbox"/> I can read words with long u spelled u_e. <input type="checkbox"/> I can read long u words fluently and understand their meaning. <input type="checkbox"/> I can read words with vowel-consonant-e patterns.  <input type="checkbox"/> I can read VCe words fluently in sentences.
	Day 87	<ul style="list-style-type: none"> <li>• 2.11.2 Long u (u_e) –</li> </ul>	
	Day 88	<ul style="list-style-type: none"> <li>- 2.11.3 VCe Syllables –</li> </ul>	
	Day 89	<ul style="list-style-type: none"> <li>- 2.11.3 VCe Syllables –</li> </ul>	

Lesson 8	Day 90	- 2.11.5 Unlocking Multisyllable Words –	<input type="checkbox"/> I can read multisyllable words by breaking them into parts.
	Unit 5: What in the World? (continued)		
Week 19			Language Targets: I can...
Lesson 8	Day 91	2.12.6 Inflectional Endings -ed, -ing (drop e)	<input type="checkbox"/> I can read words with these endings correctly. <input type="checkbox"/> I can use these words in sentences. <input type="checkbox"/> I can read words with doubled endings accurately.
	Day 92	2.12.6 Inflectional Endings -ed, -ing (drop e)	
	Day 93	2.12.7 Inflectional Endings -ed, -ing (with doubling)	
Lesson 9	Day 94	<a href="#">Natural Resources</a> <ul style="list-style-type: none"> <li>Vocabulary Builder: <i>natural, resources, electricity, fossil fuel, solar, wind, renewable, nonrenewable</i></li> <li>Language Builder: Prefixes: <i>non-</i>, <i>re-</i></li> </ul>	<input type="checkbox"/> Ask and answer questions about natural resources using nouns and noun phrases. <input type="checkbox"/> Listen closely to an audio clip of a conversation and identify key details shared about natural resources. <input type="checkbox"/> Write an informational paragraph about natural resources using words with the prefixes <i>re-</i> and <i>non-</i> .
	Day 95	<ul style="list-style-type: none"> <li>Speaking and Listening</li> </ul>	
Week 20			
Lesson 9	Day 96	• 3.13.1 y as a Vowel	<input type="checkbox"/> I can read words with y acting as a vowel.  <input type="checkbox"/> I can read y words fluently in sentences.
	Day 97	3.13.1 y as a Vowel	
Lesson 10	Day 98	3.13.3 Changing -y to i	<input type="checkbox"/> I can apply spelling rules when changing -y to -i.

	Day 99	<a href="#">Water Cycle</a> <ul style="list-style-type: none"> <li>Vocabulary Builder: <i>liquid, solid, gas, atmosphere, cloud, return, collect, become</i></li> <li>Language Builder: Connecting Words and Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about the forms of water using nouns.</li> <li>Observe and discuss an image showing the water cycle.</li> <li>Read a text about the water cycle and answer questions about the topic.</li> <li>Write the steps in the water cycle using connecting words and phrases.</li> </ul>
	Day 100	<ul style="list-style-type: none"> <li>Speaking and Listening</li> <li>Interpreting Text: Make Observations</li> </ul>	

Unit 5: What in the World? (continued)			
Week 21		Language Targets: I can...	
Lesson 10	Day 101	3.13.3 Changing -y to i	<ul style="list-style-type: none"> <li>I can apply spelling rules when changing -y to -i.</li> </ul>
	Day 102	3.13.3 Changing -y to i	<ul style="list-style-type: none"> <li>I can use words with this spelling rule correctly.</li> </ul>
Lesson 11	Day 103	3.13.4 wh, ph	<ul style="list-style-type: none"> <li>I can read words with wh and ph patterns.</li> </ul>
	Day 104	<ul style="list-style-type: none"> <li><a href="#">Human Impact</a></li> <li>Vocabulary Builder: <i>problem, solution, damage, fix, waste, conserve, notice, ignore</i></li> <li>Language Builder: Synonyms and Antonyms</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about the ways humans impact Earth using gerund phrases.</li> <li>Read an informational article and identify problems and solutions presented in the article.</li> <li>Write about environmental problems and discuss potential solutions using synonyms and antonyms.</li> </ul>
	Day 105	-Interpreting Text: <i>A Smart Sprinkler</i> by Ronak Bhatt -Writing	
Week 22			
Lesson 12	Day 106	3.13.4 wh, ph – I can read wh and ph words fluently.	<ul style="list-style-type: none"> <li>I can read wh and ph words fluently.</li> </ul>
	Day 107	3.14.5 Silent Consonants	<ul style="list-style-type: none"> <li>I can read words with silent consonants.</li> </ul>

	Day 108	3.14.5 Silent Consonants	<ul style="list-style-type: none"> <li>➤ I can read silent consonant words fluently.</li> </ul>
	Day 109	<a href="#">Reduce, Reuse, Recycle</a> <ul style="list-style-type: none"> <li>• Vocabulary Builder: <i>reduce, reuse, recycle, bin, protect, container, empty, biodegrade</i></li> <li>• Language Builder: Adjectives</li> <li>• Reduce, Reuse, Recycle (continued)</li> <li>• Speaking and Listening</li> </ul>	
Lesson 13	Day 110	Reduce, Reuse, Recycle (continued) Speaking and Listening and writing	

Unit 5: What in the World? (continued)

Week 23			Language Targets: I can...
Lesson 13	Day 111	3.14.6 Open Syllables	<ul style="list-style-type: none"> <li>➤ I can read words with open syllables.</li> <li>➤ I can use open syllable words in context.</li> <li>□ Analyze a student project model and identify elements of an argument.</li> <li>□ Write an argumentative paragraph about an environmental problem using reasons and evidence.</li> <li>□ Check and edit writing for organization, spelling, capitalization.</li> </ul>
	Day 112	3.14.6 Open Syllables	
	Day 113	<a href="#">Project: Make a Science Argument</a> <div style="border: 1px solid green; padding: 5px; margin: 5px 0;">           Project Prompt: Create a brochure about an environmental issue. Include a claim, reason, and evidence.         </div> <ul style="list-style-type: none"> <li>• Planning</li> </ul>	
Lesson 14	Day 114	Drafting	
	Day 115	writing	

Week 24			
Lesson 14	Day 116	<ul style="list-style-type: none"> <li>• Writing</li> </ul>	<input type="checkbox"/> Create a visual presentation and use gestures when presenting.
	Day 117	<ul style="list-style-type: none"> <li>- Presenting</li> </ul>	
	Day 118	<ul style="list-style-type: none"> <li>• Presenting continued</li> </ul>	
	Day 119	<ul style="list-style-type: none"> <li>• Assess and Celebrate               <ul style="list-style-type: none"> <li>• Administer the Unit 5 Test</li> </ul> </li> </ul> Present Certificates of Achievement Celebrate students' success and growth by awarding certificates at the end of a unit.	
Assessment	Day 120	3.14.7 Using Open and Closed Syllable Strategies	<input type="checkbox"/> I can read words using open and closed syllable patterns.

Unit 6: Across Cultures (60 days, 20–30 minutes instruction per day)			
Week 25		Language Target: I can.....	
Assessment	Day 121	Assess <ul style="list-style-type: none"> <li>• Administer the Unit 6 Pre-Test</li> </ul>	
Lesson 1	Day 122	Introduce Unit 6 <ul style="list-style-type: none"> <li>• Make Observations</li> <li>• Meet the Unit Host, Gabriela! <a href="#">Across Cultures</a></li> <li>• Vocabulary Builder: <i>culture, meaningful, represent, decorate</i></li> </ul>	<input type="checkbox"/> View a video to build knowledge about the unit topic of culture. <input type="checkbox"/> Create a concept web about culture using details from the video. <input type="checkbox"/> Take notes on a video using new vocabulary words in context. <input type="checkbox"/> Ask and answer questions about your culture using nouns. <input type="checkbox"/> I can read words with unstressed open syllables. <input type="checkbox"/> I can use these words correctly when reading.
	Day 123	<ul style="list-style-type: none"> <li>• Interpreting Media: Anchor Video</li> </ul> Vocabulary Builder: <i>display, honor, gratitude, unique</i>	
	Day 124	<ul style="list-style-type: none"> <li>• 3.14.9 Unstressed Open Syllables</li> </ul>	

	Day 125	3.14.9 Unstressed Open Syllables	
Week 26			I can...
Lesson 2	Day 126	<u>Cultural Identity</u> <ul style="list-style-type: none"> <li>Vocabulary Builder: <i>nationality, ethnicity, identity, multicultural, connect, diverse, perspective, respect</i></li> <li>Language Builder: Adjectives of Origin</li> </ul>	<input type="checkbox"/> Ask and answer questions about cultural identity using adjectives and proper nouns. <input type="checkbox"/> Observe and discuss images showing cultural parades. <input type="checkbox"/> Read a text about cultural parades and answer questions about key details. <input type="checkbox"/> Write about your identity using nouns and adjectives of origin.  ➤ I can read words with long a spelled ai or ay.
	Day 127	<ul style="list-style-type: none"> <li>Speaking and Listening</li> </ul>	
	Day 128	<ul style="list-style-type: none"> <li>Interpreting Text: Make Observations &amp; writing</li> </ul>	
	Day 129	3.15 Long a (ai, ay)	
Lesson 3	Day 130	3.16.2 Using Patterns to Determine Vowel Sounds	➤ I can use patterns to read unknown vowel sounds.
Unit 6: Across Cultures (continued)			
Week 27			Learning Targets: I can...
Lesson 3	Day 131	3.16.3 Long o (oa, ow)	<input type="checkbox"/> I can read words with long o spelled oa or ow. <input type="checkbox"/> I can read long o words fluently in sentences. <input type="checkbox"/> I can read words with long e spelled ea, ee, or ie.
	Day 132	3.16.3 Long o (oa, ow)	
	Day 133	3.17.5 Long e (ea, ee, ie)	

Lesson 4	Day 134	<u>In My Family</u> <ul style="list-style-type: none"> <li>Vocabulary Builder: <i>relative, parent, grandparent, sibling, aunt, uncle, cousin</i></li> </ul> Language Builder: Possessive Nouns Speaking and Listening • Interpreting Media: Audio Clip	<ul style="list-style-type: none"> <li>➤ ask and answer questions about family using nouns.</li> <li>☐ Listen closely to a conversation between friends and identify key details they share about families.</li> <li>☐ Write about a variety of families using nouns and possessive nouns.</li> </ul>
	Day 135	<ul style="list-style-type: none"> <li>Writing</li> </ul>	
Week 28			
Lesson 4	Day 136	3.17.6 Vowel Team Syllables	<ul style="list-style-type: none"> <li>➤ I can identify and read words with vowel team syllables.</li> </ul>
	Day 137	3.17.6 Vowel Team Syllables.	<ul style="list-style-type: none"> <li>➤ I can read vowel team words fluently and understand their meanings</li> </ul>
Lesson 5	Day 138	3.18.1 Long i (igh)	<ul style="list-style-type: none"> <li>➤ I can read and spell words with long i spelled igh.</li> </ul>
	Day 139	<u>Customs and Traditions</u> <ul style="list-style-type: none"> <li>Vocabulary Builder: <i>custom, tradition, ancestor, belief, generation, occasion, celebrate, value</i></li> </ul> Language Builder: Possessive Adjectives	<ul style="list-style-type: none"> <li>☐ Ask and answer questions about customs and traditions using verb phrases.</li> <li>☐ Observe and discuss images of customs and traditions.</li> <li>☐ Read a text about birthday customs and answer questions.</li> <li>☐ Write about a tradition using nouns and possessive adjectives.</li> </ul>
	Day 140	<ul style="list-style-type: none"> <li>Interpreting Text: Make Observations</li> <li>Speaking and Listening</li> </ul>	

Unit 6: Across Cultures (continued)		
Week 29		Learning Targets: I can...
Lesson 5	Day 141	3.18.1 Long i (igh) <ul style="list-style-type: none"> <li>➤ I can read long i words fluently in context.</li> </ul>

Lesson 6	Day 142	3.19.3 r-Controlled Vowel ar	<ul style="list-style-type: none"> <li>➤ I can read and spell words with ar patterns.</li> <li>➤ I can read ar words fluently in sentences.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer questions about favorite celebrations using verb phrases.</li> <li><input type="checkbox"/> Read an informational article about a celebration and answer questions about quotes from the article.</li> <li><input type="checkbox"/> Interview a partner about a celebration and write about it using verb phrases and pronouns.</li> </ul>
	Day 143	3.19.3 r-Controlled Vowel ar – I can read ar words fluently in sentences.	
	Day 144	<p><a href="#">Let's Celebrate!</a></p> <ul style="list-style-type: none"> <li>• Vocabulary Builder: <i>festival, holiday, gather, gift, party, perform, include, evolve</i></li> </ul> <p>Language Builder: Pronoun Referencing Speaking and Listening</p>	
	Day 145	Interpreting Text: "Dancing Lions" by Karena Pha Writing	
Week 30			I can...
Lesson 7	Day 146	<p><a href="#">Time to Eat</a></p> <ul style="list-style-type: none"> <li>• Vocabulary Builder: <i>meal, dinner, serving, snack, recipe, ingredients, mix, add</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer questions about favorite foods.</li> <li><input type="checkbox"/> Read a recipe and answer questions.</li> <li><input type="checkbox"/> I can recognize and use morphological word families to determine meaning.</li> </ul> <ul style="list-style-type: none"> <li>➤ I can read and spell words with oi and oy patterns.</li> </ul>
	Day 147	- 4.20.2 Morphological Word Families	
	Day 148	4.21.7 Diphthongs oi, oy	
	Day 149	<p><a href="#">Appreciating Art</a></p> <ul style="list-style-type: none"> <li>• Vocabulary Builder: <i>activities, calligraphy, ceramic, jewelry, painting, photograph, sculpture, textile</i></li> </ul>	
Lesson 8	Day 150	<ul style="list-style-type: none"> <li>• Language Builder: Verbs to Tell Likes and Dislikes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ask and answer questions about art using nouns.</li> <li><input type="checkbox"/> Observe and discuss images of art.</li> <li><input type="checkbox"/> Write about art interests using base verbs followed by gerunds.</li> </ul>

Unit 6: Across Cultures (continued)

Week 31

Learning Targets: I can...

Lesson 8	Day 151	4.21.7 Diphthongs oi, oy	<ul style="list-style-type: none"> <li>➤ I can read oi and oy words fluently in context.</li> <li>➤ I can read and spell words with ou and ow patterns.</li> <li>➤ I can read ou and ow words fluently and understand their meaning.</li> </ul>
	Day 152	4.21.9 Diphthongs ou, ow	
	Day 153	4.21.9 Diphthongs ou, ow	
Lesson 9	Day 154	<p><a href="#">Making Music</a></p> <ul style="list-style-type: none"> <li>• Vocabulary Builder: <i>musician, song, lyrics, instrument, rhythm, genre, concert, opinion</i></li> <li>• Language Builder: Expressing an Opinion</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer questions about music using nouns.</li> <li><input type="checkbox"/> Listen closely to a conversation between friends and take notes about their opinions.</li> <li><input type="checkbox"/> Write about music using nouns and opinion words.</li> </ul>
	Day 155	<ul style="list-style-type: none"> <li>• Speaking and Listening</li> </ul>	
Week 32			
Lesson 9	Day 156	- 4.18.1 Long i (igh)	<ul style="list-style-type: none"> <li>➤ I can identify and read words with long i spelled igh.</li> <li>➤ I can use long i words fluently in reading.</li> </ul>
	Day 157	4.18.1 Long i (igh)	
Lesson 10	Day 158	4.19.3 r-Controlled Vowel ar	<ul style="list-style-type: none"> <li>➤ I can recognize and read words with ar vowel patterns.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read a bar graph about sports and answer questions.</li> <li><input type="checkbox"/> Collect data to create a bar graph and write a summary using comparative and superlative adjectives.</li> </ul>
	Day 159	<p>• <a href="#">Just for Fun</a></p> <ul style="list-style-type: none"> <li>• Vocabulary Builder: <i>game, hobby, sport, relax, travel, amusement park, museum, movie theater</i></li> <li>• Language Builder: Comparative and Superlative Adjectives: <i>more, most</i></li> </ul> <p>Speaking and Listening</p>	
	Day 160	<ul style="list-style-type: none"> <li>• Interpreting Media: Horizontal Bar Graph</li> </ul>	

Unit 6: Across Cultures (continued)

Week 33			Learning Targets: I can...
Lesson 10	Day 161	<ul style="list-style-type: none"> <li>4.19.3 r-Controlled Vowel ar</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can use ar words in fluent reading and writing.</li> </ul>
	Day 162	<ul style="list-style-type: none"> <li>4.19.4 r-Controlled Vowels er, ir, ur</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can read words with er, ir, and ur patterns.</li> </ul>
Lesson 11	Day 163	<ul style="list-style-type: none"> <li>4.19.4 r-Controlled Vowels er, ir, ur</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can read these words fluently and accurately.</li> </ul>
	Day 164	<p><a href="#">Exploring History</a></p> <ul style="list-style-type: none"> <li>Vocabulary Builder: <i>ancient, archeologist, artifact, civilization, protected site, ruins, statue, structure</i></li> </ul> <p>Language Builder: Imperatives</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer questions about ancient places using verb phrases.</li> <li><input type="checkbox"/> Read an advertisement and answer questions about its persuasiveness.</li> <li><input type="checkbox"/> Write an advertisement for an ancient place using imperatives.</li> </ul>
	Day 165	<p>Writing Speaking and Listening Interpreting Text: Advertisement</p>	
Week 34			I can...
Lesson 12	Day 166	<p><a href="#">From Past to Present</a></p> <ul style="list-style-type: none"> <li>Vocabulary Builder: <i>exchange, offer, receive, experience, serve, enjoy, appreciate, homemade</i></li> <li>Language Builder: Prepositions: <i>by, through</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer questions about preserving culture using prepositional phrases.</li> <li><input type="checkbox"/> Observe and discuss an image showing culture preservation.</li> <li><input type="checkbox"/> Read a text about a culture and answer questions about key details.</li> <li><input type="checkbox"/> Write about the ways to preserve culture using the prepositions <i>by</i> and <i>through</i>. Ask and answer questions about other cultures using adjectives or origin and nouns.</li> <li><input type="checkbox"/> Read narrative poem and analyze theme in the poem.</li> <li><input type="checkbox"/> Write about experiences with cultural exchange using different forms of the homophone <i>to/too/two</i>.</li> </ul>
	Day 167	<ul style="list-style-type: none"> <li>Speaking and Listening and writing Interpreting Text: Make Observations</li> </ul>	
	Day 168	<p><a href="#">Cultural Exchange</a></p> <ul style="list-style-type: none"> <li>Vocabulary Builder <i>exchange, offer, receive, experience, serve, enjoy, appreciate, homemade</i></li> <li>Language Builder: Homophones: <i>to, too, two</i></li> </ul>	
	Day 169	<ul style="list-style-type: none"> <li>4.20.1 r-Controlled Vowel or, ore</li> </ul>	

			<ul style="list-style-type: none"> <li>➤ I can read and spell words with or and ore patterns. •</li> </ul>
Lesson 13	Day 170	<ul style="list-style-type: none"> <li>• 4.20.1 r-Controlled Vowel or, ore</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can use or and ore words fluently.</li> </ul>

Unit 6: Across Cultures (continued)		
Week 35		Learning Targets: I can...
Lesson 13	Day 111	4.20.2 Morphological Word Families
	Day 112	4.21.7 Diphthongs oi, oy
	Day 113	4.21.7 Diphthongs oi, oy
Lesson 14	Day 114	<p><u>Project: Inform Others About a Culture</u></p> <p>Project Prompt: Create a presentation about a culture that is special to you. Use adjectives of origin, proper nouns, and transitions in your writing.</p> <ul style="list-style-type: none"> <li>• Planning</li> </ul>
	Day 115	<ul style="list-style-type: none"> <li>• Drafting</li> </ul>
Week 36		
Lesson 14	Day 116	<ul style="list-style-type: none"> <li>• Writing</li> </ul>
	Day 117	<ul style="list-style-type: none"> <li>• Writing (continued)</li> </ul>
	Day 118	<ul style="list-style-type: none"> <li>• Presenting</li> </ul>
	Day 119	<ul style="list-style-type: none"> <li>• Presenting (continued)</li> </ul>
Assessment	Day 120	<p>Assess and Celebrate</p> <ul style="list-style-type: none"> <li>• Administer the Unit 6 Test</li> <li>• Present Certificates of Achievement Celebrate students' success and growth by awarding certificates at the end of a unit.</li> </ul>

- I can use word parts to determine meanings of related words.
- I can read and spell words with oi and oy sounds.
- I can read oi and oy words fluently.

- ☐ Analyze a student project model and identify elements of an informative paragraph.
- ☐ Write an informative paragraph about a culture using adjectives of origin, proper nouns, and transitions.
- ☐ Check and edit writing for organization, spelling, and capitalization.
- ☐ Create a presentation to inform an audience about a culture, ensuring clear pronunciation when presenting.

Page

