

K-5 ELA Curriculum Syllabus



BelovED's Elementary curriculum utilizes Savvas (f/k/a Pearson) learning solutions. Savvas learning solutions are grounded in—and driven by—the science of reading.

The **myView Literacy** materials for Grades K-5 meet **Edreports.org** expectations for alignment and usability. The materials include a broad variety and range of high-quality texts, strong daily opportunities for reading, writing, speaking, and listening aligned to the standards.

There is also daily practice of phonics, fluency,

and word recognition and analysis skills. Questions and tasks support students as they engage with texts and build literacy skills.

The curriculum is designed to provide a balanced approach to teaching reading, writing, speaking, listening, and thinking through Reading and Writing Workshops.



The **Reading Workshop** helps children become avid readers, strong communicators, and creative thinkers. Whole class minilessons help teachers focus on an explicit reading strategy, provide models and practice, and apply students' understanding to deepen learning. Each unit has a multi genre approach and includes a spotlight genre where lessons focus on critical elements of that genre as outlined below:

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Unit 1*	Realistic Fiction	Realistic Fiction	Realistic Fiction	Traditional Tales	Narrative Nonfiction	Informational Text
Unit 2	Informational Text	Informational Text	Informational Text	Informational Text	Informational Text	Informational Text
Unit 3	Traditional Stories	Traditional Stories	Traditional Stories	Historical Fiction	Realistic Fiction	Realistic Fiction
Unit 4	Narrative Nonfiction	Biography	Narrative Nonfiction	Biography	Traditional Literature	Historical Fiction
Unit 5	Informational Text	Informational Text	Informational Text	Informational Text	Informational Text	Informational Text

*Kindergarten begins with a 7 week alphabet sound/symbol recognition unit in which students are emerged in age appropriate small group and center activities designed to develop inquiry and develop foundation skills in letter and number recognition.

Writing every day helps students express and support their ideas. The **Writing Workshop** provides a student-centered framework that helps children write daily and purposefully. Teacher minilessons focuses teaching on explicit skills that align to writing standards. Students spend the majority of the time writing. Teachers model and support the process, then confer, prompt, and work with individual students

The Writing Workshops focus on developing the whole writer and are not just focused on the writing process. By growing the whole writer, students learn the skills of developing the elements of the writing genre, developing structure, and understanding the author's craft. Students learn that writing is not just a task they do for a grade but that it's about communicating ideas to an audience through the written word. The foundation we develop with students in K-5 sets the stage for the more rigorous writing they are expected to do on high stakes assessments and in middle school.

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Unit 1*	Non-Genre	Non-Genre	Non-Genre	Personal Narrative	Personal Narrative	Personal Narrative
Unit 2	List Books	Informational Books	List Article	How to Article	Feature Article - Travel	Informational Article
Unit 3	Fiction	Poetry	Poetry	Historical Fiction	Realistic Fiction	Opinion Essay
Unit 4	Personal Narrative	Personal Narrative	Personal Narrative	Opinion Essay	Opinion Essay	Science Fiction
Unit 5	Literary Nonfiction (Q&A format)	Procedural/ How-To Books	Procedural/ How-To Books	Poetry	Poetry	Poetry

Furthermore, students spend a week during each unit researching, collaborating, and problem solving through **Inquiry Based Learning Projects**. These projects:

- Combines inquiry and research skills
- Requires collaboration and teamwork
- Builds 21st century skills, like innovation and creativity
- Supports social-emotional development
- Develops speaking and listening skills

During the Project Based Inquiry Week, students apply their writing skills in authentic ways, with the support of their teacher and peers. They'll learn to ask good questions, conduct research using leveled research articles, and work with others.

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Unit 1*	Persuasive Writing	Informational Writing	Persuasive Writing	Argumentative Writing	Argumentative Writing	Argumentative Writing
Unit 2	Informational Writing	Opinion Writing	Informational Writing	Informational Writing	Informational Writing	Informational Writing
Unit 3	Persuasive Writing	Persuasive Writing	Opinion Writing	Argumentative Writing	Argumentative Writing	Argumentative Writing
Unit 4	Informational Writing	Informational Essay Writing	Informational Writing	Opinion Essay	Opinion Essay	Science Fiction
Unit 5	Persuasive Poetry	Persuasive Play Writing	Argumentative Writing	Argumentative Writing	Argumentative Writing	Argumentative Writing

Small Group Learning

To support all learners, the literacy program at BelovED has embedded small group time, **providing a variety of scaffolding strategies that extend learning to challenge gifted and talented students, as well as support for ELL and struggling learners.** These include:

- On Level and Advanced Activities in Small Group challenge students to go beyond the text
- Book Club sets for students to discuss the unit trade book or a self-selected text with friends. It gives students a sense of ownership and creates independent readers who enjoy talking about books with their classmates. Students form Collaborative Groups where they can have meaningful conversations about their Book Club book.
- Guided Reading and Leveled Readers to match students to texts at all levels
- Extension Activities to support and challenge students
- Intervention Activities embedded into small group learning
- Focused, embedded ,Targeted, scaffolded support for EMERGING, DEVELOPING, EXPANDING, and BRIDGING ELL proficiencies.

- Implementation of SuccessMaker®, an adaptive learning program for intervention, differentiation, and personalization. Every student interaction adjusts instruction in real time to real learning needs. SuccessMaker® delivers tutorials, practice, challenge, and remediation. It instantly adjusts pacing and sequencing. It continuously assesses in a natural, unobtrusive way.

Spelling, Handwriting and Phonics/Word Study are an integral part of the literacy program. Spelling instruction is based on a developmental continuum. Spelling instructional emphasis is built on the following principles: Sound-spelling, word structure, and spelling-meaning relationships are taught at all grades. The Spelling Words of the week support the phonics/word study instruction.

Realizing the importance of both penmanship and cursive, teaching and practice of handwriting skills are embedded within the curriculum as follows:

- **Grades K-1:** Script/letter formation connected to the sight words and foundational skills sound patterns.
- **Grade 2:** Is the transition to cursive year
- **Grades 3-5:** Students are expected to write using cursive

Phonics/Word Study are embedded into Reading Workshop and focus on the following:

K-2 Areas of Focus:

- Phonological Awareness
- Phonics
- High-frequency Words
- Decodable Text

3-5 Areas of Focus:

- Syllable Patterns
- Prefixes and Suffixes
- Greek and Latin Roots
- High-frequency Word

Foundational Skills Scope and Sequence

Grade K	Phonological Awareness	Phonics	High Frequency Words*
Unit 1	Initial Sounds Initial and Final Sounds Recognize Alliteration Medial Sounds Blend and Segment Onset and Rime	Consonants Mm /m/ and Tt /t/ Short Aa /a/ Consonant Ss /s/ Consonants Pp /p/ and Cc /k/ Short Ii /i/ Consonant Nn /n/ Consonants Bb /b/ and Rr /r/ Word Families -at, -in, -ip /a/ Spelled Aa /i/ Spelled Ii	I, am, the, like, to, a, have, is, he, my, we, make, for, me, with she, see, look
Unit 2	Initial and Final Sounds Segment and Blend Phonemes Alliteration Identify and Count Words Segment and Blend Onset and Rime Blended Sounds Rhyming Words Medial Sounds Initial Sounds	Consonants Dd /d/ and Kk /k/ Short Oo /o/ Consonant Ff /f/ Consonants Hh /h/ and Ll /l/ Consonant Gg /g/ Initial and Final Consonant Blends Short Ee /e/ Consonants Ww /w/ and Yy /y/ Word Families -op, -ot, -en, -et /e/ Spelled Ee	are, that, of, they, you, do, one, two, three, four, five, here, go, from, yellow, blue, green, what
Unit 3	Syllables Final Sounds Medial Sounds Rhyming Words Initial Sounds Identify and Count Words	Consonants Jj /j/ and Xx /ks/ Short Uu /u/ Consonant Vv /v/ Consonants Zz /z/ and Qq /kw/ Short Aa /a/ and Long Aa /ā/ Short Ii /i/ and Long Ii /ā/ Word Families -ug, -un, -ub, -ut	was, said, where, any, come, play, her, how, down, away, give, little, some, were, funny, live, know, going
Unit 4	Medial Sounds Segment and Blend Phonemes Identify and Count Syllables Syllables Identify and Count Words Recognize Alliteration Rhyming Words Add Phonemes	Short Oo /o/ and Long Oo /ō/ Short Uu /u/ and Long Uu /ū/ Short Ee /e/ and Long Ee /ē/ Pp /p/ and Yy /y/ Short Ii /i/ and Long Ii /ī/ Dd /d/, Ff /f/, Vv /v/ Hh and Xx Short Uu /u/ and Long Uu /ū/	find, over, again, all, now, pretty, black, brown, white, good, open, could, want, every, please, may, this, round
Unit 5	Segment and Blend Phonemes Manipulate Syllables Identify and Count Syllables Add Phonemes Recognize Alliteration Manipulate Syllables Substitute Phonemes	Cc /k/ and Tt /t/ Short Oo /o/ and Long Oo /ō/ Bb /b/, Jj /j/ Gg /g/, Qq /kw/ Kk /k/, Ss /s/, Ww /w/, and Mm /m/ Ll /l/, Nn /n/, Rr /r/, and Zz /z/ Consonant Blends Words and Sentences	be, saw, our, eat, soon, walk, who, into, there, so, out, then, new, too, when, no, say, under

*Students should be able to identify and read high frequency words in Kindergarten. In Grades 1 and above, they are expected to be able to identify, read and write high frequency words both in isolation and within sentences.

Grade 1	Phonological Awareness	Phonics	High Frequency Words*
Unit 1	Medial Sounds Recognize Alliteration Segment and Blend Phonemes Add Phonemes Initial and Final Sounds Change Phonemes	Short a; Mm /m/, Ss /s/, Tt /t/ Short i; Cc /k/, Pp /p/, Nn /n/ Short o; Ff /f/, Bb /b/, Gg /g/ Short e; Dd /d/, Ll /l/, Hh /h/ Short u; Rr /r/, Ww /w/, Jj /j/, Kk /k/ Qu, qu /kw/ Vv /v/, Yy /y/, Zz /z/	a, I, is, his, see, we, like, the, one, do, look, you, was, by, are, have, they, that, two, up, he, as, to, with, three, where, here, for, me, go
Unit 2	Segment and Blend Phonemes Final Sounds Change Phonemes Rhyming Words Add and Remove Phonemes Change Phonemes Manipulate Phonemes Medial Sounds Distinguish Between Short and Long a Distinguish Between Short and Long i	initial Consonant Blends Final Xx /k/ Consonant Pattern ck /s/ and /z/ Sound Spelled s Final Consonant Blends Inflectional Ending -s Consonant Digraphs sh, th Inflectional Ending -ing Long a: VCe Vowel Sound in ball: a, al, aw Long i: VCe /s/ Sound Spelled c /j/ Sound Spelled g	help, little, come, my, saw, walk, she, what, take, jump, this, use, from, think, blue, goes, make, her, too, all, four, five, ride, your, part, know, many, after, into, don't
Unit 3	Segment and Blend Phonemes Manipulate Phonemes Remove Phonemes Medial /ū/ Distinguish Between /u/ and /ū/ Remove Phonemes Distinguish Between /e/ and /ē/	Consonant Digraphs and Trigraphs Contractions Long o: VCe Long u and e: VCe Long e: e, ee Inflectional Ending -ed Vowel Sounds of y Syllable VC/CV	round, good, said, no, put, could, be, old, why, of, or, live, work, who, out, there, down, drink, now, together, grow, full, around, find, under, eat, play, so, their, some

	Final /t/ and /θ/ Final Sounds Syllables Add Phonemes	Consonant Patterns ng, nk Open Syllables r-Controlled Vowels or, ore Compound Words	
Unit 4	Segment and Blend Sounds Final Sounds Change Phonemes Remove Phonemes Middle and Final Sounds Distinguish Between /a/ and /ā/ Initial and Final Sounds Distinguish Between /o/ and /ō/ Distinguish Between /i/ and /ī/	r-Controlled Vowel ar Inflectional Ending -es, Plural -es r-Controlled Vowels er, ir, ur Endings -ed, -ing Comparative Endings Consonant Trigraph dge Diphthongs ow, ou Vowel Digraphs ai, ay Diphthongs oi, oy Vowel Digraph ea Adding Endings Vowel Team ie	new, thank, always, found, please, were, pull, every, any, very away, our, light, never, pretty, again, how, read, soon, both, carry, going, been, words, does, other, right, may, give, number
Unit 5	Middle and Final Sounds Segment and Blend Phonemes Distinguish Between /o/ and /ō/ Distinguish Between /u/ and /ū/ Manipulate Phonemes Remove Phonemes Manipulate Sounds	Long o: oa, ow, oe Consonant Blends Long i: igh Suffixes -er, -or Vowel Teams ue, ew, ui Prefixes re-, unLong i, Long o Suffixes -ly, -ful Open and Closed Syllables Vowel Teams oo, ou Vowel Sound in foot Final Syllable -le	would, buy, people, about, write, once, done, water, wash, upon, sentence, off, because, laugh, open, move, learn, eight, house, only, today, warm, years, should, world, mother, father, another, through, picture

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Grade 2	Phonological Awareness	Phonics	High Frequency Words*
Unit 1	Long and Short Vowels Rhyming Words Add and Remove Sounds	Short Vowels Long Vowels CVCe Consonant Blends Consonant Digraphs ch, sh, wh, th, ph Trigraph tch Inflected Endings -s, -es, -ed, -ing r-Controlled Vowels ar, or, ore, oar	which, each, than, called, long, most, more, things, sound, great, before, means, follow, form, show, also, large, small
Unit 2	Recognize Phoneme Changes Manipulate Phonemes	Contractions Vowel Digraphs: ai, ay, ea Vowel Digraph ie Long e: ee, ea, ey, y Long o: o, oa, ow Compound Words	different, between, even, kind, change, air, animal, point, study, letter, answer, page, near, food, try, country, city, school
Unit 3		Long i: i, ie, i_e, igh, y Comparative Endings r-Controlled Vowels: er, ir, ur Diphthongs ou, ow, oi, oy Vowel Teams oo, ue, ew, ui Complex Consonants c /s/, g /j/, and dge /j/	eyes, earth, thought, along, few, head, something, example, paper, often, important, took, hear, idea, enough, group, book, almost
Unit 4		Closed Syllables VC/V Open Syllables V/CV Suffixes -ly, -ful, -er, -less, -or Prefixes un-, re-, pre-, disSyllable Pattern VCCV Consonant Patterns kn, wr, gn, mb, lf	sometimes, mountains, young, being, talk, song, above, family, music, color, questions, area, horse, problem, complete, since, usually, friends
Unit 5		Homographs Double Consonants Vowel Patterns aw, au, augh, al Syllable Pattern VCCCV Abbreviations Final Stable Syllables -le, -tion, -sion	heard, door, sure, become, across, during, hours, products, happened, measure, remember, early, listen, covered, several, toward, against, numeral

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Word Study

	Grade 3
Unit 1*	Syllable Pattern VC/CV; Inflected Endings -s, -es, -ies; Base Words and Endings -ing, -ed, -er, -est; Vowel Digraphs ee, ea, ai, ay, ow, oa; Diphthongs ou, ow, oi, oy
Unit 2	Syllable Patterns VC/V and V/CV; r-Controlled Vowels ar, or, ore, oar; Compound Words; Syllable Pattern VCe; Contractions
Unit 3	Prefixes pre-, dis-, in-, im-, non-; Abbreviations; Suffixes -ful, -y, -ness; Vowel Teams oo, ew, ue, ui, eu; Irregular Plurals
Unit 4	r-Controlled Vowels ir, er, ur, ear; VCCCV Pattern; Latin Suffixes -able, -ible, -ation; Homographs; Homophones
Unit 5	Vowel Patterns au, aw, al, augh, ough; Vowel Patterns ei, eigh; Words with Suffix -en; Schwa; Final Stable Syllables -le, -ture, -ive, -ize

	Grade 4
Unit 1	Suffixes -ed, -ing, -s, -er, -est; Suffixes -ity, -ty, -ic, -ment; Syllable Pattern VCe; Vowel Teams and Digraphs; Prefixes mis-, en-, em
Unit 2	Plurals; Vowel Diphthongs; Irregular Plurals; Greek Roots bio, phon, scope, graph, meter, tele; Latin Roots terr, rupt, tract, aqua, dict
Unit 3	Related Words; r-Controlled Vowels; Final Stable Syllables -le, -tion, -sion; Syllable Patterns V/CV and VC/V; Silent Letters
Unit 4	Greek and Latin Prefixes auto, anti, trans, amphi; Suffixes -able, -ible; Syllable Pattern VV; Prefixes im-, in-, ir-; Homophones
Unit 5	Latin Roots gener, port, dur, ject; Suffixes -en, -ent, -ence; Syllable Pattern VCCCV; Prefixes dis-, over-, non-, under-; Word Parts sub-, inter-, fore

	Grade 5
Unit 1	Suffixes -ic, -ism, -ive; Greek Roots chron, meter, photo, bio, geo, logy; Vowel Teams; Suffixes -able, -ible; VCe Syllables
Unit 2	Open and Closed Syllables V/CV and VC/V; Final Stable Syllables -le, -tion, -sion; r-Controlled Vowels; Prefixes il-, in-, im-, ir-; Base Words and Endings
Unit 3	Latin Roots port, dict, ject, terr; Suffixes -ize, -ance, -ence, -ist; Unusual Spellings; Suffixes -ous, -eous, -ious; Syllable Patterns
Unit 4	Word Parts com-, pro-, con-; Word Parts anti-, mid-, trans; Word Parts sub-, super-; Word Origins; Latin Roots audi, rupt, scribe, spec
Unit 5	Consonant Changes; Syllable Patterns; Multisyllabic Words; Schwa; Vowel Changes

Curriculum Scope and Sequence

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	FOUNDATIONAL SKILLS						
	Print Concepts						
	Hold a book upright and turn from page to page	•	•				
	Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
	Know uppercase and lowercase letters	•	•				
	Understand that words are separated by spaces	•	•				
	Identify the correspondence between oral words and printed words	•	•				
	Show awareness of information in different parts of a book	•	•				
	Recognize the upper- and lowercase letters of the alphabet	•	•				
	Alphabetize to the first or second letter		•	•			
	Phonological Awareness						
	Recognize and produce rhyming words	•	•	•			
	Count syllables in spoken words	•	•				
	Segment and blend syllables in words	•	•				
	Segment and blend onset and rime	•	•				
	Identify the same and different initial sounds in words	•	•				
	Identify the same and different ending sounds in words	•	•				
	Identify the same and different medial sounds in words	•	•				
	Isolate the initial, medial, or ending sounds in words	•	•				
	Add or delete beginning or ending phonemes in words	•	•	•			
	Segment a word or syllable into sounds	•	•				
	Phonics						
	Connect sounds and letters to consonants	•	•	•	•	•	•
	Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
	Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
	• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
	• Short and long vowels	•	•	•	•	•	•
	• <i>r</i> -controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
	Decode multisyllabic words	•	•	•	•	•	•
	Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
	High-Frequency Words						
	Read common high-frequency words (sight words)	•	•	•	•	•	•
	Read irregularly spelled words	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Word Structure and Knowledge						
	Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
	Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
	Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing)		•	•	•	•	•
	Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less)		•	•	•	•	•
	Learn and recognize irregular spellings of words		•	•	•	•	•
	Identify and decode compound words and contractions	•	•	•	•		
	Fluency						
	Read aloud with accuracy		•	•	•	•	•
	Read aloud with appropriate pace and expression		•	•	•	•	•
	Read aloud with prosody (stress, intonation)		•	•	•	•	•
	Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
	READING COMPREHENSION						
	Genre Characteristics						
	Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
	Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
	Identify and understand characteristics of informational text (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
	Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
	Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
	Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
	Identify and understand characteristics of digital and multimodal texts	•	•	•	•	•	•
	Identify the audience of a text					•	•
	Key Ideas and Details						
	Ask and answer questions about what is read	•	•	•	•	•	•
	Identify details to help determine key ideas and themes	•	•	•	•	•	•
	Use text evidence to support a response	•	•	•	•	•	•
	Retell and paraphrase text	•	•	•	•	•	•
	Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
	Set a purpose for reading	•	•	•	•	•	•
	Make predictions	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Independent and Self-Selected Reading						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	Oral Language						
	Work collaboratively with others	•	•	•	•	•	•
	Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
	Express an opinion supported by reasons	•	•	•	•	•	•
	Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
	Follow or restate oral directions				•	•	•
	Develop social communication skills, such as conversing politely	•	•	•	•	•	•
	Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•
READING-WRITING WORKSHOP BRIDGE	VOCABULARY ACQUISITION						
	High-Frequency Words						
	Identify and read high-frequency (sight) words	•	•	•	•	•	•
	Word Study						
	Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•				
	Alphabetize words to the third letter			•	•		
	Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•
	Understand synonyms and antonyms			•	•	•	•
	Identify and understand the meaning of common prefixes	•	•	•	•	•	•
	Identify and understand the meaning of common suffixes	•	•	•	•	•	•
	Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•
	Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•
	Learn and understand common abbreviations			•	•		
	Identify and learn about compound words			•	•		
	Identify and learn homographs and homophones	•	•	•	•	•	
	Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•
	Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•
	Learn about word origins and word histories						•
	Understand adages and proverbs						•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Analysis						
	Evaluate details to determine the main idea	•	•	•	•	•	•
	Retell, paraphrase, or summarize a text	•	•	•	•	•	•
	Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
	Identify cause and effect				•	•	•
	Compare and contrast details and information	•	•	•	•	•	•
	Recognize facts and opinions				•	•	•
	Confirm or correct predictions	•	•	•	•	•	•
	Create mental images to build understanding of a text	•	•	•	•	•	•
	Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
	Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
	Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
	Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
	Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
	Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
	Synthesize information to create a new understanding	•	•	•	•	•	•
	Distinguish and analyze author's point of view	•	•	•	•	•	•
	Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
	Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
	Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
	Response to Sources						
	Reflect on reading and respond by speaking or writing	•	•	•	•	•	•
	Use text or text evidence to write about what is read	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
	Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•
	Comparison Across Texts						
	Compare two or more texts	•	•	•	•	•	•
	Compare two or more genres	•	•	•	•	•	•
	Compare two or more authors	•	•	•	•	•	•
	Appreciate texts across a broad range of genres	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING-WRITING WORKSHOP BRIDGE	Word Learning Strategies						
	Use picture cues and other graphics to help determine the meaning of new words	•	•				
	Recognize and learn selection vocabulary	•	•	•	•	•	•
	Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
	Learn academic language	•	•	•	•	•	•
	Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
	Academic Language						
	Learn the language of ideas used in academic discourse				•	•	•
	Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
	ANALYZE AUTHOR'S CRAFT						
	Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
	Identify and analyze an author's use of simile and metaphor			•	•	•	•
	Analyze an author's use of illustrations	•	•	•	•	•	•
	Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
	Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
	Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
	Analyze an author's use of point of view	•	•	•	•	•	•
	Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
	DEVELOP WRITER'S CRAFT						
	Introduce a topic or opinion	•	•	•	•	•	•
	Use a clear and coherent organization		•	•	•	•	•
	Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
	End with a concluding or final statement		•	•	•	•	•
	Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
	Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
	Use dialogue and description to develop situations and characters		•	•	•	•	•
	Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
	CONVENTIONS OF LANGUAGE						
	Spelling						
	Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
	Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING-WRITING WORKSHOP BRIDGE	Spelling (cont.)						
	Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
	Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
	Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
	Use knowledge of Greek and Latin roots to spell words					•	•
	Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
	Spell words with irregular plurals		•	•	•	•	
	Learn and spell high-frequency words	•	•	•	•	•	•
	Grammar and Usage						
	Learn about the parts of speech, including						
	• nouns and pronouns	•	•	•	•	•	•
	• adjectives and adverbs		•	•	•	•	•
	• prepositions and prepositional phrases	•	•	•	•	•	•
	• conjunctions, interjections, and articles		•	•	•	•	•
	Use and form irregular plurals of nouns		•	•	•	•	
	Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
	Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
	Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
	Form and use contractions			•	•		
	Use an apostrophe and form singular and plural possessives		•	•	•	•	
	Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
	Identify and use simple, compound, and complex sentences		•	•	•	•	•
	Write sentences with subject-verb agreement		•	•	•	•	•
	Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
	Capitalization and Punctuation						
	Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays	•	•	•	•	•	•
	Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
	Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
	Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
WRITING WORKSHOP	Capitalization and Punctuation (cont.)						
	Learn how and when to use quotation marks with dialogue				•	•	•
	FOUNDATIONAL SKILLS FOR WRITING						
	Letter Formation, Handwriting, Cursive						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	Ways of Writing						
	Create writing in both printed and digital forms	•	•	•	•	•	•
	Write regularly both short and longer products			•	•	•	•
	Revise and edit drafts of writing		•	•	•	•	•
	Develop keyboarding skills				•	•	•
	Use technology to produce and publish writing	•	•	•	•	•	•
	Use technology to interact and collaborate with others	•	•	•	•	•	•
	Speaking and Listening						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	COMPOSITION						
	The Writing Process: Plan, Draft, Revise, Edit, Publish						
	Prewrite and plan using a variety of strategies	•	•	•	•	•	•
	Develop drafts into organized pieces of writing	•	•	•	•	•	•
	Revise drafts for coherence and clarity	•	•	•	•	•	•
	Edit drafts for the conventions of standard English	•	•	•	•	•	•
	Publish written work for audiences	•	•	•	•	•	•
	Genre Immersion: Modes and Products						
	Write in a variety of modes						
	• Informative or explanatory	•	•	•	•	•	•
	• Narrative	•	•	•	•	•	•
	• Persuasive	•	•	•	•	•	•
	Write and produce a variety of forms of writing						
	• Letters, thank-you notes, emails		•	•	•	•	•
	• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•
	• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•
	• Poems, stories, plays, and other creative writing	•	•	•	•	•	•
	Write in self-selected forms			•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
ORAL LANGUAGE	SPEAKING						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
	Report on a topic or text		•	•	•	•	•
	Include media in an oral presentation or report			•	•	•	•
	LISTENING						
	Listen to others when working in groups or with partners	•	•	•	•	•	•
	Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
	Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
PROJECT-BASED INQUIRY	COLLABORATION						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	RESEARCH SKILLS AND PROCESS						
	Conduct Short Research Projects						
	Develop and follow a plan for research	•	•	•	•	•	•
	Compose correspondence that requests information		•	•	•	•	•
	Take notes on sources and organize information from notes		•	•	•	•	•
	Generate questions for formal or informal inquiry	•	•	•	•	•	•
	Use an appropriate mode of delivery to present results		•	•	•	•	•
	Paraphrase information from research sources		•	•	•	•	•
	Identify and Gather Information						
	Use primary and secondary sources for research			•	•	•	•
	Avoid plagiarism				•	•	•
	Find information for research from both print and online sources	•	•	•	•	•	•
	Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•
	Review sources critically for relevance and reliability		•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
ASSESSMENT	Identify and Gather Information (cont.)						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
	TEST PREPARATION						
	Editing						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun I, days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	Extended Writing Prompts						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
	Author's Craft and Structure						
	Identify the author's purpose and craft	•	•	•	•	•	•

Cross Curricular Connections

BelovED utilizes **myWorld Interactive** as its core Social Studies program. **myWorld** actively engages students inside and outside of the classroom with innovative media, activities, and unprecedented support for all learners. Lessons apply inquiry processes, practice reading and writing, and involve collaboration and communication skills. The program is designed to be integrated into the classroom and curriculum alongside **myView Literacy**. This guide highlights thematic connections that exist between **myWorld Interactive** and **myView Literacy**.

Read, Write, and Explore Every Day

Reading, writing, and storytelling bring social studies content to life.

With myWorld Social Studies, students will:

- Read and Write During Every Lesson
- Practice Active Reading
- Build Academic Vocabulary
- Write for an Audience
- Carry Social Studies Across Disciplines

Kindergarten

myView Literacy UNIT 1 - GOING PLACES	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
myView Literacy	Mission Accomplished!	Too Many Places to Hide	At the Library	Where is Twister?	A Visit to the Art Store	Project-Based Inquiry: Let's Go!
myWorld Interactive		Geography of the Neighborhood pages 81-109	Geography of the Neighborhood pages 81-109	Geography of the Neighborhood pages 81-109	Geography of the Neighborhood pages 81-109	Geography of the Neighborhood pages 81-109
Reading Skills	Identify and Describe Characters	Describe Plot	Find Main Idea	Describe Setting	Discuss Author's Purpose	
Reading Strategies	Use Text Evidence	Ask and Answer Questions	Use Text Evidence	Create New Understandings	Make Connections	
Social Studies Target Literacy Skill		Summarize	Summarize	Summarize	Summarize	
Literacy Standard		RI.K.1	RI.K.1, RI.K.3	RI.K.1	RI.K.1	
myView Literacy UNIT 2 - LIVING TOGETHER	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6

myView Literacy	Animals on the Move	From Nectar to Honey	Do We Need This?	Open Wide!	Run, Jump, and Swim	Project-Based Inquiry: Get a Pet!
myWorld Interactive	Work Now and Long Ago pages 59-77					
Reading Skills	Find Main Idea and Supporting Details	Find Text Structure	Identify and Describe Characters	Find Text Features	Find Text Features	
Reading Strategies	Make Inferences About Main Ideas	Ask and Answer Questions About Text Structure	Make Connections	Make and Confirm Predictions About Text Features	Find Important Details Using Text Structure	
Social Studies Target Literacy Skills	Main Idea and Details					
Literacy Standard	RI.K.2					
myView Literacy UNIT 3 - TELL ME A STORY	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
myView Literacy	How Anansi Got His Stories	The Gingerbread Man and The Story of Cornbread Man	Poetry Collection	The Best Story	Mosni Can Help	Project-Based Inquiry: My Favorite Story
myWorld Interactive		Learning About the Past pages 141-161				
Reading Skills	Discuss Theme	Compare and Contrast Stories	Discuss Rhyme and Rhythm	Discuss Author's Purpose	Describe Plot	
Reading Strategies	Visualize Details	Make Inferences	Ask and Answer Questions	Make and Confirm Predictions	Make Connections	
Social Studies Target Literacy Skill		Compare and Contrast				
Literacy Standard	RI.K.1, RI.K.2, RI.K.3	RI.K.3				
myView Literacy UNIT 4 - THEN AND NOW	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
myView Literacy	Cars Are Always Changing	Uncovering the Past	Grandma's Phone	"Changing Laws, Changing Lives: Martin Luther King, Jr.	Tempura, Tempera	Project-Based Inquiry: Looking Back
myWorld Interactive	Learning About the Past pages 141-161	Learning About the Past pages 141-161	Learning About the Past pages 141-161	Learning About the Past pages 141-161	Learning About the Past pages 141-161	Learning About the Past pages 141-161
Reading Skills	Describe Connections	Find Main Idea and Supporting Details	Describe Setting	Find Text Features	Determine Theme	

Reading Strategies	Find Important Details	Make Inferences	Visualize Details	Create new Understandings	Ask and Answer Questions	
Social Studies Target Literacy Skill	Compare and Contrast	Compare and Contrast	Compare and Contrast	Compare and Contrast	Compare and Contrast	
Literacy Standard	RI.K.3	RI.K.3	RI.K.3	RI.K.3	RI.K.3	
myView Literacy UNIT 5 - OUTSIDE MY DOOR	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
myView Literacy	Weather Around the World	A Desert in Bloom	Poetry Collection	Tornado Action Plan and Blizzard Action Plan	Who Likes Rain?	Project-Based Inquiry: The Best Weather
myWorld Interactive						
Reading Skills	Connect Text and Illustrations	Find Text Structure	Discuss Rhyme and Rhythm	Compare and Contrast Texts	Discuss Characters in Drama	
Reading Strategies	Make Inferences	Find Important Details	Visualize Details	Ask and Answer Questions	Create New Understandings	
Social Studies Target Literacy Skill				Compare and Contrast		
Literacy Standard				RI.K.3		

1st Grade

myView Literacy UNIT 1 - MyNEIGHBORHOOD	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
myView Literacy	The Blackout	from Henry on Wheels	Look Both Ways!	Garden Party and Click, Clack, Click!	Making a Map	Project-Based Inquiry: People in My Neighborhood
myWorld Interactive	Rights and Responsibilities of Citizens page 1-35	Rights and Responsibilities of Citizens page 1-35	Rights and Responsibilities of Citizens page 1-35	Rights and Responsibilities of Citizens page 1-35	Rights and Responsibilities of Citizens page 1-35	Rights and Responsibilities of Citizens page 1-35
Reading Skills	Describe Characters	Describe Setting	Find Text Features	Describe Characters	Find Graphics	
Reading Strategies	Use Text Evidence About Characters	Ask and Answer Questions About Setting	Use Text Evidence About Text Features	Visualize Details About Characters	Correct and Confirm Predictions About Text Features	
Social Studies Target Literacy Skill	Distinguish Fact and Fiction	Distinguish Fact and Fiction	Distinguish Fact and Fiction	Distinguish Fact and Fiction	Distinguish Fact and Fiction	
Literacy Standard	RI.1.6	RI.1.6	RI.1.6	RI.1.6	RI.1.6	

myView Literacy UNIT 2 - ISPY	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
myView Literacy	The Life of a Frog	The Life Cycle of a Sunflower	How Do Baby Animals Grow?	Poetry Collection	Bigger Shoes for the Big Race	Project-Based Inquiry: New at the Zoo!
myWorld Interactive	Work in the Community pages 183-213					
Reading Skills	Find the Main Idea	Find Text Structure	Discuss Author's Purpose	Describe Elements of Poetry	Find Elements of Drama	
Reading Strategies	Find Important Details	Make Inferences	Ask and Answer Questions	Create New Understandings	Make Inferences	
Social Studies Target Literacy Skills	Identify Main Idea and Details					
Literacy Standard	RI.1.2					
myView Literacy UNIT 3 - IMAGINE THAT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
myView Literacy	The Ant and the Grasshopper	The Clever Monkey	Poetry Collection	The Cow and the Tiger	Thumbs Up for Art and Music!	Project-Based Inquiry: More Than a Tale
myWorld Interactive	One Nation, Many People pages 143-179	One Nation, Many People pages 143-179	One Nation, Many People pages 143-179	One Nation, Many People pages 143-179	One Nation, Many People pages 143-179	One Nation, Many People pages 143-179
Reading Skills	Describe Plot	Discuss Author's Purpose	Find Elements of Poetry	Describe Main Events and Setting	Make connections About Persuasive Text and Personal Experiences	
Reading Strategies	Correct and Confirm Predictions About Characteristics of Genre	Make Connections About Author's Purpose/Society	Make Connections to Other Poems	Visual Details About Plot and Setting	Identify Persuasive Text	
Social Studies Target Literacy Skill	Sequence	Sequence	Sequence	Sequence	Sequence	
Literacy Standard	RI.1.2	RI.1.2	RI.1.2	RI.1.2	RI.1.2	
myView Literacy UNIT 4 - MAKING HISTORY	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
myView Literacy	Through Georgia's Eyes	Jackie Robinson	Before the Railroad Came	from What Is the Story of Our Flag? from The First American Flag	Eleanor Roosevelt	Project-Based Inquiry: My Interview
myWorld Interactive	Life Today and Long Ago pages 111-139	Life Today and Long Ago pages 111-139	Life Today and Long Ago pages 111-139	Life Today and Long Ago pages 111-139	Life Today and Long Ago pages 111-139	Life Today and Long Ago pages 111-139

Reading Skills	Describe Connections	Use Text Structure	Determine Theme	Compare and Contrast Texts	Find the Main Idea	
Reading Strategies	Ask and Answer Questions	Create New Understandings About Text Structure	Make Connections About Themes in Other Texts	Make Connections About Themes in Other Texts	Ask and Answer Questions About Main Idea	
Social Studies Target Literacy Skill	Compare and Contrast	Compare and Contrast	Compare and Contrast	Compare and Contrast	Compare and Contrast	
Literacy Standard	RI.1.3	RI.1.3	RI.1.3	RI.K.3	RI.K.3	
myView Literacy UNIT 5 - BEYOND MY WORLD	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
myView Literacy	Every Season	Seasons Around the World	In Spring	My Autumn Book	Signs of Winter	Project-Based Inquiry: The Best Season
myWorld Interactive						
Reading Skills	Use Text Structure	Use Text Structure	Identify Persuasive Text	Determine Theme	Use Pictures and Text	
Reading Strategies	Make Connections	Correct and Confirm Predictions About Text Features	Correct and Confirm Predictions About Persuasive Text	Find Important Details About Theme	Make Inferences About Illustrations and Words	
Social Studies Target Literacy Skill						
Literacy Standard						

2ND Grade

myView Literacy UNIT 1 - YOU ARE HERE	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
myView Literacy	How Many Stars in the Sky?	Maybe Something Beautiful	from Places We Go	Poetry	You Can't Climb a Cactus	Project-Based Inquiry: The Best Place
myWorld Interactive	People, Places, and Nature pages 35-67	People, Places, and Nature pages 35-67	People, Places, and Nature pages 35-67	People, Places, and Nature pages 35-67	People, Places, and Nature pages 35-67	People, Places, and Nature pages 35-67
Reading Skills	Describe and Understand Setting	Describe and Understand Characters	Identify Main Idea	Explain Patterns and Structures	Describe and Understand Plot Elements	

Reading Strategies	Use Text Evidence	Summarize	Use Text Evidence	Monitor Comprehension	Make and Confirm Predictions	
Social Studies Target Literacy Skill	Summarize	Distinguish Fact and Fiction	Summarize	Summarize	Summarize	
Literacy Standard	RI.2.6	RI.2.6	RI.2.6	RI.2.6	RI.2.6	
myView Literacy UNIT 2 - NATURE'S WONDERS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
myView Literacy	A Green Kid's Guide to Watering Plants	A Home on the Prairie	The Seasons of Arnold's Apple Tree	What's in the Egg, Little Pip?	Amazing Migrations	Project-Based Inquiry: Tree Bark
myWorld Interactive	People Who Supply Our Goods and Services pages 105-131				People Who Supply Our Goods and Services pages 105-131	
Reading Skills	Identify Text Structures	Use Text Features	Understand Setting and Plot	Describe and Understand Characters	Use Text Features	
Reading Strategies	Ask and Answer Questions	Make and Confirm Predictions	Visualize Details	Make Inferences	Determine Key Ideas	
Social Studies Target Literacy Skills	Identify Main Idea and Details				Identify Main Idea and Details	
Literacy Standard	RI.2.2				RI.2.2	
myView Literacy UNIT 3 - OUR TRADITIONS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
myView Literacy	Fables	The Legend of the Lady Slippers	Interstellar Cinderella Cendrillon: An Island Cinderella	The Abenaki	My Food, Your Food	Project-Based Inquiry: Celebrate at School
myWorld Interactive	Our American Culture pages 177-207	Our American Culture pages 177-207	Our American Culture pages 177-207	Our American Culture pages 177-207	Our American Culture pages 177-207	Our American Culture pages 177-207
Reading Skills	Identify Theme	Discuss Author's Purpose	Compare and Contrast Stories	Discuss Author's Purpose	Understand Text Features	
Reading Strategies	Determine Key Ideas	Make Connections	Visualize Details	Make Connections	Make Inference	

Social Studies Target Literacy Skill	Distinguish Fact from Fiction	Distinguish Fact from Fiction	Distinguish Fact from Fiction	Distinguish Fact from Fiction	Distinguish Fact from Fiction	Distinguish Fact from Fiction
Literacy Standard	RI.1.2	RI.1.2	RI.1.2	RI.1.2	RI.1.2	
myView Literacy UNIT 4 - MAKING A DIFFERENCE	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
myView Literacy	Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell	Building on Nature: The Life of Antoni Gaudi	The Garden of Happiness	One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia	Kids Can Be Big Helpers	Project-Based Inquiry: Time Capsule
myWorld Interactive	Making a Difference pages 135-173	Making a Difference pages 135-173	Making a Difference pages 135-173	Making a Difference pages 135-173	Making a Difference pages 135-173	Making a Difference pages 135-173
Reading Skills	Identify Text Structures	Use Text Structure	Determine Theme	Identify Text Structure: Chronological	Understand Persuasive Text	
Reading Strategies	Ask and Answer Questions	Make Connections	Create New Understandings	Make and Confirm Predictions	Monitor Comprehension	
Social Studies Target Literacy Skill	Compare and Contrast	Compare and Contrast	Compare and Contrast	Compare and Contrast	Compare and Contrast	
Literacy Standard	RI.2.9	RI.2.9	RI.2.9	RI.2.9	RI.2.9	
myView Literacy UNIT 5 - OUR INCREDIBLE EARTH	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
myView Literacy	Introducing Landforms	How Water Shapes the Earth/How Earthquakes Shape the Earth	Where Do They Go in Rain or Snow?	Volcano Wakes Up!	Rocks!	Project-Based Inquiry: This Is So Exciting!
myWorld Interactive	People, Places, and Nature pages 35-67	Making a Difference pages 135-173			People Who Supply Our Goods and Services pages 105-131	
Reading Skills	Describe Connections	Compare and Contrast Texts	Identify Elements of Drama	Explain Patterns and Structures	Identify Main Idea	
Reading Strategies	Monitor Comprehension	Create New Understandings	Confirm or Adjust Predictions	Make Connections	Make Inferences	
Social Studies Target Literacy Skill	Summarize	Compare and Contrast			Identify Main Idea and Details	

Literacy Standard	RI.2.6	RI.2.9			RI.2.2	
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3rd Grade

myView Literacy UNIT 1 - ENVIRONMENTS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
myView Literacy	Grandma and the Great Gourd	Why the Sky Is Far Away	Cocoliso	Living in Deserts	The Golden Flower	Project-Based Inquiry: A Safe Place to Play
myWorld Interactive	Our Environment pages 1-40	Our Environment pages 1-40	Our Environment pages 1-40	Our Environment pages 1-40	Our Environment pages 1-40	Our Environment pages 1-40
Reading Skills	Analyze Plot and Setting	Infer Theme	Analyze Characters	Analyze Text Features	Analyze Descriptive Language	
Reading Strategies	Use Text Evidence	Ask and Answer Questions	Make Inferences	Use Text Evidence	Visualize Details	
Social Studies Target Literacy Skill	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect	
Literacy Standard	RI.3.8	RI.3.8	RI.3.8	RI.3.8	RI.3.8	
myView Literacy UNIT 2 - INTERACTIONS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
myView Literacy	Patterns in Nature	Weird Friends: Unlikely Allies in the Animal Kingdom	Wolf Island	Welcome Back, Wolves Wolves Don't Belong in Yellowstone	Nature's Patchwork Quilt	Project-Based Inquiry: Make Note of It!
myWorld Interactive				Government, Landmarks, and Symbols pages 183-222		
Reading Skills	Identify Main Idea and Details	Analyze Text Structure	Analyze Illustrations	Analyze Text Structure	Explain Author's Purpose	
Reading Strategies	Monitor Comprehension	Evaluate Details	Synthesize Information	Compare and Contrast Texts	Visualize Details	
Social Studies Target Literacy Skills				Compare and Contrast		
Literacy Standard				RI.3.9		

myView Literacy UNIT 3 - HEROES	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
myView Literacy	Below Deck: A Titanic Story	Granddaddy's	from Little House on the Prairie By the Shores of Silver Lake	Mama Miti: Wangari Maathai and the Trees of Kenya	Poems About Heroes	Project-Based Inquiry: Be a Hero!
myWorld Interactive	Citizenship and Civic Engagement pages 183-222	Citizenship and Civic Engagement pages 183-222	Citizenship and Civic Engagement pages 183-222	Citizenship and Civic Engagement pages 183-222	Citizenship and Civic Engagement pages 183-222	Citizenship and Civic Engagement pages 183-222
Reading Skills	Analyze Plot and Setting	Analyze Characters	Infer Theme	Analyze Text Structure	Explain Poetic Characteristics	
Reading Strategies	Correct or Confirm Predictions	Make Connections	Compare and Contrast Texts	Summarize Informational Text	Monitor Comprehension	
Social Studies Target Literacy Skill	Fact and Opinion	Fact and Opinion	Fact and Opinion	Fact and Opinion	Fact and Opinion	
Literacy Standard	RI.3.1	RI.3.1	RI.3.1	RI.3.1	RI.3.1	
myView Literacy UNIT 4 - EVENTS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
myView Literacy	The House That Jane Built	from Frederick Douglass	from Milton Hershey: Chocolate King, Town Builder	Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future	Grace and Grandma	Project-Based Inquiry: Past and Present
myWorld Interactive	A Growing Nation pages 227-262	A Growing Nation pages 227-262	A Growing Nation pages 227-262	A Growing Nation pages 227-262	A Growing Nation pages 227-262	A Growing Nation pages 227-262
Reading Skills	Analyze Text Structure	Identify Main Idea and Key Details	Explain Author's Purpose	Distinguish Viewpoint	Identify Play Elements	
Reading Strategies	Correct or Confirm Predictions	Make Inferences	Ask and Answer Questions	Make Connections	Monitor Comprehension	
Social Studies Target Literacy Skill	Draw Conclusions	Draw Conclusions	Draw Conclusions	Draw Conclusions	Draw Conclusions	
Literacy Standard	RI.3.1	RI.3.1	RI.3.1	RI.3.1	RI.3.1	
myView Literacy UNIT 5 - SOLUTIONS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6

myView Literacy	Deep Down and Other Extreme Places to Live	Earthquakes, Eruptions, and Other Events that Change Earth	A Safety Plan: In Case of Emergency	Nora's Ark	from Aesop's Fox	Project-Based Inquiry: Take a Trip!
myWorld Interactive	Our Environment pages 1-40	Our Environment pages 1-40				
Reading Skills	Analyze Text Features	Analyze Text Structure	Analyze Text Structure	Analyze Point of View	Infer Theme	
Reading Strategies	Correct or Confirm Predictions	Synthesize Information	Monitor Comprehension	Make Connections	Evaluate Details	
Social Studies Target Literacy Skill	Cause and Effect	Cause and Effect				
Literacy Standard	RI.3.8	RI.3.8				

4th Grade

myWorld Interactive	myView Literacy
CHAPTER 1 - GEOGRAPHY OF THE UNITED STATES	
Summarize RI.4.2	Unit 1 Networks Week 5 Barbed Wire Baseball
	Unit 4 Impacts Week 3 "La Culebra (The Snake)"
	Unit 5 Features Week 3 from The Top 10 Ways You Can Reduce Waste
CHAPTER 2 - AMERICANS AND THEIR HISTORY	
Compare and Contrast RI.4.5	Unit 1 Networks Week 4 Life at the Top
	Unit 5 Features Week 5 Trashing Paradise and "Bye Bye Plastic Bags on Bali"
CHAPTER 3 - GOVERNMENT IN THE UNITED STATES	
Categorize W.4.8	

CHAPTER 4 - THE NATION'S ECONOMY	
Make Predictions RI.4.1	Unit 1 Networks Week 4 Life at the Top
	Unit 4 Adaptations Week 2 Animal Mimics
	Unit 3 Diversity Week 2 from Mama's Window
CHAPTER 5 - REGIONS: THE NORTHEAST	
Cause and Effect RI.4.5	
CHAPTER 6 - REGIONS: THE SOUTHEAST	
Distinguish Fact From Opinion RI.4.8	
CHAPTER 7 - REGIONS: THE MIDWEST	
Identify Main Idea and Details RI.4.2	Unit 1 Networks Week 1 Reaching for the Moon
	Unit 2 Adaptations Week 1 Feathers: Not Just for Flying
	Unit 4 Impacts Week 5 "Pandora" and "Race to the Top"
	Unit 5 Features Week 2 Volcanoes
CHAPTER 8 - REGIONS: THE SOUTHWEST	
Draw Inferences RI.4.1	Unit 3 Diversity Week 1 from Out of my Mind
	Unit 4 Impacts Week 2 Thunder Rose Week 4 The Secret of the Winter Count
	Unit 5 Features Week 1 from Planet Earth Week 4 The Himalayas
CHAPTER 9 - REGIONS: THE WEST	
Make Generalizations RI.4.1	

5th Grade

myWorld Interactive	myView Literacy
CHAPTER 9 - CIVIL WAR AND RECONSTRUCTION	
Classify and Categorize W.5.4	
CHAPTER 10 - EXPANDING WEST AND OVERSEAS	
Make Predictions RI.5.1	Unit 1 Journeys Week 5 Picturesque Journeys
	Unit 2 Observations Week 4 "Tracking Monsters"
	Unit 5 Systems Week 2 from Earth's Water Cycle
CHAPTER 11 - INDUSTRY AND IMMIGRATION	
Give an Effective Presentation SL.5.5	
CHAPTER 12 - STRUGGLE FOR REFORM	
Interviews and Oral Material SL.5.4	
CHAPTER 13 - GOOD TIMES AND HARDSHIPS	
Documents and Biographies W.5.7	
CHAPTER 14 - WORLD WAR II	
Analyze Tables and Maps RI.5.5	
CHAPTER 15 - THE COLD WAR	
Writing Persuasive Speeches SL.5.6	
CHAPTER 16 - AMERICA CHANGES	
Outlines and Graphic Organizers W.5.8	
CHAPTER 17 - OUR NATION AND THE WORLD TODAY	
Write Reports and Bibliographies W.5.8	

