

Shining Star C

| | Selection | Vocabulary | Reading Strategies | Literary Element |
|--|--|---|--|---------------------------------------|
| Unit 1 Points of View | <ul style="list-style-type: none"> “Moving Toward Independence: The Boston Tea Party” “Yankee Doodle” and “The World Turned Upside Down” From <i>Daughter of China</i>, Meihong Xu and Larry Engelmann “Understanding Cultural Differences,” Sandy Cameron | Key vocabulary terms; Cognates; Prefixes | Previewing; Using knowledge and experience to predict | Comparing and contrasting |
| Unit 2 The Human Spirit | <ul style="list-style-type: none"> “Abraham Lincoln” “Nancy Hanks,” Rosemary Carr and Stephen Vincent Benét “Lincoln,” John Gould Fletcher <i>Sor Juana Inés de la Cruz</i>, Kathleen Thompson “The Peace Corps” | Key vocabulary terms; Suffixes; Homonyms | Taking notes; Making inferences | Rhyme; Simile; Characterization |
| Unit 3 Voices of Freedom | <ul style="list-style-type: none"> “I Have a Dream,” Martin Luther King Jr. “Lady Freedom Among Us,” Rita Dove From <i>Roll of Thunder, Hear My Cry</i>, Mildred D. Taylor “Words of Freedom” | Key vocabulary terms; <i>Have</i> + noun; <i>Be</i> and <i>get</i> (idiomatic) | Summarizing; Visualizing | Metaphor; Mood |
| Unit 4 Risks and Challenges | <ul style="list-style-type: none"> “The Train to Freedom” “Follow the Drinking Gourd” “Five New Words at a Time,” Yu-Lan (Mary) Ying From <i>The Little Prince: The Play</i>, Rick Cummins and John Scoullar, adapted from the novel by Antoine de Saint-Exupéry “Performance Anxiety” | Key vocabulary terms; Meanings based on roots; Synonyms | Skimming for main ideas; Analyzing text structure | Stage directions |
| Unit 5 Reach for the Stars | <ul style="list-style-type: none"> “Earth and the Milky Way” <i>The Starry Night</i> (painting), Vincent van Gogh “On van Gogh’s <i>Starry Night</i>,” Martha Staid “Escape at Bedtime,” Robert Louis Stevenson “The Ten Chinese Suns” “Re” “Why the Sun Is So High in the Heavens” “Solar Eclipses” | Key vocabulary terms; Antonyms; Greek and Latin roots | Using a K-W-L-H chart; Identifying causes and effect | Personification; Theme |
| Unit 6 Shifting Perspectives | <ul style="list-style-type: none"> “Light” “A Reflection in Art: Jan van Eyck’s Double Portrait” “Mirror, Mirror: Mambo No. 5,” Gustavo Pérez Firmat From <i>The Story of My Life</i>, Helen Keller “Sowing the Seeds of Peace,” Mandy Terc | Key vocabulary terms; Number words including ordinals; Using print and online resources to find spellings, etc. | Monitoring comprehension; Listening to texts | Point of view |

| Grammar | Writing | Phonics | Spelling |
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| Using the simple past; Subject-verb agreement in the simple present; Regular and irregular verbs in the present; Question forms: present and past | Writing a narrative paragraph; Writing a journal entry; Writing a personal narrative | Long and short vowels <i>a, i</i> ; Long and short vowels <i>e, o, u</i> | Spelling long and short <i>a</i> and <i>i</i> sounds; Spelling long and short <i>e, o,</i> and <i>u</i> sounds |
| Using real conditionals: Sentences with <i>if</i> clauses; Modals of advice; Identifying parts of speech; Adjective clauses | Persuasive paragraph; Giving advice in an informal e-mail; Writing a letter to the editor | Liquids <i>L</i> and <i>R</i> ; Digraph <i>wh</i> | Spelling double <i>Ls</i> and <i>Rs</i> ; Initial <i>w-</i> , <i>j-</i> |
| The present perfect; Using gerunds and infinitives; Past participles; Past progressive | Writing essays; Writing a poem; Writing a descriptive essay | Blends <i>st, cl, sl</i> ; Digraphs <i>th-, ph-, sh</i> | Words with <i>cl, sl, st, ch, sh, th, wh</i> |
| Using prepositions and prepositional phrases; Contractions; Prepositional phrases with time; Possessives | Writing interview questions; Writing dialogue; Writing a biographical narrative | Digraphs <i>ch, tch, wr, kn</i> ; Voiced and voiceless | Doubling the final consonant and adding <i>-ing</i> ; Initial <i>s, sh, z</i> |
| Comparative and superlative adjectives; Using the passive voice; Comparative and superlative adverbs; Compound and complex sentences | Writing a research report comparing and contrasting two subjects; Writing a research report using a variety of sources; Writing a research report using note cards | <i>r</i> -controlled vowels; Voiced <i>-ed</i> endings | Changing <i>y</i> to <i>i</i> before adding <i>-er, -est</i> ; Doubling the final consonant and adding <i>-ed</i> |
| Subject and object pronouns; Compound and complex sentences; Nominative and objective cases; Using the simple future | Writing responses; Writing a personal narrative; Writing a short story | Unvoiced <i>-ed</i> ; Diphthongs <i>ou, ow, oy, oi</i> | Adding <i>-ed</i> ; Schwa sounds |